

TExES Core Subjects 4-8 Practice Test (Sample)

Study Guide



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SAMPLE

Questions

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- 1. What writing activity can enhance understanding after a reading assignment through feature analysis?**
 - A. Classification**
 - B. Definition construction**
 - C. Character mapping**
 - D. Summary writing**
- 2. Asking in-class questions reflects the use of which assessment format?**
 - A. Observation**
 - B. Communication**
 - C. Written reports**
 - D. Products**
- 3. Picture books are ideal for enlarging students' prior knowledge because they are short and contain illustrations. What aspect do picture books NOT build knowledge of?**
 - A. A. Genre structure**
 - B. B. Fiction features**
 - C. C. Narrative terms**
 - D. D. Nonfiction features**
- 4. What tool provides a blueprint of key points for a post-reading discussion?**
 - A. K-W-L**
 - B. Reading guide**
 - C. Vintage questioning**
 - D. New information presented**
- 5. What is the probability of rolling a 3 or a 5 on a standard six-sided die?**
 - A. 1/6.**
 - B. 1/4.**
 - C. 1/3.**
 - D. 1/2.**

- 6. What role does research play in social sciences?**
- A. It provides anecdotal evidence**
 - B. It is not relevant**
 - C. It offers systematic data collection and analysis**
 - D. It is solely based on surveys**
- 7. What makes CFCs particularly harmful to the ozone layer?**
- A. They are extremely toxic**
 - B. There are many of them released**
 - C. Each molecule can cause chain reactions of destruction**
 - D. They are abundant in the atmosphere**
- 8. How many redwood trees are left in the forest after a logging company cuts down 96,377 trees from an initial 537,681?**
- A. 441,304 trees**
 - B. 441,403 trees**
 - C. 5.57 trees**
 - D. 5.18 trees**
- 9. What is the best definition of number sense for students in kindergarten to fifth grade?**
- A. A student's understanding of quantities**
 - B. A student's overall understanding of numbers and their relationships**
 - C. A student's understanding of the abstract representation of quantities**
 - D. A student's integration of abstract representations**
- 10. Writing can be used as a means of clarifying one's thoughts about a subject. What does a teacher compel prior knowledge to be?**
- A. A. Setting a purpose**
 - B. B. Assumed by students**
 - C. C. Fought for**
 - D. D. Activated and applied**

Answers

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

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Explanations

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1. What writing activity can enhance understanding after a reading assignment through feature analysis?

A. Classification

B. Definition construction

C. Character mapping

D. Summary writing

Definition construction is a valuable writing activity that can deepen understanding after a reading assignment through feature analysis. By focusing on defining concepts or vocabulary encountered in the reading, students engage with the material more critically. This process encourages them to reflect on the meaning, context, and application of the terms, which can enhance their comprehension and retention of the content. When students construct definitions, they are often required to think about examples, non-examples, and the characteristics that differentiate one concept from another. This reflective writing prompts them to analyze the features of the concepts at a deeper level, ultimately reinforcing their understanding of the reading material. While other writing activities have their merits, definition construction specifically emphasizes comprehension and clarity regarding the material's key elements, fostering a thorough grasp of the content. Activities such as classification or summary writing may help with organizing thoughts or condensing information but do not necessarily promote the same level of detailed understanding and analysis that definition construction encourages.

2. Asking in-class questions reflects the use of which assessment format?

A. Observation

B. Communication

C. Written reports

D. Products

The correct answer highlights how in-class questioning is fundamentally a form of communication. This assessment format allows teachers to engage students in dialogue, encouraging them to express their understanding and thoughts about the subject matter. Through questioning, educators can assess students' comprehension in real-time, facilitating immediate feedback and clarification of concepts. Engaging in communication through questions not only helps gauge individual student performance but also fosters a dynamic learning environment where students can participate actively. This two-way interaction is crucial for developing critical thinking and discourse skills among students and is a key component in formative assessments. In contrast, observation involves monitoring students' behaviors or performance without direct interaction, while written reports and products refer to assignments or projects that students complete independently, often after the learning process. Therefore, in-class questioning is clearly a communicative process, making it the most suitable choice for this assessment format.

