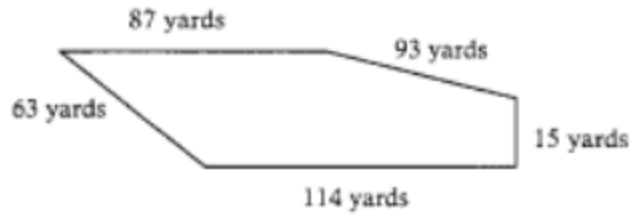


PARAEDUCATOR ASSESSMENT PRACTICE TEST

Math Application

Read and compute each of the following problems.

1. Mary was asked to run the perimeter of the following field. How far did she run?



- a. 200 yards
b. 372 yards
c. 75 yards
d. 432 yards
2. Joe paid \$3.46 for a baseball, \$12.56 for a bat and \$16.98 for a mitt. If the sales tax was 6%, what was the amount of sales tax Joe had to pay?
- a. \$19.80
b. \$34.98
c. \$1.98
d. \$2.32
3. The girls' basketball team scored the following points for the five home games:
35, 29, 49, 53, 34
What is the average of the basketball scores?
- a. 40
b. 49
c. 52
d. 33
4. Bill bought some dog food for \$12.14, a dog collar for \$8.98, and a dog toy for \$2.40. These products were on sale for 30% off the regular price. With the 30% discount, what was the price of the products?
- a. \$16.46
b. \$23.52
c. \$7.06
d. \$30.57

5. Find the current balance of the following check register.

Check No.	Date	Checks issued to or Description of Deposit	Amount of Check	Amount of Deposit	<u>Balance:</u> 248.61
1783	1/21	A - Z Rental	17.86		
1784	1/29	The Corner Market	73.41		
1785	1/31	Ralph's Shoes	9.86		
	1/31			425.00	
1786	1/31	Joe's Used Cars	275.00		

- a. \$376.13
- b. \$297.48
- c. \$248.61
- d. \$425.00

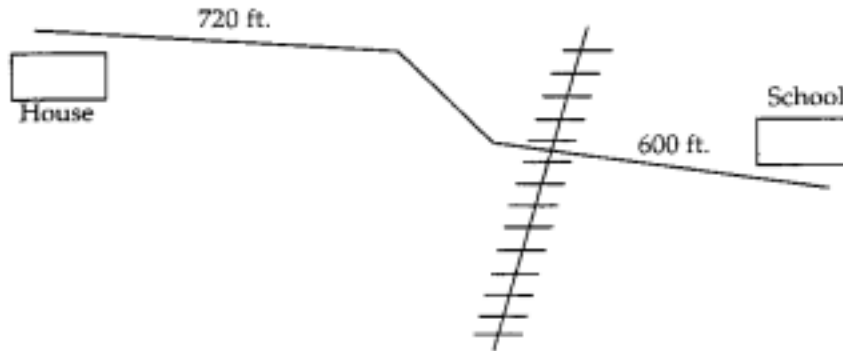
6. Susan was paid \$4.40 per hour on her job. She worked 40 hours during that week. How much did she make for the week?

- a. \$200.00
- b. \$167.00
- c. \$237.00
- d. \$176.00

7. Susan receives time and a half for overtime. Using the information from Problem 6, compute Susan's salary including 6 hours of overtime.

