Test Bank for Connections Empowering College and Career Success 2nd Gore

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Name:_____ Class:_____ Date:_____

Chapter 02

1. When you engage in critical thinking, you
   a. make quick decisions.
   b. consider information thoughtfully.
   c. look at only one side of an issue.
   d. think irrationally.

ANSWER: b

2. Higher-level thinking skills require you to
   a. consider an issue from a single viewpoint.
   b. ask questions without seeking answers.
   c. simply define or describe something.
   d. think in sophisticated ways.

ANSWER: d

3. When you identify similarities and differences between two or more concepts, you are
   a. deducing.
   b. comparing and contrasting.
   c. evaluating.
   d. prioritizing.

ANSWER: b

4. When Ann went out into her vegetable garden this morning, she saw that one of her tomato plants had been torn apart and that a trail of tomato bits led back to a sizable hole in the ground. Based on the evidence, she determined that the plant had probably been eaten by a wild animal of some kind. What is the process Ann used to come to this conclusion?
   a. comparing
   b. prioritizing
   c. deducing
   d. contrasting

ANSWER: c

5. When you synthesize, you
   a. combine facts into a larger understanding of a concept.
   b. judge the soundness of an argument.
   c. determine the order of importance of tasks.
   d. recall facts that you have previously learned.

ANSWER: a

6. Ned is a juror in a criminal trial. There is a great deal of evidence that suggests the defendant is guilty, but the defense argues that the prosecution's evidence is misleading. The process that Ned goes through as he judges the soundness of each argument is called
   a. prioritizing.

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b. deducing.
c. synthesizing.
d. evaluating.

ANSWER: d

7. While planning her day, Lisa made a list of tasks that she needs to complete and placed the tasks in order from most important to least important. What is the process that Lisa used to determine the importance of her tasks?
a. prioritizing
b. deducing
c. rationalizing
d. synthesizing

ANSWER: a

8. When you learn a set of facts and recall them on a test, you demonstrate the ability to
a. understand.
b. remember.
c. evaluate.
d. create.

ANSWER: b

9. In Bloom's taxonomy, when you understand, you can
a. learn and recall a set of facts.
b. use your knowledge and understanding to solve new problems.
c. explain concepts in your own words and organize them into meaningful groups.
d. separate a concept into its parts and learn how those parts relate to one another.

ANSWER: c

10. At which level of Bloom's taxonomy do you use your knowledge to solve new problems?
a. Understand
b. Apply
c. Analyze
d. Evaluate

ANSWER: b

11. According to Bloom's Taxonomy, to analyze is to
a. learn a set of facts so that you can recall them later.
b. make connections between seemingly unrelated facts.
c. restate facts in your own words.
d. separate a concept into its parts and learn how they relate to one another.

ANSWER: d

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12. Which level of Bloom's taxonomy involves using ideas or concepts to formulate or justify a position or argument?

a. Evaluate
b. Apply
c. Remember
d. Understand

ANSWER: a

13. When you combine different types of information to form new patterns, you are using which level of Bloom's Taxonomy?

a. Analyze
b. Evaluate
c. Create
d. Apply

ANSWER: c

14. Test questions that ask you to identify who did something or where an event took place require you to use which level of learning?

a. Understand
b. Analyze
c. Create
d. Remember

ANSWER: d

15. Darnell's political science instructor asked him to summarize the main points from a video of a campaign ad that had just been played. Which level of learning will Darnell use when answering his instructor's question?

a. Apply
b. Understand
c. Analyze
d. Evaluate

ANSWER: b

16. Kelly's communication instructor asked her to give a speech in which she comes up with and describes her ideal design for a new student center on campus to meet the needs of many different students. Which level of learning will Kelly use when answering her instructor's question?

a. Remember
b. Apply
c. Create
d. Evaluate

ANSWER: c

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17. Which level of learning must you use to answer a test question that asks you to examine the relationship between two different concepts?
    a. Remember
    b. Apply
    c. Understand
    d. Analyze

ANSWER: d

18. The Bloom's Taxonomy level of Evaluate will be used if you are asked to
    a. predict change.
    b. define a term.
    c. examine a theme.
    d. organize research materials.

