

19. According to the HEATH Resource Center studies (1989) adults with learning disabilities have recognizable characteristics that include **all but which one** of the following?
- a. Lower than average intelligence quotients
 - b. Difficulty listening and taking lecture notes
 - c. Difficulty with reading, writing, and spelling
 - d. Confusion about up, down, right, and left
20. Intervention strategies for adults with learning disabilities would include **all but which one** of the following?
- a. Basic skills remediation, especially in ABE
 - b. Subject-area tutoring, specific to the class
 - c. Showing them the full exams in advance
 - d. Cognitive or learning strategies training
21. Which of these learning strategies would be appropriate for adults with learning disabilities?
- a. Memory techniques (e.g. mnemonic devices)
 - b. Methods to improve note taking in class
 - c. Listening and paraphrasing skills
 - d. All of the above
22. Which of the following is **not** a good reason for a postsecondary instructor to ask questions in the classroom?
- a. To help everyone hear different explanations of material
 - b. To allow adults an opportunity to openly express ideas
 - c. To embarrass any troublemakers and run damage control
 - d. To help teachers evaluate whether the class has learned

Chapter 6

Assessment

Practice Test Questions

Directions:

Select the response that *best* completes each sentence or answers each question. Use your performance on this practice section to guide any additional preparation you might need.

1. When an instructor evaluates the progress of students on an ongoing basis throughout a course, this is a(n) _____ evaluation.
 - a. summative
 - b. reflective
 - c. formative
 - d. anecdotal

2. Which of the following is **not** a typical evaluation method for individual student learning?
 - a. Written cognitive tests
 - b. Practical examinations
 - c. Behavior rating sheets
 - d. Group projects

3. Which of these types of test items is **most** subjective to score?
 - a. Multiple choice
 - b. Essay
 - b. True / False
 - c. Matching

4. Which of these types of test items is the easiest to construct?
 - a. Multiple choice
 - b. Essay
 - b. True / False
 - c. Matching

5. Which of these is **not** a typical rule for writing good multiple choice test items?
- a. Make sure the stem asks a full question
 - b. Make the choices longer than the stem
 - c. Edit test items for brevity and clarity
 - d. Avoid absolutes like “always” or “never”
6. Why are numerical rating forms better than anecdotal records alone for making non-examination assessments of student performance?
- a. They allow more flexibility.
 - b. They take up less space.
 - c. They are more objective.
 - d. They are easier to make.
7. What is the best reason for having students evaluate their instructors?
- a. Because accrediting agencies often require it
 - b. To meet the regulations of Fair Practices in Education
 - c. To give students a voice in response to their grade
 - d. Because instructors need student input to improve
8. Which part(s) of the curriculum should be evaluated by an instructor after teaching a course one or more times?
- a. Objectives
 - b. Learning activities
 - c. Tests and rating forms
 - d. All of the above
9. When an instructor receives constructive criticism from students, what is the best course of action?
- a. Make the change(s) immediately
 - b. Honestly take a look inside oneself
 - c. Consider the source(s) before reacting
 - d. Ignore it unless it happens again

10. If an adult student is stressed about getting a grade of 86% on an exam because he usually scores above 95%, what course of action should an instructor take when he comes to complain?
 - a. Tell him that 86% is a great grade and not to worry
 - b. Tell him that he is too much of a perfectionist
 - c. Listen; then ask him why he thinks this is a bad grade
 - d. Listen; then tell him why she is wrong

11. How would an instructor best assess whether a medical assistant student has learned to take a patient temperature correctly?
 - a. Have the student demonstrate the skill
 - b. Give the student a written quiz
 - c. Have the student tell you how to do it
 - d. Have a patient evaluate the student's performance

12. How would an instructor help an adult student who has test anxiety cope with the fact that the course is designed to include pop quizzes?
 - a. Explain why pop quizzes are important
 - b. Tell the student that it is important to get over it before taking a job
 - c. Take the student that you will make an exception this time
 - d. Do practice quizzes so the student can learn a coping mechanism

13. If the top performers in a class miss more test items on an exam than the bottom performers do, what can be said about the test?
 - a. The questions must be difficult.
 - b. It is probably asking trivia.
 - c. It does not discriminate well.
 - d. It needs to have more items added.

