

**Florida Teacher Certification Examination
Test Preparation Guide
for
Technology Education 6-12**



FLORIDA DEPARTMENT OF EDUCATION

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Second Edition

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

Produced by the
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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 Technology Education 6-12 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 Technology Education 6-12 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 Technology Education 6-12 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 nature and impacts of technology	8%
1 Identify the characteristics of technology. 2 Identify the inputs, processes, outputs, and feedback of technological systems. 3 Recognize the role of technology in developing and assessing products and systems that solve problems. 4 Identify the historical, social, cultural, economic, political, and environmental causes of technological development and change. 5 Identify the historical, social, cultural, economic, political, and environmental effects of technological development and change. 6 Identify emerging technologies (e.g., robotics, automation, nanotechnology) and their impacts on society.	

Skill

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 nature and impacts of technology	8%
<ol style="list-style-type: none"> 1 Identify the characteristics of technology. 2 Identify the inputs, processes, outputs, and feedback of technological systems. 3 Recognize the role of technology in developing and assessing products and systems that solve problems. 4 Identify the historical, social, cultural, economic, political, and environmental causes of technological development and change. 5 Identify the historical, social, cultural, economic, political, and environmental effects of technological development and change. 6 Identify emerging technologies (e.g., robotics, automation, nanotechnology) and their impacts on society. 	
2 Knowledge of principles of drafting and design	10%
<ol style="list-style-type: none"> 1 Identify the use of drafting instruments, equipment, and materials. 2 Identify various areas of drafting. 3 Apply dimensioning, measurement, and graphing (e.g., Cartesian coordinates) skills. 4 Identify the technical skills needed for drawings (e.g., orthographic, pictorial, auxiliary view, layering, engineering, architectural). 5 Identify skills necessary for designing and building prototypes and virtual models. 6 Identify tools in using computer hardware for computer-aided drafting (CAD). 7 Identify appropriate design and problem-solving principles and procedures in drafting and design. 	
3 Knowledge of principles of engineering design	9%
<ol style="list-style-type: none"> 1 Identify the basic principles of engineering. 2 Identify test equipment and data acquisition methods in engineering. 3 Identify principles of fluid, thermal, electrical, mechanical, and construction technologies. 4 Identify legal and ethical issues related to the field of engineering. 5 Identify engineering analysis and problem-solving procedures. 	

Competency/Skill	%
6 Identify appropriate design and problem-solving principles and procedures in engineering design.	
4 Knowledge of medical technologies	2%
1 Identify technological tools and their application in diagnosis, treatment, and prevention of diseases. 2 Identify technological advances in devices used to replace and repair the human body.	
5 Knowledge of agricultural and related biotechnologies	2%
1 Identify technological tools and their application in agriculture to control natural and man-made ecosystems. 2 Identify advances in technology that have increased food production for large populations. 3 Identify biotechnology applications in the areas of agriculture, pharmaceuticals, food and beverages, medicine, energy, environment, and genetic engineering. 4 Identify management techniques in agricultural systems and their effects on flora and fauna.	
6 Knowledge of energy and power technologies	8%
1 Identify origins and use of traditional and alternative energy sources (e.g., thermal, radiant, nuclear, electrical, mechanical, fluid). 2 Identify terminology of power sources (e.g., steam, diesel, internal combustion, hydraulic, pneumatic, electrical, jet, rocket, solar). 3 Identify characteristics of materials used in energy and power technologies. 4 Identify basic alternating current (AC) and direct current (DC) circuits and their components. 5 Apply Ohm's law and Kirchoff's law to basic circuits. 6 Identify the characteristics of different types of electronic circuitry (e.g., series, parallel, mixed, analog). 7 Identify the appropriate use of electronic equipment. 8 Identify appropriate design and problem-solving principles and procedures in power and energy technology.	

