

Pedagogy: Secondary (Grades 5–12)

Subtest 1 Sample Items

1. A tenth-grade teacher decides to have students engage in a series of debates on several school-related topics, such as the school dress code and extending the school day. This type of activity is particularly appropriate for tenth-grade students primarily because students at this age have typically developed the ability to:

- A. recognize multiple perspectives on an issue.
- B. consider the implications of complex moral decisions.
- C. distinguish between arguments and discussions.
- D. engage in formal operational thinking.

2. A middle school teacher's class is highly diverse in terms of students' cultural and ethnic backgrounds, ability levels, and socioeconomic status. In a class with this degree of diversity, which of the following factors is likely to have the greatest positive influence on students' learning?

- A. The teacher emphasizes a highly structured large-group approach to instruction.
- B. Students have significant input into decisions about instructional goals and timelines for various learning tasks.
- C. Students have many opportunities to compare their performance to that of their peers.
- D. The teacher communicates high expectations for students' learning and a belief in students' ability to be successful.

3. A teacher decides to assign students to study teams. The purpose of the teams is for students to help each other throughout the year (e.g., gathering handouts for an absent classmate, helping each other prepare for tests). The teacher first observes how students relate to each other for a few weeks before assigning teams. Then the teacher provides students with explicit instruction in how the teams are to function. These study teams can be expected to benefit students most by:

- A. enhancing students' overall motivation to succeed academically.
- B. establishing a network of peers to provide students with academic support.
- C. promoting the development of students' collaboration skills.
- D. maximizing the amount of time students are engaged in active learning.

4. In an eighth-grade language arts class, a teacher observes that only a few students participate actively in discussions and other large-group activities. Although all students respond when called on, the teacher is concerned about the overall level of student participation. Which of the following strategies would best promote broader student participation?

- A. assigning each student to lead one or more class activities
- B. replacing some large-group activities with partner or small-group activities
- C. giving students a grade based on their participation in class activities
- D. reinforcing the expectation that each student will participate in large-group activities

5. Students in a high school physics class are having difficulty understanding concepts related to velocity and acceleration. The teacher has discussed with students the relevant sections from the textbook and created diagrams to illustrate the concepts. Which of the following additional strategies by the teacher would best enhance students' understanding of these concepts?

- A. encouraging students to identify specifically which part of the lesson is most challenging
- B. repeating the information presented in the lesson at a slower pace
- C. providing students with several examples of the concepts that are relevant to their own experiences
- D. inviting a physicist to visit the class to explain the concepts to students

Answer Key

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

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