

USTET 2015

SECTION 4: SCIENCE PROFICIENCY

Time -- 45 minutes

80 Questions

NAME: _____

SCHOOL: _____

For each question, decide which is the best answer choice, and encircle the corresponding number.

1. What type of soil is most suitable for plant growth?
(1) loam (2) sand (3) silt (4) clay
2. What instrument measures earthquakes?
(1) seismograph (2) barograph (3) thermograph (4) polygraph
3. What is believed to be the composition of the earth's core?
(1) heavy liquid (2) heavy solid (3) soft liquid (4) soft gases
4. Where are nutrients mostly absorbed?
(1) small intestine (2) large intestine (3) stomach (4) esophagus
5. Why are whales considered mammals?
(1) They nourish their young with milk.
(2) They give birth to live young and not hatched from eggs.
(3) They use lungs to breathe.
(4) All of the these
6. Why are most fungi parasitic?
(1) They can kill their host.
(2) They take nutrients from their host.
(3) They can cause diseases or infections.
(4) They stick to the other organisms.
7. Convert 104°F to Celsius.
(1) 27°C (2) 30°C (3) 40°C (4) 100°C
8. If your mass on Earth is 54 kg, what is your weight on the moon?
(1) 90 kg (2) 54 kg (3) 88 N (4) 540 N
9. Which of the following is true about acids?
(1) It tastes bitter.
(2) It feels slippery.
(3) Its pH is more than 7.
(4) It turns blue litmus paper into red.
10. Which of the following produces the greatest acceleration?
(1) $F = 16 \text{ N}$, $m = 4 \text{ kg}$
(2) $F = 10 \text{ N}$, $m = 5 \text{ kg}$
(3) $F = 5 \text{ N}$, $m = 1 \text{ kg}$
(4) $F = 2 \text{ N}$, $m = 15 \text{ kg}$
11. Which of the following is the function of the liver?
(1) It filters waste materials from the blood.
(2) It manufactures bile to aid fat digestion and remove toxins from the blood.
(3) It supplies most enzymes for digestion.
(4) It destroys old red blood cells, produces lymphocytes, which is a type of white blood cells, and stores blood.
12. Which of the following chemical equations shows a composition reaction?
(1) $\text{Cl}_2 + 2\text{NaBr} \rightarrow 2\text{NaCl} + \text{Br}_2$
(2) $\text{C}_{20}\text{H}_{42} + \text{O}_2 \rightarrow \text{CO}_2 + \text{H}_2\text{O}$
(3) $\text{Na} + \text{O}_2 \rightarrow \text{Na}_2\text{O}$
(4) $\text{NaOH} + \text{HCl} \rightarrow \text{NaCl} + \text{H}_2\text{O}$
13. Why is it warmer in the regions near the equator than those near the poles?
(1) Regions near the equator receive vertical rays of the sun.
(2) The air above the equator is thicker.

Science Proficiency Study Guide 2015

Disha Experts



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Study Guide for CTET Paper 2 (Class 6 - 8 Teachers) Mathematics/ Science with Past Questions Disha Experts,2020-02-04 *Study Guide for CTET Paper 2 (Class 6 - 8 Teachers) Social Studies/ Social Science with Past Questions 5th Edition* Disha Experts,2019-10-21 **ECKM2015-16th European Conference on Knowledge**

