



# ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS™



## STUDY GUIDE

91 Professional Knowledge—Elementary

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## **PART 1: GENERAL INFORMATION ABOUT THE AEPA™ AND TEST PREPARATION**

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Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the AEPA and Test Preparation](#)



## PART 2: FIELD-SPECIFIC INFORMATION

### Field 91: Professional Knowledge—Elementary

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#### INTRODUCTION

This section includes a list of the test objectives, practice questions, an answer key for the selected-response questions, and a list of preparation resources.

**Test objectives.** As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to practice effectively in Arizona schools. The list of test objectives for each test field is the *only* source of information about what a specific test will cover and therefore should be studied carefully.

**Practice questions.** The practice questions for the selected-response and performance assignment sections included in this section are designed to give you an introduction to the nature of the questions included in the AEPA tests. The practice questions represent the various types of questions you may expect to see on an actual test; however, they are *not* designed to provide diagnostic information to help you identify specific areas of individual strength or weakness or to predict your performance on the test as a whole.

When you answer the practice questions, you may wish to use the sample answer sheet and sample Written Response Booklet provided in Part 1 to acquaint yourself with these materials. Use the answer key located after the practice questions to check your answers. Sample responses are provided immediately following each written performance assignment. The sample responses in this guide are for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

To help you identify how the test objectives are measured, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test field.

**Preparation resources.** The list of preparation resources has been compiled to assist you in finding relevant materials as you prepare to take the Professional Knowledge—Elementary test. This list is to be considered not as complete, but as representative of the kinds of resources currently available. There may be other materials that may be helpful to you in preparing to take the test.

You may also wish to consult a representative from an Arizona educator preparation program in your area regarding other potential resources specific to this field. Keep in mind that the use of these materials does not guarantee successful performance on the test.

# TEST OBJECTIVES

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## Field 91: Professional Knowledge—Elementary

### SUBAREAS:

1. Student Development and Learning
2. Instructional Planning and Management
3. The Professional Environment

### STUDENT DEVELOPMENT AND LEARNING

#### **0001 Understand human developmental processes and variations and how to use this knowledge to promote student development.**

For example: identifying characteristics, processes, and progressions of students' cognitive, physical, motor, social, emotional, and language/communicative development; recognizing ways in which a student's development in any domain (e.g., cognitive, social, language/communicative) may affect performance in other domains; demonstrating knowledge of how specific developmental factors may affect learning; understanding that developmental variations among students may affect instructional decision making in given situations; demonstrating knowledge of the importance of considering developmental characteristics of students when evaluating alternative instructional strategies; and recognizing learning opportunities and environments that promote students' developmental progress.

#### **0002 Understand learning processes and strategies that promote student learning and students' active engagement in learning.**

For example: demonstrating knowledge of learning processes (e.g., how students construct and assimilate knowledge and develop new skills); recognizing strategies for facilitating learning in instructional situations (e.g., by building connections between new information and prior knowledge and experiences, by relating learning to world issues and community concerns, by making learning purposeful); recognizing how various teacher roles (e.g., direct instructor, facilitator) and student roles (e.g., self-directed learner, group participant, observer) may affect learning processes and outcomes; and recognizing effective strategies for promoting independent thinking and learning (e.g., helping students develop critical-thinking, decision-making, and problem-solving skills; enabling students to pursue topics of personal interest).

#### **0003 Understand factors that may affect student development and learning, and use this knowledge to describe learning environments in which all students can be successful.**

For example: recognizing factors (e.g., social, emotional, cognitive, behavioral, physiological, gender, linguistic, environmental, familial, cultural, economic) that may affect students' development and learning; recognizing how current and prior school experiences (e.g., teacher expectations, assessment practices) may affect students' perceptions, motivation, attitudes about learning, and performance; recognizing the significance of the home environment (e.g., nature of the expectations of parents, guardians, or caregivers; degree of their involvement in a child's education) for student learning; recognizing how classroom factors (e.g., student-teacher interactions) may affect students' self-concepts and learning; identifying ways in which peer interactions may promote or hinder a student's success in school, and determining effective strategies for dealing with peer-related issues in given classroom situations; and understanding how community characteristics (e.g., socioeconomic profile, opportunities for out-of-school educational experiences, availability of community resources) may affect students.

**0004 Understand diverse student populations, and use this knowledge to describe learning opportunities and environments that address differences among students and that promote appreciation and respect for diversity.**

For example: identifying strategies for working effectively with students from a variety of cultural backgrounds, students from various socioeconomic circumstances, students of both genders, students whose primary language is not English, students from a variety of geographical contexts (e.g., urban, rural, reservation, international), and students whose home situations involve a variety of family arrangements and lifestyles; demonstrating awareness of cultural differences (e.g., values, practices); demonstrating awareness of types of disabilities, developmental delays, and exceptionalities and of the implications for learning associated with these differences; identifying resources to address individuals' special needs; describing strategies to ensure that all students participate to the greatest extent possible in classroom activities; and demonstrating knowledge of strategies for promoting students' understanding and appreciation of diversity and for using diversity that exists within the classroom and the community to enhance all students' learning.

**INSTRUCTIONAL PLANNING AND MANAGEMENT****0005 Understand curriculum development and instructional planning, and apply this knowledge to describe instruction that promotes achievement of Arizona academic standards and other instructional goals.**

For example: understanding procedures used in classroom curricular decision making (e.g., evaluating the current curriculum; defining scope and sequence; detecting gaps in the curriculum; modifying curriculum based on student characteristics, the structure of the subject matter, and relevance in meeting societal expectations); identifying strategies for developing interdisciplinary curricula (e.g., incorporating cross-disciplinary themes); evaluating curriculum materials and instructional resources (e.g., textbook, guest speaker, multi-media) for their appropriateness and relevance in presenting particular ideas or concepts; describing procedures used in instructional planning (e.g., defining lesson or unit objectives, developing lesson plans); recognizing key factors to consider in planning instruction (e.g., students' characteristics and prior experiences, available time and other resources, appropriate sequencing of lessons within units, instructional goals); analyzing a given lesson or unit plan in terms of organization, completeness, feasibility, etc.; and describing strategies for collaborating with others to plan and implement interdisciplinary instruction.

**0006 Understand how to use formal and informal assessment to learn about students, plan instruction, monitor student understanding, and modify instruction to enhance student learning and development.**

For example: demonstrating knowledge of the characteristics, uses, advantages, and limitations of different types of informal and formal assessments (e.g., portfolio, teacher-designed classroom test, embedded assessment, performance assessment, peer assessment, student self-assessment, teacher observation, standardized achievement test); using measurement principles and assessment concepts (e.g., validity, reliability, bias) to determine the appropriateness of a formal or informal assessment instrument in a given situation; interpreting assessment results; describing adjustments to lessons and activities based on assessment results; and communicating assessment results.

**0007 Understand principles and techniques associated with various instructional strategies and approaches, and use this knowledge to promote achievement of Arizona academic standards and other instructional goals.**

For example: identifying the uses, benefits, and limitations of a specific instructional approach (e.g., direct instruction, cooperative learning, inquiry-based learning, interdisciplinary instruction, whole-group and small-group discussion, lecture, hands-on activity, peer tutoring, technology-based instruction, individualized instruction) in relation to given purposes or students (including those with special needs); understanding how to adjust lessons in response to student feedback; recognizing different communication techniques to enhance student understanding; understanding communication approaches that are sensitive to students' backgrounds (with respect to gender, language, and cultural differences); recognizing questioning methods that are bias-free and that are effective in maintaining student engagement and in encouraging risk taking and problem solving; understanding how to relate content to real-life situations; understanding how students can acquire information and concepts through a variety of modes and formats; recognizing appropriate role(s) of the teacher in relation to a given instructional approach; and comparing instructional approaches in terms of teacher and student responsibilities, expected student outcomes, and usefulness for achieving instructional purposes.

**0008 Understand a variety of methods for teaching literacy skills that support and promote student achievement.**

For example: selecting instructional strategies that help students use literacy skills (e.g., reading, writing, speaking, listening, viewing) as tools for learning; understanding the importance of promoting literacy in all areas of the curriculum by using a variety of resources (e.g., expository texts, electronic media) and by teaching students how to use, access, and evaluate information from various resources; identifying ways to support students' development of content-area reading skills; and demonstrating knowledge of ways to address the literacy needs of all students, including those whose primary language is not English.

**0009 Understand strategies that encourage motivation and positive behavior necessary to the structure and management of a classroom environment that promotes student learning and positive social interactions.**

For example: identifying procedures for enhancing student interest and helping students find their own motivation (e.g., relating concepts presented in the classroom to students' everyday needs, experiences, and cultural backgrounds; encouraging student-initiated activities; highlighting connections between academic learning and the world outside the classroom); analyzing the effects of using various motivational strategies (e.g., intrinsic and extrinsic) in given situations; recognizing factors and situations that tend to promote or diminish student motivation; analyzing teacher-student interactions with regard to motivation and behavior issues (e.g., communicating expectations and standards of behavior, providing feedback, building student self-esteem and classroom community); analyzing relationships between classroom management strategies and student learning, attitudes, and behaviors; and demonstrating knowledge of strategies for managing the instructional environment to promote productivity, optimize students' time on-task, manage disruptive behaviors, and establish, communicate, and implement classroom procedures.