3. Picture books are ideal for enlarging students' prior knowledge because they are short and contain illustrations. What aspect do picture books NOT build knowledge of?

A. A. Genre structure

B. B. Fiction features

C. C. Narrative terms

D. D. Nonfiction features

Picture books are effective in building students' prior knowledge due to their brevity and visual elements, which support comprehension and engagement. They often introduce young readers to various concepts in a fun and accessible way. However, when it comes to the knowledge of nonfiction features, picture books generally do not emphasize this aspect as much as they do the other three options. While genre structure, narrative terms, and the characteristics of fiction are frequently present in picture books, the specific elements of nonfiction are not typically a focus. Nonfiction features, such as index, glossary, captions, or charts, are more prevalent in texts specifically designed to convey factual information. Picture books often blend illustrations with storytelling, making them more aligned with fictional narratives rather than emphasizing factual accuracy or informational structures found in nonfiction literature. Thus, students may encounter picture books that introduce them to narrative concepts, fiction characteristics, and genre elements, but they are less likely to engage deeply with the specific features unique to nonfiction texts.

4. What tool provides a blueprint of key points for a post-reading discussion?

A. K-W-L

B. Reading guide

C. Vintage questioning

D. New information presented

A reading guide serves as a structured tool designed to help students focus on key concepts, themes, and points of discussion after completing a reading assignment. It typically includes prompts, questions, or a framework that outlines critical elements of the text, encouraging students to engage in deeper analysis and reflection on what they have read. By providing a focused blueprint, the reading guide aids in facilitating a productive post-reading discussion, making it easier for students to articulate their understanding, clarify doubts, and connect ideas. While the K-W-L chart activates prior knowledge and organizes what students want to know and what they have learned, it does not serve as a direct blueprint for post-reading discussions. Vintage questioning might refer to using historical contexts or examples to inform discussions, and the mention of new information presented lacks specificity in terms of guiding discussion. Therefore, the reading guide is the most effective tool for this purpose as it is explicitly designed to enhance comprehension and communication about the text.

5. What is the probability of rolling a 3 or a 5 on a standard six-sided die?

- A. $1/6$.
- B. $1/4$.
- C. $1/3$.**
- D. $1/2$.

To determine the probability of rolling a 3 or a 5 on a standard six-sided die, we start by recognizing the total number of possible outcomes when rolling the die, which is six (the faces numbered 1 through 6). Next, we identify the outcomes that are favorable to our scenario: rolling a 3 or a 5. There are 2 specific outcomes that meet this criterion: rolling a 3 and rolling a 5. Therefore, we have 2 favorable outcomes. Now, to compute the probability, we use the formula for probability, which is the number of favorable outcomes divided by the total number of possible outcomes. This gives us: $\text{Probability} = \frac{\text{Number of Favorable Outcomes}}{\text{Total Outcomes}} = \frac{2}{6}$. Simplifying this fraction yields: $\text{Probability} = \frac{1}{3}$. Thus, the probability of rolling a 3 or a 5 on a standard six-sided die is indeed $1/3$. This reasoning aligns with basic principles of probability and demonstrates a clear method for calculating probabilities with discrete outcomes.

6. What role does research play in social sciences?

- A. It provides anecdotal evidence
- B. It is not relevant
- C. It offers systematic data collection and analysis**
- D. It is solely based on surveys

Research plays a crucial role in social sciences as it provides systematic data collection and analysis. This process allows researchers to gather empirical evidence that supports or refutes hypotheses about social phenomena, behaviors, and societal structures. By utilizing various research methodologies—such as qualitative and quantitative approaches—social scientists can develop a deeper understanding of complex issues, identify patterns, and generate insights that contribute to the body of knowledge in the field. The systematic aspect of research ensures that the data collected is reliable and can be interpreted in a meaningful way, facilitating a more objective understanding of social dynamics. This methodical approach contrasts significantly with anecdotal evidence, which lacks scientific rigor and reliability, and is therefore not an acceptable substitute in the field. Moreover, while surveys are a common tool in social research, they are just one of many methods used to collect data. Relying solely on surveys would limit the scope of research, making it essential to incorporate various approaches to capture the full complexity of social issues. Therefore, the emphasis on systematic data collection and analysis is what solidifies the integrity and relevance of research within the social sciences.