Table of Competencies, Skills, and Percentages

Competency/Skill	%
7 Knowledge of information and communication technologies	12%
<ol style="list-style-type: none"> 1 Identify the technological components of a communication system (i.e., source, encoder, transmitter, receiver, decoder, storage, retrieval, and destination). 2 Identify processes of communication using symbols, measurements, conventions, icons, graphic images, and language. 3 Identify the principles of design. 4 Identify the characteristics, components, and processes of prepress operations. 5 Identify the characteristics and components of major printing processes. 6 Identify the appropriate use of digital, electronic, laser, and fiber optics technologies in communication (e.g., copyright, Web design, audio and video production, desktop publishing). 7 Identify the components and processes of photography and digital and laser image generation. 8 Identify appropriate design and problem-solving principles and procedures in information and communication technology. 	
8 Knowledge of transportation technologies	5%
<ol style="list-style-type: none"> 1. Evaluate subsystems (i.e., structural, propulsion, suspension, guidance, control, and support) of transportation vehicles. 2. Select appropriate transportation systems or components for use in manufacturing, construction, communication, and agricultural technologies. 3 Identify appropriate design and problem-solving principles and procedures in transportation technology. 	
9 Knowledge of manufacturing technologies	10%
<ol style="list-style-type: none"> 1 Identify the characteristics of tools, materials, and processes used in manufacturing. 2 Identify types of manufacturing industries and their characteristics. 3 Identify legal and ethical issues related to manufacturing (e.g., environmental regulations, labeling requirements). 	

Competency/Skill	%
<ol style="list-style-type: none"> 4 Identify types and characteristics of manufacturing systems (e.g., just-in-time, continuous, custom). 5 Identify the technical knowledge related to preprocessing, processing, and postprocessing in manufacturing. 6 Identify factors affecting choices in manufacturing materials and processes. 7 Select appropriate materials based upon their properties and characteristics (e.g., strength, weight, environmental impact). 8 Identify benefits of product planning and design and the development of prototypes. 9 Identify appropriate design and problem-solving principles and procedures in manufacturing technology. 	
10 Knowledge of construction technologies	8%
<ol style="list-style-type: none"> 1 Identify the requirements for designing structures. 2 Identify how maintenance, alteration, and renovation improve structures or alter their intended uses. 3. Identify materials and processes in construction. 4. Identify factors involved in estimating, bidding, and scheduling. 5. Identify the components of subsystems of a structure. 6 Identify the materials, procedures, and equipment used in installing utilities. 7 Identify the constraints (e.g., building codes) and structural forces that affect residential, commercial, and civil structures. 8 Identify appropriate design and problem-solving principles and procedures in construction technology. 	
11 Knowledge of safety and laboratory management	9%
<ol style="list-style-type: none"> 1 Identify safety precautions and practices in technology education laboratories. 2 Identify student guidelines for safe, functional use, storage, and maintenance of tools, materials, and supplies. 3 Identify safety precautions and practices in preventing and extinguishing fires. 4 Identify components of a safety training plan for students. 	

Table of Competencies, Skills, and Percentages

Competency/Skill	%
<ol style="list-style-type: none"> 5. Identify equipment, materials, and supplies appropriate for program objectives. 6. Identify components of a records and filing system, including an inventory of tools, supplies, equipment, and student information documents. 	
12 Knowledge of technology education and professional development	9%
<ol style="list-style-type: none"> 1 Use the universal definition of technology education to distinguish it from educational technology, applied science, and other fields. 2 Identify the social, historical, and philosophical foundations of technology education leading to contemporary programs. 3 Identify the Standards for Technological Literacy. 4 Identify the roles and purposes of standards (e.g., Standards for Technological Literacy, National Educational Technology Standards, and Florida Curriculum Frameworks) in curriculum planning and instruction. 5 Distinguish between process-centered and content-centered approaches to technology education. 6 Identify ways that technology education is integrated with academic courses. 7 Identify the relationship between technology education and the characteristics of careers and career clusters in construction, medical technologies, agriculture and related biotechnologies, engineering, information and communication technologies, transportation, manufacturing, energy and power technologies, and drafting. 8 Identify components of a plan for professional development. 9 Differentiate between professional and technical development. 	
13 Knowledge of standards-based instruction	4%
<ol style="list-style-type: none"> 1 Identify appropriate instructional strategies that are consistent with the Standards for Technological Literacy. 2 Identify cognitive learning processes for solving technological problems. 3 Identify appropriate instructional strategies for teaching diverse populations in technology laboratories. 	

