

Divergent by Veronica Roth

Comprehension Questions

1. Describe the world in which "Divergent" is set.
2. Who are the main factions in the society of "Divergent" and what are their defining characteristics?
3. What is the significance of the Choosing Ceremony?
4. What is the importance of the aptitude test in the society of "Divergent"?
5. How does Beatrice's test results affect her choice of faction?
6. How does Beatrice's relationship with her family change throughout the story?
7. Describe Beatrice's transformation into Tris. What challenges does she face?
8. What role do the Dauntless leaders, including Four, play in Tris's initiation?
9. How does Tris's Divergence affect her experience in the Dauntless faction?
10. Describe the conflict between the factions that arises during Tris's initiation.
11. What is the purpose of the simulations Tris undergoes during her training?
12. How does Tris's fear landscape change over the course of the story?
13. How does Tris's relationship with Four evolve throughout the book?
14. Describe the society's views on the Divergent individuals. How are they treated?
15. What role does Jeanine Matthews play in the story? How does she contribute to the conflict?
16. How do the events of "Divergent" set the stage for the sequels in the series?
17. Discuss the theme of identity in "Divergent." How do characters define themselves and others?
18. What role does bravery play in the story? How do different characters demonstrate bravery?
19. How does the concept of "faction before blood" influence the characters' decisions and actions?
20. How does the society of "Divergent" handle those who do not fit neatly into a single faction?
21. Discuss the role of choice in the story. How do characters make decisions that shape their futures?

Divergent Comprehension Test

Joy Paul Guilford



Divergent Comprehension Test:

Handbook of Creativity John A. Glover, Royce R. Ronning, Cecil R. Reynolds, 2013-03-09 The motivation underlying our development of a handbook of creativity was different from what usually is described by editors of other such volumes Our sense that a handbook was needed sprang not from a deluge of highly erudite studies calling out for organization nor did it stem from a belief that the field had become so fully articulated that such a book was necessary to provide summation and reference Instead this handbook was conceptualized as an attempt to provide structure and organization for a field of study that from our perspective had come to be a large scale example of a degenerating research program see Brown Chapter 1 The handbook grew out of a series of discussions that spanned several years At the heart of most of our interactions was a profound unhappiness with the state of research on creativity Our consensus was that the number of good works published on creativity each year was small and growing smaller Further we could not point to a journal text or professional organization that was providing leadership for the field in shaping a scientifically sound framework for the development of research programs in creativity At the same time we were casting about for a means of honoring a dear friend E Paul Torrance Our decision was that we might best be able to honor Paul and influence research on creativity by developing a handbook designed to challenge traditional perspectives while offering research agendas based on contemporary psychological views

Resources in Education ,1979 Serves as an index to Eric reports microform *Intelligence, Creativity, and Their Educational Implications* Joy Paul Guilford,1968 Indian Journal of Psychology ,1966 *Second Language Instruction/acquisition Abstracts* ,1994 **Quarterly Bulletin** British Psychological Society,1974 *CSE Secondary School Test Evaluations: Grades 7 and 8* University of California, Los Angeles. Center for the Study of Evaluation,1974 **Diagnosis and Correction in Reading Instruction** Dorothy Rubin,1991 An introductory text for diagnosing and correcting reading problems updated to include recent tests and research in the field **American Doctoral Dissertations** ,1976 **Psychological Testing** Anne Anastasi,1988 This classic authoritative introduction to psychological testing is widely hailed for its broad coverage and its ability to cover graduate school topics in terms that one with little testing experience can understand This book familiarizes the reader with the basics of test construction and prepares the reader to effectively evaluate different tests choose tests for particular purposes and individual examines and interpret scores properly **American Journal of Mental Deficiency** ,1968 Includes the association s conference proceedings and addresses Investigation of a Creativity Dimension Richard T. Murphy,1973 The work in this thesis is a development and extension of the work begun originally by Drs Nathan Kogan and Karl Joreskog Kogan s work in creativity testing and its relationship to intelligence and achievement is the basis for the content of the thesis Joreskog s work in the development of factor analytic techniques is the basis for its methodology The Wallach and Kogan tests of creativity are used in studying the existence of a creativity dimension distinct from intelligence Evidence was obtained by reanalyzing the data

from previous studies and by an original research study with high school students

Mosaic Or Melting Pot P. R. De Lacey, Millicent Poole, 1979 There is now a widespread realisation in Australia that not enough is understood about the consequences of the massive immigration of the past four decades The articles in Mosaic or Melting Pot represent an important contribution to the intellectual and practical discussion of the substantial social issues which have arisen from the mixed ethnic origin of the Australian community The editors have attempted the difficult task of striking a balance between attending to practical inquiries and recognising underlying principles or theories Part 1 is concerned with the basic principles and processes involved in cultural mix Part 2 confronts the fundamental behavioural issues of thought and language the antecedents to communication and schooling Educational systems and processes in relation to cultural differences are considered in Part 3 Finally in Part 4 issues relating to the multicultural society beyond the school are explored book jacket

The Best of Research Windows Betty Collis, 1990 This document provides 1 a synthesis of more than 180 research studies cited in the Research Windows column that appeared in The Computing Teacher journal between 1985 and 1989 and 2 reprints of the columns themselves In the synthesis section the studies are grouped into five general categories with various subheadings containing bibliographic references for that specific topic followed by a brief discussion The categories are 1 curriculum related instructional support i e the impact of computers in the traditional academic subject areas of language arts mathematics and science 2 computer impact on other learning with subtopics on database usage preschool children and computers Logo programming non Logo and computer science instruction 3 software which includes evaluation and design features such as graphics types of feedback and computer controlled versus student controlled issues 4 teacher focused studies which include surveys of teachers attitudes issues related to teacher training and factors affecting implementation of computers in the classroom and 5 other topics including cost effectiveness studies research summaries and gender and computer use A brief summary of overall trends concludes this section Section two reproduces the actual Research Windows columns which are referenced in the first section DB

Text, 1991 TEXT is a forum for interdisciplinary research on all aspects of discourse e g the situational and historical nature of text production the cognitive and sociocultural processes of language practice participant based structures of negotiation and linguistic selection It aims to challenge through critique and debate the tenets of discourse research across disciplinary boundaries both in terms of theoretical output and practical outcomes to encourage dissemination of scholarly work in under represented domains e g communication science artificial intelligence forensic linguistics rhetoric and composition stylistics narratives institutional ethnography sociology of science to remain independent of any individual or group ideology while encouraging in equal measure the use of discourse to challenge discourse orthodoxy

Pakistan Journal of Psychology, 1987

The Virginia Teacher, 1925

Research in Education, 1968

Alberta Journal of Educational Research, 1985

Summary of Investigations Relating to Reading International Reading Association, 1984

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