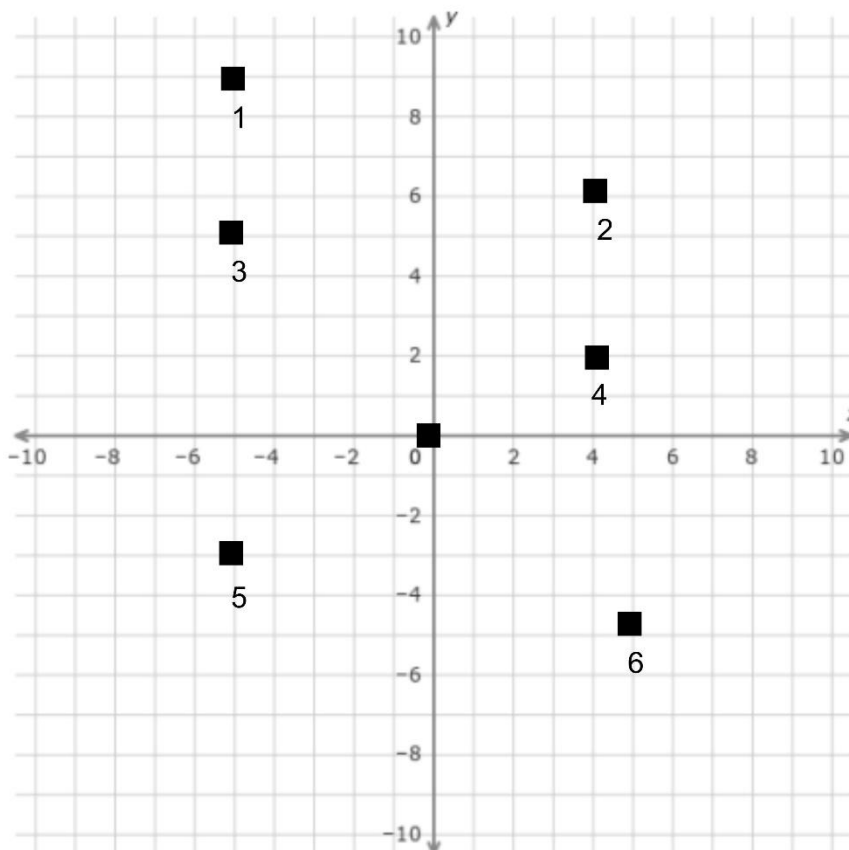
- a. \$215.60
- b. \$219.80
- c. \$607.20
- d. \$303.60

8. Pete walks to school every day. He wants to know how many miles he walks during the week. Using the map below, how many times does he have to walk the distance between his house and the school to equal one mile, or 5,280 feet?



- a. 2
- b. 5
- c. 4
- d. 8

Use the following coordinate graph to answer the questions below:



9. What point is located at (5,-5)?

- a. 6
- b. 5
- c. 1
- d. 3

10. Using the coordinate graph, what point is located at (-5, 5)?

- a. 6
- b. 5
- c. 1
- d. 3

11. Using the coordinate graph, what are the coordinates of point 1?

- a. -5, 9
- b. 5,9
- c. -9,5
- d. 9,5

12. Using the coordinate graph, what are the coordinates of point 2?

- a. 4,6
- b. 6,4
- c. -4,-6
- d. -6, -4

13. Using the coordinate graph, which two points run parallel to points 1 & 2 if connected by a line?

- a. 3 & 6
- b. 3 & 4
- c. 5 & 6
- d. 4 & 5

14. Using the coordinate graph, what two points would run through the origin if connected by a line?

- a. 3 & 6
- b. 3 & 4
- c. 5 & 6
- d. 4 & 5

Use the following chart to answer the questions below:

POPULATION GROWTH

Year	1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000
Population	1,500	2,225	3,000	4,100	5,475	6,975	10,225	12,300	13,725	16,725	19,600

15. Between which ten-year period did Mirror Lake City grow the most?
- a. 1920-1930
 - b. 1930-1940
 - c. 1950-1960
 - d. 1980-1990
16. Between which ten-year period did Mirror Lake City grow the least?
- a. 1900-1910
 - b. 1910-1920
 - c. 1920-1930
 - d. 1970-1980
17. What was the percent increase in the population from 1930 to 1970 in Mirror Lake City?
- a. 55%
 - b. 85%
 - c. 100%
 - d. 200%
18. Which twenty-year period had the same increase in population as a ten-year period in Mirror Lake City?
- a. 1900-1920 and 1970-1980
 - b. 1930-1950 and 1990-2000
 - c. 1940-1960 and 1980-1990
 - d. 1980-2000 and 1950-1960

Answer the following questions:

