

Sample Private Driver Training School (PDTs) Instructor Examination

This sample Pennsylvania Private Driver Training School (PDTs) Instructor Examination is designed to acclimate the PDTs instructor candidate to the type of questions that will be asked when sitting for the actual exam.

Following the same format as the actual exam, It includes:

- 8 sample multiple choice questions that follow the same format as the actual test.
- 1 sample short answer question

The actual examination consist of:

- 55 multiple choice questions derived from:
 - 45 questions from the [Pennsylvania Driver's Manual](#),
 - 3 questions from the [Content and Performance Expectations for Driver Education](#) with emphasis on the Performance Expectations, and
 - 7 questions from the [Pennsylvania Enhanced Program Guide for Driver Education](#) Modules I, Administrative Guide, and II Decision Making Process.
- Two (2) Short Answer Questions to assess:
 - the instructor's immediate response to a driving scenario.
 - the instruction to be provided to the student.
 - the instructor's ability to identify the problem and correct performance expectations and possible consequences of the driving behavior, and
 - demonstration of learning.

The sample test begins below.

Pennsylvania Private Driver Training School (PDTs) Instructor Assessment Part 1 Sample Multiple Choice

Directions: Read each question carefully, Only one of the answer choices is correct.

1. Which of the following is true of performance expectations 14.6, influences on driving performance?
 - A. Is only to be taught in the classroom theory phase of driver education.
 - B. It incorporates perceptual awareness into the behind-the-wheel lesson.
 - C. It incorporates the decision making process into the behind-the-wheel lessons.
 - D. Helps the student better understand the impact of driving performance influences and should be taught in the beginning of a behind-the-wheel lesson.

The correct answer is A. Expectation 14.6, Influences Upon Driving Performance is to be taught as a content expectation during the theory phase of driver education. It has been omitted from the performance expectations due to safety concerns. (See: Pennsylvania Content and Performance Expectations for Driver Education, page 13.)

2. According to the content and performance expectations for driver education which of the following is identified as one of the 14 essential driving skills that could significantly reduce crashes when learned and executed properly?
- A. Parallel parking
 - B. Changing a tire
 - C. Judging speed going around a curve
 - D. Knowledge and understanding of modern vehicle technology.

The correct answer is **C**. The 14 essential driving skills could significantly reduce crashes when learned and executed properly. (*See: Page 4 of the Pennsylvania Content and Performance Expectations for Driver Education.*)

3. Which of the following is a decision making technique?
- A. Read the road
 - B. Stop-Think-Go
 - C. Scan the mirrors
 - D. Brake- Coast- Accelerate

The correct answer is **B**. (*See: Module II Page 65 of the Pennsylvania Enhanced Program Guide for Driver Education.*)

4. What does a steady yellow traffic light at an intersection indicate?
- A. Go.
 - B. Stop.
 - C. Yield to all other traffic.
 - D. Slow down and prepare to stop.

The correct answer is **D**. When encountering a yellow light you are to slow down and prepare to stop. (*See: Chapter 1 Page 7 of the Pennsylvania Driver's Manual.*)

5. For which of the following traffic lights must you stop?
- A. A yellow arrow
 - B. A flashing red light
 - C. A steady yellow light
 - D. A flashing yellow arrow

The correct answer is **B**. A flashing red light has the same meaning as a stop sign. You must come to a complete stop. (*See: Chapter 1 Page 8 of the Pennsylvania Driver's Manual.*)

6. When encountering a railroad crossing, what should you do after a train has passed?
- A. Wait for a green light
 - B. Proceed across the tracks
 - C. Blow your horn then proceed
 - D. Check again for approaching trains and proceed with caution

The correct answer is **D**. If you are stopped at a railroad crossing with more than one track, do not start as soon as the train passes. Wait until you have a clear view down both tracks before you start across. Even with one (1) track, do not start across immediately after a train passes - check again for another train that may be approaching. (*See: Chapter 3 Page 55 of the Pennsylvania Driver's Manual.*)

7. What steps should you follow before passing another vehicle?
- A. Flash your headlights to alert the other vehicle
 - B. Sound your horn to get the other driver's attention
 - C. Turn on your four-way flashers to warn the drive
 - D. Activate the proper turn signal to indicate that you are changing lanes.

