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Comprehension Questions for RBI Asst. Pre Exam

Passage No. 181

Directions: Kindly read the passage carefully and answer the questions given beside.

As Federalist editor Joy Pullmann recently reported, a new study of the Tennessee Voluntary Pre-K Program (VPK) showed that preschool failed to help students succeed in elementary school and even hindered them in some cases. While the kids enrolled made academic gains at the beginning, these gains disappeared by the time the kids reached second and third grade. Other studies on preschools have shown the same discouraging pattern: students in preschool seemed to make greater learning progress than kids who stayed at home, but this advantage dissolved. Preschooled children eventually sink to the middle or towards the bottom of the class a few years later — their preschooling just “faded out.”

Clearly, this indicates pre-K programs do not help children enough to justify their time and expense, but that does not stop political and educational leaders from insisting otherwise. They can simply reject the evidence. Regarding the VPK results, critics could claim that a whole multitude of other factors besides preschool caused the kids to decline in performance later on — bad parents, poverty, disability, incompetent educators, systemic prejudice, etc. Or, they could claim that the preschool actually prevented even worse performance that would have followed without it. Or, they could question the study's values and criteria and maintain that the kids actually benefited. Without a good explanation of why these studies work out the way they do, they will inevitably fail to make much of a dent in education policy. On the surface, giving kids a head start with their education should help them. Placing kids in the care of trained professional with abundant resources instead of an uneducated parent with bad habits

should reverse their downward life trajectory entirely. Why doesn't this work? Common sense screams that it should.

In reality, common sense shows why preschool does little for a kid's learning and may even inhibit it. What seems to elude the experts and partisans for universal daycare is that children are developing human beings, not circus animals or computers. A child learning to perform a trick like saying the alphabet or counting to ten in does not equate to actual human learning, nor does a child become smarter from having additional time to "download" knowledge. Rather, a child's cognition develops over time, and he will learn whatever his growing brain allows him to learn at that moment. Particularly in the early stages of life, nature will dictate how much an individual can learn, and no strategy or setting can really change this — except for the worse.

Parents of young toddlers can attest to this. They may have a one-year-old who cannot walk yet while another couple has a one-year-old who can. While it seems like a big difference at the moment, something that might give a huge advantage to the child who can walk earlier and explore more, it means nothing of the sort. In most cases by the time the two children reach two, they will both have the same mobility and same knowledge of their respective settings. The same happens with learning to speak. A child who learns to speak earlier than another does not continue to have this verbal superiority forever afterward. The other will eventually start talking as well, and there will hardly be a difference in their verbal skills by the time they are four-year-olds. The habits they develop by that time will determine how much the progress they continue to make, not the point at which they started.

In both cases, the child's brain reaches a point in its maturation that allows for a milestone like walking or talking. This process cannot be accelerated or enhanced; it will happen when it happens. A mother can waste money on Baby Einstein and all sorts of "educational" toys and programming, but her little toddler will not walk or talk until his cognitive development allows it.

The great psychologist Jean Piaget explained this phenomenon in great detail nearly a century ago. He identified the stages of cognition that a person experiences from birth to adulthood. As the brain matured, its sensory input would change, its reasoning would change, and its whole understanding would change. This means that people at different levels of cognition experience things completely differently. A one-year-old watching a television program sees colors, shapes, movements, and sounds while a three-year-old sees characters, a storyline, a

3. Which of the following can be inferred from the passage?

I. Political and educational leaders do not advocate the theory of preschool.

II. The various learnings through tricks taught in preschool will never make a child smarter.

III. All educators support the theories given by the great psychologist Jean Piaget.

A. Only II

B. Only I

C. Only I and II

D. Only I and III

E. All I, II and III

4. According to the passage why experts and partisans resist the theory of daycare or preschool?

A. As a child going to preschool learns tricks like saying the alphabet.

B. As a child going to preschool learns trick like counting to ten.

C. As a child going to preschool gradually develops cognition.

D. Both options A and B

E. All of the above

5. Which of the following according to the great psychologist Piaget a one-year-old would notice while watching TV?

A. Colors

B. Content

C. Song

D. Storyline

E. All of the above

6. Which of the following statements is true with respect to the passage?

A. The development of a child's cognition is a rapid process.

B. According to Piaget, the reasoning of a child alters with maturity.

C. A child who speaks earlier always will be superior over the same aged child who doesn't.

D. The processes of talking or walking can be influenced by external factors.

E. All of the above statements are true.

7. Why according to the author there is no advantage of a one year old who can walk over the other child who cannot at the same age?

