

PRAIRIE VIEW A&M UNIVERSITY  
WHITLOWE R. GREEN COLLEGE OF EDUCATION  
OFFICE OF STUDENT TEACHING AND FIELD EXPERIENCES

**Post-Test**  
**Competencies 001-010**

Date: \_\_\_\_\_

Candidate Name: \_\_\_\_\_

**Competency 006**

1. A kindergarten team created the following schedule:

8:30-9:00	Calendar and morning message; circle time
9:00-9:30	Small group teacher-directed literacy activity
9:30-10:00	Large group read-aloud and reading instruction
10:00-10:30	Individual and small group math activities
10:30-10:45	Centers
10:45-11:30	Special classes (physical education, music, art, computer)
11:30-12:00	Social studies or science unit activities
12:00-12:15	Lunch
12:15-12:30	Recess
12:30-1:15	Quiet time
1:15-1:30	Word work
1:30-2:00	Free centers
2:00-2:20	Pack up/dismissal

Which critique of the schedule is most valuable?

- A. The schedule values the need for students to move by allowing for one recess.
- B. The schedule needs to incorporate larger blocks of time for restful and active movement activities.
- C. The schedule should allow for longer rest time since students need a balance of quiet and active time.
- D. The schedule balances teacher-initiated and student-initiated activity time.

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**Competency 002**

2. A high school mathematics teacher's class includes English-language learners (ELLs). The teacher is designing a class activity that will involve groups working together on a task. Which of the following strategies would be the best for developing this activity in a way that accommodates the students' varying levels of English-language proficient?
- A. Grouping students according to their level of academic language proficiency in English.
  - B. Planning tasks based on the assumption that the ELLs will have an average understanding of English.
  - C. Including tasks that will encourage students to explore mathematics in a hands-on manner.
  - D. Involving students in a detailed class discussion of the activity before the groups begin.

**Competency 009**

3. Teachers are encouraged to allow students to use technology, including the Internet, to access a variety of information. However, before allowing students to use the Internet, students should be taught how to verify the validity of Internet resources. Which feature is most indicative of Internet resources that contain reliable information?
- A. Language difficulty
  - B. Ease of navigation
  - C. Website suffix
  - D. Subscription cost

**Competency 010**

4. An eighth-grade teacher asked her students to each give a multi-media presentation about a specific country. She gave each student a copy of the rubric that will be used to grade the presentations. What is an advantage of this style of assessment for students?

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- A. A rubric allows teachers to grade faster; therefore, they can quickly return detailed feedback and grades.
- B. A rubric sets the criteria for students to judge their work, and they can prepare accordingly to meet the expectations.
- C. A rubric can be used for all projects in the same subject area so that students become familiar with the grading requirements.
- D. A rubric shows different areas of students can focus on that will allow them to score the most points on the assignment.

**Competency 003**

- 5. Which is the best example of a correctly written lesson objective in a third-grade social studies curriculum?
  - A. Students will memorize and color the symbol of the holidays on the calendar.
  - B. During the first month of school, students will practice reciting the Pledge of Allegiance and singing patriotic songs.
  - C. Students will be able to identify their school and their neighborhood on an aerial map of the county.
  - D. Students gain appreciation for the regional folk heroes and popular figures who have contributed to the cultural history of the United States of America.

**Competency 007**

- 6. An assistant principal is observing the questioning methods of a new teacher during a classroom discussion. Which of the following strategies should the assistant principal consider to be most effective?
  - A. The teacher poses a question to the class and calls on one student to answer it.
  - B. The teacher repeats the question for students who have not listened the first time.

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- C. After asking a question, the teacher allows sufficient wait time for all students to formulate an answer.
- D. After identifying the students who comprehend the material, the teacher asks higher-level questions that they explore for the rest of the class.

**Competency 001**

- 7. The students in a ninth-grade math class represent a wide range of socioeconomic backgrounds, including some whose families have experienced a recent change in job status as a result of the downturn in the economy?
  - A. Surveying students and grouping them for instructional lessons on finance according to household income.
  - B. Working individually, as much as possible, with students experiencing economic stress at home.
  - C. Targeting instruction to focus on other international societies and how they manage household finances.
  - D. Using many different scenarios when studying household economics.

**Competency 005**

- 8. On the first day of school, a teacher and her students collaboratively create seven rules of classroom conduct. The rules of conduct describe appropriate personal interaction and respect for the property of others. Why is collaboratively creating rules of classroom conduct a good practice to use with students?
  - A. It guarantees that students in the class will adhere to the rules because they helped create the rules.
  - B. It encourages students to think that the rules are negotiable because the teacher encourages student input.
  - C. It gives the students ownership of the rules.

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D. It ensures the students will have a productive school year.

**Competency 008**

9. Ms. Lovejoy notices Mary, a first-grade student, has struggled with transition times since the beginning of the school year. Mary becomes disruptive and aggressive. Ms. Lovejoy decides to have a conference with Mary's parents. Her parents suggest that Ms. Lovejoy enforce an external rewards system for Mary in the classroom. Which response to the parent would be most appropriate?
- A. "We can try this type of reward system, but because boys respond better than girls to external rewards, a system of this type might not be successful."
- B. "We should not try this type of reward system because it would be unfair to reward one student when the other students are expected to behave during these times without reward."
- C. "We should not try this type of reward system because external rewards are not appropriate in early childhood classrooms."
- D. "We can try this type of reward system, but this type of reward system may keep her from establishing the internal motivation to behave during these times."

**Competency 004**

10. Ms. Murphy asks her students to write an essay about themselves including their family's heritage, their place of birth, their childhood years and their positive characteristics. She informs the students that she will check for proper grammar and usage. Then she reminds them to revise and edit their work before submitting their paper for grading. What is the best way Ms. Murphy can reduce comments on the negative aspects of their essays while providing effective feedback to the students about their writing?
- A. Refraining from marking on their essays to avoid discouraging them about the writing process.

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- B. Giving every student an “A” for turning in the essay because it would be insulting for a student to receive a lower grade on a paper about himself or herself.
- C. Writing a few positive comments on the essay and then making suggestions for improvement.
- D. Grading each student's essay with a holistic score and assigning a scale grade from zero to four.