

**Florida Teacher Certification Examination
Test Preparation Guide
for
Art K-12**



FLORIDA DEPARTMENT OF EDUCATION

www.fldoe.org

Second Edition

Developed, produced, and printed under the authority of the
Florida Department of Education

Subject area content developed by the
Institute for Instructional Research and Practice
College of Education
University of South Florida

Produced by the
Institute for Instructional Research and Practice
College of Education
University of South Florida

Authorization for reproduction of this document is hereby granted to persons acting in an official capacity within the Florida K-20 education system, as enumerated in Section 1000.04, Florida Statutes.

Permission is NOT granted for distribution or reproduction outside the State system of public education or for commercial distribution of the copyrighted materials without written authorization from the Department of Education. Questions regarding use of these copyrighted materials are to be addressed to:

FTCE Administrator
Florida Department of Education
325 West Gaines Street, Suite 414
Tallahassee, Florida 32399-0400

Copyright 2005
State of Florida
Department of State

Contents

1	Test and Test Preparation Guide Development	1
2	Preparation for the Test	3
3	Competencies and Skills	5
4	Test Format and Sample Questions	11
5	Test-Taking Advice	37
6	Additional Information	39





Test and Test Preparation Guide Development

Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examination (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the Art K-12 examination was identified and validated by committees of content specialists from within the state of Florida. A majority of the committee members were public school teachers, but the committees also included district supervisors and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by professional associations, experts in the field, and teachers' unions. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

Role of the Test Preparation Guide

The purpose of this test preparation guide is to help candidates taking the Initial Teacher Subject Area Test in Art K-12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test preparation guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.

College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This test preparation guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The sample items are not an exact representation of the content of the actual test. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.



Preparation for the Test

The following outline may help you to prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

- **Look over the organization of the test preparation guide.**

Section 1 discusses the development of the test and test preparation guide.

Section 2 (this section) outlines test preparation steps.

Section 3 presents information about the content of the test.

Section 4 lists question formats and includes sample test items.

Section 5 offers strategies for taking the test.

Section 6 identifies sources of further information.

Self-Assessment

- **Decide which content areas you should review.**

Section 3 includes the competencies and skills used to develop this subject area test and the approximate proportion of test items from each competency area.

Review

- **Study according to your needs.**

Review all of the competencies, concentrating on areas with which you are least familiar.

Practice

- **Acquaint yourself with the format of the examination.**

Section 4 describes types of questions you may find on the examination.

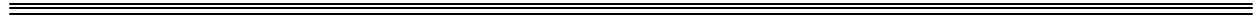
- **Answer sample test questions.**

Section 4 gives you an opportunity to test yourself with sample test questions and provides an answer key.

Final preparation

- **Review test-taking advice.**

Section 5 includes suggestions for improving your performance on the examination.



3

Competencies and Skills

The table on the following pages lists the competencies and skills used as the basis for the Art K-12 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you to organize your review.

The following excerpt illustrates the components of the table:

Competency/Skill	%
1 Knowledge of the processes of drawing	8%
1 Identify and demonstrate knowledge of drawing materials, tools, processes, and visual characteristics. 2 Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect. 3 Identify materials, terminology, techniques, and methods appropriate for K-12 instruction.	
2 Knowledge of the processes of painting	6%
1 Identify and demonstrate knowledge of painting materials, tools, processes, and visual characteristics.	

Competencies are areas of content knowledge.

Skills identify behaviors that demonstrate the competencies.

Percentages indicate the approximate proportion of test items that represent the competencies on the test.

