FLORIDA GENERAL INSTRUCTOR TECHNIQUES (CJSTC 1186) PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

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How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

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Questions

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1. What type of test evaluates a student's performance against a set standard?

A. Norm-referenced test

B. Criterion-referenced test

C. Standardized test

D. Formative test

2. What type of learning involves personal involvement and is initiated and evaluated by the learner?

A. Facilitation

B. Word Selection

C. Experiential Learning

D. Media Selection

3. What should be simple and used consistently in the lesson plan?

A. Instructor Guidance

B. Lesson Objectives

C. Lesson Title

D. Outcome Assessments

4. Which term refers to the correct answer in a multiple choice question?

A. The distractor

B. The stem

C. The key

D. The item

5. Most communication between an instructor and students occurs at what level?

A. Verbal

B. Nonverbal

C. Written

D. Visual

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6. Which of the following is essential for establishing a negligent tort?

A. The defendant must act in good faith

B. The defendant must have assumed a duty to the plaintiff

C. The plaintiff must prove intent

D. The defendant must be a professional

7. Committing to which principle will likely prevent claims of negligence?

A. Adhering to diversity policies

B. Conducting frequent assessments

C. Doing the right things for the right reasons

D. Establishing strict guidelines

8. What factor does not influence a student's participation in class?

A. Cultural differences

B. Personal biases of instructors

C. Student's prior knowledge

D. Time of day

9. What does 'Degree' reflect in the ABCD method of objective development?

A. The duration of the lesson

B. The minimum acceptable performance level

C. The importance of the content

D. The feedback process

10. What provides additional materials for students to gain supplemental information?

A. Attachments

B. Supplementals

C. Addendums

D. Notes

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Answers

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

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Explanations

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1. What type of test evaluates a student's performance against a set standard?

A. Norm-referenced test

B. Criterion-referenced test

C. Standardized test

D. Formative test

A criterion-referenced test evaluates a student's performance against a predefined set of standards or learning objectives. This type of assessment identifies whether each student has successfully met specific criteria, rather than comparing their performance to that of other students. It is often used in educational settings to measure mastery of material or skills, ensuring that all students understand the required content, regardless of how their peers perform. For instance, in a criterion-referenced test, if the standard is that students must answer at least 75% of the questions correctly to demonstrate proficiency, then the focus is solely on whether each student meets that benchmark. This approach helps educators understand individual student achievement and areas needing improvement, rather than simply ranking students against each other.

2. What type of learning involves personal involvement and is initiated and evaluated by the learner?

A. Facilitation

B. Word Selection

C. Experiential Learning

D. Media Selection

Experiential learning is characterized by personal involvement and the learner's active role in initiating and evaluating their own learning process. In this approach, individuals engage directly with the subject matter, often through hands-on experiences, allowing them to reflect on what they learned, explore different perspectives, and apply that knowledge in real-world situations. This form of learning emphasizes the importance of personal experience, making it inherently more relatable and impactful for the learner. In contrast, the other options focus on different aspects of the educational process. Facilitation is about guiding and supporting learners through the educational experience but does not necessarily put the learner in charge of their involvement or assessment. Word selection relates to choosing appropriate language for communication in teaching, which is important but does not involve active learner participation in the initiation or evaluation of their own learning. Media selection pertains to choosing resources and tools for instruction, which supports learning but again does not prioritize the learner's involvement in their own learning journey.

3. What should be simple and used consistently in the lesson plan?

A. Instructor Guidance

B. Lesson Objectives

C. Lesson Title

D. Outcome Assessments

The lesson title serves as a concise descriptor of the content and focus of the lesson, providing clarity for both the instructor and the learners. It should be simple and easily recognizable, as it helps to set the stage for what will be covered during the instruction. By maintaining simplicity and consistency in the lesson title across different lesson plans, instructors can ensure that learners quickly understand the topic being addressed. While instructor guidance, lesson objectives, and outcome assessments are also important components of a lesson plan, they tend to involve more complexity and specificity. The lesson title, on the other hand, acts as a clear and straightforward identifier that can enhance the organization and flow of the lesson, making it easier for participants to engage with the material.

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4. Which term refers to the correct answer in a multiple choice question?

A. The distractor

B. The stem

C. The key

D. The item

In the context of multiple-choice questions, the term that refers to the correct answer is known as the key. The key represents the single correct answer that aligns with the learning objectives being assessed. Identifying the key is crucial for both instructors and learners, as it ensures that the assessment is focused on measuring the appropriate knowledge or skills. Understanding the role of the key is significant in the test creation process, as it serves as a basis for assessing a learner's understanding. It is distinct from other components of the question, such as the distractors, which are the incorrect answers that are included to challenge the test-taker's knowledge and encourage critical thinking. By differentiating between the key and other elements of a multiple-choice format, instructors can design assessments that are not only fair but also effectively evaluate the learner's comprehension of the material.