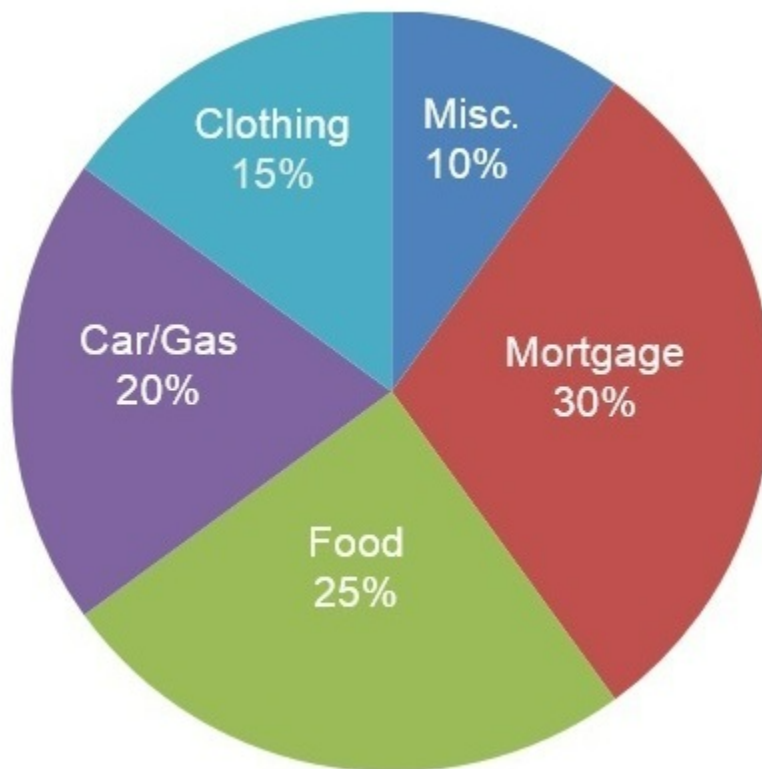
19. Which of the following is equivalent to $(5a - 3b) + (-2a + 7b)$?
- a. $3a - 4b$
 - b. $3a + 4b$
 - c. $7a + 4b$
 - d. $3a - 10b$

20. Which of the following is equivalent to $4(2 - 5x) = 6 - 3(1 - 3x)$?

- a. $8x = 5$
- b. $8x = 17$
- c. $29x = 5$
- d. $29x = 17$

Use the chart below to answer the questions that follow

FAMILY BUDGET



21. If the family income is \$1,200 per month, what amount will be budgeted for Car/Gas?

- a. \$180
- b. \$240
- c. \$264
- d. \$360

22. If the family income is \$1,498 per month, what amount will be budgeted for Mortgage?

- a. \$430.00
- b. \$449.40
- c. \$475.50
- d. \$501.68

23. If the family has budgeted \$630 for Mortgage, what is the family income per month?

- a. \$1,690
- b. \$1,775
- c. \$1,800
- d. \$2,100

24. If the family has budgeted \$300 for Food, what is the family income per month?

- a. \$1,000
- b. \$1,200
- c. \$1,250
- d. \$1,300

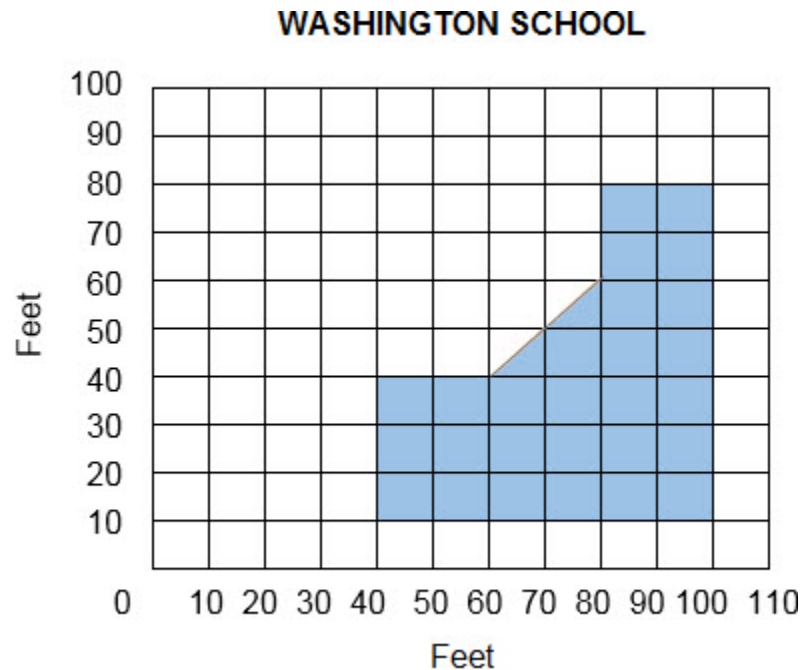
25. If the family income is \$1,860, how much will be spent if $\frac{1}{2}$ of the amount budgeted for Misc. will be spent on taking a day trip to the local mountains?