Table of Competencies, Skills and Percentages

Competency/Skill	%
1 Knowledge of the processes of drawing	8%
<ol style="list-style-type: none"> 1 Identify and demonstrate knowledge of drawing materials, tools, processes, and visual characteristics. 2 Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect. 3 Identify materials, terminology, techniques, and methods appropriate for K-12 instruction. 	
2 Knowledge of the processes of painting	6%
<ol style="list-style-type: none"> 1 Identify and demonstrate knowledge of painting materials, tools, processes, and visual characteristics. 2 Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect. 3 Identify materials, terminology, techniques, and methods appropriate for K-12 instruction. 	
3 Knowledge of the processes of sculpture	6%
<ol style="list-style-type: none"> 1 Identify and demonstrate knowledge of sculptural materials, equipment, tools, processes, and visual characteristics. 2 Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect. 3 Identify materials, equipment, terminology, techniques, and methods appropriate for K-12 instruction. 	
4 Knowledge of the processes of printmaking	3%
<ol style="list-style-type: none"> 1 Identify and demonstrate knowledge of printmaking materials, equipment, tools, processes, and visual characteristics. 2 Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect. 3 Identify materials, equipment, terminology, techniques, and methods appropriate for K-12 instruction. 	

Competency/Skill	%
5 Knowledge of the processes of ceramics	6%
<ol style="list-style-type: none"> 1 Identify and demonstrate knowledge of materials, equipment, tools, processes, and visual characteristics used in ceramic production. 2 Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect. 3 Identify materials, equipment, terminology, techniques, and methods appropriate for K-12 instruction. 	
6 Knowledge of the processes of fine crafts	3%
<ol style="list-style-type: none"> 1 Identify and demonstrate knowledge of materials, equipment, tools, processes, and visual characteristics of fine crafts (e.g., wood, metal, glass, fibers). 2 Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect. 3 Identify materials, equipment, terminology, techniques, and methods appropriate for K-12 instruction. 	
7 Knowledge of the processes of graphic design	3%
<ol style="list-style-type: none"> 1 Identify and demonstrate knowledge of graphic design purposes, processes, tools, equipment, and materials. 2 Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect. 3 Identify materials, equipment, terminology, techniques, and methods appropriate for K-12 instruction. 	
8 Knowledge of the processes of photography	6%
<ol style="list-style-type: none"> 1 Identify and demonstrate knowledge of materials, tools, equipment, processes, and visual characteristics used in photography. 2 Demonstrate an understanding of the organization of visual elements and the selection of media for visual effect. 3 Identify materials, equipment, terminology, techniques, and methods appropriate for K-12 instruction. 	

Table of Competencies, Skills and Percentages

Competency/Skill	%
9 Knowledge of computer technology and processes in art	5%
<ol style="list-style-type: none"> 1 Identify and demonstrate knowledge of computer-based processes, equipment, technology, and materials used for visual learning or for computer-generated imagery. 2 Demonstrate an understanding of the organization of visual and audio elements and the selection of media for expressive effect. 3 Identify materials, equipment, terminology, techniques, and methods appropriate for K-12 instruction. 	
10 Knowledge of equipment maintenance, hazardous substances, and safety procedures	6%
<ol style="list-style-type: none"> 1 Identify hazardous substances that are commonly used in art procedures. 2 Apply knowledge of hazardous substances and safety procedures in an art class. 3 Identify procedures required for maintenance of basic tools and equipment used in art production. 	
11 Knowledge of the sources for forming ideas in art	5%
<ol style="list-style-type: none"> 1 Identify natural and manmade environments as starting points for making art. 2 Identify inner feelings and imagination as starting points for making art. 3 Identify universal themes and socially constructed environments as starting points for making art. 4 Identify existing art as a starting point for making art. 	
12 Knowledge of major artists and their works	6%
<ol style="list-style-type: none"> 1 Identify artists associated with major and diverse schools and art movements. 2 Identify social, historical, and cultural influences on major artists and their works. 3 Identify visual characteristics in works by artists that represent a departure from other works in a given period. 	