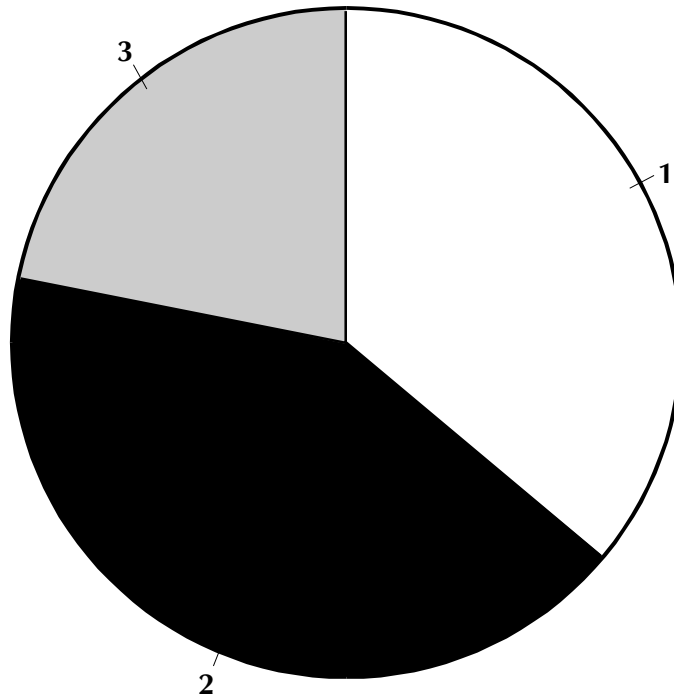
**THE PROFESSIONAL ENVIRONMENT****0010 Understand how to establish and maintain effective home-school relationships and school-community interactions that support student learning.**




For example: recognizing strategies for initiating and maintaining effective communication between the teacher and parents/guardians, including those from diverse backgrounds, and recognizing factors that may facilitate communication in given situations (including teacher conferences with parents/guardians); describing strategies for using community resources to enrich learning experiences; and recognizing various ways in which school personnel, local citizens, and community institutions (e.g., businesses, cultural institutions, colleges and universities, social agencies) can work together to promote a sense of community that will support student learning.

**0011 Understand professional roles, expectations, and legal and ethical responsibilities of Arizona educators.**

For example: understanding how professional growth and development opportunities and personal reflection enhance teaching effectiveness; recognizing the responsibilities and requirements associated with the development and implementation of Individualized Education Programs (IEPs); demonstrating knowledge of laws related to students' rights in various situations (e.g., in relation to due process, discrimination, harassment, confidentiality, discipline, privacy); demonstrating knowledge of a teacher's rights and responsibilities in various situations (e.g., in relation to students with disabilities or students who may be abused, speaking out publicly against a school policy); demonstrating knowledge of parents'/guardians' rights and responsibilities in various situations (e.g., in relation to student records, school attendance); demonstrating knowledge of the roles and responsibilities of different components of the education system in Arizona; and identifying legal and ethical guidelines in various educational contexts.

### DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM



Subarea	Approximate Percentage of Selected-Response Items on Test Form
 1. Student Development and Learning	36%
 2. Instructional Planning and Management	45%
 3. The Professional Environment	19%

# PRACTICE QUESTIONS

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## Field 91: Professional Knowledge—Elementary

1. To help students develop their decoding skills, a first-grade teacher presents a lesson about short vowels using the concept of word families. The teacher writes "\_at" on the board, and asks students to suggest letters to put in the blank. Each time the students suggest a letter, the teacher fills in the blank to form a new word and asks the class to read the word aloud. Which of the following additional activities is most likely to address the developmental levels of all students in the class?
  - A. letting students take turns making sentences using the new words
  - B. asking students to spell the new words aloud several times
  - C. having students copy the list of new words into their writing journals
  - D. providing students with cut-out letters to build more new words
2. Which of the following teacher strategies is likely to have the most positive influence on the social development of nine-year-old students?
  - A. offering encouragement to students during challenging or frustrating activities
  - B. balancing student-led and teacher-led class activities
  - C. providing opportunities for students to express their feelings freely during class activities
  - D. emphasizing cooperative rather than competitive student activities
3. A teacher wants to incorporate art projects into the content areas for first-grade students, who exhibit a wide range of fine-motor skills. Which of the following approaches is most likely to meet the developmental needs of all students in the class?
  - A. allowing students to self-select from a variety of art media for each lesson
  - B. giving individual students access to specific art media based on their demonstrated skill levels
  - C. using teacher-assigned art media for each individual lesson
  - D. providing students with direct instruction in skills needed for proper use of various art media

4. It is during the concrete operational stage of cognitive development that children are most likely to *begin* demonstrating the ability to:
- A. analyze their own thought processes.
  - B. use specific observations to develop general principles.
  - C. think through a series of steps logically.
  - D. generate many different possible solutions for a given problem.
5. In a kindergarten class, the teacher can best advance students' language comprehension and production by engaging them in which of the following activities?
- A. learning the meaning and pronunciation of several unfamiliar words each week
  - B. having conversations and shared experiences with the teacher about picture books
  - C. choosing formal or informal language that is appropriate to given contexts
  - D. learning nursery rhymes and practicing writing them
6. A fourth-grade teacher wants students to understand that being persistent with a task can lead to the pleasure of seeing a job completed. Which of the following actions would likely be most helpful in promoting students' development in this area?
- A. assigning students to be classroom helpers for various tasks such as collecting papers and feeding classroom pets
  - B. teaching students to monitor their progress on long-term projects by setting up periodic checkpoints
  - C. providing choices for students when selecting an activity or game for the class
  - D. publicly rewarding students for completing their homework assignments on time

7. In the typical sequence of human development, which of the following characterizes the cognitive development of most five-year-old children?
- A. the use of logic to solve abstract problems
  - B. learning that requires direct and immediate sensory stimuli
  - C. hypothetical thinking and the ability to understand cause-and-effect relationships
  - D. egocentric thinking and the evaluation of situations largely on the basis of appearance
8. An elementary school teacher plans math problem-solving lessons that include opportunities for students to manipulate objects and discuss freely their strategies and conclusions with their classmates. This approach demonstrates the teacher's awareness that:
- A. a loosely structured environment is beneficial to students' analytical thinking processes.
  - B. students' ability to acquire knowledge increases with active engagement in the learning activity.
  - C. students' acquisition of knowledge is most efficient when they direct their own learning.
  - D. social interaction among students is essential to a successful learning activity.
9. After teaching an initial lesson on addition of fractions, a teacher engages students in their first practice session. To help the students master addition of fractions, the teacher's main role during the first practice session should be to:
- A. check students' understanding and provide feedback.
  - B. challenge students to take risks and attempt more difficult problems.
  - C. facilitate student collaboration and peer review.
  - D. reinforce the importance of learning the skill.

10. An elementary teacher has developed a lesson to help students expand their vocabulary. The lesson begins with a brainstorming session in which students suggest more descriptive verbs that could be used in place of a given common verb. For example, the teacher offers the word *walk*, and the students brainstorm the words *saunter*, *prance*, *march*, *slink*, etc. Then the students play a game of charades in which individual students act out one of the descriptive verbs while the rest of the class tries to guess which verb it is. In designing this lesson, the teacher most likely focused on the principle that learning is enhanced by instruction that:
- A. helps students recognize the relevance of new learning to their own lives and needs.
  - B. links new learning to students' prior knowledge and experience.
  - C. provides students with opportunities for active engagement in the learning process.
  - D. promotes students' view of learning as a challenging experience.
11. An elementary teacher wants to help students understand the function of classification systems. The teacher begins by asking students to name as many animals as they can. Then the teacher asks students to describe how the animals are the same or different. Using these comparisons, the teacher guides students to create a system for classifying the animals on their list into different categories. This lesson best demonstrates the teacher's understanding that learning is enhanced when students:
- A. receive immediate feedback on the accuracy of their responses.
  - B. progress from concrete to abstract instructional activities.
  - C. rely on the teacher for direction during initial practice.
  - D. use prior knowledge to build meaning that makes sense to them.

12. Use the information below to answer the question that follows.

A fifth-grade teacher uses a literature circle approach in reading instruction. The students first read one or more chapters of a trade book independently. They then meet to discuss their impressions and answer guiding questions provided by the teacher such as the ones shown below:

- Do you think the main character made the right decision? Why or why not?
- What might have happened if the character had made a different decision?

Which of the following is likely to be the greatest benefit to students' learning as a result of their participation in the literature circles?

