

CLEP Intro to Educational Psychology Practice Test (Sample)

Study Guide



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Questions

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- 1. What is the primary focus of educational goals in the context of instructional design?**
 - A. Hierarchical Learning Objectives**
 - B. Behavioral Standards**
 - C. Cognitive Development**
 - D. Affective Growth**
- 2. What does intermittent retardation provide for individuals?**
 - A. Continuous support**
 - B. Emotional care as needed**
 - C. Physical training**
 - D. Regular mental stimulation**
- 3. What is the term for focusing on one object at the expense of others, commonly found in preoperational children?**
 - A. Centration**
 - B. Concentration**
 - C. Attention**
 - D. Focus**
- 4. What type of objectives describe the physical abilities and skills a student needs to master?**
 - A. Cognitive Objectives**
 - B. Affective Objectives**
 - C. Psychomotor Objectives**
 - D. General Objectives**
- 5. What type of long-term memory is responsible for storing personal life events?**
 - A. Semantic Memory**
 - B. Episodic Memory**
 - C. Procedural Memory**
 - D. Declarative Memory**

- 6. Which learning method is characterized by collaborative learning between the teacher and student?**
- A. Mediated Learning Experiences**
 - B. Static Assessment Approach**
 - C. Zone of Proximal Development**
 - D. Dynamic Assessment Approach**
- 7. Students with learning difficulties who need special attention to achieve their potential are known as what?**
- A. At-Risk Students**
 - B. Exceptional Learners**
 - C. Standard Learners**
 - D. Gifted Learners**
- 8. How relevant a test appears at face value is referred to as?**
- A. Face Validity**
 - B. Content Validity**
 - C. Validity**
 - D. Reliability**
- 9. Which test is used to measure whether a student has met the minimum learning requirements for a class?**
- A. Competency Tests**
 - B. Achievement Test Battery**
 - C. Diagnostic Achievement Tests**
 - D. Formative Assessments**
- 10. Comparative advance organizers are designed to:**
- A. Introduce entirely new concepts**
 - B. List previously learned information needed for a lesson**
 - C. Provide summaries of upcoming lessons**
 - D. Outline homework assignments**

Answers

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- 1. A**
- 2. B**
- 3. A**
- 4. C**
- 5. B**
- 6. A**
- 7. B**
- 8. A**
- 9. A**
- 10. B**

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Explanations

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1. What is the primary focus of educational goals in the context of instructional design?

A. Hierarchical Learning Objectives

B. Behavioral Standards

C. Cognitive Development

D. Affective Growth

The primary focus of educational goals in the context of instructional design is hierarchical learning objectives. This approach is essential because it allows educators to structure content in a way that builds progressively from simpler to more complex concepts. By establishing clear learning objectives, instructional designers can create a roadmap for both educators and students, ensuring that each step in the learning process is purposeful and aligned with the overall educational outcomes. Hierarchical learning objectives help in both planning the curriculum and in assessing student progress. They often follow established frameworks, such as Bloom's Taxonomy, which categorizes objectives into levels of complexity and specificity, thus clarifying expectations for students at different stages of their learning journey. This framework supports the development of assessments that are aligned with the intended learning outcomes, making it easier for instructors to identify areas where students may need additional support or instruction. In contrast, while behavioral standards, cognitive development, and affective growth are also important in education, they do not encompass the comprehensive structure and progression that hierarchical learning objectives provide. Behavioral standards focus more narrowly on the observable actions and responses, cognitive development centers on the mental processes of learning, and affective growth pertains to attitudes and emotions rather than the structured processes of learning objectives. Therefore, the hierarchy of learning objectives stands out as the

2. What does intermittent retardation provide for individuals?

A. Continuous support

B. Emotional care as needed

C. Physical training

D. Regular mental stimulation

Intermittent retardation refers to a level of support that is provided to individuals with intellectual disabilities or developmental delays. In this context, individuals receive assistance as needed, which often translates to emotional care that is tailored to their fluctuating requirements. This model allows for support to be provided during critical times, rather than through always-on assistance, creating an opportunity for individuals to practice independence while still having access to the necessary care when they need it most. This type of support is beneficial because it respects the individual's ability to function independently while still ensuring that they have access to emotional support during periods of challenge or stress. Regularly offering this emotional care helps to validate the individual's feelings and can promote resilience, adaptation, and overall psychological well-being. In contrast, the other options suggest more consistent and structured forms of support that may not address the specific needs for emotional care during less predictable instances.