Competency/Skill	%
4 Compare the visual characteristics of past and present artists.	
13 Knowledge of art styles, developments, and movements	6%
<ol style="list-style-type: none"> 1 Distinguish styles of art related to various social, cultural, and historical contexts. 2 Identify components in a work of art that characterize a specific style. 3 Analyze a work of art on the basis of its style. 4 Determine art developments and movements in chronological order. 	
14 Knowledge of social, cultural, and historical influences	5%
<ol style="list-style-type: none"> 1 Identify social, cultural, and historical influences that shape particular art practices. 2 Apply knowledge of social, cultural, and historical influences as they affect interpretation and artistic experience. 3 Identify terminology, equipment, tools, materials, techniques, and technology used in the production of art forms of specific cultures. 	
15 Knowledge of art criticism processes	5%
<ol style="list-style-type: none"> 1 Identify the use of media and techniques in a work of art. 2 Identify sensory materials (i.e., elements of art) in a work of art. 3 Identify compositional devices (i.e., principles of art) in a work of art. 4 Identify theme, subject matter, or emotional impact in a work of art. 5 Judge the relative merit of an art work based on established criteria. 	
16 Knowledge of aesthetic philosophies and theories	3%
<ol style="list-style-type: none"> 1 Identify major philosophies that affect aesthetic theories. 2 Apply major philosophies and aesthetic theories to art. 	
17 Knowledge of major theories of learning in art	5%
<ol style="list-style-type: none"> 1 Identify events and persons instrumental in the historical development of art education. 2 Identify the social and philosophical foundations of art education. 3 Apply theories of child development to curriculum and instruction. 	

Table of Competencies, Skills and Percentages

Competency/Skill	%
18 Knowledge of research, professional organizations, and journals	3%
<ol style="list-style-type: none"> 1 Identify issues and trends in current art research. 2 Identify activities in professional art and art education organizations. 3 Identify purposes of current professional art and art education journals. 4 Identify and interpret resources that can be used to address a range of educational objectives. 	
19 Knowledge of equity, fairness, and diversity in art education	3%
<ol style="list-style-type: none"> 1 Identify modifications and accommodations specific to the instruction of art to meet individual needs of students. 2 Apply instructional strategies to meet the diverse needs and varying exceptionalities of art students. 3 Identify curricula to include various cultural and ethnic groups. 	
20 Knowledge of assessment and evaluation in art education	3%
<ol style="list-style-type: none"> 1 Identify formative and summative methods for evaluation of student learning. 2 Apply evaluative and diagnostic processes to individual works of students. 3 Identify a student's progress in art learning over time. 	
21 Knowledge of connections between visual arts, other disciplines, and real-world applications	4%
<ol style="list-style-type: none"> 1 Identify art skills related to the world of work. 2 Determine art resources and activities within the community. 3 Determine the relationship of art to other disciplines. 4 Identify the roles of visual images in contemporary culture. 	



4 Test Format and Sample Questions

The Art K-12 subject area test consists of approximately 120 multiple-choice questions. You will have two-and-one-half hours to complete the test.

Each question will contain four response options, and you will indicate your answer by selecting **A**, **B**, **C**, or **D**.

The table below presents types of questions on the examination and directs you to examples of these formats among the sample items that follow.

Table of Question Formats

Type of question	Sample item
Direct question Choose the response option that best answers the question.	Item 1, page 27
Command Select the best response option.	Item 3, page 27
Sentence completion Select the response option that best completes the sentence.	Item 12, page 29
Scenario Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.	Item 23, page 31

Sample Items

The following items represent both the form and content of questions you will encounter on the examination. These sample items cannot cover all of the competencies and skills that are tested, and they can only approximate the degree of difficulty of actual examination questions. However, these items will acquaint you with the general format of the examination.

The visuals for the first eight sample items appear on the following pages. On the actual exam, the visuals are presented as full-color reproductions without identifying information.

An answer key follows on page 36.