Competency/Skill	%
4 Select appropriate instructional strategies (e.g., design brief, technology learning activities [TLAs]) for teaching technological problem-solving skills. 5 Identify components of authentic contextual learning, from design to postproject evaluation.	
14 Knowledge of standards-based assessment	4%
1. Identify the student assessment standards from Advancing Excellence in Technological Literacy. 2. Identify appropriate methods for assessing cognitive and psychomotor learning processes in technology education. 3. Identify types, characteristics, and appropriate uses of measurement instruments. 4. Identify appropriate strategies for assessing student performance. 5. Identify how assessment results can guide professional development and improve instruction. 6. Identify audiences and needs for assessment information generated from technology education programs.	





4 Test Format and Sample Questions

The Technology Education 6-12 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 15
Sentence completion Select the response option that best completes the sentence.	Item 14, page 17
Graphics Examine a drawing or a diagram and select the response option that best answers the question.	Item 15, page 18
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 18, page 19
Command Select the best response option.	Item 22, page 19

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.

An answer key follows on page 28.

DIRECTIONS: Read each item and select the best response.

1. Which of the following is an example of a technological output?

- A. cryptic machining
- B. electronic messaging
- C. manufacturing budget
- D. information collection

2. A computerized-delivery mechanism developed for a laboratory designed for use on the Mars Viking space program was adapted for use as an insulin pump that provides diabetics with regulated insulin to stabilize blood sugar levels. This example illustrates how

- A. transferring scientific knowledge of medical product development to technology processes often results in commercial applications.
- B. developing modeling and technology scenarios aids in creating new products for the medical field.
- C. sharing ideas, knowledge, or skills from one field with other technologies and fields often results in technological innovations.
- D. applying the principles of biology to biotechnology helps in the creation of commercial products.

3. What is the most appropriate drafting instrument for measuring inches?

- A. divider
- B. protractor
- C. architect's scale
- D. French curve

4. In which quadrant does a point at the exact coordinate $(-1, 2)$ fall?

- A. quadrant I
- B. quadrant II
- C. quadrant III
- D. quadrant IV

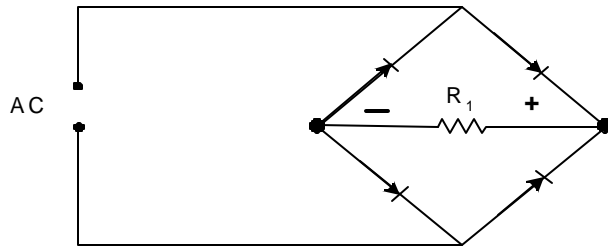
5. What skills are needed to build a prototype of a boat?

- A. drawing, modeling, constructing, testing
- B. drafting, shading, scaling, finishing
- C. planning, developing, molding, fabricating
- D. designing, calculating, rendering, revising

-
6. **What is the advantage of using a network environment over a stand-alone environment in computer-aided drafting?**
- A. multitasking
 - B. data sharing
 - C. cost savings
 - D. ease of administration
7. **A student will manually draw a ring gear 14" in diameter. The student has an 8 1/2" × 11" sheet of paper and must determine what scale to draw the object. At what stage of the problem-solving process is this information determined?**
- A. evaluating the solution
 - B. developing the solution
 - C. identifying the solution
 - D. communicating the solution
8. **In automotives, wind tunnel testing is used to provide what kind of data?**
- A. thermal conductivity of the air surrounding the vehicle
 - B. negative pressure produced on the vehicle by air flow
 - C. air resistance on the vehicle
 - D. atmospheric weight on the vehicle
9. **Which engineering principle is exemplified by a pneumatic lift raising a vehicle?**
- A. Newton's law
 - B. Boyle's law
 - C. Pascal's law
 - D. Bernoulli's principle
10. **Truss I weighs 3 g and holds 30 lb, truss II weighs 2 g and holds 10 lb, truss III weighs 5 g and holds 15 lb, and truss IV weighs 1 g and holds 7 lb. Which truss is most efficient?**
- A. I
 - B. II
 - C. III
 - D. IV