Management Maurizio Massaro and Andrea Garlatti,2015-09-02 These proceedings represent the work of researchers presenting at the 16th European Conference on Knowledge Management ECKM 2015 We are delighted to be hosting ECKM at the University of Udine Italy on the 3 4 September 2015 The conference will be opened with a keynote from Dr Madelyn Blair from Pelerei Inc USA on the topic The Role of KM in Building Resilience On the afternoon of the first day Dr Daniela Santarelli from Lundbeck Italy will deliver a second keynote speech The second day will be opened by Dr John Dumay from Macquarie University Sydney Australia ECKM is an established platform for academics concerned with current research and for those from the wider community involved in Knowledge Management to present their findings and ideas to peers from the KM and associated fields ECKM is also a valuable opportunity for face to face interaction with colleagues from similar areas of interests The conference has a well established history of helping attendees advance their understanding of how people organisations regions and even countries generate and exploit knowledge to achieve a competitive advantage and drive their innovations forward The range of issues and mix of approaches followed will ensure an interesting two days 260 abstracts were initially received for this conference However the academic rigor of ECKM means that after the double blind peer review process there are 102 academic papers 15 PhD research papers 1 Masters research papers and 7 Work in Progress papers published in these Conference Proceedings These papers reflect the continuing interest and diversity in the field of Knowledge Management and they represent truly global research from many different countries including Algeria Austria Bosnia and Herzegovina Brazil Canada Chile Colombia Cuba Cyprus Czech Republic Estonia Finland France France Germany Hungary India Indonesia Iran Ireland Italy Japan Jordan Kenya Lithuania Mexico Nigeria Norway Pakistan Poland Portugal Romania Russia Slovakia Slovenia South Africa Spain Sri Lanka Sultanate of Oman Sweden Switzerland Thailand The Netherlands UK United Arab Emirates USA and Venezuela **PISA 2015 Assessment and Analytical Framework**

Science, Reading, Mathematic and Financial Literacy OECD,2016-04-19 What is important for citizens to know and be able to do The OECD Programme for International Student Assessment PISA seeks to answer that question through the most comprehensive and rigorous international assessment of student knowledge and skills *2024-25 RRB Nursing Study Material* YCT Expert Team , 2024 25 RRB Nursing Study Material 602 1195 E This book contains the solution of the previous 7881 objective questions asked in the examination **PISA 2015 Assessment and Analytical Framework Science, Reading, Mathematic, Financial Literacy and Collaborative Problem Solving** OECD,2017-08-31 What is important for citizens to know and be able to do The OECD Programme for International Student Assessment PISA seeks to answer that

question through the most comprehensive and rigorous international assessment of student knowledge and skills

Information and Communications Technology in STEM Education Umesh Ramnarain, Mdutshekelwa

Ndlovu, 2023-07-21 This timely book presents the latest scholarly research on the integration of Information Communications Technology ICT for enhanced STEM education in African schools and universities Featuring critical discussion and illustration of key data led arguments this volume gives a comprehensive picture of the breadth complexity and diversity of issues present in different African countries It highlights a diverse range of topics such as approaches to ICT integration the use of digital technologies to support inquiry based learning teacher development and contextual issues in ICT integration for STEM education Chapters feature contributions and shared experiences from prominent science educators and researchers from across African regions and demonstrate findings and reflections on emerging trends pedagogical innovations and research informed practices on ICT integration in STEM education Offering cutting edge research on STEM and digital education in Africa the book will appeal to researchers postgraduate students and scholars in the fields of STEM education ICT education digital education and pedagogy

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International Handbook of Comparative Large-Scale Studies in Education Trude Nilsen, Agnes Stancel-Piątak, Jan-Eric Gustafsson, 2022-09-21 This handbook is the first of its kind to provide a general and comprehensive overview of virtually every aspect of International Large Scale Assessment ILSA It includes historical economic and policy perspectives theoretical foundations methodology and reviews of findings from analyses of ILSA data After decades during which ILSAs have generated knowledge within central areas of education research and gained increased and substantial impact on educational policy practice and research such a broad overview for a wide ranging audience is much needed With contributions from authors and editors from all continents this handbook appeals to an international audience and keeps a neutral perspective not favoring one ILSA over another The handbook is suitable to be read by politicians researchers and stakeholders who are seeking an overview of ILSAs their history and development and both potential benefits and limitations with regard to policy implications The reviews of findings from studies analyzing ILSA data will be of interest to stakeholders teachers researchers and policymakers Considering that the reviews extend to all fields pertaining to educational research the book will be valuable to all researchers interested in education Students may use the book to learn about ILSAs in the context of policy theoretical underpinnings or research Moreover the methodology section is written in a manner that is understandable and accessible for students stakeholders or researchers not familiar with these data This methodology part however is also a valuable resource for researchers who are familiar with ILSA data as it provides overviews of the design and sampling procedures of several ILSAs and includes advice on methods of analysis Even the owners of the ILSAs may find the book valuable as it contains overviews and insights into a number of ILSAs provides information how the data is used by the research community and includes recommendations for