VISUALS FOR ART K-12 STUDY GUIDE



ITEM 1



ITEM 2

Item 1

Arshile Gorky

Untitled (1944)

Oil on canvas

The Solomon R. Guggenheim Museum, New York

Item 2

Horse

Early 8th Century China (T'ang dynasty)

Los Angeles County Museum

Item 3, option A

Piet Mondrian

Composition V (1914)

Oil on canvas

The Museum of Modern Art, New York

Item 3, option B

Claude Monet

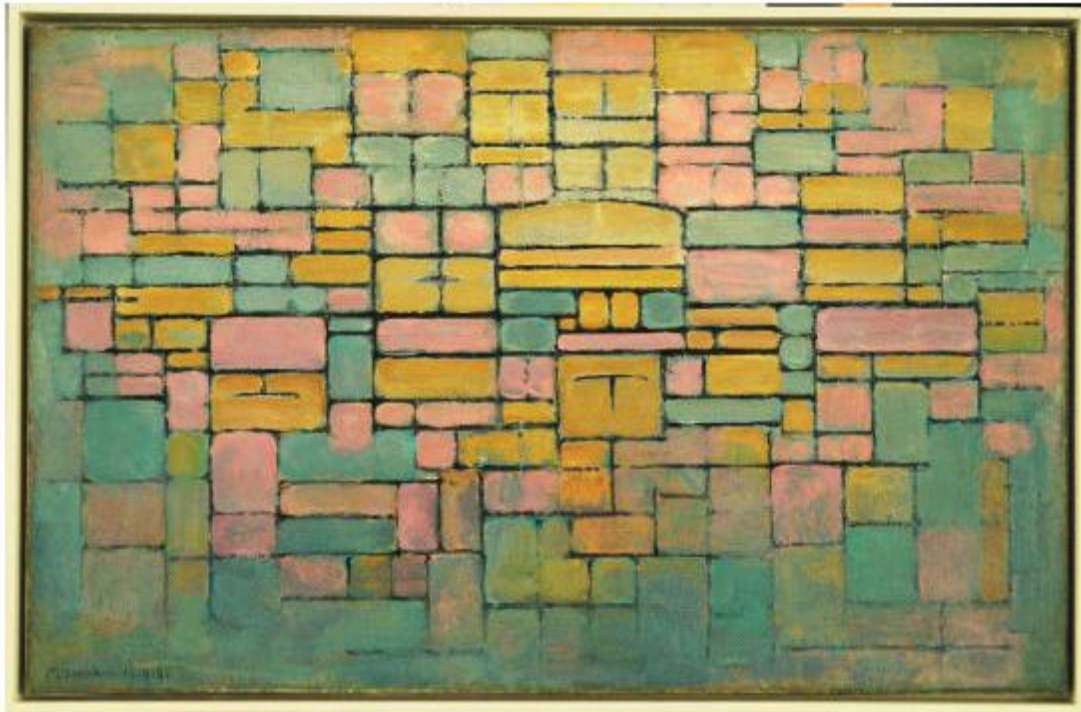
Saint-Lazare Train Station: the Normandy Train (1877)

Oil on canvas

The Art Institute of Chicago

ITEM 3

THE VISUALS FOR THIS ITEM APPEAR ON THIS AND THE ADJACENT PAGE.



A



B



C



D

Item 3, option C

James Rosenquist

Nomad (1963)

Oil on canvas, plastic, and wood

Albright-Knox Art Gallery, Buffalo, New York

Item 3, option D

Asher B. Durand

Dover Plain, Dutchess County, New York (1848)

Oil on canvas

National Museum of American Art

Item 4

Albrecht Dürer

Adam and Eve (1504)