-
- 11. The inclusion of gyroscopes has led to improvements in which type of medical device?**
- A. titanium hip replacement
 - B. myoelectric hand
 - C. vertical maneuvering wheelchair
 - D. voice synthesizer
- 12. What type of technology is most likely to provide a permanent solution to the problem of frost damage to crops?**
- A. irrigation
 - B. air mixing
 - C. hydroponics
 - D. gene splicing
- 13. What effect of genetic engineering is mitigated by planting traditional crops adjacent to genetically engineered crops?**
- A. elimination of insect species
 - B. creation of super insects
 - C. prevention of bacteria growth
 - D. creation of super plants
- 14. A four-stroke cycle internal combustion engine is classified as a**
- A. gas turbine engine.
 - B. sterling cycle engine.
 - C. pneumatic engine.
 - D. reciprocating engine.

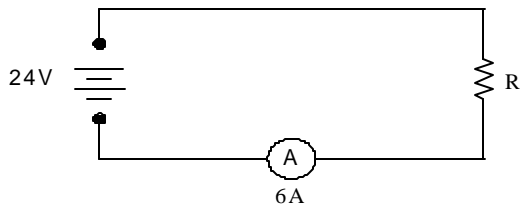
15.



The diagram above is an example of a

- A. digital circuit.
- B. switching circuit.
- C. bridge rectifier.
- D. filter circuit.

16.



A resistor of unknown value is connected to a 24 V source. An amp meter measures 6 amps in the circuit shown above. What is the resistance in the circuit?

- A. $\frac{1}{4}$ ohm
 - B. 4 ohms
 - C. 18 ohms
 - D. 144 ohms
17. If removing one light bulb in a string of decorative holiday lights causes all the lights in the string to go off, the circuit is
- A. analog.
 - B. parallel.
 - C. digital.
 - D. series.

-
- 18. An automotive shop's air lift breaks down. As the first step in the problem-solving process, the shop manager determines that the lift no longer has enough air pressure to raise a car. What is the next logical step in the problem-solving process?**
- A. implementing the solution
 - B. detailing the best solution
 - C. modeling possible solutions
 - D. developing possible solutions
- 19. A video production class is learning to use a green screen. The class is using which process?**
- A. motion graphics overlays
 - B. illustration
 - C. teleprompting
 - D. scanning
- 20. To attract initial interest for an advertisement, the designer should emphasize which principle of design?**
- A. contrast
 - B. balance
 - C. unity
 - D. rhythm
- 21. What type of prepress software does a graphic designer use to change a digital photograph?**
- A. vector
 - B. raster
 - C. 3-D modeling
 - D. closed-loop
- 22. Identify the most common printing process used in the commercial printing industry.**
- A. offset lithography
 - B. gravure printing
 - C. relief printing
 - D. screen printing

23. What communication process must a Web designer use to include a voice and picture interview on a Web site?

- A. Web hosting
- B. embedded storage
- C. streaming
- D. data servo control

24. What quality do digital and photographic images have in common?

- A. Image quality is related to size of camera.
- B. Both may start out at 8-bit resolution.
- C. Size of image is determined by resolution.
- D. Quality of image is affected by enlargement.

25. In developing a Web page, what is the first design consideration?

- A. research and brainstorming
- B. identification of criteria
- C. definition of problem
- D. development of design proposal

26. The Department of Transportation (DOT) realizes that accidents are occurring regularly at an intersection that has no traffic light. A civil engineer has proposed widening the intersection and installing a traffic light. However, the DOT does not have easement rights to widen the road.

At what phase has the problem-solving process broken down?