- A. enhancing their appreciation for different writing styles
- B. increasing their efficiency in completing academic tasks
- C. expanding their use of higher-order thinking skills
- D. improving their ability to recall important content

13. After presenting the first lesson of a new unit of study, a teacher asks questions and calls on individual students to give answers. When a student cannot answer the question after an appropriate amount of time, the teacher can best support the student's learning by:
- A. suggesting that the student listen carefully while a classmate answers the question.
  - B. continuing to wait until the student is able to think of a plausible response.
  - C. providing a prompt to help the student summon up a correct answer.
  - D. asking a different question that the student is certain to be able to answer.
14. During a unit on American Indian cultures, a fifth-grade teacher arranges for students to spend the morning at a local natural history museum. When they arrive at the museum, the teacher gives pairs of students questions about the exhibits. The students will spend the first part of the morning examining the exhibits and answering the questions. Then they will gather in the museum's courtyard to discuss their answers as a large group. Which of the following instructional changes is most likely to increase the success of this lesson?
- A. requiring students to answer the questions independently
  - B. reviewing the questions with students before the activity
  - C. allowing students the entire morning to answer the questions
  - D. rewarding students who answer all of the questions correctly

15. A fourth-grade student consistently performs at an above-average level on independent and group activities in class. However, the teacher notices that the student performs at a significantly lower level on weekly quizzes and tests. When the teacher talks to the student about the low scores, the student's response is, "I understand the work in class and when I study at home. But everything goes out of my head when I look at the test, and I can't remember all the things I used to know." Which of the following factors is most likely contributing to the observed discrepancy in this student's performance levels?
- A. a lack of familiarity with the testing format
  - B. overconfidence in content knowledge
  - C. insufficient review of instructional content
  - D. a high anxiety level in testing situations
16. Teachers in a school in an economically disadvantaged area work to provide students and their families with access to a variety of community support services, including health care, food banks, and emergency housing. This practice demonstrates the teachers' understanding that:
- A. students' motivation to learn will be enhanced by connecting learning to their personal experiences.
  - B. working with community members will help students develop positive expectations regarding their learning.
  - C. exposure to a variety of community resources will enrich students' learning experiences.
  - D. students' ability to meet learning objectives is closely linked to their overall well-being.

17. A fifth-grade student with disabilities uses a communication board. The student's family moves to a new community halfway through the school year. Prior to the student's arrival in class, which of the following actions by the teacher is most likely to assist students in making the new student a part of their classroom community?
- A. discussing with the class how the new student communicates and allowing students to try out a similar assistive technology device
  - B. arranging for a different member of the class to act as a buddy to the new student each day
  - C. having students take turns trying to communicate without using their voices and discussing how having this difficulty would affect them
  - D. having students brainstorm and discuss traits that make them different from their classmates
18. A teacher in a heterogeneous third-grade classroom wants to create an environment that encourages all students to develop a positive attitude about education. Which of the following strategies is most likely to help the teacher achieve this goal?
- A. praising students' work that meets high performance standards
  - B. highlighting students' progress and growing competence as learners
  - C. emphasizing the long-term benefits of high achievement to students
  - D. using concrete reinforcers to improve students' performance

19. A middle school teacher wants to make regular use of group activities in a class that includes students who achieve at significantly different levels. Which of the following strategies is most likely to promote all students' success during these activities?
- A. allowing students to form their own groups and select from a range of possible activities that reinforce instruction
  - B. assigning students permanently to homogeneous groups that work through each class activity at their own pace
  - C. selecting students randomly to form groups that engage in game-like activities in which groups compete with one another
  - D. assigning students to heterogeneous groups in which each student plays an individual role in activities that involve a common goal
20. A third-grade teacher is aware that students are often slow to make friends with new classmates and wants to promote their acceptance of a student who will be joining the class. The teacher can best achieve this purpose by:
- A. displaying interesting information about the new student on a class bulletin board.
  - B. forming teams of students to assist the new student with various aspects of daily routines and activities.
  - C. asking a student to interview the new student and share information about the new student with the class.
  - D. assigning the new student to share a sought-after classroom job with a partner.

21. A sixth-grade teacher notices that several cliques have formed within the classroom and that excluded students are reluctant to participate in daily learning activities. Which of the following actions would be the most effective *first* step for the teacher to take in rebuilding a positive learning environment?
- A. establishing a classroom rule prohibiting students from forming exclusionary groups
  - B. requesting that the school counselor meet individually with the students who have been excluded
  - C. assigning students to role-play both being included and excluded from a group
  - D. asking the parents/guardians of the students forming cliques to discuss the issue with their children
22. An elementary teacher makes a point of learning about the cultural backgrounds of students each year. The most likely benefit of this practice is to help the teacher:
- A. adapt instruction for relevance to students' diverse life experiences.
  - B. determine which strategies would be most effective for motivating students.
  - C. select the most effective grouping strategies to use with students.
  - D. prevent conflicts and misunderstandings among the students.
23. An elementary art teacher watches as a new student with cerebral palsy finishes an assignment. The teacher notices that the student is having difficulty using certain art materials. Which of the following is the most appropriate *first* step for the teacher to take to address this student's special needs?
- A. assigning the student a different art project to complete for class
  - B. sharing observations with the occupational therapist working with the student
  - C. providing the student with a range of materials from which to choose
  - D. contacting the student's parents/guardians to find out what art materials the student can easily manipulate

24. A middle school teacher is planning a social studies project in which students will interview adult members of their community about their childhood and school experiences. Students will present their findings to the class in an oral report. This project is likely to be most effective for developing students':
- A. awareness of the diversity of educational experiences within their community.
  - B. understanding of the relationship between community history and current events.
  - C. awareness of the variety of resources available in the community.
  - D. understanding of how individuals can influence the development of a community.
25. A third-grade teacher is setting up a classroom for the school year. One of the goals for the year is to help students understand and appreciate cultural diversity. Which of the following strategies would be most effective for meeting this goal?
- A. providing students with books and other media that represent a variety of cultural perspectives
  - B. identifying the holidays and celebrations of many cultures on a large classroom calendar
  - C. developing a learning center activity about various cultures for students to complete independently
  - D. designing a bulletin board showing pictures of children from various cultural backgrounds

26. A second-grade teacher in a culturally diverse classroom will be teaching a lesson on the use of adjectives. As an introductory activity, the teacher will have students brainstorm a list of words that can be used to describe given nouns. Which of the following strategies would best ensure the effectiveness of this activity for students from diverse backgrounds?
- A. defining selected nouns for all students prior to the brainstorming activity
  - B. having all students complete the brainstorming activity in pairs before working in a large group
  - C. making sure all students contribute equally during the brainstorming activity
  - D. choosing nouns for the brainstorming activity that are likely to be familiar to all students
27. A team of elementary math teachers meets regularly to review the scope and sequence of math content across grade levels. The major benefit of this practice is that it:
- A. promotes flexible instructional pacing for math content and skills.
  - B. addresses the individual learning needs of students at varying developmental stages.
  - C. ensures the overall continuity of the math curriculum and skill instruction.
  - D. streamlines the process of curriculum planning and evaluation.

28. As part of a two-week unit on systems of the human body, a fifth-grade teacher wants students to recognize different types of cells. The school's science lab has only six microscopes and a few prepared slides of cells. Instead of using the lab, the teacher decides to develop a multimedia presentation incorporating photographs of different types of cells as seen under a microscope. The teacher's decision demonstrates understanding of the importance of:
- A. making the most efficient use of instructional time and available resources.
  - B. using a variety of instructional resources to present content.
  - C. choosing instructional resources that are developmentally appropriate for students.
  - D. using instructional resources to promote students' engagement in learning.
29. A third-grade teacher is planning an interdisciplinary unit on the prairie. The teacher wishes to ensure that the learning activities will be meaningful and engaging for the students. The teacher should plan to do which of the following as a means of achieving this goal?
- A. Make sure all students understand the final project for the unit well in advance and know when it is due.
  - B. Involve students in formulating questions to guide their explorations during the unit.
  - C. Plan various ways of grouping students for unit activities to maximize peer interactions.
  - D. Invite student input on how their final projects for the unit should be assessed.
30. When selecting reading materials to supplement the concepts presented in a lesson, a teacher should ask which of the following questions *first*?
- A. Are these materials usable for more than one lesson presentation?
  - B. Will students require additional instruction to use these materials effectively?
  - C. Do these materials support a variety of student groupings?
  - D. Are these materials consistent with the students' comprehension and skill levels?

31. An elementary teacher has developed learning objectives for a unit of study. Which of the following steps should the teacher take *next*?
- A. Sequence activities to help students meet the learning objectives.
  - B. Develop strategies for presenting concepts related to the learning objectives.
  - C. Identify skills that students will need to develop in meeting the learning objectives.
  - D. Decide how to evaluate students' mastery of the learning objectives.
32. A language arts teacher has students keep a working portfolio in which they place a variety of writing samples. The teacher instructs students to include drafts as well as final versions of the writing samples. A primary benefit of using this type of portfolio with students is that such portfolios:
- A. document students' developing abilities over time.
  - B. provide a means of interpreting one student's performance in relation to other students.
  - C. offer a reliable means of predicting students' future performances.
  - D. allow the teacher to determine students' mastery of large domains of content.
33. A third-grade teacher meets with the parents of a student. The student's grade-equivalent score on a standardized math test is 5.6. Based on this score, the student's parents want the teacher to arrange for the student to receive math instruction with a fifth-grade class. Which of the following is the most appropriate response for the teacher to make to the parents' request?
- A. Agree to arrange for the student to attend fifth-grade math classes.
  - B. Suggest that they review the student's test scores in other subject areas to determine whether the student is eligible for grade acceleration.
  - C. Offer to provide the student with fifth-grade level independent learning opportunities in math.
  - D. Explain that the score indicates the student's level of performance on third-grade, rather than fifth-grade, level math.