Engraving

Clarence Buckingham Collection

Item 5

Pablo Picasso

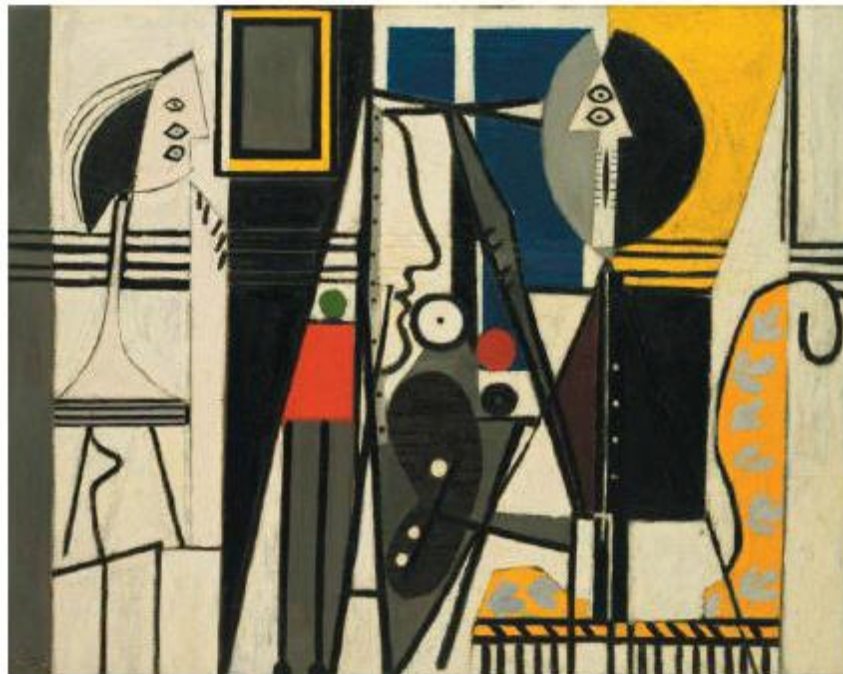
Painter and Model (1928)

Oil on canvas

The Museum of Modern Art, New York



ITEM 4



ITEM 5



ITEM 6



ITEM 7

Item 6

Georges Pierre Seurat

Seated Woman (1883)

Oil on canvas

The Solomon R. Guggenheim Museum, New York

Item 7

Gregory Gillespie

Still Life with Squash and Rutabagas (1975)

Oil and magna and pencil on plywood

Hirshhorn Museum

Item 8, option A

Morgan Russell

Synchrony in Orange: To Form (1913-1914)

The Buffalo Fine Arts Academy, Buffalo, New York

Item 8, option B

Paul Cezanne

Still Life with Basket of Apples (1890-1894)

Oil on canvas

The Art Institute of Chicago

ITEM 8

THE VISUALS FOR THIS ITEM APPEAR ON THIS AND THE ADJACENT PAGE.



A



B



C



D

Item 8, option C

Anthony Caro

Punch and Judy (1981)

Albright-Knox Art Gallery, Buffalo, New York

Item 8, option D

Vasily Kandinsky

Striped (1934)

The Solomon R. Guggenheim Foundation

DIRECTIONS: For items 1-8, read each item and refer to the appropriate visual(s) on pages 13-25. Choose the best response.

1. **What visual element, principle, and drawing medium were used to produce this artwork?**
 - A. value, focal point, pen and ink
 - B. texture, balance, art marks
 - C. shape, variety, pastel chalks
 - D. space, proportion, graphite pencil

2. **Which of the following tools would have been used to produce this sculpture?**
 - A. chisel and mallet
 - B. mold
 - C. slab roller
 - D. clay extruder

3. **Select the visual that most strongly uses nature as a starting point for its subject matter.**
 - A. Visual A
 - B. Visual B
 - C. Visual C
 - D. Visual D

4. **The most prominent visual effect found in *Adam and Eve* by Albrecht Dürer is achieved by which of the following?**
 - A. balance through the use of line quality
 - B. pattern through the use of shape
 - C. rhythm through the use of color
 - D. contrast through the use of value

5. **Which of the following was the most likely inspiration for Pablo Picasso's painting *Painter and Model*?**
 - A. religious beliefs
 - B. economic situations
 - C. personal relationships
 - D. social conflicts

-
- 6. What visual characteristic of Georges Seurat's painting *Seated Woman* was different from other works of the late 19th century?**
- A. paint was applied in thin glazes
 - B. paint was applied methodically in dots of pure color
 - C. paint was applied thickly with a palette knife
 - D. paint was applied rapidly with a sprayer
- 7. This artwork should be judged using criteria based on which aesthetic theory?**
- A. feminism
 - B. formalism
 - C. imitationalism
 - D. expressionism
- 8. Which piece of art emphasizes the use of texture?**
- A. Visual A
 - B. Visual B
 - C. Visual C
 - D. Visual D

DIRECTIONS: For items 9-39, read each item and choose the best response. There are no visuals for these items.