- a. \$60
- b. \$93
- c. \$186
- d. \$190

26. If the family income this month is \$1,600 and the amount budgeted for Clothing is to be divided among 3 children, how much would each child receive?

- a. \$80
- b. \$110
- c. \$240
- d. \$530

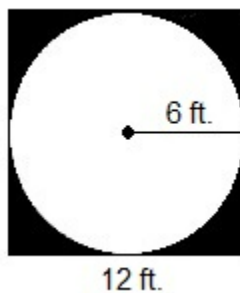
Use the graph below to answer the question that follows:



27. If the shaded region represents the school yard at Washington School, what is the approximate area, in square feet, of the school yard?

- a. 2,800
- b. 2,850
- c. 2,900
- d. 2,950

Use the figure below to answer the question that follows:



28. If the largest possible circle is removed from a square that is 12 ft on each side, approximately how many square feet are left? (Area of a circle = $\pi \cdot r^2$, $\pi \approx 3.14$)

- a. 24
- b. 31
- c. 100
- d. 144

Math Application Answers:

1. b, 2. c, 3. a, 4. a, 5. b, 6. d, 7. a, 8. c, 9. a, 10. d, 11. a, 12. a, 13. b, 14. d, 15. c, 16. a, 17. d, 18. b, 19. b, 20. c, 21. b, 22. b, 23. d, 24. b, 25. b, 26. a, 27. a, 28. b

English Language Arts

Reading Comprehension Activity

Read the passage and answer the following five questions.

Aztec Calendar

If you are superstitious, you are not unlike myriads of humans who have lived before and who are living today. One group of ancient people who believed in luck were the Aztecs.

The Aztec year was 360 days divided into eighteen months of twenty days each. This left five days remaining and they were considered to be unlucky. During that time the Aztecs would smash their old gods and let the sacred fires of the temples burn out. Even furniture and goods were destroyed. On the night of the fifth day the priests prepared to give sacrifices to the gods. As the forked tongues of the fires licked at the darkening sky of the fifth day, messengers hurried about the country to announce that the gods of evil had been finally satisfied and that happier times would return with the rising sun. Once the sun came out it was considered to be a lucky time again.

Today, with the exception of Friday the thirteenth, our calendar does not contain days that are considered to be particularly unlucky. Still there are many who believe that luck places an important role in determining their destiny. If you shy away from walking under a ladder, throw salt over your shoulder when the shaker spills, or never open an umbrella in the house, you are at least partially showing that what has been identified as luck or unlucky affects you.

So concerned are some people about the simple number thirteen, that many hotels do not even have a thirteenth floor.

Whatever your personal opinion about things lucky or unlucky, one thing is certain – what an individual person perceives as luck influences his behavior.

1. The principal idea of this article concerns

- a. ancient people.
- b. the Aztecs.
- c. people and luck.
- d. Friday the 13th

2. The unlucky days of the Aztecs were
- a. the first five days of the year
 - b. during the spring of the year.
 - c. the last five days of winter.
 - d. five days that belonged to no month.
3. During the unlucky days of the Aztecs, the article said
- a. they destroyed furniture and goods.
 - b. they sang.
 - c. they dressed in special costumes.
 - d. they stayed indoors.
4. The Aztec year was divided into
- a. 360 days.
 - b. 365 days.
 - c. 370 days.
 - d. 160 days.
5. The word perceive means to feel
- a. discouraged.
 - b. perturbed.
 - c. a certain way.
 - d. unhappy.

Reading Comprehension Answers:

1. c, 2. d, 3. a, 4. a, 5. c

English Usage

Find the word that is used incorrectly in the paragraph below.

1. Peanut butter is rich in a variety of nutrients — but it's also rich in calories and fat. While the healthy fats in peanut butter are nutritious, you should consume them in excess to avoid unwanted weight gain or potential health problems.
- a. rich
 - b. fat
 - c. nutritious
 - d. excess

2. Which one of the following choices uses the underlined word in the same way as it is used in the sentence below?

Please, secure the load on the truck before pulling out of the driveway.