34. An elementary teacher has completed a unit on subtracting three-digit numbers with regrouping. The results of the end-of-unit test indicate the majority of the students have not mastered this concept. Which of the following is the teacher's most appropriate *first* step in responding to this situation?
- A. Revise and reteach the lesson plans to extend instruction so that students can master the concept.
  - B. Ask students who mastered the concept to assist others with a supplemental assignment on the concept.
  - C. Record students' scores and note specific problem areas before continuing on with the next instructional unit.
  - D. Incorporate students' problem areas into the next unit to provide students with additional reinforcement.
35. A sixth-grade teacher wants to determine which students are proficient in accessing and using word-processing software. Which of the following assessment procedures would be most effective for this purpose?
- A. performance assessment
  - B. criterion-referenced testing
  - C. norm-referenced testing
  - D. portfolio assessment
36. Students in a fifth-grade class will make presentations on individual study topics to fulfill the culminating assignment for a social studies unit. The teacher is considering various ways of assessing students' projects. Which of the following strategies is likely to result in the most equitable and reliable assessment of the students' presentations?
- A. comparing students' scores on the presentations to their scores on other social studies assignments
  - B. developing a scoring rubric to be used in assessing the students' presentations
  - C. asking students to assess one another's presentations and averaging the scores each student earns
  - D. ranking the students' presentations based on overall quality and assigning scores accordingly

37. Use the table below showing the results of a writing skills pretest to answer the question that follows.

Skill	Number of Students Scoring			
	0% Correct	33% Correct	67% Correct	100% Correct
Write complete sentences	8	4	6	5
Begin sentence with capital letter	0	2	12	9
Correct use of period	0	2	14	7
Correct use of question mark	3	2	12	6
Correct use of exclamation point	2	3	11	7

A teacher administers a diagnostic pretest on writing skills to the students in a third-grade class. Based on the results shown above, which of the following plans is likely to be most efficient and effective in meeting the instructional needs of the students in the class?

- A. Deliver whole-group instruction to the class, encouraging the high-scoring students to see the benefits of practicing their skills.
- B. Differentiate instruction to three levels for each skill, having individual students participate at the level of instruction that is most appropriate.
- C. Present the same lessons to all students, and have the students who earned the highest scores serve as peer tutors for those with the lowest scores.
- D. Provide individualized lessons so that each student receives the optimal level of instruction and practice for each skill.

38. A fifth-grade teacher has a student whose achievement level is below that of other students in the class. The teacher includes the student in class learning activities as much as possible, but uses an alternative method of assessment. When sharing assessment results with the student, it is most important that the teacher provide the student with information about:
- A. the manner in which performance was assessed.
  - B. the classroom instructional modifications the student has been receiving.
  - C. the progress being made toward meeting learning objectives.
  - D. the way the student's performance compares with that of peers.
39. Which of the following elements is most essential for the success of small-group discussion activities in an elementary class?
- A. prior practice making oral presentations to a group
  - B. a required level of participation in the discussion by group members
  - C. ground rules that emphasize respect for one another's ideas
  - D. flexible time periods to allow thorough discussion of a concept
40. A seventh-grade science teacher writes the steps for a laboratory experiment on the board and explains them to the class. Next, the teacher asks if there are any questions. The students do not have any questions, so the teacher tells the class to begin the experiment. As the teacher walks around the room, it is obvious that a number of students are making procedural errors in performing the experiment. Which of the following actions would likely be most effective for the teacher to take in response to this situation?
- A. verbally reviewing the procedures for the experiment before allowing students to continue
  - B. having students write down the procedures before continuing the experiment
  - C. modeling each step of the experiment and checking frequently for students' understanding
  - D. having the students perform the experiment one step at a time as it is explained

41. After teaching a lesson on persuasive writing, a fifth-grade teacher involves students in a brainstorming activity to identify a topic they would like to write about. The students decide to write an essay to the school board about the dress code policy. The greatest benefit of including the brainstorming activity in this lesson is most likely to be to:
- A. increase the level of engagement among students having a difficult time mastering persuasive writing.
  - B. connect persuasive writing skills to an issue that students find personally meaningful.
  - C. give students an opportunity to practice persuasive writing in a content-area context.
  - D. help students understand the relationship between creative thinking and persuasive writing.
42. A sixth-grade teacher introduces a new social studies unit and provides the students with information from a variety of sources. The teacher assigns the students to cooperative groups for the purpose of studying the information. Which of the following strategies is likely to be most effective in ensuring that all group members actively participate in learning the information?
- A. having group members assess their own and each other's success in learning the new information
  - B. dividing the information so that each group member is responsible for teaching a portion to the other members
  - C. teaching group members to apply social skills that are necessary for successful group interactions
  - D. requiring group members to complete a test on the information and assigning a group grade by averaging their individual scores

43. A middle school social studies teacher introduces a lesson on the rights of citizenship by providing data on voting trends in the United States over the last twenty years. The teacher also shows video interviews with people from other countries who do not have the right to vote. Which of the following would most likely be the primary benefit of using this approach to opening the lesson?
- A. providing a framework through which students can explore a topic that has real-life applications
  - B. presenting information in a sequenced manner so that students can draw their own conclusions
  - C. stimulating students' higher-level thinking skills through the analysis of given data
  - D. presenting information in a manner that is responsive to students' diverse learning styles
44. As part of a unit on gravity, a sixth-grade teacher has students conduct a science experiment. Students drop two pieces of notebook paper, one flat and one that has been crumpled into a ball, from a height of 5 feet. They observe which piece of paper hits the ground first. As a follow-up activity, the teacher has small groups discuss the results of this experiment. Which of the following discussion questions would most effectively prompt students to use reasoning skills to draw conclusions from the experiment?
- A. Why did one piece of paper fall faster than the other?
  - B. What would happen if one piece of paper weighed more than the other?
  - C. Is the same amount of gravity exerted on both pieces of paper?
  - D. What would happen if a different kind of paper were used?

45. At the beginning of the school year, a kindergarten teacher becomes aware that some students in the class have had little or no exposure to text. The teacher's goal is to promote these students' literacy skills. To achieve this goal, the teacher's *first* step should be to use a popular children's book to:
- A. illustrate how letters of the alphabet are used to form words.
  - B. demonstrate page orientation and other features such as the cover and title.
  - C. point out how words are used to form sentences.
  - D. show how capital letters and punctuation signal the beginning and end of sentences.
46. A teacher wants to help students improve their reading comprehension. The teacher plans to teach students to use a process that includes the skills of summarizing, questioning, clarifying, and predicting. This method is most likely to be effective if the teacher *begins* by:
- A. providing students with a written outline to follow in practicing each skill.
  - B. asking students to write their own definitions for each of the skills.
  - C. assigning each student one skill to demonstrate during a group discussion.
  - D. modeling the use of each of the skills for the students.
47. An eighth-grade teacher is teaching a unit on the Industrial Revolution. The teacher asks students to use the Internet and several print resources to research how various changes during this era impacted the economy, education, and the family. Students will then write papers about their findings and present them to the class. A primary benefit of this instructional plan is that it:
- A. incorporates activities that will help improve students' content-area reading skills.
  - B. provides opportunities for students to accomplish a project by engaging in activities they are likely to enjoy.
  - C. provides opportunities for students to apply a variety of literacy skills to enhance their learning.
  - D. incorporates activities that will address a variety of individual learning styles.

48. A planned language arts unit for second-grade students involves having the students make up stories that they record in pictures they create using cut and torn paper. Next, they will "read" their picture stories to the teacher and then write down the text for their stories. Which of the following is a primary benefit of integrating sensory and visual components into this language arts activity?
- A. It introduces students to the traditional approach to process writing.
  - B. It quickly leads students to create stories by writing them first, then illustrating them.
  - C. It promotes students' cooperation and collaboration in language arts and art activities.
  - D. It develops and reinforces students' literacy skills through multiple learning modes.
49. An eighth-grade teacher would like to improve students' listening comprehension skills. The teacher plans a lesson in which students will practice taking notes while listening to a speaker. The students will hear a nonfiction passage read aloud twice. During each reading, the students will take notes on the passage. Which of the following strategies would most effectively help the students succeed at this task?
- A. Write on the board a list of vocabulary words from the passage for students to refer to while they take notes.
  - B. Encourage students to write down complete thoughts as they listen to the passage.
  - C. Provide students with a graphic organizer at the beginning of the lesson and explain how to use it for taking notes.
  - D. Choose a passage about a topic that is likely to be unfamiliar to the students.
50. The use of extrinsic rewards would be most appropriate and effective for motivating students to:
- A. complete a discovery-based learning science experiment.
  - B. increase their speed and accuracy in completing math computations.
  - C. write a lengthy research paper for social studies.
  - D. use a greater number of original ideas in their creative writing.