- A. identifying the problem
- B. developing possible solutions
- C. selecting the final solution
- D. implementing the solution

27. Computer numerical control (CNC) machining is used in manufacturing for

- A. forming.
- B. separating.
- C. combining.
- D. conditioning

-
- 28. What manufacturing industry uses both ferrous and nonferrous materials?**
- A. polymer
 - B. composite
 - C. metal
 - D. ceramic
- 29. What manufacturing industry produces cement?**
- A. petrochemical
 - B. ceramic
 - C. composite
 - D. plastic
- 30. What documentation is needed when any chemical is used in technology education classrooms?**
- A. Occupational Safety and Health Administration Standards
 - B. Material Safety Data Sheet
 - C. Underwriters Laboratory report
 - D. National Health Institutes Safety Codes
- 31. Continuous manufacturing is common in the automotive industry because**
- A. the process is flexible.
 - B. products can be customized easily.
 - C. requirements for storage space are minimal.
 - D. low-cost mass production is facilitated.
- 32. What control system schedules materials to decrease the storage of inventory in manufacturing?**
- A. just-in-time
 - B. continuous
 - C. job lot production
 - D. custom

33. What is the most common underlayment material for kitchen countertops with a laminate surface?

- A. 3/8-inch plywood
- B. particle board
- C. poplar
- D. maple

34. What four ingredients are used to make concrete?

- A. sand, talc, powder, water
- B. sand, cement, aggregate, water
- C. sand, cement, aggregate, oil
- D. sand, aggregate, water, talc

35. Which portion of a bridge is above the roadbed?

- A. superstructure
- B. substructure
- C. bridge support system
- D. abutments

36. What is the appropriate equipment to use for excavating the hole for a utility pole?

- A. posthole digger
- B. backhoe
- C. auger
- D. excavator

37. Which of the following is a building code constraint for a residential structure?

- A. handicap ramps
- B. number of parking spaces
- C. building setback
- D. egress markings

-
- 38. Where would an instructor find the proper information for placing safety zones around machinery in a school's manufacturing laboratory?**
- A. county building codes
 - B. OSHA standards
 - C. Underwriters Laboratory document
 - D. Material Safety Data Sheet
- 39. Welding cylinders should be stored**
- A. near the welding torch.
 - B. in the storage room.
 - C. in the laboratory.
 - D. outside the building.
- 40. What is the most important item on a student information form?**
- A. cocurricular activities
 - B. student schedule
 - C. prior knowledge
 - D. emergency contact
- 41. Which statement is correct concerning the difference between technology education and educational technology?**
- A. Technology education teaches about technology; educational technology teaches with technology.
 - B. Technology education has technology as the primary student outcome; knowledge of technology is the primary outcome of educational technology.
 - C. Technology education teaches with technology; educational technology teaches about technology.
 - D. Technology education stresses hands-on projects; educational technology stresses cognitive activities.
- 42. The foundation of the industrial arts movement in the 1920s was the**
- A. manual arts movement.
 - B. apprenticeship movement.
 - C. technology education movement.
 - D. unitary school system movement.