ANSWER: a

19. Maya is working on an essay question that asks her to examine a theme in a short story. What is the highest level of learning that she must use when writing her response?
    a. Understand
    b. Analyze
    c. Apply
    d. Create

ANSWER: b

20. An outcome that you hope to achieve that guides and sustains your effort over time is called a(n)
    a. barrier.
    b. skill.
    c. goal.
    d. application.

ANSWER: c

21. Which of these is an example of a SMART goal?
    a. Complete the first draft of my psychology paper by next Friday.
    b. Read at least three of Shakespeare's most highly acclaimed plays.
    c. Earn a reasonable living after graduation doing something I enjoy.
    d. Go to the writing center to get help on improving the essay I'm working on.

ANSWER: a

22. Which of these is the most specific goal?
    a. Join a study group to help you learn and remember the material for one of your classes.
    b. Try to find other students that are interested in meeting new people.
    c. Make an effort to meet and spend time with other students outside classes.

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d. Join the American history study group that meets on Thursday evenings.

ANSWER: d

23. If you create a goal with a deadline that is too far in the future, you will be more likely to
    a. achieve the goal quickly.
    b. procrastinate on achieving the goal.
    c. seek out help to achieve the goal.
    d. consider the goal unachievable.

ANSWER: b

24. When you create an action plan, you
    a. list the steps you'll take to accomplish a goal.
    b. develop a list of goals and select the one that will be easiest to achieve.
    c. prioritize your goals based on how soon each needs to be achieved.
    d. organize your thoughts to help you identify what your goal will be.

ANSWER: a

25. Something that prevents you from making progress toward a goal is a(n)
    a. outcome.
    b. action plan.
    c. barrier.
    d. application.

ANSWER: c

26. Leo is facing several barriers that are making it difficult to achieve his goal of finishing his biology presentation by next Wednesday. Which of these barriers does Leo have the most control over?
    a. his commitment to work at his job this Friday, Sunday, and Monday
    b. his inability to use his computer because it was stolen last night
    c. his tendency to put things off until the last minute
    d. his obligation to attend his parents' anniversary party this weekend

ANSWER: c

27. Evaluating your outcomes is important because it helps you to
    a. identify when you need to change your action plan.
    b. differentiate between short- and long-term goals.
    c. decide what your primary goal will be.
    d. determine the pathways you should use to achieve your goal.

ANSWER: a

28. The tool that guides you through the five steps of the goal-setting process is called the
    a. Academic and Career Excellence System.

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b. SMART goal.
c. Bloom's taxonomy.
d. Personal Success Plan (PSP).

ANSWER: d

29. Which major section of the Personal Success Plan is NOT also one of the steps of goal- setting?
a. Identify a Goal
b. Connect to Career
c. Act and Evaluate Outcomes
d. List Barriers and Solutions

ANSWER: b

30. Erin has been a clerk at a department store for nearly five years, and she wants to move up into a management position. What should she do as she refines this desire into a SMART goal?
a. Frame her goal in general terms so it could apply to any type of promotion.
b. Resist any temptation or recommendation to modify her goal.
c. Leave the time frame for her goal open-ended.
d. Consider how her goal would support the store's goals.

ANSWER: d

31. You can use critical thinking to assess whether information makes sense or is trustworthy.
a. True
b. False

ANSWER: a

32. Higher-level thinking is based on lower-level thinking skills.
a. True
b. False

ANSWER: a

33. If information is hard to assess, it should be considered reliable.
a. True
b. False

ANSWER: b

34. Critical thinking involves keeping an open mind.
a. True
b. False

ANSWER: a

35. Critical thinkers understand that questions can have only one right answer.
a. True

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b. False

ANSWER: b

36. At the Apply level of learning in Bloom's taxonomy, you approach a topic by breaking it down into meaningful parts and learning how those parts relate to one another.