51. A fourth-grade student completes all work and performs well on written assignments, but does not volunteer to answer questions or make comments during class discussions. Which of the following actions by the teacher is likely to help this student participate more fully in class discussions?
- A. speaking privately to the student about the lack of input during class discussions and urging the student to work towards increasing verbal participation
  - B. providing the student with opportunities to engage in discussions with a partner and with small groups of classmates
  - C. asking the student to give short oral reports in front of the class on a regular basis to help overcome shyness about speaking in front of others
  - D. setting up a contingency contract that rewards the student based on the number of contributions made during class discussions
52. Which of the following learning opportunities is most likely to promote the development of initiative in kindergarten students?
- A. providing students with charts to self-monitor their progress
  - B. assigning responsibility for selected classroom tasks to students
  - C. giving students ongoing feedback about their progress
  - D. encouraging students to self-select center time activities
53. During center time in a second-grade classroom, a student is very upset that another student will not share the computer. Which of the following responses by the teacher is most likely to help build a positive classroom community?
- A. acknowledging the student's feelings and asking both students to suggest possible solutions
  - B. asking the students to work together at a center other than the computer center
  - C. setting a timer and telling both students to switch places at the computer when the timer rings
  - D. reminding both students of the importance of being considerate of others

54. Which of the following strategies is most likely to maximize the amount of time students are engaged in learning activities during the instructional day?
- A. modeling and having students practice procedures for routine tasks and activities
  - B. setting a timer to alert students when they should end each activity and task
  - C. giving a reward to the first student ready for each of the day's tasks and activities
  - D. posting a daily schedule and periodically reminding students to review the schedule
55. Each day, a few middle school students arrive late to their math class, causing lost instructional time and disruption to the learning of other students. The students who are late vary from day to day. Their teacher wants to encourage all students to arrive in class on time. The teacher can best achieve this goal by implementing which of the following strategies?
- A. discussing the problem with the class and establishing a class incentive for arriving on time
  - B. exempting students who are on time for class from homework assignments that night
  - C. implementing a point system in which students lose points towards a class reward when they are late
  - D. providing seatwork for students who are late and restricting them from participation in class activities

56. Once a week, a teacher sends students home with a large envelope containing samples of their work and any important notices. The parents/guardians review the enclosed materials and sign and date the envelope, which the students return to the teacher the next day. The primary benefit of this practice is that it:
- A. increases parents'/guardians' interest in their child's school experiences.
  - B. helps the teacher maintain ongoing communication with parents/guardians.
  - C. requires students to communicate with their parents/guardians about school.
  - D. reduces the teacher's need for formal conferences with parents/guardians.
57. During an instructional unit on community helpers, a second-grade teacher invites several workers to visit the classroom in their uniforms and talk about the jobs they do. The teacher can best prepare the guest speakers to make effective presentations for the students by:
- A. discussing the developmental level of the students and the kinds of activities that would be appropriate for them.
  - B. identifying students who are likely to be most interested in the presentations.
  - C. providing the guest speakers with a list of the students' names and general information about their backgrounds.
  - D. giving the speakers a tour of the classroom and school building prior to the presentations.

58. A teacher wants to provide parents/guardians with progress reports that are as meaningful and useful as possible in describing their children's academic growth. Which of the following practices would best achieve this goal?
- A. providing a glossary of assessment terminology with every progress report
  - B. ensuring that each progress report includes test scores or numerical grades
  - C. writing the progress reports using straightforward language that is free of educational jargon
  - D. including a copy of the teacher's grading policies with each progress report
59. An elementary school and a local community college are starting a tutoring program in which volunteer college students will tutor elementary school students who need extra academic support in certain areas. The tutors will meet regularly with the elementary students to help them with homework and other class assignments. Which of the following teacher strategies for working with the tutors is likely to be most effective in supporting the elementary students' learning?
- A. supplying tutors with a comprehensive curriculum to use with students
  - B. providing tutors with ongoing training and support
  - C. requesting tutors to write a detailed report following each tutoring session
  - D. asking tutors to follow consistent schedules in established locations

60. Teachers at an elementary school with a culturally diverse student population have decided to sponsor a culture fair in which various cultures will be represented through displays and performances. The main goal of the event is to support student learning by promoting positive attitudes towards diversity. Which of the following steps should the teachers take *first* in addressing this goal?
- A. contacting local media and distributing flyers to publicize the event in the community
  - B. organizing school fundraisers to raise money for the event
  - C. inviting parents/guardians and other community members to be involved in planning the event
  - D. having students design posters to advertise the event in the school
61. For a unit on careers, an eighth-grade teacher is considering assigning students a project in which they will interview local employers about their businesses. To ensure this activity's success, it would be most important for the teacher to take which of the following steps before going ahead with the activity?
- A. generating a list of questions for students to follow during their interviews
  - B. conducting background research on the local businesses to provide to the students before their interviews
  - C. identifying where students' family members work to avoid potential conflicts of interest
  - D. contacting employers to describe the activity and to determine if they are willing to participate

62. A fourth-grade teacher has a conference scheduled with the parents of one of her students. From past contacts with these parents, the teacher is aware that their values regarding education are very different from her own. To ensure a positive, productive meeting, it is most important for the teacher to be prepared to:
- A. limit the meeting to a discussion of specific points that relate to the student's performance in class.
  - B. make a well-supported, reasoned argument for her own views if challenged by the parents.
  - C. listen to what the parents have to say with an open mind and respond in a nonconfrontational manner.
  - D. assure the parents that all instructional decisions regarding their child will be consistent with their values.
63. One of the students in a seventh-grade class reports that another student is carrying a pocket knife. Which of the following actions would be most appropriate for the teacher to take at this time?
- A. Request that the accused student come into the hall and empty all pockets.
  - B. Advise the student's parents of the report and ask how they wish the situation to be handled.
  - C. Investigate the incident further by seeking corroboration of the report from other students.
  - D. Contact the school administrator immediately to remove the student from the classroom.

64. A sixth-grade teacher overhears a group of high-performing students in class making derisive comments about some of their lower-achieving peers. The teacher further observes that there is little contact between the two groups of students both inside and outside the classroom. Concerned about these observations, the teacher would be best advised to take which of the following steps *first*?
- A. Adopt a new classroom seating arrangement that could lead to increased interaction between the two groups of students.
  - B. Talk with several of the lower-achieving students to find out what they think of their peers' behavior.
  - C. Reflect on the teacher's own classroom conduct to consider whether the behavior of the high-performing students is being unwittingly influenced.
  - D. Talk with several of the high-performing students to learn the causes of their behavior.
65. According to Arizona state law, habitual student truancy may result in:
- A. a citation requiring the student and his or her parents/guardians to appear in court.
  - B. the parents/guardians losing legal custody of the student.
  - C. the student being expelled from school and provided with home tutoring.
  - D. the student being mandated to attend a summer school program.
66. During a parent-teacher conference, parents confide to a teacher that they are deeply in debt and near eviction from their home. Following the conference, the teacher feels that it is in the best interest of the student's education to help the family find assistance. Which of the following actions would be the teacher's most appropriate initial response?
- A. soliciting support for the family from the parents/guardians of other students in the class
  - B. discussing the problem with the student's other teachers
  - C. speaking privately with the school principal about the matter
  - D. requesting the parents' permission to share the information with school officials

67. Which of the following groups is responsible for determining appropriate statewide learning standards in Arizona?
- A. committee of district superintendents
  - B. state teachers' association
  - C. state administrators' association
  - D. state board of education
68. Which of the following best describes the primary role of a general education teacher in the implementation of a student's Individualized Education Plan (IEP)?
- A. adjusting IEP goals periodically based on the student's strengths and needs
  - B. scheduling support and related services required by the student's IEP
  - C. modifying curriculum and instruction to support the student's IEP goals
  - D. collecting evidence of compliance with modifications required by the student's IEP
69. Early in the school year, an elementary teacher notices that one of his students frequently appears lethargic and makes comments that suggest she has not received meals at home. The teacher is concerned that the student is being neglected. Which of the following is the most appropriate action for the teacher to take with regard to this student?
- A. Talk to the student's previous teachers to determine if they observed similar signs of neglect.
  - B. Report the suspected neglect in accordance with district guidelines.
  - C. Send home with the student a list of social service agencies that may be able to assist the family.
  - D. Contact the parents or guardians to express his concerns.

**Read the information below; then answer the four questions that follow.**

A teacher of a linguistically diverse fourth-grade class begins developing an interdisciplinary unit on the ancestral Pueblo Indians. The teacher plans to incorporate social studies, reading, writing, technology, and art into the unit.