9. A fixative material is typically used for which material?

- A. chalk
- B. acrylic
- C. ink
- D. tempera

10. Which material would be most appropriate to introduce gesture drawing to a class of 1st-grade students?

- A. vine charcoal
- B. crayon
- C. India ink
- D. oil pastels

11. Which painting process uses diluted pigment?

- A. impasto
- B. dry brush
- C. wash
- D. fresco

12. A class is making posters for a school play. The most appropriate materials to use would be

- A. tempera paint and poster board.
- B. pastels and pastelcard.
- C. watercolors and poster board.
- D. ink with watercolor wash and paper.

13. To make a tall, delicate sculpture from a pliable, transparent material, an artist would choose a

- A. relief process.
- B. wire armature.
- C. clay slab with incising.
- D. lost-wax casting.

-
- 14. Which tools and materials would be most appropriate for a sculpture project for a 1st-grade class?**
- A. pliers/wire
 - B. mallet/wood
 - C. knife/soap
 - D. gluestick/paper
- 15. Which of the following techniques of relief printmaking would be most appropriate to use with a 2nd grade class?**
- A. collagraph
 - B. wood block
 - C. potato print
 - D. linocut
- 16. One method of ensuring removal of air pockets in clay is**
- A. air drying.
 - B. wedging.
 - C. scoring.
 - D. draping.
- 17. To most efficiently build a geometric ceramic form, a potter would mainly use**
- A. coils.
 - B. pinched forms.
 - C. slabs.
 - D. wheel thrown bodies.
- 18. Which tool is traditionally used in the weaving process?**
- A. pliers
 - B. nib
 - C. shuttle
 - D. stylus

-
- 19. A 5th-grade teacher would like her students to make papier-mâché masks. What equipment would be needed for this project?**
- A. extruder
 - B. armature
 - C. squeegee
 - D. shuttle
- 20. Which of the following components are the most important for an effective poster design?**
- A. photos and their background
 - B. visuals and lettering
 - C. drawings and the use of negative space
 - D. lettering and the use of color
- 21. A teacher is planning a lesson on graphic design for her 5th-grade class. Which of the following would be the most appropriate lesson for these students?**
- A. air brushing a design
 - B. photocopying a layout
 - C. reproducing a logo
 - D. creating a layout
- 22. Photographers often achieve dramatic effects in value using silhouettes of the subject(s) by arranging**
- A. spotlighting.
 - B. backlighting.
 - C. sidelighting.
 - D. downlighting.
- 23. Ms. Arnold wants to teach her 6th-grade art students how to make photographs, but she has only limited sink areas and no enlarger. Which of the following is a good combination of media and technique for her situation?**
- A. a project that includes a trip to a local portrait studio
 - B. a project that uses nonsilver processes, including gum prints and cyanotype
 - C. a project that uses photograms or pin hole cameras
 - D. a project that uses borrowed cameras and a rapid processing laboratory

24. When working with elementary students, the most appropriate computer-based tool for applying areas of color to a digital image would be

- A. multiple layers in photo-processing.
- B. a paint bucket to fill an enclosed space.
- C. connected lines and a Bezier curved shape.
- D. stamps and clip art from the Internet.

25. When 4th graders use the cut/paste function in a basic design software, they are able to

- A. fill in numerous shapes with color.
- B. change the contour of a shape.
- C. repeat one shape multiple times.
- D. draw and repeat geometric shapes.

26. What is the proper procedure for cleaning a brush used with water-based acrylics?

- A. Clean immediately after use with soap and water. Rinse and reshape bristles.
- B. Dip into turpentine and then rinse with water. Use paper towel to dry the brush.
- C. Soak overnight in detergent. Rinse and reshape bristles.
- D. Repeatedly rinse in mineral spirits until clean. Set aside to dry on a paper towel.