a. True

b. False

ANSWER: b

37. The first step of goal setting is listing barriers and solutions.

a. True

b. False

ANSWER: b

38. If you have doubts about whether a goal is achievable, you should consider revising your goal to increase the chances that you'll reach it.

a. True

b. False

ANSWER: a

39. When your goals matter to you personally, you will be more motivated to achieve them.

a. True

b. False

ANSWER: a

40. When developing an action plan, you should identify noncritical steps and push them to the top of your list.

a. True

b. False

ANSWER: b

41. Journalists typically ask six questions when tracking a story: Who? What? Where? When? Why? and How? Identify which of these questions are lower-level questions and why, and which are higher-level questions and why.

ANSWER: Responses will vary. Correct answers should indicate that Who? What? Where? and When? are lower-level questions because they focus on basic facts and information. How? and Why? are higher-level questions because they require you to connect and work with those basic facts.

42. What four guidelines should you follow when you have a decision to make or argument to consider using higher-level thinking skills?

ANSWER: Answers will vary. Correct answers should identify the four guidelines for higher-level thinking as gathering and evaluating information, keeping an open mind, applying what you've learned, and reviewing your outcomes.

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43. Imagine that you are taking an introductory Italian class. You have never taken a foreign language class, and you become overwhelmed when you realize that every aspect of the class, including opening greetings and instructions on quizzes, is in Italian. Describe how you could use three higher-level thinking skills to improve your performance in the class.

ANSWER: Answers will vary. Correct answers should identify three higher-level thinking skills and explain how those skills could improve students' performance in the class. Some examples may include using comparing and contrasting of words to understand similarities and differences in the language. Students may also prioritize which vocabulary or grammatical rules they should study first. Other valid responses are also acceptable.

44. What are the six levels of Bloom's taxonomy in order, from lowest to highest?

ANSWER: Correct answers should identify the six levels of Bloom's taxonomy in order, from lowest to highest as Remember, Understand, Apply, Analyze, Evaluate, and Create.

45. Identify and describe the five steps of goal setting.

ANSWER: Answers may vary. Correct answers should identify the five steps of goal setting as gather information, set a SMART goal, make an action plan, list barriers and solutions, and act and evaluate outcomes. Correct responses should also describe the process involved in each of these five steps.

46. Describe the five characteristics of a SMART goal.

ANSWER: Answers may vary. Correct answers should indicate that SMART goals are specific, measurable, achievable, relevant to you personally, and time-limited and describe each of these characteristics in relation to the goal-setting process.

47. Describe three of the short-term goals that you will need to achieve in order to accomplish your long-term goal of graduating from college.

ANSWER: Answers will vary. Correct answers should indicate the use of SMART goals that are specific, measurable, achievable, relevant, and time-limited. Some examples of short-term goals that can be applied to graduating from college may include finishing prerequisite classes by a certain date or semester, passing midterm examinations, and enrolling in preparatory courses for any cumulative degree assessments (if applicable). Other valid responses are acceptable.

48. Imagine that one of your short-term goals is to get an A on an upcoming midterm exam. Discuss the steps you will take to achieve this goal.

ANSWER: Answers will vary. Correct answers should include use of SMART goals that are specific, measurable, achievable, relevant, and time-limited. Examples may include attending a certain number of tutoring sessions, studying a certain number of lessons or vocabulary each night, or creating self-study guides for each chapter. Other valid responses are acceptable.

49. Discuss three of the barriers you are likely to face as you work to achieve your long-term goal of earning a college degree, and describe what you can do to overcome these barriers.

ANSWER: Answers will vary. Correct answers should recognize that a barrier is something that will prevent you from making progress toward a goal. Examples may include poor time management, lack of resources, family demands, or work demands.

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50. Imagine that one of your long-term goals is to own your own restaurant. Develop a Personal Success Plan (using the model in the text) around this goal.

ANSWER: Answers will vary. Correct answers should show an understanding of the steps to creating a personal success plan, including identifying a goal, making the goal SMART, creating an action plan, listing barriers and solutions, and acting and evaluating outcomes.

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