future instruments *Seeing Students Learn Science* National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Board on Science Education, Heidi Schweingruber, Alexandra Beatty, 2017-04-24 Science educators in the United States are adapting to a new vision of how students learn science Children are natural explorers and their observations and intuitions about the world around them are the foundation for science learning Unfortunately the way science has been taught in the United States has not always taken advantage of those attributes Some students who successfully complete their K 12 science classes have not really had the chance to do science for themselves in ways that harness their natural curiosity and understanding of the world around them The introduction of the Next Generation Science Standards led many states schools and districts to change curricula instruction and professional development to align with the standards Therefore existing assessments whatever their purpose cannot be used to measure the full range of activities and interactions happening in science classrooms that have adapted to these ideas because they were not designed to do so Seeing Students Learn Science is meant to help educators improve their understanding of how students learn science and guide the adaptation of their instruction and approach to assessment It includes examples of innovative assessment formats ways to embed assessments in engaging classroom activities and ideas for interpreting and using novel kinds of assessment information It provides ideas and questions educators can use to reflect on what they can adapt right away and what they can work toward more gradually *Encyclopedia of Analytical Science*, 2019-04-02 The third edition of the Encyclopedia of Analytical Science Ten Volume Set is a definitive collection of articles covering the latest technologies in application areas such as medicine environmental science food science and geology Meticulously organized clearly written and fully interdisciplinary the Encyclopedia of Analytical Science Ten Volume Set provides foundational knowledge across the scope of modern analytical chemistry linking fundamental topics with the latest methodologies Articles will cover three broad areas analytical techniques e g mass spectrometry liquid chromatography atomic spectrometry areas of application e g forensic environmental and clinical and analytes e g arsenic nucleic acids and polycyclic aromatic hydrocarbons providing a one stop resource for analytical scientists Offers readers a one stop resource with access to information across the entire scope of modern analytical science Presents articles split into three broad areas analytical techniques areas of application and and analytes creating an ideal resource for students researchers and professionals Provides concise and accessible information that is ideal for non specialists and readers from undergraduate levels and higher Science Teachers' Learning National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Teacher Advisory Council, Board on Science Education, Committee on Strengthening Science Education through a Teacher Learning Continuum, 2016-01-15 Currently many states are adopting the Next Generation Science Standards NGSS or are revising their own state standards in ways that reflect the NGSS For students and schools the implementation of any science standards rests with teachers For those teachers an evolving

understanding about how best to teach science represents a significant transition in the way science is currently taught in most classrooms and it will require most science teachers to change how they teach That change will require learning opportunities for teachers that reinforce and expand their knowledge of the major ideas and concepts in science their familiarity with a range of instructional strategies and the skills to implement those strategies in the classroom Providing these kinds of learning opportunities in turn will require profound changes to current approaches to supporting teachers learning across their careers from their initial training to continuing professional development A teacher's capability to improve students scientific understanding is heavily influenced by the school and district in which they work the community in which the school is located and the larger professional communities to which they belong Science Teachers Learning provides guidance for schools and districts on how best to support teachers learning and how to implement successful programs for professional development This report makes actionable recommendations for science teachers learning that take a broad view of what is known about science education how and when teachers learn and education policies that directly and indirectly shape what teachers are able to learn and teach The challenge of developing the expertise teachers need to implement the NGSS presents an opportunity to rethink professional learning for science teachers Science Teachers Learning will be a valuable resource for classrooms departments schools districts and professional organizations as they move to new ways to teach science

Proceedings of the International Conference on Applied Science and Technology on Social Science 2022 (iCAST-SS 2022) Amiril Azizah, Emma Dwi Ariyani, 2023-02-15 This is an open access book The 5th International Conference on Applied Science and Technology iCAST 2022 organized by the Indonesian Polytechnics Consortium will be held in Samarinda East Kalimantan Indonesia from 23-24 October 2022 This prestigious conference is aimed at bringing together researchers and experts in intelligent technology and social science from educational institutions R D industry government and the community to exchange and share ideas or knowledges through a discussion of a wide range of issues related to Smart Manufacturing in Digital Transformation Industri 4.0 for Sustainable Economic Growth to Face Society 5.0