The correct answer is **D**. Before passing, make sure the passing lane is clear and give the proper turn signal to show you are going to change lanes. Signal early enough so others will know your plans in advance. (*See: Chapter 3 Page 47 of the Pennsylvania Driver's Manual.*)

8. Which of the following is your best course of action if a police officer requires you to take a blood, breath, or urine test?
- A. Sign a consent form
 - B. Refuse the test if you are under age
 - C. Choose the test of your preference
 - D. Take the test under penalty of license suspension

The correct answer is **D**. Pennsylvania's Implied Consent Law (Chemical Testing for Alcohol or Drugs) addresses chemical testing: you have agreed to take such a test -- just by being licensed to drive in Pennsylvania. (*See: Chapter 4 Page 82 of the Pennsylvania Driver's Manual.*)

**Pennsylvania Private Driver Training School (PDTs) Instructor Assessment
Part 2 Sample Short Answer Item**

Directions: After reading the situation below, respond in the appropriate space on the answer sheet. Your response should include the following:

- immediate response to situation
- instruction to students
- identification of performance expectations and descriptors.
- demonstration of learning.

The rubric to evaluate and score your response is located below. You may refer to the rubric at any time while responding to the question.

SITUATION:

During a driving lesson on a limited access highway you instruct the student to execute a passing maneuver. As the student is changing lanes you see a motorcycle in the vehicle's blind spot and notice that the student did not see the motorcycle.

RESPONSE:

Be sure to define the problem, discuss possible consequences of the driving behavior, instruct how you would work with the student to correct the situation/driving behavior, show that learning is taking place, and have the student practice, where appropriate.

Private Driver Training School (PDTS) Instructor Examination Rubric for Short Answer Questions

Score	2	1	0	Total
Immediate Response to Situation	Provides a correct and complete description of actions taken to address the situation	Provides a limited description of actions taken to address the situation	No response or response is completely incorrect or inaccurate	
Instruction to Student	Provides complete and clear instruction to the student to prevent repeating the mistakes in similar situations	Provides limited instruction to the student to prevent repeating the mistakes in similar situations	No response or response is completely incorrect or inaccurate	
Definition of Problem	Identifies the problem and correct performance expectations(s), and possible consequences of the driving behavior	Identifies the problem but offers limited explanation of correct performance expectations(s) and possible consequences	No response or response is completely incorrect or inaccurate	
Demonstration of Learning	Writes clear assessment criteria and provides assessment types that clearly inform instructional adjustments. Incorporates debriefing with parent/guardian.	Writes vague assessment criteria and provides minimal or no assessment types that minimally inform instructional adjustments.	No response or response is completely incorrect or inaccurate	

Acceptable Response to Short Answer Question

Immediate Response to Situation

I would take control of the vehicle by placing my hand on the steering wheel at the 3:00 position to assure that the vehicle does not drift into the passing lane and to avoid having an accident with the motorcycle. I would apply the instructor's brake if necessary to slow the vehicle as to not allow the student to complete the lane change. As soon as the opportunity presents itself, I would have the student exit the multi lane highway at the next exit and find a safe location to park the car so we can discuss the incident.

Instruction to Student

I would instruct the student that when making a lane change, they need to signal their intentions, check their inside mirror, check their outside mirror, and turn their head to check the blind spot. If the lane is clear, they may execute the lane change. After completing the lane change, they are to turn off the turn signal. Before and during the lane change maneuver I will be checking my instructor mirrors and the blind spot to assure the lane is clear and safe to change lanes. I will be checking the eye-spy mirror to see that the student is checking their inside mirror, their outside mirror, and the blind spot. I would introduce the S.M.O.G. acronym; Signal, Mirrors, Over the Shoulder, Go as a way for the student to remember the proper steps for making a lane change. I would also explain to the student that they have enough room to execute the lane change if they can see both headlights of the vehicle they want to get in front of in their mirror; left mirror both headlights for left lane changes and both headlights in inside mirror for changing lanes to the right.

Definition of Problem I would instruct the student on how to improve perceptual awareness by identifying risk by utilizing commentary driving, Performance Expectations 14.3 A, 14.3 B, 14.3 C, and 14.3 D where the student will verbalize what they see when driving and verbalize what they are/will do based on the identified risk. The use of commentary driving will assist the student to perform an orderly visual search and describes how the student will determine speed and lane position. I would also instruct the student on making good decisions and reducing risk Performance Expectations 14.4 A, and 14.4 B by incorporating the Stop-Think-Go decision making process. Proper demonstration of scanning techniques will assist the student in adjusting speed, lane position, and responses to others on the road.

Demonstration of Learning

The student will be able to properly demonstrate the signaling technique for making a lane change 10 out of 10 times.

The student will be able to properly demonstrate checking mirrors and blind spot 10 out of 10 times.

The student will be able to properly perform a lane change 10 out of 10 times.

At the conclusion of the lesson, I will debrief with parent/guardian providing explanation of lesson, description of what was covered, student progress, and what parent/guardian should work on with the student before next lesson.