70. Which of the following guidelines is most important for the teacher to follow in planning this interdisciplinary unit?
- A. Schedule a similar amount of instructional time for each discipline included in the unit.
  - B. Incorporate cooperative learning activities into instruction for each discipline.
  - C. Include each of the disciplines covered during the unit in the culminating activity.
  - D. Coordinate instruction in each discipline to support concepts in the others.
71. The teacher would like to work with the art teacher to enhance this unit for students. Which of the following would be the best strategy for the teacher to use for working with the art teacher during the unit?
- A. meeting with the art teacher to discuss ways of using art to enhance student understanding of the ancestral Pueblo Indians
  - B. requesting that the art teacher develop several activities based on the art of the ancestral Pueblo Indians
  - C. giving the art teacher a list of activities that would enhance the class's study of the ancestral Pueblo Indians
  - D. asking the art teacher which academic art standards students can meet while studying the ancestral Pueblo Indians

72. The teacher wants to ensure that instruction during the unit supports the needs of all students in the class, including students who are English Language Learners. Which of the following strategies is most likely to help the teacher achieve this goal?
- A. incorporating independent learning activities into the unit
  - B. developing separate learning goals for English Language Learners that address basic skills
  - C. teaching unfamiliar vocabulary prior to discussions and activities
  - D. grouping English Language Learners together during project-based activities
73. The teacher plans to have students work in cooperative groups to conduct research on various aspects of ancestral Pueblo Indian history and culture using both print and electronic sources. Using the information they have gathered, each group will create a multimedia presentation to share with the rest of the class. The teacher can best use ongoing assessment to increase student learning during this project by having students do which of the following periodically throughout the project?
- A. perform peer assessments of the individual contributions of each group member
  - B. complete detailed checklists of project procedures and components
  - C. write a weekly journal entry describing their contributions to the project
  - D. perform self-assessments of their contributions to their group's project

**Read the information below; then answer the four questions that follow.**

A third-grade class includes two students with minimal English proficiency. The teacher devises a plan to help these English Language Learners participate in class activities more fully. The teacher calls the plan Teacher's Buddies. Peers assist the students in the following ways:

- **Seatwork Buddy**—sits beside and helps an English Language Learner find materials, books, and page numbers; also serves as fire drill guide
- **Playground Buddy**—helps an English Language Learner understand the rules and procedures for games; also facilitates meeting other students
- **Lunch Buddy**—helps an English Language Learner navigate cafeteria lines; also provides companionship during lunch
- **Learning Buddy**—helps an English Language Learner during academic activities; learning buddies may be different for each subject

74. The teacher's approach is likely to be effective in meeting the learning and language needs of the English Language Learners primarily because it:

- A. allows the teacher to spend time teaching them content rather than explaining procedures.
- B. provides multiple opportunities for them to interact with their English-proficient classmates.
- C. uses readily available classroom resources to facilitate their English language development.
- D. accelerates the pace of their learning through individualized peer instruction.

75. The teacher provides English-proficient students with several common words and phrases in the English Language Learners' primary languages. The teacher's use of this strategy demonstrates an understanding of the importance of:

- A. making students' learning tasks relevant to their experiences.
- B. communicating an appreciation and respect for diversity to students.
- C. providing students with tools that can help them in their lives.
- D. encouraging students to challenge themselves by mastering new skills.

76. The teacher meets with students assigned to be buddies to identify specific examples of the types of assistance each buddy should provide. Students then role play appropriate ways of offering assistance. These activities are most likely to affect the classroom climate in which of the following ways?
- A. helping create a learning community that is responsive to students' strengths
  - B. encouraging students to use problem solving to resolve conflicts in the learning environment
  - C. helping promote an organized and structured learning environment for students
  - D. promoting students' sense of belonging to a purposeful learning community
77. The teacher wants to form a supportive community of people outside the classroom that will support students' learning. This goal can be achieved most effectively by extending the buddy program in which of the following ways?
- A. teaching colleagues on campus how to implement the buddy plan
  - B. using college students instead of peers as academic buddies for English Language Learners
  - C. adding homework buddy and bus buddy responsibilities to the plan
  - D. recruiting parents/guardians to serve as buddies to the parents/guardians of English Language Learners

**Read the information below; then answer the three questions that follow.**

A kindergarten teacher in a class of students from diverse backgrounds is planning to use a language experience story to support development of the students' literacy skills. The teacher plans to have students dictate a story about a recent field trip, which will be recorded on a large sheet of paper. In order that all students have an opportunity to contribute, they will take turns dictating sentences of the story.

78. The primary benefit of this approach for supporting the development of kindergarten students' literacy skills is that it:
- A. introduces students to the language of narrative text.
  - B. stimulates students' creative language play.
  - C. connects students' spoken language to written text.
  - D. exposes students to written language in an academic context.
79. Which of the following strategies for recording the language experience story is likely to be most responsive to students' diverse backgrounds?
- A. modifying students' sentences as they dictate to model standard grammatical usage and word choice
  - B. writing students' words exactly as dictated to acknowledge the value of their ideas
  - C. omitting punctuation in students' dictated sentences to prepare to introduce writing mechanics
  - D. providing key words for students as they dictate to facilitate vocabulary development
80. Which of the following student activities would be the most appropriate *next* step for supporting the development of students' literacy skills at this level?
- A. listing important words from the story on paper
  - B. drawing illustrations for the story
  - C. following along while the teacher reads the story aloud
  - D. reading the story aloud in pairs

Below are the directions for the Professional Knowledge—Elementary performance assignments.

### DIRECTIONS FOR SECTION TWO: PERFORMANCE ASSIGNMENTS

This section of the test consists of three performance assignments. For each of these assignments (A, B, and C), you are to prepare a written response and record it in the area provided on the corresponding written response sheet in the answer document.

Read each assignment carefully before you begin to work. Think about how you will organize each of your responses. You may use any blank space in this test booklet following each assignment to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the version of your response written on the appropriate page(s) of the answer document.**

As a whole, your response must demonstrate an understanding of the knowledge and skills required of an entry-level teacher in Arizona. In your response to the assignment, you are expected to demonstrate the depth of your understanding of the knowledge and skills of teaching practice through your ability to apply your knowledge and skills to the situation presented in the assignment.

Your response to each assignment will be evaluated based on the following criteria:

- **PURPOSE:** The candidate fulfills the purpose of the assignment by demonstrating an understanding of relevant pedagogical knowledge.
- **APPLICATION OF KNOWLEDGE:** The candidate accurately and effectively applies relevant pedagogical knowledge.
- **SUPPORT:** The candidate supports the response with appropriate examples, evidence, and rationales based on relevant pedagogical knowledge.

The performance assignments are intended to assess teaching knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit scorers to make valid evaluations of your responses according to the criteria listed above. Your responses should be written for an audience of educators. The final version of each response should conform to the conventions of edited American English. Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work.

The multiple-choice section of the answer document containing your name will be removed from your written responses to maintain your anonymity during the scoring process. Do not write your name on any other portion of the answer document, and do not separate any of the sheets from the document.

For each assignment, be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses. You may work on the assignments in any order you choose, but be sure to record your final responses in the appropriate locations, as listed in the directions for each individual assignment.

Below is the scoring scale for the Professional Knowledge—Elementary performance assignments.

**PROFESSIONAL KNOWLEDGE TESTS—PERFORMANCE ASSIGNMENT SCORING SCALE**

<b>Score Point</b>	<b>Score Point Description</b>
<b>3</b>	<p><b>The "3" response reflects a thorough understanding of relevant pedagogical knowledge from the applicable Professional Knowledge subarea.</b></p> <ul style="list-style-type: none"> <li>• The response completely fulfills the purpose of the assignment by responding fully to the given task.</li> <li>• The response demonstrates an accurate and effective application of relevant pedagogical knowledge from the applicable Professional Knowledge subarea.</li> <li>• The response provides strong supporting examples, evidence, and rationales based on relevant pedagogical knowledge from the applicable Professional Knowledge subarea.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects an adequate understanding of relevant pedagogical knowledge from the applicable Professional Knowledge subarea.</b></p> <ul style="list-style-type: none"> <li>• The response generally fulfills the purpose of the assignment by responding adequately to the given task.</li> <li>• The response demonstrates a generally accurate and reasonably effective application of relevant pedagogical knowledge from the applicable Professional Knowledge subarea.</li> <li>• The response provides adequate supporting examples, evidence, and rationales based on relevant pedagogical knowledge from the applicable Professional Knowledge subarea.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects limited or no understanding of relevant pedagogical knowledge from the applicable Professional Knowledge subarea.</b></p> <ul style="list-style-type: none"> <li>• The response partially fulfills or fails to fulfill the purpose of the assignment by responding in a limited or inadequate way.</li> <li>• The response demonstrates a limited and/or ineffective application of relevant pedagogical knowledge from the applicable Professional Knowledge subarea and may contain significant inaccuracies.</li> <li>• The response provides limited or no supporting examples, evidence, and rationales based on relevant pedagogical knowledge from the applicable Professional Knowledge subarea.</li> </ul>
<b>U</b>	<p><b>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</b></p>
<b>B</b>	<p><b>There is no response to the assignment.</b></p>

**Practice Performance Assignment A**81. **Examinee Task**

Using your knowledge of learning processes, explain how teacher expectations can affect student learning. Describe one strategy or approach a teacher could use to communicate expectations that promote student learning.

**Sample Performance Assignment A Response: Score Point 3**

Student performance in the elementary grades is definitely affected by teacher expectations. If the teacher expects a student to succeed, it is likely that the student will do so. On the other hand, the teacher's belief that a student is "low performing" will have a negative effect on learning. Teachers have the responsibility to set high but reasonable expectations for every student and to communicate their belief that every student can succeed.

One strategy a teacher can use to communicate expectations is by being sure that all students participate in class. Calling on certain students less often than others communicates that the teacher's expectations for some classmembers are different than for others. To ensure equal participation, the teacher may wish to use a seating chart or notecards with individual students' names written on them. Encouraging equal student participation will communicate to every student that his or her opinion is valued and that the teacher has high expectations for all learners.