Chemistry John A. Olmsted, Gregory M. Williams, Robert Charles Burk, 2016-01-14 Olmsted Burk is an introductory general chemistry text designed specifically with Canadian professors and students in mind A reorganized Table of Contents and inclusion of SI units IUPAC standards and Canadian content designed to engage and motivate readers distinguish this text from many of the current text offerings It more accurately reflects the curriculum of most Canadian institutions Instructors will find the text sufficiently rigorous while it engages and retains student interest through its accessible language and clear problem solving program without an excess of material that makes most text appear daunting and redundant

Teacher Training and Professional Development: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2018-05-04 Regardless of the field or discipline technology is rapidly advancing and individuals are faced with the challenge of adapting to these new innovations To remain

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CTET Success Master Social Science/Studies Paper-2 for Class 6 to 8 2020 Arihant Experts,2020-01-02 Throughout the world teaching is looked at as one of the most respected and noble profession a person could have A great teacher not only shows the right path that a student should follow but also prepares the human resources for the further development of the nation Among various exams CTET is the most popular teaching exam in the country Central Teaching Eligibility Test CTET is a national level test conducted by CBSE twice a year to recruit the eligible candidates as teacher The exam is conducted into 2 papers Paper 1 for class 1 5 and Paper 2 for class 6 8 Any candidate who is interested to become a teacher for classes 6 to 8 then they have to appear for both the papers The new the edition of Study Guide Success Master CTET Social Science Studies Paper II has been prepared completely on the latest exam pattern The book has been divided into 5 key sections and further divided into chapters providing the focused study material After covering theoretical part this book also concentrates on the practice part it provides Previous Years Solved Paper 2 practice sets and more than 3000 MCQs for thorough practice Ample numbers of questions have been given which are covered in a Chapterwise manner that allows candidates to understand the trend of the questions as well as the exam This book will prove to be highly useful for the CTET Paper 2 exam as it will help in achieving the good rank in the exam

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"Code of Massachusetts regulations, 2015" ,2015 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020

ECEL2015-14th European Conference on e-Learning, Amanda Jefferies and Marija Cubric ,2015-10-13 These Proceedings represent the work of contributors to the 14th European Conference on e Learning ECEL 2015 hosted this year by the University of Hertfordshire Hatfield UK on 29 30 October 2015 The Conference and Programme Co Chairs are Pro fessor Amanda Jefferies and Dr Marija Cubric both from the University of Hertfordshire The conference will be opened with a keynote address by Professor Patrick McAndrew Director Institute of Educational Tech nology Open University UK with a talk on Innovating for learning designing

for the future of education On the second day the keynote will be delivered by Professor John Traxler University of Wolverhampton UK on the subject of Mobile Learning No Longer Just e Learning with Mobiles ECEL provides a valuable platform for individuals to present their research findings display their work in progress and discuss conceptual advances in many different branches of e Learning At the same time it provides an important opportunity for members of the EL community to come together with peers share knowledge and exchange ideas With an initial submission of 169 abstracts after the double blind peer review process there are 86 academic papers 16 Phd Papers 5 Work in Progress papers and 1 non academic papers in these Conference Proceedings These papers reflect the truly global nature of research in the area with contributions from Algeria Australia Austria Belgium Botswana Canada Chile Cov entry Czech Republic Denmark Egypt England Estonia France Germany Ireland Japan Kazakhstan New Zealand Nigeria Norway Oman Portugal Republic of Kazakhstan Romania Saudi Arabia Scotland Singapore South Africa Sweden the Czech Republic Turkey Uganda UK United Arab Emirates UK and USA Zimbabwe A selection of papers those agreed by a panel of reviewers and the editor will be published in a special conference edition of the EJEL Electronic Journal of e Learning [www ejel org](http://www.ejel.org) Language Power

Margo Gottlieb, Mariana Castro, 2017-03-14 Here at last is every K 8 teacher s playbook on the critical role academic language plays in content learning and student achievement What exactly is so different Margo Gottlieb and Mariana Castro distill the complexities of language learning into four key uses through which students can probe the interplay between language and content then demonstrate their knowledge and understanding It s as straight forward as that

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