14. Why should an exam be evaluated?
 - a. To assess whether it is reliable from class to class
 - b. To assess whether it accurately assesses learning
 - c. To assess whether it validly measures competence
 - d. All answers are correct

15. Is a passing score always 70%?
- Generally
 - No: sometimes people use 60%.
 - Yes
 - No: it depends upon the test.
16. How does a score on a certification or licensure examination translate into a letter grade?
- 90%, 80%, 70% are A, B, C
 - Any score above passing is equivalent to an A
 - These scores are not defined as grades
 - Any score above the mean is equivalent to an A
17. If a student fails a course, how does an instructor know what happened?
- By asking the student for input
 - By evaluating all aspects of the course
 - By tracking the student's grades
 - By asking the class why he failed
18. If a student scores a 27% on a four-choice multiple choice examination, what would be the instructor's next course of action?
- Ask the student if he needs a tutor
 - Ask the student what happened
 - Determine if the student can read in the language of the exam
 - Do tests to see if the student needs a more basic level course
19. In grading an essay question on an exam, an instructor should _____.
- determine criteria for an acceptable response in advance
 - grade all the questions first, and then assign points
 - keep in mind how the student normally performs on tests
 - give a little if you know the student has trouble with essays
20. When writing test questions, why should the use of multiple negatives (e.g. not, never, nothing) be avoided?
- It makes the items too discriminating.
 - It makes the items too difficult.
 - It makes the items too confusing.
 - It makes the items too long.

21. Evaluate item #20 on this exam. How could it be improved?
- a. Change stem to avoid repeating "It makes the item too..."
 - b. Don't give the examples in parenthesis using e.g.
 - c. Make the stem more grammatically correct
 - d. Fix the error(s) in tense and/or number
22. If the class scores an average of 55% on the course exams in a given semester, which of these can most logically be inferred?
- a. The students weren't as intelligent as in previous semesters
 - b. The tests must have been really hard or at a very high level
 - c. The teacher must have been terrible during that semester
 - d. The students knew barely more than half the material tested
23. Regarding item #22 on this exam: What should be done about the course and the performance of the students?
- a. Most of the students should probably earn a failing grade
 - b. Every part of the course should be evaluated for validity
 - c. The instructor should grade the students on a curve
 - d. The instructor should probably be fired
24. Evaluate test item #22 on this exam. How could it be improved?
- a. Make it less difficult
 - b. Make the choices shorter
 - c. Rewrite the stem
 - d. Improve the grammar

Chapter 7

How did you do?

- *Performing Self-Assessment*

If you had difficulty with any of the practice test sections, you can refer to the NCCT CPI Review Book (see pages below) for a refresher or use any textbook of your own choosing!

IMPORTANT: When reviewing, do remember that some of these practice questions are more subjective than the actual certification examination questions will be, as they are designed solely for practice and to help predict deficits for study. Certification exam questions will have one clearly best answer, and are reviewed by multiple educators for test item validity.

Test Sections	Refer to the NCCT CPI Review Book
Chapter 3: Education Theory	pp. 10-121
Chapter 4: Planning & Strategies	pp. 122-212
Chapter 5: Classroom Skills	pp. 213-292
Chapter 6: Assessment	pp. 293-346

- *Reviewing the Role Delineation*

Education Theory

The Certified Post-Secondary Instructor will:

1. Display knowledge of principles of adult education.
2. Incorporate pedagogical principles as needed into post-secondary instruction.
3. Display knowledge of group dynamics and facilitation skills.
4. Demonstrate knowledge of fair practices in education.
5. Display knowledge of appropriate use of technology in teaching endeavors.

Planning & Strategies

The Certified Post-Secondary Instructor will:

1. Design measures to insure that all learning objectives are achievable.
2. Design methods for assessing the entering skills, needs, and preferences of learners.
3. Select or modify instructional strategies and tools based upon assessment of learner needs and preferences.
4. Design or select learning activities that actively engage, motivate, and challenge diverse learners.
5. Design or select learning activities that build self-confidence.
6. Incorporate into design opportunities for adult learners to use personal experience as a foundation for application of new knowledge.
7. Design training logistics to optimize learning environment
8. Design training logistics to maximize comfort and safety.
9. Design learning activities to facilitate individual and group participation.
10. Design curricular features in collaboration with administrators, peers, students or other stakeholders.
11. Design curricula to incorporate resources from the community, the Internet, professional organizations, publications, instructional software, self-instructional units, and audio-visual aids.
12. Design classroom delivery to achieve effective time utilization and maximize results.
13. Design methods for the assessment of the planning, implementation, and evaluation processes.