27. Who was a well-known artist in the abstract expressionist movement?

- A. Edgar Degas
- B. Edvard Munch
- C. Jackson Pollock
- D. Georges Braque

28. A major influence on visual arts prior to impressionism was the invention of

- A. computers.
- B. acrylics.
- C. cameras.
- D. aluminum.

-
- 29. The two-dimensional art of the High Renaissance can be characterized by which of the following components of style?**
- A. perspective, heroic scale, chiaroscuro
 - B. fragmentation, gesture, frontality
 - C. order, harmony, balance
 - D. broken brushwork, snapshot-like composition, emphasis on color
- 30. Andy Warhol's *Campbell Soup Can* was a response to social forces in the 1960s. These include the**
- A. influence of psychoanalysis and dream interpretation.
 - B. commercialization of art, and the banality of American life.
 - C. rise of mass culture and iconoclasm.
 - D. rise of avant-garde art and mass marketing.
- 31. Describe the major principles of design used in Marcel DuChamp's *Nude Descending A Staircase*.**
- A. rhythm and movement
 - B. forms and perspective
 - C. perspective and balance
 - D. symmetry and unity
- 32. John Dewey wrote that art does not consist only of art objects but is a quality found in**
- A. the subconscious.
 - B. experience.
 - C. public life.
 - D. significant form.
- 33. The researcher most identified with the concept of multiple intelligences in visual arts is**
- A. Alfred Binet.
 - B. Jean Piaget.
 - C. Howard Gardner.
 - D. Betty Edwards.

-
- 34. Which theory of art curriculum is content-centered rather than community-centered?**
- A. progressive education
 - B. aesthetic education
 - C. visual literacy
 - D. discipline based
- 35. A lesson that permits a kindergarten child to scribble through finger painting is justified by the theory of identifiable developmental stages as proposed by which researcher(s)?**
- A. Jean Piaget
 - B. Howard Gardner
 - C. Brent and Marjorie Wilson
 - D. Viktor Lowenfeld
- 36. Which journal consists primarily of current research articles?**
- A. *School Arts*
 - B. *Studies in Art Education*
 - C. *Arts and Activities*
 - D. *Art Education*
- 37. Which of the following groups of artists would be most appropriate to include in constructing a culturally and ethnically diverse curriculum?**
- A. Romare Bearden, Marian Shapiro, Frida Kahlo
 - B. George Braque, Duane Hansen, Jacob Lawrence
 - C. Jackson Pollock, Pablo Picasso, Andy Warhol
 - D. Faith Ringgold, Henri Matisse, Auguste Rodin
- 38. The most effective method of monitoring a student's progress in drawing over a period of time is to**
- A. compile a process and product portfolio.
 - B. assign a research project.
 - C. establish a checklist of completed works.
 - D. keep tallies of subject matter.

39. The mastery of skills such as drawing, design, and digital imagery is necessary to prepare students for which career?

- A. video editor
- B. darkroom technician
- C. product developer
- D. curator

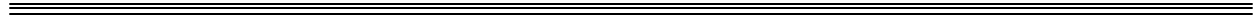
Answer Key

1. C	14. D	27. C
2. B	15. C	28. C
3. D	16. B	29. A
4. D	17. C	30. B
5. C	18. C	31. A
6. B	19. B	32. B
7. C	20. B	33. C
8. C	21. D	34. D
9. A	22. B	35. D
10. B	23. C	36. B
11. C	24. B	37. A
12. A	25. C	38. A
13. B	26. A	39. C



Test-taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
 - Admission ticket
 - Proper identification as described in “Identification Policy”
 - Watch
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
 - Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.
 - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
 - When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
 - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.

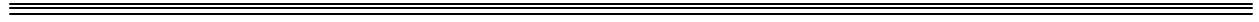




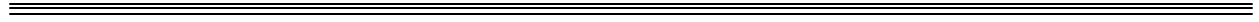
Additional Information

Please visit the following Web site to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

<http://www.fldoe.org/asp/ftce>







001