3. What is the term for focusing on one object at the expense of others, commonly found in preoperational children?

A. Centration

B. Concentration

C. Attention

D. Focus

Centration is the term that describes the cognitive tendency observed in preoperational children, where they concentrate on one aspect of a situation while neglecting other relevant features. This is a characteristic of cognitive development in children aged 2 to 7, as proposed by Jean Piaget. For example, a child might focus solely on the height of a glass of liquid and overlook its width when determining which glass holds more liquid. This focus on a single dimension reflects a lack of understanding of conservation, which is the concept that certain properties of objects, like volume, remain constant despite changes in form or appearance. This cognitive limitation differentiates preoperational thinkers from those in later stages of development, such as concrete operational thinkers, who can consider multiple dimensions and understand relationships between them. Understanding centration helps educators tailor instructional strategies to meet the developmental needs of young learners.

4. What type of objectives describe the physical abilities and skills a student needs to master?

A. Cognitive Objectives

B. Affective Objectives

C. Psychomotor Objectives

D. General Objectives

Psychomotor objectives focus specifically on the physical skills and abilities that a student needs to develop and master. These objectives are concerned with the coordination of physical movement and the application of motor skills in various contexts, such as sports, arts, and health-related activities. They emphasize the importance of practice and the refinement of techniques to reach a level of proficiency in tasks that require physical manipulation or coordination. Cognitive objectives, on the other hand, refer to mental skills and knowledge acquisition, such as understanding concepts and developing critical thinking. Affective objectives pertain to emotional aspects, such as attitudes and values, which are not focused on physical abilities. General objectives is a broad term that doesn't specify the domain of learning and can encompass educational goals across cognitive, affective, and psychomotor spheres but does not specifically highlight the skill set related to physical abilities.

5. What type of long-term memory is responsible for storing personal life events?

- A. Semantic Memory**
- B. Episodic Memory**
- C. Procedural Memory**
- D. Declarative Memory**

Episodic memory is the type of long-term memory that is specifically responsible for storing personal life events. It includes the ability to recall experiences and specific events that one has personally encountered, along with the context in which those events occurred—such as the time and place. For example, remembering your first day of school or a recent family vacation would fall into episodic memory. This type of memory allows individuals to mentally "travel back in time" to relive those moments, making it distinct from other types of memory. While semantic memory pertains to general knowledge and facts that aren't tied to personal experiences, procedural memory includes skills and tasks that have been learned (like riding a bike), and declarative memory encompasses both episodic and semantic memory but doesn't specifically refer to personal events. Thus, episodic memory's unique focus on personal experiences is what makes it the correct answer in this context.

6. Which learning method is characterized by collaborative learning between the teacher and student?

- A. Mediated Learning Experiences**
- B. Static Assessment Approach**
- C. Zone of Proximal Development**
- D. Dynamic Assessment Approach**

The correct answer is associated with Mediated Learning Experiences, a concept developed by Lev Vygotsky. This method emphasizes the importance of interaction between a teacher and a student, where the teacher actively engages in the learning process by mediating the experiences and knowledge being shared. The approach underscores that learning is most effective when it is collaborative and when the teacher provides guidance that helps students build on their existing knowledge and skills. Mediated Learning Experiences involve strategies such as scaffolding, where the teacher supports the student's learning by introducing concepts in a way that is tailored to the individual's current understanding and gradually withdrawing support as the student becomes more proficient. This collaborative nature ensures that the learning process is dynamic and responsive to the needs of the student. The other methods, while they may involve assessment or developmental strategies, do not focus specifically on this collaborative interaction between teacher and student in the same way. Static Assessment Approach is more about evaluating a student's knowledge at a fixed point in time without the formative interaction that characterizes mediated learning. Zone of Proximal Development refers to the range of tasks that a learner can perform with guidance but does not inherently involve the collaborative learning aspect. Dynamic Assessment Approach does focus on the development of skills over time, but it emphasizes assessment rather