I. When both the children will reach two, they will have the same mobility.

II. When both the children will reach two, they will have the same knowledge.

III. When both the children will reach two, they will have the same nutritional wellbeing.

A. Only I

B. I and III

C. I and II

D. All I, II and III

E. II and III



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1	2	3	4	5	6	7
B	D	A	D	A	B	C

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Explanation:

1. As Federalist editor Joy Pullmann recently reported, a new study of the Tennessee Voluntary Pre-K Program (VPK) showed that **preschool failed to help students succeed in elementary school and even hindered them in some cases. While the kids enrolled made academic gains at the beginning, these gains disappeared by the time the kids reached second and third grade.** Other studies on preschools have shown the same discouraging pattern: **students in preschool seemed to make greater learning progress than kids who stayed at home, but this advantage dissolved. Preschooled children eventually sink to the middle or towards the bottom of the class a few years later** — their preschooling just “faded out.”

The highlighted part above validates what’s been stated in statement I and III. Nothing has been mentioned regarding these children being superior.

Clearly, option B is the correct answer.

2. **Refer to:**

Regarding the VPK results, critics could claim that a whole multitude of other factors besides preschool caused the kids to decline in performance later on — **bad parents, poverty, disability, incompetent educators, systemic prejudice, etc.**

Though it is easily inferred from the above segment that all the options are mentioned in the passage which the critics claim are responsible for children’s declining performance.

Evidently, option D is the correct answer.

3. **Statement I.** Political and educational leaders do not advocate the theory of preschool.

Refer to:

Clearly, this indicates pre-K programs do not help children enough to justify their time and expense, but that does not stop political and educational leaders from insisting otherwise. They can simply reject the evidence.

Thus, statement I cannot be inferred.

Statement II. The various learnings through tricks taught in preschool will never make a child smarter.

Refer to:

A child learning to perform **a trick like saying the alphabet or counting to ten in does not equate to actual human learning, nor does a child become smarter from having additional time to “download” knowledge.**

The highlighted part above implies that statement II can be inferred.

Statement III. All educators support the theories given by the great psychologist Jean Piaget.

Refer to:

Unfortunately, most educators will not favor Piaget and continue using behavioral conditioning techniques to force visible results.

After reading the highlighted part, it can be clearly concluded that not the complete problem but only a part of it can be solved by wiping dust on solar panels.

Thus, this statement cannot be inferred.

Evidently, option A is the correct answer.

4. Refer to:

What seems to elude the experts and partisans for universal daycare is that children are developing human beings, not circus animals or computers. **A child learning to perform a trick like saying the alphabet or counting to ten in does not equate to actual human learning, nor does a child become smarter from having additional time to “download” knowledge.** Rather, a child’s cognition develops over time, and he will learn whatever his growing brain allows him to learn at that moment.

Here the questions clearly asks the reasons why daycare is **resisted** by experts and only A and B mentions them.

More than Clearly, option D is the correct answer.

5. Refer to:

A one-year-old watching a television program sees colors, shapes, movements, and sounds while a three-year-old sees characters, a storyline, a song, and a lesson. The one-year-old has no way of understanding the content on the screen and will easily confuse it for reality — which is probably why pediatricians discourage babies watching television before they are two years old.

Going with the highlighted part, we can clearly deduce that one year old will only understand colors mentioned in option A.

Option A is hence the correct answer.

6. Refer to:

Rather, a child's **cognition develops over time**, and he will learn whatever his growing brain allows him to learn at that moment.

The highlighted part confirms that the statement given in option A is false.

Refer to:

The great psychologist Jean Piaget explained this phenomenon in great detail nearly a century ago. He identified the stages of cognition that a person experiences from birth to adulthood. As the brain matured, its sensory input would change, **its reasoning would change**, and its whole understanding would change.

This makes the sentence given in option B a true statement.

Refer to:

The same happens with learning to speak. **A child who learns to speak earlier than another does not continue to have this verbal superiority forever afterward.** The other will eventually start talking as well, and there will hardly be a difference in their verbal skills by the time they are four-year-olds.

This confirms that the statement given in option C is also false.

Refer to:

This process cannot be accelerated or enhanced; it will happen when it happens

Clearly, option D is false as well.

Option B is hence the correct answer.

7. Refer to:

Parents of young toddlers can attest to this. They may have a one-year-old who cannot walk yet while another couple has a one-year-old who can. While it seems like a big difference at the moment, something that might give a huge advantage to the child who can walk earlier and explore more, it means nothing of the sort. In most cases by the time the two children reach two, **they will both have the same mobility and same knowledge of their respective settings.**

The highlighted part above validates that only mobility and knowledge would be same of these children but not the nutritional wellbeing.

Option C is hence the correct answer.



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