

District Proficiency and Instructional Assistance Test Preparation Guide

This study guide will give you an overview of the topics covered on the District Proficiency and Instructional Assistance Tests. In addition, it will provide you with a description of the content contained in each test, sample questions for each section of the test, and information about additional resources and testing tips that may assist you in preparing for these assessments.

District Proficiency and Instructional Assistance Test Topics:

The District Proficiency Test is a general cognitive ability test covering the following areas: (1) Reading Comprehension, (2) Written English, and (3) Math.

The Instructional Assistance Test is a knowledge based test covering the following areas: (1) Instruction Fundamentals and Communication, (2) Classroom and Behavior Management, (3) Student Observation and Assessment, (4) Diversity/Special Education, and (5) Legal and Ethical Standards.

District Proficiency Test

1) Reading Comprehension

a) Vocabulary

- i) *Description of Content:* Questions in the vocabulary section require you to identify the word whose meaning is similar (synonym) or opposite (antonym) to that of the target word.
- ii) *Sample Question:*
Choose the word that is **MOST** similar in meaning to the underlined word.

despondent

- A) disheartened*
- B) cheerful
- C) focused
- D) attentive

The correct answer is A. Both despondent and disheartened refer to a loss of morale, a sense of discouragement, or loss of spirit.

b) Reading Comprehension

- i) *Description of Content:* Questions on the reading comprehension section contain a paragraph or passage that you must read in order to determine the main idea or meaning of the content. Some correct responses will be based on the literal statements contained within the paragraph, while others will require you to infer the response that best expresses the meaning of the paragraph.

Most paragraphs have one sentence that states the author's main idea about the topic. This **topic sentence** acts as a transition between a paragraph's subject and its details. It is more specific than just a subject, and more general than the details.

A topic sentence typically has two functions:

- It unifies the paragraph by stating one main idea.
- It organizes the details presented in the paragraph.

To identify a topic sentence, ask yourself questions about the topic and the details of the paragraph.

- What is the entire paragraph about? (the subject)
- What information about the subject is provided? (details)
- What do the details tell you about the subject? What conclusions can be drawn? (The topic sentence)

Once you have identified the topic sentence and understand the main point of the paragraph, you are ready to select a response. To select the best and most appropriate response, you should ask yourself which response option:

1. expresses the main point?
2. can be inferred by the passage?
3. describes the purpose of the passage?

District Proficiency Test Study Guide

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District Proficiency Test Study Guide:

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International Journal of Educational Reform ,1997 *Resources in Education* ,1997 **Implementing Multiage Education** Wendy C. Kasten,Elizabeth Monce Lolli,1998 A Technical Description of the Procedures Used in Calculating School-level Scaled Scores for the Survey of Basic Skills Robert J. Mislevy,1984 **9th Grade World Studies Requirement Curriculum Guide** Freehold Regional High School District,1988 *Work-study Handbook for Educable Mentally Retarded Minors Enrolled in High School Programs in California Public Schools* Medford Todd,Everett V. O'Rourke,1971 **California State Publications** California State Library,1988 **The Ayuda Legalization Manual for the Second Stage** ,1989 **Who Gets what and why** M. Selvin,1990 **Proficiency Today** California. State Department of Education,1980 Sample exercises California. Department of Education,1978 **Curriculum and Teaching** ,1992

Educational Matchmaking Jeannie Oakes,1992 Reports the results of a study that compared three urban comprehensive senior high schools to better understand the rationale and processes that underlie schools course offerings and students coursetaking All three schools made assumptions about their students that were related in large part to students race and family socioeconomic status An analysis of transcripts showed that low income and disadvantaged minority students took more vocational courses and that heavy vocational education participation was partially consistent with respondents beliefs that such a program is best suited for students who are not expected to be successful in academic programs Vocational programs are perceived negatively within the schools and are unlikely to receive school level support or staff development resources The study recommends that schools press forward with experimentation and the evaluation of possibilities relating

to a strong version of integrated academic and vocational education *Item statistics for grades 7, 9, and 11* California. Department of Education, 1978 *ERIC Educational Documents Index* Educational Resources Information Center (U.S.), 1966 A subject author institution index which provides titles and accession numbers to the document and report literature that was announced in the monthly issues of Resources in education earlier called Research in education

California. Court of Appeal (1st Appellate District). Records and Briefs California (State)., **The Competency Movement** Shirley Boes Neill, 1978 **State Education Journal Index and Educators' Guide to Periodicals Research Strategies** , 2005 An index of state education journals

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