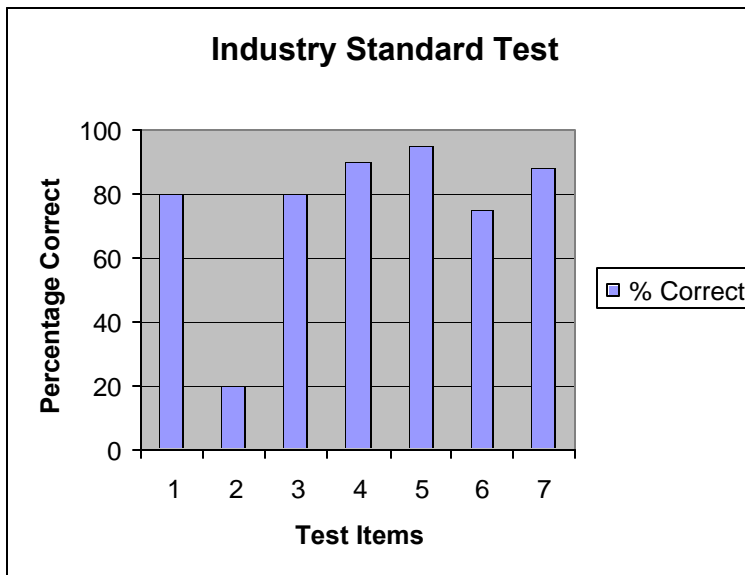
-
- 43. Technology education programs focusing primarily on subject knowledge are considered to be using**
- A. integrated curriculum.
 - B. content-centered curriculum.
 - C. process-centered curriculum.
 - D. standards-based curriculum.
- 44. Calculation of area can be integrated into technology education by incorporating a lesson on**
- A. historical agrarian practices.
 - B. standard measurement.
 - C. electrical plans.
 - D. floor plans.
- 45. A communications technology teacher who has little knowledge of Web design software has recently been given responsibility for the school Web page. What type of training will best prepare the teacher for this task?**
- A. professional development
 - B. technical development
 - C. computer-mediated instruction
 - D. articulated discussion
- 46. A computer program that will allow students to create manufacturing processes in a safe, computer-based environment is an example of**
- A. manufacturing environmental product systems (MEPS).
 - B. simulation.
 - C. curriculum integration.
 - D. modular instruction.
- 47. Students in a high school technology education class are given an assignment to design a solution to a local pollution problem. Which cognitive process would students use first in developing a possible solution to this problem?**
- A. ideation and brainstorming
 - B. testing and evaluating
 - C. building a prototype of their first solution
 - D. choosing and justifying a solution

-
- 48. In a middle school class with a diverse student population, students are required to use a variety of skills to complete a laboratory assignment. Select the instructional strategy that will benefit the largest number of students.**
- A. heterogeneous groupings
 - B. instructional development model
 - C. self-directed learning
 - D. open-ended learning
- 49. A 9th-grade production technology class has been assigned the task of creating a magnetic levitation vehicle. What is the best way to present criteria for the assignment?**
- A. discovery learning
 - B. technology design loop
 - C. design brief
 - D. graphical model
- 50. In authentic contextual learning, which instructional strategy gives cues or prompts for learning that then are removed as students develop real-world job skills?**
- A. use of rubrics
 - B. cooperative learning
 - C. use of tutors
 - D. scaffolding
- 51. A construction technology teacher needs to assess a student's band saw procedure for a safety sign-off. The student is instructed to cut a heart shape out of a square piece of wood. The student has been taught about relief cuts but is not specifically instructed to apply that knowledge to this project.**
- Which assessment strategy will most appropriately test the student's learning process in this assignment?**
- A. observation and explanation
 - B. rubric and short essay
 - C. self-assessment and reporting
 - D. journal and feedback

52. Students are producing a public service announcement video. What is the most appropriate strategy to assess the students' editing skills?

- A. multiple-choice test
- B. checklist
- C. written portfolio
- D. performance rubric

53.

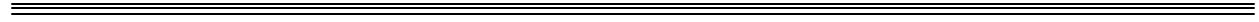


An industry-recognized test measuring student knowledge of the design process is administered districtwide. The results, shown in the bar graph above, indicate that the teacher should

- A. rewrite test item 2 to make it less rigorous.
- B. throw out test item 2 and not test that content.
- C. enroll in a university program.
- D. attend in-service training relative to the item 2 content.

54. A manufacturing technology teacher has assessed his students' computer numerical control (CNC) milling skills. Which audience would be most interested in the graduating seniors' results?

- A. curriculum coordinators
- B. local school board
- C. colleges and universities
- D. business and industry



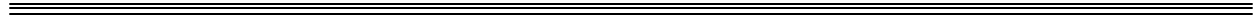
Answer Key

1. B	19. A	37. C
2. C	20. A	38. B
3. C	21. B	39. D
4. B	22. A	40. D
5. A	23. C	41. A
6. B	24. D	42. A
7. B	25. C	43. B
8. C	26. B	44. D
9. B	27. B	45. B
10. A	28. C	46. B
11. C	29. C	47. A
12. D	30. B	48. A
13. A	31. D	49. C
14. D	32. A	50. D
15. C	33. B	51. A
16. B	34. B	52. D
17. D	35. A	53. D
18. D	36. C	54. D



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 marking 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>