7. What makes CFCs particularly harmful to the ozone layer?

- A. They are extremely toxic**
- B. There are many of them released**
- C. Each molecule can cause chain reactions of destruction**
- D. They are abundant in the atmosphere**

CFCs, or chlorofluorocarbons, are particularly harmful to the ozone layer because of their unique chemical structure that allows each molecule to participate in chain reactions leading to the destruction of ozone. When CFCs are released into the atmosphere, they eventually rise to the stratosphere, where ultraviolet (UV) radiation breaks them down, releasing chlorine atoms. A single chlorine atom can react with up to 100,000 ozone (O₃) molecules before it is removed from the stratosphere. This process occurs through a series of reactions where chlorine reacts with an ozone molecule to form chlorine monoxide and oxygen. The chlorine monoxide can then react with a free oxygen atom, releasing the chlorine atom to continue the cycle. This chain reaction amplifies the ozone depletion effect significantly, demonstrating why CFCs are particularly damaging compared to other substances that may have less pronounced effects. Understanding this mechanism reveals how seemingly small amounts of CFCs can contribute to significant ozone layer depletion, highlighting the critical impact of their misuse in various applications.

8. How many redwood trees are left in the forest after a logging company cuts down 96,377 trees from an initial 537,681?

- A. 441,304 trees**
- B. 441,403 trees**
- C. 5.57 trees**
- D. 5.18 trees**

To determine the number of redwood trees remaining after the logging company's activity, you start with the initial number of trees, which is 537,681. From this number, you subtract the number of trees that were cut down, which is 96,377. The calculation works as follows: 537,681 (initial number of trees) - 96,377 (trees cut down) = 441,304 (remaining trees). This shows that there are 441,304 redwood trees left in the forest after the logging. This answer aligns with the first choice. The other choices present figures that do not accurately reflect the simple arithmetic involved in subtracting the number of cut trees from the total count, indicating they are not the result of this calculation.

9. What is the best definition of number sense for students in kindergarten to fifth grade?

A. A student's understanding of quantities

B. A student's overall understanding of numbers and their relationships

C. A student's understanding of the abstract representation of quantities

D. A student's integration of abstract representations

The best definition of number sense for students in kindergarten to fifth grade is a student's overall understanding of numbers and their relationships. This definition encompasses several fundamental aspects of mathematical thinking that are crucial at this developmental stage. Number sense includes not just the ability to recognize and work with numbers, but also the comprehension of how those numbers interact with one another through various operations such as addition, subtraction, multiplication, and division. It involves understanding concepts such as greater than, less than, and the effects of combining numbers in different ways, which lays the foundation for more advanced mathematical concepts later on. This broad understanding helps students develop the skills necessary to approach problem-solving with confidence. It allows them to use numbers flexibly, understand numerical patterns, and make reasonable estimates, enhancing their overall mathematical readiness. Additionally, this foundational knowledge is vital for their success in more complex arithmetic and algebraic operations as they progress in their education. In contrast, the other definitions may capture important elements of number sense but do not encompass its overall scope as effectively. For example, understanding quantities and abstract representations contribute to number sense but are not as comprehensive as the overall understanding and relationships that students must grasp.

10. Writing can be used as a means of clarifying one's thoughts about a subject. What does a teacher compel prior knowledge to be?

A. A. Setting a purpose

B. B. Assumed by students

C. C. Fought for

D. D. Activated and applied

When discussing the role of prior knowledge in the learning process, it is important to understand how it influences a student's ability to connect new information with what they already know. Activating and applying prior knowledge means that students engage with the knowledge they possess and utilize it as a foundation for understanding new concepts. This activation can help them better contextualize and grasp new material, as it creates a bridge between what they already understand and the new knowledge they are encountering. When students activate their prior knowledge, they are more likely to make meaningful connections, enhancing their comprehension and retention. This approach is a fundamental strategy in effective teaching, as it fosters deeper learning experiences and encourages critical thinking, thereby empowering students to take ownership of their learning process.