- a. This is a secure location for camp.
 - b. I will secure the dog by tying him up.
 - c. I am feeling secure in the police station.
 - d. None of the above
3. Select the word that correctly completes the sentence.
I am lost without the directions to _____ house.
- a. his
 - b. their
 - c. there
 - d. Both A and B

English Usage Answers:

1. d, 2. b, 3. d

Writing

Read the paragraph below and answer the following question

Too many students in the United States arrive at high school academically unprepared. Many of these students fail to make the critical transition from middle school to high school unsuccessfully and drop out of school, often by tenth grade. Those who don't drop out often find it difficult to earn credits necessary to advance from one grade to the next and perform poorly on measures of achievement, like course grades and standardized tests. Recent evaluations of models for high school reforms suggest that focusing on the critical transition year of ninth grade can make a real difference.

1. Which word is used INCORRECTLY in the paragraph above:
- a. academically
 - b. transition
 - c. unsuccessfully
 - d. reform

The following paragraph may not be in logical sequence. Read the sentences and select the best order for them.

How to Pick A Watermelon

1It takes a little detective work to pick a good watermelon, but it's quick and easy, I promise . 2If you've ever walked up to a bin of watermelons and felt totally confused about which one to pick because they seem to all look the same, you're not alone. 3Here's how to do it. 4When it's time to pick a watermelon, you want to touch, look, and listen.

2. What is the best order for the sentences above?

- a. 1-3-2-4
- b. 4-3-1-2
- c. 2-1-4-3
- d. 2-4-3-1

Answer the following question:

3. Which of the following combines the underlined sentences into a sentence with the BEST grammar?

Jim and John went to the store.

Jim and John bought milk.

Jim and John bought bread.

- a. Jim and John went to the store where they bought milk, and they bought bread.
- b. Jim and John went to the store and bought bread and milk.
- c. Buying bread and milk Jim and John went to the store.
- d. Milk and bread were bought with Jim went to the store and John went to the store and bought bread and milk.

Writing Answers:

1. c, 2. c, 3. B

Ability to Assist

Read the passage and instructions then answer the following three questions.

Making a Timeline of An Influential Person

A helpful way to learn facts and important information about people is to create a timeline. As your student reads a biographical text, they can use the storyboard worksheet to draw and record important information or dates about the person. Then, they can place the dates and events in a timeline to show their understanding of important facts in chronological order. Challenge learners to support their choice of details to get them to think critically about them. This activity is perfect for studying influential people during Women's History Month, Black History Month, Hispanic Heritage Month, Asian American and Pacific Islander Heritage Month, and beyond.

What You Need:

- One or two copies of the Storyboard worksheet
- Biography of someone you or your student would like to research
- Construction paper

What You Do:

- Give a short description of the person your student chooses to study.
- Have your student read a biography about the person. For younger researchers, read a picture book biography or autobiography.
- Discuss the details of the person's life and why they are famous or remembered.
- Reread the book or text with your learner and have them write down notes on the Storyboard worksheet. Support your learner by allowing them to draw pictures first and then go back to add sentences.
- Have them cut out the details and place them in a timeline. If your student did not include dates in their events, encourage them to do so now to help them place the events.
- Review the event placements with your student. Ask them some of the following questions to get them thinking about the importance of each of the details they chose: Which detail is the most important? Which detail is the least important? Why would you choose to add this detail over another? Would this person's life have been different if you eliminated one of their important life events? How did one event impact another event?
- Throughout all the discussions, allow your student to disregard or add different events if they choose to.
- Ask your student to summarize the person's life using their timeline as a reference.
- Once they have all their finalized events in place, learners can glue the events on construction paper.

Creating timelines, whether biographical or personal, is a helpful way to organize important information. Enjoy great conversations with your student researcher to help them develop critical thinking skills with this activity.

1. According to the description of the activity, "Making a Timeline of An influential Person", what subjects could this lesson activity be used to teach?
 - a. History and Social Science
 - b. Science
 - c. Math
 - d. All of the above

2. In the description of the activity, "Making a Timeline of An influential Person", what piece of important information is missing?
 - a. Step by step instructions about how to complete the activity
 - b. The purpose and uses of the activity
 - c. Details about where to find the Storyboard worksheet
 - d. None of the above are missing from the activity description.

3. According to the description of the activity, "Making a Timeline of An influential Person", students will get their information for the activity from
 - a. Newspapers and periodicals
 - b. A biography of an influential person
 - c. Websites
 - d. All of the above

Ability to Assist Answers:

1. a, 2. c, 3. b