7. Students with learning difficulties who need special attention to achieve their potential are known as what?

A. At-Risk Students

B. Exceptional Learners

C. Standard Learners

D. Gifted Learners

Exceptional learners are defined as students who require special education services or additional support to flourish academically and socially. This term encompasses a broad range of students, including those with learning difficulties, those who are gifted, and those with disabilities. By identifying these individuals as exceptional learners, educators can implement tailored instructional strategies and interventions that are designed to meet their unique needs, enabling them to achieve their full potential in the classroom. This term emphasizes the necessity of recognizing and addressing the varied educational requirements of students, ensuring equality of opportunity in the learning environment.

8. How relevant a test appears at face value is referred to as?

A. Face Validity

B. Content Validity

C. Validity

D. Reliability

The concept of "face validity" pertains to how a test appears to assess what it is intended to measure, based solely on its structure and content. If a test is said to have high face validity, it means that the test seems relevant and appropriate for measuring the specific construct it claims to measure, from an observer's perspective. This can play a crucial role in the acceptance and credibility of a test among educators, participants, and stakeholders, as it gives the impression that the test is suitable for its purpose. Face validity is distinct from other types of validity, such as content validity, which refers to how well a test samples the content it's supposed to assess, or overall validity, which encompasses different forms that determine the accuracy and appropriateness of the test inferences. Reliability, on the other hand, addresses the consistency of the test results over time or across various populations. Therefore, when considering how a test appears relevant on its face, "face validity" is the accurate term to use.

9. Which test is used to measure whether a student has met the minimum learning requirements for a class?

- A. Competency Tests**
- B. Achievement Test Battery**
- C. Diagnostic Achievement Tests**
- D. Formative Assessments**

Competency tests are designed specifically to determine whether a student has met the minimum learning requirements for a particular class or subject area. These tests assess the essential skills and knowledge that students must demonstrate in order to show they have achieved the intended learning outcomes. The focus is on gauging if students have attained a baseline level of proficiency necessary for successful progression in their education. Other types of assessments serve different purposes. An achievement test battery generally measures a student's knowledge over a wide range of subjects or skills but may not specifically determine if minimum requirements have been met. Diagnostic achievement tests aim to identify specific areas of strength and weakness in a student's knowledge base, helping to inform personalized instruction, rather than simply confirming minimum achievement. Formative assessments are ongoing evaluations conducted during the learning process to monitor student learning and provide feedback, rather than serving as a final measure of whether minimum learning standards have been achieved.

10. Comparative advance organizers are designed to:

- A. Introduce entirely new concepts**
- B. List previously learned information needed for a lesson**
- C. Provide summaries of upcoming lessons**
- D. Outline homework assignments**

Comparative advance organizers are intended to help learners make connections between what they already know and the new information they will be encountering. Their primary function is to activate prior knowledge, allowing students to better understand and integrate new concepts by relating them to familiar ones. This makes option B the most accurate choice, as it emphasizes the importance of recalling previously learned material that will support the learning of new content. While the other options may be relevant in different educational contexts, they do not align with the specific purpose of comparative advance organizers. For example, introducing entirely new concepts typically requires different instructional strategies that do not rely on prior knowledge. Similarly, providing summaries of upcoming lessons would not necessarily involve activating what students already know, and outlining homework assignments focuses on future tasks rather than the preparatory role of advance organizers. Therefore, the role of comparative advance organizers is clearly linked to the effective bridging of existing knowledge with new information.