

Teacher Certification

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TEACHER CERTIFICATION TEST



Start

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Category: **Literacy learning**

- a. Codebreaker (using phonics, context, and grammar cues).
- b. Passive participant in the reading process.
- c. Text participant (making meaning, relating information).
- d. Text user (applying reading skills for authentic purposes).

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Category: **Literacy learning**

- a. Lower- and uppercase letter teaching depends on the country's preferences. Teach long and short vowels together, e.g., a, ai, and ae. Teach letters that look similar in different time frames. Teach letters that appear frequently in simple words.

b. Teach short vowels before long vowels. Teach similar letters together to help learners differentiate them more easily. Teach frequently used letters. Lower- and uppercase letter teaching depends on the country's preferences.

c. First teach letter sounds that occur frequently in simple words. Teach short vowels before long vowels. Teach letter names together with their sounds. Lower- and uppercase letter teaching depends on the country's preferences.

d. Teach letter names and the sounds they make in words. Teach long and short vowels together (if applicable). Teach letter sounds that appear frequently in simple words. Teach letters that look similar in different time frames.

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Category: **Literacy learning**

a. Teaching rhyming words and syllables.

b. Teaching short vowel phonics.

c. Teaching sounds with corresponding letter names.

d. Counting how many words make up a specific sentence.

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Category: **Literacy learning**

a. Adding capital letters (uppercase) to a word.

b. Changing the order of the letters in a long word.

c. Having learners repeat the words a teacher is reading aloud.

d. Replacing some letters in a word with other letters and saying the new word.

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Category: Literacy learning

- a. The ability to count the number of words correctly.
- b. Naming letters in alphabetical order.
- c. The ability to spell and read words correctly.
- d. Identifying the sounds, syllables, and words of the language.

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Category: Literacy learning

- a. The ability to use letters and blend them into syllables and words.
- b. The ability to discriminate between and manipulate the sounds of the spoken language seen in written form.
- c. The ability to retrieve needed knowledge and information quickly.
- d. The ability to handle books and turn pages efficiently.

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Category: Literacy learning

- a. By incorporating movement and physical activity into your lessons.
- b. By being clear in your expectations.
- c. All of the above.
- d. By teaching at the appropriate difficulty level.

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Category: Literacy learning

- a. Relies on a child's inner speech.
- b. Is based on the way an adult verbally guides a child.
- c. Is based on the novelty and power of stimuli.
- d. Is not important in learning at school.

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Category: Literacy learning

- a. All of the above.
- b. Teachers listen to the children's needs and pay attention to their motivations so that their lessons can be successfully implemented.
- c. Learners understand the basics of reading to get positive feedback in learning situations at home and at school.
- d. Learners are allowed to choose the complementary books they want to read.

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Category: Literacy learning

- a. The child does what the teacher says she or he should do.
- b. Interested in earning a reward from an external source.
- c. The child thinks "I will practice reading because I will get a good grade."

d. The child thinks "I like to read because I want to know more about animals."

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Category: Literacy teaching

a. Linguistic.

b. Gestural.

c. Print.

d. Visual.

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Category: Literacy teaching

a. As receivers of information.

b. As learners who learn new information by reading.

c. As passive learners.

d. As active originators of meanings in the learning process.

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Category: Literacy teaching

a. Education where content is conceived of using English.

b. Education in which content is learned in and through at least two languages.

c. Education in which content is conceived of using a child's mother language.

d. Education where languages are thought of as additional

or optional subjects.

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Category: Literacy teaching

- a. Refers to the state of knowing or being able to use only one language, at any given time, in speech or written form.
- b. Is synonymous with monolingualism.
- c. Is synonymous with bilingualism.
- d. Refers to the state of knowing or being able to use only one language in speech or written form.

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Category: Literacy teaching

- a. In middle childhood.
- b. In adulthood.
- c. In adolescence.
- d. At birth.

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Category: Literacy teaching

- a. Reading fluency.
- b. Phonological awareness.
- c. Morphological awareness.
- d. Orthographic knowledge.

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Category: Literacy teaching

- a. Writing a learner's name on the board and having learners sound out the name by blending the letters.
- b. Reciting a list of learners' names and having learners raise their hands when they hear a name that begins with a specific sound.
- c. Saying a learner's name and having learners clap the number of syllables they hear in the name.
- d. Posting learners' names on a wall and having learners whose names contain a certain letter come to the front of the room.

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Category: Literacy teaching

- a. Phonics is a key component of comprehensive reading instruction that supports learners' development of fluency and comprehension.
- b. Phonics should be the central focus of reading instruction until learners have achieved automatic recognition of high-frequency sight-words.
- c. Phonics is an instructional strategy that should be used primarily as an intervention for learners who are experiencing reading difficulties.
- d. Phonics is a reading technique that should be taught implicitly to learners who demonstrate specific needs in the area of decoding skills.

