

8. The principles of operant conditioning are best illustrated by

- (A) exposing a child to anxiety-provoking stimuli
- (B) reflecting a response to a stimulus with an alternative response
- (C) sleep relaxation techniques
- (D) a token economy to reinforce adaptive behaviors
- (E) development of intrinsic motivation

9. A man is feeling depressed about his inability to support his family after losing his job. The fact that the patient is currently unemployed is coded as which axis in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV)?

- (A) Axis I
- (B) Axis II
- (C) Axis III
- (D) Axis IV
- (E) Axis V

10. Researchers find that there is a significant, positive correlation between the number of hours students sleep and their grades. This research would be justified in concluding that

- (A) earning good grades causes people to sleep more
- (B) sleeping more causes students to perform better in school
- (C) students who earn good grades tend to sleep more than those who do not
- (D) more sleep has a beneficial impact on students' grades
- (E) sleep deprivation has no impact on school performance

11. In phase one of a study, a researcher classically conditions a dog to salivate to the ringing of a bell. In the second phase, the researcher pairs a flashing light with the ringing of the bell. After several pairings of the light and the bell, the dog will

- (A) no longer salivate when the bell is rung
- (B) only salivate when the bell is rung
- (C) salivate when the light is flashed
- (D) stop salivating when the light is flashed
- (E) salivate when the researcher comes into the room

12. Jason is attending a parade that features the local high school band. Jason's friend Brent plays the trombone in the band. It is difficult for Jason to hear Brent play at the parade. Which

of the following would best allow Jason to hear Brent's trombone?

- (A) sensory adaptation
- (B) selective attention
- (C) perceptual constancy
- (D) Weber's law
- (E) functional fixedness

Questions 13-15 refer to the information below.

A psychologist describes the following steps to a client, who the client is practicing relaxation techniques in order to treat the client's psychological disorder.

1. "You are entering a large building.
2. "You are pressing a button for an elevator.
3. "You are stepping into an elevator.
4. "You are watching the doors close after entering the elevator.
5. "You are traveling five floors up the elevator.

13. Which of the following categories would most likely represent the diagnosis associated with this set of behaviors?

- (A) OCD disorder
- (B) Anxiety disorder
- (C) Obsessive disorder
- (D) Schizophrenia disorder
- (E) Somatoform disorder

14. What type of treatment technique is described above?

- (A) Aversion therapy
- (B) Systematic desensitization
- (C) Flooding
- (D) Modeling
- (E) Punishment

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Developing Assessments for the Next Generation Science Standards
National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Board on Testing and Assessment, Committee on Developing Assessments of Science Proficiency in K-12, 2014-05-29

Assessments understood as tools for tracking what and how well students have learned play a critical role in the classroom Developing Assessments for the Next Generation Science Standards develops an approach to science assessment to meet the vision of science education for the future as it has been elaborated in A Framework for K 12 Science Education Framework and Next Generation Science Standards NGSS These documents are brand new and the changes they call for are barely under way but the new assessments will be needed as soon as states and districts begin the process of implementing the NGSS and changing their approach to science education The new Framework and the NGSS are designed to guide educators in significantly altering the way K 12 science is taught The Framework is aimed at making science education more closely resemble the way scientists actually work and think and making instruction reflect research on learning that demonstrates the importance of building coherent understandings over time It structures science education around three dimensions the practices through which scientists and engineers do their work the key crosscutting concepts that cut across disciplines and the core ideas of the disciplines and argues that they should be interwoven in every aspect of science education building in sophistication as students progress through grades K 12 Developing Assessments for the Next Generation Science Standards recommends strategies for developing assessments that yield valid measures of student proficiency in science as described in the new Framework This report reviews recent and current work in science assessment to determine which aspects of the

Framework's vision can be assessed with available techniques and what additional research and development will be needed to support an assessment system that fully meets that vision. The report offers a systems approach to science assessment in which a range of assessment strategies are designed to answer different kinds of questions with appropriate degrees of specificity and provide results that complement one another. Developing Assessments for the Next Generation Science Standards makes the case that a science assessment system that meets the Framework's vision should consist of assessments designed to support classroom instruction, assessments designed to monitor science learning on a broader scale, and indicators designed to track opportunity to learn. New standards for science education make clear that new modes of assessment designed to measure the integrated learning they promote are essential. The recommendations of this report will be key to making sure that the dramatic changes in curriculum and instruction signaled by Framework and the NGSS reduce inequities in science education and raise the level of science education for all students.

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