

## Pedagogy: Elementary (Grades K–6)

### Subtest 1 Sample Items

**1. Compared with students in the early elementary grades, students in the upper elementary grades are often better able to negotiate disagreements with their peers to a positive outcome. This ability is most likely due to upper elementary students' more advanced development in which of the following areas?**

- A. expressive language
- B. metacognition
- C. self-esteem
- D. perspective taking

**2. A fourth-grade teacher instructs students in the use of various strategies, such as predicting and summarizing, to promote their understanding of content-area texts. The teacher models the strategy and provides feedback as students practice the strategy. Then the teacher has students take turns leading discussions of texts and applying the strategy. In these discussions, the teacher observes and provides cues and prompting only as needed. This approach is likely to be most effective in achieving which of the following goals?**

- A. accommodating students' individual learning styles
- B. helping students become more self-directed and responsible for their own learning
- C. improving students' expressive language skills
- D. encouraging students to recognize their peers as valuable sources of academic support

**3. An early elementary teacher can best promote learning for students who are highly creative by:**

- A. encouraging their participation in small- and large-group activities over individual activities.
- B. ensuring that they clearly understand the criteria that will be used to evaluate their work.
- C. providing them with frequent opportunities to experiment with materials and ideas.
- D. emphasizing the final products they create or the outcomes of activities over the processes they use.

**4. Effective conflict-resolution strategies most often begin with which of the following steps?**

- A. having the individuals involved define the problem that is the source of the conflict
- B. engaging the individuals involved in a discussion to determine who initiated the conflict
- C. working together to generate several possible resolutions to the conflict
- D. reviewing potential consequences for failing to resolve the conflict

**5. Each day before lunch, a third-grade teacher takes three to five minutes to help students prepare for afternoon activities by having them place the materials they will need for the afternoon (e.g., journal, textbook) on the corner of their desk. The teacher makes announcements as needed and then places a reminder on the board about what students should do first when returning from lunch. This practice is likely to be most effective in:**

- A. fostering in students a sense of responsibility for their learning.
- B. maximizing the time students are engaged in productive learning.
- C. balancing teacher-centered and student-centered learning activities.
- D. enhancing students' ability to direct their own learning.

**6. Students in a fourth-grade class are completing a health activity and getting ready to begin mathematics class. The teacher gives the students a number of directions, such as how to put away materials, what work to turn in and what to do for homework, and the materials they will need for mathematics. This results in a great deal of confusion and many questions from students. The teacher soon realizes that ten minutes of the mathematics period have passed before students are all ready to begin. The teacher can best avoid this problem in the future by using which of the following strategies?**

- A. praising those students who complete each direction without having to ask for help

- B. waiting for all students to complete one direction before giving the next direction to the class
- C. limiting the number of verbal directions the teacher gives to students at one time
- D. having the students repeat the directions back to the teacher as a class

### Answer Key

| Item Number | Correct Response | Subarea                             | Objective |
|-------------|------------------|-------------------------------------|-----------|
| 1           | D                | I. Student Development and Learning | 0001      |
| 2           | B                | I. Student Development and Learning | 0002      |
| 3           | C                | I. Student Development and Learning | 0003      |
| 4           | A                | II. Learning Environment            | 0004      |
| 5           | B                | II. Learning Environment            | 0005      |
| 6           | C                | II. Learning Environment            | 0006      |

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