## Practice Performance Assignment B

### 82. Examinee Task

Using your knowledge of formal and informal assessment, select one type of assessment instrument or method and explain the advantages and limitations of this instrument or method with respect to basic measurement principles and concepts (i.e., validity, reliability, bias).

### Sample Performance Assignment B Response: Score Point 3

The portfolio is one of the most valuable assessment tools available. A student's portfolio generally contains various pieces of the student's best work along with self-reflections on specific strengths and weaknesses in these pieces. The purpose of the portfolio is for both student and teacher to get an overall sense of the student's performance in a specific area over time.

Portfolios are among the fairest of assessment instruments in that they give the instructor the most comprehensive insight into a student's achievement. Portfolios have the advantage of involving the student in his or her education more fully than some other forms of assessment. The nature of portfolios also minimizes the possibility that the assessment instrument is biased.

On the other hand, the validity of portfolio assessment is sometimes doubtful unless the teacher can ensure that all the work was independently produced. In addition, the reliability of portfolio assessment is frequently questioned since independent assessors often disagree on the specific score or grade to be assigned to a portfolio.

## Practice Performance Assignment C

### 83. Examinee Task

Ms. Muller, a new first-grade teacher, is having difficulty keeping her students on-task during small-group activities. She has asked Ms. Begay, an experienced first-grade teacher in her building, for advice on how to improve her handling of small-group activities. Ms. Begay has observed Ms. Muller's class during small-group activities on a couple of occasions and wants to meet with Ms. Muller to offer her some feedback.

Using your knowledge of professional development for educators, write an essay in which you:

- discuss the benefits of a mentoring relationship, such as that between Ms. Muller and Ms. Begay;
- describe two general principles of communication that Ms. Muller should follow when she meets with Ms. Begay to discuss Ms. Begay's observations; and
- explain how the use of these principles will help these two colleagues build an effective professional relationship.

**Sample Performance Assignment C Response: Score Point 3**

A mentoring relationship between two teachers can be an extremely productive and mutually stimulating experience. Ms. Muller, as a beginning teacher, is new to her craft. However superior her abilities and training, it is quite normal for her to be somewhat overwhelmed by the challenges of meeting her instructional objectives, establishing effective classroom management strategies, and integrating herself into the professional culture of her school. A mentoring relationship with an experienced, accomplished teacher can allow Ms. Muller to extend her understanding and command of her craft and help socialize her in her school setting. Similarly, the mentoring relationship offers Ms. Begay, as an experienced teacher, the opportunity to contribute to her profession by imparting her acquired wisdom to a less experienced colleague. It will also give her an opportunity to analyze and reflect upon her own teaching practices, which can be an important step forward in her own professional growth.

The success or failure of the mentoring relationship between Ms. Muller and Ms. Begay will depend heavily upon the effectiveness with which they communicate with one another. The fact that Ms. Muller has initiated the relationship with Ms. Begay suggests that she has seen something in the teaching practices of her more experienced colleague that she admires and wishes to emulate. Presumably, too, she has found Ms. Begay approachable on a personal basis. Ms. Muller must be careful not to lose sight of these initial facts during her session with Ms. Begay. Two general principles of communication Ms. Muller may wish to follow are being a reflective listener and guarding against reacting in a defensive or adversarial way.

By casting herself in the role of a reflective listener, Ms. Muller adopts the role of an active, questioning listener. Her focus is on what she can learn from her more experienced colleague and in understanding specific areas in which she could improve. By concentrating on asking questions for clarification and followup and occasionally restating Ms. Begay's observations in her own words, she stands the best chance of getting the full benefit of Ms. Begay's perspective. Second, Ms. Muller must be careful that she does not become defensive about any of the points that may emerge in the meeting. If it is a good session, there will likely be some criticism, implied or stated, of Ms. Muller's handling of small-group activities in her classroom. After all, Ms. Muller herself has been dissatisfied with them. If she is truly to benefit from Ms. Begay's observations, she must do nothing that would hinder Ms. Begay from imparting her observations honestly and directly. If Ms. Begay is a good mentor--as Ms. Muller's instinctive selection of her may suggest--her comments will be made in a constructive and positive manner, and Ms. Muller must make sure that she does not react negatively. Even a brief verbal reaction or negative body language can make Ms. Begay uncomfortable with this interaction, making it less likely that she will be candid in her advice and guidance. Ms. Muller should remember that this is an objective discussion of professional craft and not a personal criticism of her abilities.

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**Sample Performance Assignment C Response: Score Point 3 (continued)**

If Ms. Muller and Ms. Begay are able to communicate in a positive, constructive manner, the mentoring relationship can be an important foundation for their continued growth as professional educators. The mentoring process can establish the norms of collegiality, collaboration, and trust that are essential to professional success and satisfaction. Having access to a trusted colleague with whom one can "talk shop" and share teaching experiences is one of the most valuable resources for any teacher. The process of mutual observation, shared classroom experiences, and discussion of pedagogy can make both individuals more competent, self-aware teachers. On all these levels, the communication involved in mentoring will remind both that becoming a teacher is a developmental process that takes place over an entire career.

# ANSWER KEY

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## Field 91: Professional Knowledge—Elementary

Question Number	Correct Response	Objective
1.	<b>D</b>	Understand human developmental processes and variations and how to use this knowledge to promote student development.
2.	<b>D</b>	Understand human developmental processes and variations and how to use this knowledge to promote student development.
3.	<b>A</b>	Understand human developmental processes and variations and how to use this knowledge to promote student development.
4.	<b>C</b>	Understand human developmental processes and variations and how to use this knowledge to promote student development.
5.	<b>B</b>	Understand human developmental processes and variations and how to use this knowledge to promote student development.
6.	<b>B</b>	Understand human developmental processes and variations and how to use this knowledge to promote student development.
7.	<b>D</b>	Understand human developmental processes and variations and how to use this knowledge to promote student development.
8.	<b>B</b>	Understand learning processes and strategies that promote student learning and students' active engagement in learning.
9.	<b>A</b>	Understand learning processes and strategies that promote student learning and students' active engagement in learning.
10.	<b>C</b>	Understand learning processes and strategies that promote student learning and students' active engagement in learning.
11.	<b>D</b>	Understand learning processes and strategies that promote student learning and students' active engagement in learning.
12.	<b>C</b>	Understand learning processes and strategies that promote student learning and students' active engagement in learning.
13.	<b>C</b>	Understand learning processes and strategies that promote student learning and students' active engagement in learning.
14.	<b>B</b>	Understand learning processes and strategies that promote student learning and students' active engagement in learning.
15.	<b>D</b>	Understand factors that may affect student development and learning, and use this knowledge to describe learning environments in which all students can be successful.
16.	<b>D</b>	Understand factors that may affect student development and learning, and use this knowledge to describe learning environments in which all students can be successful.
17.	<b>A</b>	Understand factors that may affect student development and learning, and use this knowledge to describe learning environments in which all students can be successful.
18.	<b>B</b>	Understand factors that may affect student development and learning, and use this knowledge to describe learning environments in which all students can be successful.

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Question Number	Correct Response	Objective
19.	<b>D</b>	Understand factors that may affect student development and learning, and use this knowledge to describe learning environments in which all students can be successful.
20.	<b>B</b>	Understand factors that may affect student development and learning, and use this knowledge to describe learning environments in which all students can be successful.
21.	<b>C</b>	Understand factors that may affect student development and learning, and use this knowledge to describe learning environments in which all students can be successful.
22.	<b>A</b>	Understand diverse student populations, and use this knowledge to describe learning opportunities and environments that address differences among students and that promote appreciation and respect for diversity.
23.	<b>B</b>	Understand diverse student populations, and use this knowledge to describe learning opportunities and environments that address differences among students and that promote appreciation and respect for diversity.
24.	<b>A</b>	Understand diverse student populations, and use this knowledge to describe learning opportunities and environments that address differences among students and that promote appreciation and respect for diversity.
25.	<b>A</b>	Understand diverse student populations, and use this knowledge to describe learning opportunities and environments that address differences among students and that promote appreciation and respect for diversity.
26.	<b>D</b>	Understand diverse student populations, and use this knowledge to describe learning opportunities and environments that address differences among students and that promote appreciation and respect for diversity.
27.	<b>C</b>	Understand curriculum development and instructional planning, and apply this knowledge to describe instruction that promotes achievement of Arizona academic standards and other instructional goals.
28.	<b>A</b>	Understand curriculum development and instructional planning, and apply this knowledge to describe instruction that promotes achievement of Arizona academic standards and other instructional goals.
29.	<b>B</b>	Understand curriculum development and instructional planning, and apply this knowledge to describe instruction that promotes achievement of Arizona academic standards and other instructional goals.
30.	<b>D</b>	Understand curriculum development and instructional planning, and apply this knowledge to describe instruction that promotes achievement of Arizona academic standards and other instructional goals.
31.	<b>C</b>	Understand curriculum development and instructional planning, and apply this knowledge to describe instruction that promotes achievement of Arizona academic standards and other instructional goals.
32.	<b>A</b>	Understand how to use formal and informal assessment to learn about students, plan instruction, monitor student understanding, and modify instruction to enhance student learning and development.