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Category: Literacy teaching

- a. Children organise their school work.
- b. Teachers handle school organisation.
- c. Children behave badly.
- d. Good management in teaching.

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Category: Literacy teaching

- a. The teacher is sensitive to students' needs.
- b. The teacher teaches emotional skills to the children.
- c. The teacher tells children how to feel.
- d. The teacher comforts crying children.

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Category: Literacy teaching

- a. To learning basic reading and mathematics.
- b. To learning social relations.
- c. To learning to play football.
- d. To having contact with the teacher.

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Category: Literacy teaching

- a. The teacher punishes the children when they behave

badly.

- b. The teacher uses drill-and-practice methods in teaching basic academics.
- c. The teacher shouts at the children when they do not study basic academics enough.
- d. The teacher does not use group work in teaching basic academics.

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Category: Literacy teaching

- a. Spelling.
- b. Vocabulary.
- c. Punctuation.
- d. Grammar.

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Category: Literacy teaching

- a. Publishing, revising, reviewing, drafting, planning.
- b. Drafting, planning, revising, reviewing, publishing.
- c. Planning, drafting, reviewing, revising, publishing.
- d. Reviewing, drafting, planning, publishing, reviewing.

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Category: Literacy teaching

- a. Reading fluency is very useful when defining reading

disabilities.

- b. Reading fluency is almost the same as reading accuracy.
- c. Reading fluency is not a relevant measure when assessing reading.
- d. Reading fluency is not connected to reading disabilities.

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Category: **Literacy teaching**

- a. Is very useful for children with reading difficulties.
- b. Is recommended, especially for non-transparent languages like English.
- c. Includes five steps that are repeated.
- d. Does not have a syllable level.

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Category: **Literacy teaching**

- a. Handwriting activates engrams in the brain, which supports learning letters.
- b. Typing seems to be more efficient when learning to read.
- c. Typing supports the remembering of letters better than handwriting.
- d. Sensory experiences in typing are more complex than in handwriting.

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Category: **Literacy teaching**

- a. Exner's area.
- b. Exeter's area.
- c. Exel's area.
- d. Eric's area.

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Category: **Literacy teaching**

- a. Show a letter and tell the learners what it is; learners repeat it ten times in chorus.
- b. Tell a story that focuses on the phonic of the day, what it looks like, and how to write it.
- c. Learners bring objects, say the beginning sound of each object, and identify the letter.
- d. Teach the letter names and then the sounds they make in words.

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Category: **Literacy teaching**

- a. Require that the child be a skilled reader.
- b. Lack incentives for children to read.
- c. Provide reading materials for different reading skill levels.
- d. Provide stories in English only.

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Category: **Reading difficulties**

- a. The teacher knows the local languages of the pupils in the class.
- b. The teacher uses proper teaching methods.
- c. The teacher inspires children to read
- d. All of the above.

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Category: **Reading difficulties**

- a. Predicts faster skill development in children with reading and spelling difficulties.
- b. Is not needed because some children may just have a delay in their learning to read.
- c. Does not help children with reading difficulties.
- d. Is not a reasonable way to use limited teaching resources.

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Category: **Reading difficulties**

- a. Number of books in the home.
- b. Parents' attitude toward reading.
- c. Presence of a radio or television in the home.
- d. Parents' reading habits.

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Category: **Reading difficulties**

- a. Hearing.
- b. Touching.
- c. Using multiple senses (multisensory approach).
- d. Seeing.

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Category: **Reading difficulties**

- a. The instructional-level of the reading material is not important in reading instruction.
- b. Teaching phonics explicitly in the context of a multicomponent, integrated instructional program
- c. Intensive monitoring of the development of reading skills.
- d. Reliance on explicit instruction on letter-sound connections.

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Category: **Reading difficulties**

- a. Letter knowledge.
- b. Fine motor skills.
- c. Phonological awareness.
- d. Rapid automatized naming.

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Category: **Reading difficulties**

- a. Systematic instruction of letter–sound correspondences and decoding.
- b. Teaching whole and sight words.
- c. Using auditory training.
- d. Use of coloured lenses.

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Category: **Reading difficulties**

- a. A reading difficulty can be most successfully treated when identified early in development.
- b. Learning to read, for children with a reading disability, is based on the same developmental steps as readers without a disability.
- c. It does not matter if a reading disability is not recognised/identified.
- d. Learning to read, for children with a reading disability, is based on the same cognitive processes as readers without a disability.

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Category: **Reading difficulties**

- a. Many different approaches are used to support children who struggle in learning.

- b. Children with different kinds of learning difficulties are separated into different teaching groups.
- c. Interventions are layered as a continuum, for example, into three levels of intensiveness.
- d. Children with learning disabilities are taught in special classes.

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Category: **Reading difficulties**

- a. Learns the letter names.
- b. Learns to draw letter forms.
- c. Remembers words as a whole.
- d. Learns letter-sound correspondences.

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See Result

Your score is

The average score is 15%