Classroom Skills

The Certified Postsecondary Instructor will:

1. Communicate course plans and performance objectives to learners.
2. Present course information in a logical manner.
3. Implement a positive instructional climate conducive to adult learning.
4. Motivate learners, celebrate learner successes, and share subject matter enthusiasm.
5. Use effective classroom management skills.
6. Engage diverse learners through multiple delivery techniques.
7. Create an environment comfortable for adults.
8. Establish rapport with learners.
9. Handle questions and criticism appropriately.

10. Develop a climate of mutual respect in the classroom.
11. Establish class and individual student expectations.
12. Model the skills, concepts, attributes, or thought processes to be learned.
13. Use appropriate problem solving and conflict resolution skills.
14. Use situational learning to provide immediate applicability of learned skills.
15. Support confidentiality, honesty, integrity, and professional ethics.
16. Encourage self-control and self-direction.
17. Maintain instructor credibility in the classroom.
18. Exhibit tolerance and flexibility in dealing with students.
19. Respond with sincerity to student needs and concerns.
20. Use a sense of humor to make learning fun.
21. Link learning to prior knowledge, experience and background.
22. Encourage critical thinking.
23. Provide opportunities for students to practice what they learn.
24. Reach learners with diverse needs, styles, preferences, and backgrounds, demonstrating multicultural sensitivity.
25. Display oral, written, and electronic communication skills.

Assessment

The Certified Postsecondary Instructor will:

1. Assess learning.
2. Assess the instructional planning and design, and improve if indicated.
3. Assess all instructional implementation and delivery, and improve if indicated.
4. Determine whether assessments provide value-added feedback.
5. Determine new personal and course improvement plans based upon feedback.

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- *Taking the Exam*

Requirements	
Minimum Education	H.S. diploma or equivalent
Minimum Experience	6 months full time post-secondary teaching experience or equivalent
Completion of CPI Application & Documentation	<p>See the CPI Application for details.</p> <p>You can download it at www.ncctinc.com; select Forms/Documents from the homepage.</p> <p>The CPI application is a paper application that must be completed and approved BY NCCT prior to testing.</p>

The CPI examination will be offered as an **online** exam only at approved NCCT proctor sites throughout the United States. The CPI exam must be proctored by an approved NCCT proctor, who is either already certified as a CPI or does not intend to take the exam (i.e. an administrator). Call NCCT for nearby sites if you are a teacher and a proctor at a site in which there would be no other qualified proctor for your own CPI test.

There will be **200 questions** on this examination, and candidates will have 4 hours to complete it, although most do not require that length of time.

For more information: www.ncctinc.com

• **Answer Keys**

Chapter 3	Chapter 4	Chapter 5	Chapter 6
1. a	1. a	1. d	1. c
2. c	2. b	2. c	2. d
3. b	3. c	3. b	3. b
4. c	4. a	4. a	4. b
5. d	5. b	5. c	5. b
6. c	6. c	6. b	6. c
7. a	7. c	7. c	7. d
8. d	8. d	8. b	8. d
9. b	9. b	9. d	9. b
10. c	10. a	10. d	10. c
11. a	11. d	11. a	11. a
12. c	12. c	12. b	12. d
13. a	13. d	13. c	13. c
14. d	14. c	14. d	14. d
15. d	15. a	15. c	15. d
16. c	16. d	16. c	16. c
17. a	17. a	17. d	17. b
18. a	18. d	18. c	18. c
19. c	19. c	19. a	19. a
20. d	20. b	20. c	20. c
21. a	21. d	21. d	21. a
22. b	22. c	22. c	22. d
23. a			23. b
24. b			24. b
25. c			
26. d			
27. a			
28. d			
29. b			
30. c			
Need help? Refer to CPI Review Book pp. 10-121	Need help? Refer to CPI Review Book pp. 122-212	Need help? Refer to CPI Review Book pp.213-292	Need help? Refer to CPI Review Book pp. 293-346