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Question Number	Correct Response	Objective
33.	<b>D</b>	Understand how to use formal and informal assessment to learn about students, plan instruction, monitor student understanding, and modify instruction to enhance student learning and development.
34.	<b>A</b>	Understand how to use formal and informal assessment to learn about students, plan instruction, monitor student understanding, and modify instruction to enhance student learning and development.
35.	<b>A</b>	Understand how to use formal and informal assessment to learn about students, plan instruction, monitor student understanding, and modify instruction to enhance student learning and development.
36.	<b>B</b>	Understand how to use formal and informal assessment to learn about students, plan instruction, monitor student understanding, and modify instruction to enhance student learning and development.
37.	<b>B</b>	Understand how to use formal and informal assessment to learn about students, plan instruction, monitor student understanding, and modify instruction to enhance student learning and development.
38.	<b>C</b>	Understand how to use formal and informal assessment to learn about students, plan instruction, monitor student understanding, and modify instruction to enhance student learning and development.
39.	<b>C</b>	Understand principles and techniques associated with various instructional strategies and approaches, and use this knowledge to promote achievement of Arizona academic standards and other instructional goals.
40.	<b>C</b>	Understand principles and techniques associated with various instructional strategies and approaches, and use this knowledge to promote achievement of Arizona academic standards and other instructional goals.
41.	<b>B</b>	Understand principles and techniques associated with various instructional strategies and approaches, and use this knowledge to promote achievement of Arizona academic standards and other instructional goals.
42.	<b>B</b>	Understand principles and techniques associated with various instructional strategies and approaches, and use this knowledge to promote achievement of Arizona academic standards and other instructional goals.
43.	<b>A</b>	Understand principles and techniques associated with various instructional strategies and approaches, and use this knowledge to promote achievement of Arizona academic standards and other instructional goals.
44.	<b>A</b>	Understand principles and techniques associated with various instructional strategies and approaches, and use this knowledge to promote achievement of Arizona academic standards and other instructional goals.
45.	<b>B</b>	Understand a variety of methods for teaching literacy skills that support and promote student achievement.
46.	<b>D</b>	Understand a variety of methods for teaching literacy skills that support and promote student achievement.

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Question Number	Correct Response	Objective
47.	<b>C</b>	Understand a variety of methods for teaching literacy skills that support and promote student achievement.
48.	<b>D</b>	Understand a variety of methods for teaching literacy skills that support and promote student achievement.
49.	<b>C</b>	Understand a variety of methods for teaching literacy skills that support and promote student achievement.
50.	<b>B</b>	Understand strategies that encourage motivation and positive behavior necessary to the structure and management of a classroom environment that promotes student learning and positive social interactions.
51.	<b>B</b>	Understand strategies that encourage motivation and positive behavior necessary to the structure and management of a classroom environment that promotes student learning and positive social interactions.
52.	<b>D</b>	Understand strategies that encourage motivation and positive behavior necessary to the structure and management of a classroom environment that promotes student learning and positive social interactions.
53.	<b>A</b>	Understand strategies that encourage motivation and positive behavior necessary to the structure and management of a classroom environment that promotes student learning and positive social interactions.
54.	<b>A</b>	Understand strategies that encourage motivation and positive behavior necessary to the structure and management of a classroom environment that promotes student learning and positive social interactions.
55.	<b>A</b>	Understand strategies that encourage motivation and positive behavior necessary to the structure and management of a classroom environment that promotes student learning and positive social interactions.
56.	<b>B</b>	Understand how to establish and maintain effective home-school relationships and school-community interactions that support student learning.
57.	<b>A</b>	Understand how to establish and maintain effective home-school relationships and school-community interactions that support student learning.
58.	<b>C</b>	Understand how to establish and maintain effective home-school relationships and school-community interactions that support student learning.
59.	<b>B</b>	Understand how to establish and maintain effective home-school relationships and school-community interactions that support student learning.
60.	<b>C</b>	Understand how to establish and maintain effective home-school relationships and school-community interactions that support student learning.
61.	<b>D</b>	Understand how to establish and maintain effective home-school relationships and school-community interactions that support student learning.
62.	<b>C</b>	Understand how to establish and maintain effective home-school relationships and school-community interactions that support student learning.
63.	<b>D</b>	Understand professional roles, expectations, and legal and ethical responsibilities of Arizona educators.

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Question Number	Correct Response	Objective
64.	<b>C</b>	Understand professional roles, expectations, and legal and ethical responsibilities of Arizona educators.
65.	<b>A</b>	Understand professional roles, expectations, and legal and ethical responsibilities of Arizona educators.
66.	<b>D</b>	Understand professional roles, expectations, and legal and ethical responsibilities of Arizona educators.
67.	<b>D</b>	Understand professional roles, expectations, and legal and ethical responsibilities of Arizona educators.
68.	<b>C</b>	Understand professional roles, expectations, and legal and ethical responsibilities of Arizona educators.
69.	<b>B</b>	Understand professional roles, expectations, and legal and ethical responsibilities of Arizona educators.
70.	<b>D</b>	Understand curriculum development and instructional planning, and apply this knowledge to describe instruction that promotes achievement of Arizona academic standards and other instructional goals.
71.	<b>A</b>	Understand curriculum development and instructional planning, and apply this knowledge to describe instruction that promotes achievement of Arizona academic standards and other instructional goals.
72.	<b>C</b>	Understand diverse student populations, and use this knowledge to describe learning opportunities and environments that address differences among students and that promote appreciation and respect for diversity.
73.	<b>B</b>	Understand how to use formal and informal assessment to learn about students, plan instruction, monitor student understanding, and modify instruction to enhance student learning and development.
74.	<b>B</b>	Understand principles and techniques associated with various instructional strategies and approaches, and use this knowledge to promote achievement of Arizona academic standards and other instructional goals.
75.	<b>B</b>	Understand diverse student populations, and use this knowledge to describe learning opportunities and environments that address differences among students and that promote appreciation and respect for diversity.
76.	<b>D</b>	Understand strategies that encourage motivation and positive behavior necessary to the structure and management of a classroom environment that promotes student learning and positive social interactions.
77.	<b>D</b>	Understand how to establish and maintain effective home-school relationships and school-community interactions that support student learning.
78.	<b>C</b>	Understand a variety of methods for teaching literacy skills that support and promote student achievement.
79.	<b>B</b>	Understand principles and techniques associated with various instructional strategies and approaches, and use this knowledge to promote achievement of Arizona academic standards and other instructional goals.
80.	<b>C</b>	Understand a variety of methods for teaching literacy skills that support and promote student achievement.

# PREPARATION RESOURCES

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## Field 91: Professional Knowledge—Elementary

The resources listed below may help you prepare for the AEPA test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

### Journals

*Educational Leadership*, Journal of the Association for Supervision and Curriculum Development.

*The Elementary School Journal*, University of Chicago Press.

*Exceptional Children*, Council for Exceptional Children.

*Instructor*, Scholastic.

*Learning and Leading with Technology*, International Society for Technology in Education.

*Middle School Journal*, National Middle School Association.

### Other Resources

Cooper, P. J. and Simonds, C. J. (2003). *Communication for the Classroom Teacher* (7th ed.). Boston, MA: Allyn and Bacon.

Emmer, C., Evertson, E., and Worsham, M. (2002). *Classroom Management for Elementary Teachers* (6th ed.). Boston, MA: Allyn and Bacon.

Golnick, D. M., and Chinn, P. C. (2002). *Multicultural Education in a Pluralistic Society* (6th ed.). New Jersey: Prentice Hall.

Good, T. and Brophy, J. (2002). *Looking in Classrooms* (9th ed.). Boston, MA: Allyn and Bacon.

Heacox, D. (2001). *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12*. Minneapolis, MN: Free Spirit Publishing.

Knowles, T. and Brown, D. F. (2000). *What Every Middle School Teacher Should Know*. Portsmouth, NH: Heinemann.

Orlich, D. C. (editor). (2000). *Teaching Strategies: A Guide to Better Instruction* (6th ed.). Boston, MA: Houghton Mifflin Company.

Ormrod, J. (2003). *Educational Psychology: Developing Learners* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Popham, J. (2004). *Classroom Assessment: What Teachers Need to Know*, (4th ed.). Boston, MA: Allyn and Bacon.

Schickedanz, J., Schickedanz, D., Forsyth, P., and Forsyth, G. (2000). *Understanding Children and Adolescents* (4<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.

Slavin, R. E. (2002). *Educational Psychology: Theory and Practice* (7<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.

Smith, T., Polloway, E., Patton, J., and Dowdy, C. (2003). *Teaching Students with Special Needs in Inclusive Settings* (4th ed.). Boston, MA: Allyn and Bacon.

Woolfolk, A. (2004). *Educational Psychology* (9th ed.). Boston: Allyn and Bacon.

## **Online Sources**

*Arizona Department of Education, Content Standards,*  
<http://www.ade.state.az.us/standards/contentstandards.asp>

*Blackboard Resources: Elementary and Secondary Education Links,*  
<http://resources.blackboard.com/scholar/sa/112/portal.jsp>