5. Most communication between an instructor and students occurs at what level?

A. Verbal

B. Nonverbal

C. Written

D. Visual

While nonverbal communication indeed plays a significant role in the interaction between instructors and students, verbal communication is typically the primary mode for conveying information, instructions, and feedback in an instructional setting. In most classroom environments, teachers articulate concepts, pose questions, and provide clarification through spoken language, which is essential for direct communication and engagement with learners. Nonverbal communication, while crucial for supporting and enhancing the message received, often serves as a supplement to verbal exchanges. Body language, facial expressions, and gestures contribute to the overall communication process but are generally not the primary method through which most of the instructional dialogue takes place. Thus, while nonverbal cues are vital for creating an effective learning environment, verbal communication is typically more predominant in instructor-student interactions.

6. Which of the following is essential for establishing a negligent tort?

A. The defendant must act in good faith

B. The defendant must have assumed a duty to the plaintiff

C. The plaintiff must prove intent

D. The defendant must be a professional

Establishing a negligent tort primarily hinges on the existence of a duty owed by the defendant to the plaintiff. This means that the defendant must have an obligation to act in a certain way or to refrain from acting in a way that could foreseeably cause harm to others. When that duty exists, the court can then examine whether it was breached, leading to the potential for liability. In cases of negligence, the duty is typically a standard of care that a reasonable person would exercise in similar circumstances. If the defendant has assumed a duty to the plaintiff and fails to meet that standard, resulting in harm or injury, then the foundation for a negligent tort is established. While good faith, intent, and the professional status of the defendant have their own importance in different legal contexts, they do not directly establish the necessity of a duty in tort law. Good faith is more relevant to areas like contract law, intent is crucial in establishing intentional torts, and not all negligence cases require the defendant to be a professional to be valid. Thus, the key element in identifying negligent torts is the duty assumed by the defendant toward the plaintiff.

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7. Committing to which principle will likely prevent claims of negligence?

A. Adhering to diversity policies

B. Conducting frequent assessments

C. Doing the right things for the right reasons

D. Establishing strict guidelines

Committing to the principle of doing the right things for the right reasons is crucial in preventing claims of negligence. This principle emphasizes ethical behavior and accountability in actions taken within an educational or training environment. When instructors and organizations prioritize integrity and the ethical implications of their decisions, they are more likely to take appropriate actions that ensure the safety and well-being of their trainees. This principle also builds a strong foundation of trust with participants, which can reduce the likelihood of misunderstandings or perceived negligence. Actions justified by ethical considerations tend to focus on the welfare of the individuals involved, which is a key factor in mitigating risks associated with negligence claims. In contrast, adherence to policies or guidelines, although important, lacks the deeper moral commitment that comes from ensuring that every action taken is in the best interest of all parties involved.

8. What factor does not influence a student's participation in class?

A. Cultural differences

B. Personal biases of instructors

C. Student's prior knowledge

D. Time of day

The factor that does not influence a student's participation in class is the time of day. While the timing of a class might affect individual energy levels or preferences (for example, some students may be more alert in the morning or prefer evening classes), it is generally considered less impactful compared to the other options that relate more directly to the learning environment and student engagement. Cultural differences can significantly shape how students interact in a classroom, influencing expressions of confidence, group dynamics, and willingness to participate. Similarly, personal biases of instructors might create an atmosphere that either encourages or discourages student participation based on the instructor's perceptions or attitudes towards certain students or demographics. The student's prior knowledge directly affects their ability and willingness to engage in discussions, as students with more relevant background knowledge may feel more competent and confident contributing to class activities. Overall, the influence of timing is less critical than these other factors when considering student participation dynamics.

9. What does 'Degree' reflect in the ABCD method of objective development?

A. The duration of the lesson

B. The minimum acceptable performance level

C. The importance of the content

D. The feedback process

In the ABCD method of objective development, 'Degree' specifically refers to the minimum acceptable performance level that students are expected to achieve. This is critical in establishing clear expectations for learners, as it quantifies how well they must perform a task to demonstrate mastery of the subject matter. By defining the degree, instructors can provide a measurable outcome that can be assessed, enabling both instructors and students to gauge understanding and skill progression. This focus on performance level is essential for creating objectives that are not only achievable but also clearly articulated, helping to guide assessments and provide feedback on student progress. This emphasis on minimum performance differentiates it from other components of the ABCD model, such as 'Audience' (who the learners are), 'Behavior' (what the learners will do), and 'Condition' (under what circumstances the behavior will occur), contributing to a comprehensive framework for effective teaching and assessment.

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10. What provides additional materials for students to gain supplemental information?

A. Attachments

B. Supplementals

C. Addendums

D. Notes

Attachments serve to provide additional materials for students, enhancing their understanding by offering supplemental information that is relevant to the course content. They often include resources such as articles, videos, charts, or other documents that can deepen the learning experience and reinforce the main topics being taught. In educational settings, attachments are utilized to give students a broader context or to illustrate concepts more effectively. By incorporating such materials, instructors can cater to different learning styles and provide further insights that might not be fully covered in the primary instructional materials. This expansion on the lesson helps ensure that students are well-equipped with the necessary information for comprehensive learning. While supplementals, addendums, and notes also relate to additional instructional materials, the term "attachments" specifically indicates a variety of resources that can be included alongside the core content, making it the most precise choice for providing supplemental information.

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Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

https://flgeninstructortechniques.examzify.com

We wish you the very best on your exam journey. You've got this!

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