



pennsylvania
EDUCATOR CERTIFICATION TESTS

PreK–4
PRACTICE TEST
Modules 1, 2, and 3

Produced by the Evaluation Systems group of Pearson



pennsylvania
EDUCATOR CERTIFICATION TESTS

GETTING STARTED 1

SELECTED-RESPONSE SECTION..... 2

 Selected-Response Answer Sheet..... 2

 References 5

 Selected-Response Items 6

EVALUATING YOUR PERFORMANCE..... 56

 Selected-Response Answer Key 58

Readers should be advised that this practice test, including many of the excerpts used herein, is protected by federal copyright law.

Copyright © 2014 Pearson Education, Inc. or its affiliate(s). All rights reserved.
Evaluation Systems, Pearson, P.O. Box 226, Amherst, MA 01004

Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

GETTING STARTED

The content of each of the PECT practice tests, i.e., each test question, is based on and defined by the corresponding PECT test objectives. Before taking the practice test, be sure to familiarize yourself with the test objectives for your field. The objectives are broad, meaningful statements of the knowledge and skills important to the test field. The objectives as a whole define the domain of subject matter to be measured by a test. The test objectives are available on the PECT website at www.pa.nesinc.com.

The PECT practice tests are designed to simulate be representative in form, content, and difficulty of an actual PECT assessment. The practice test may include a slightly greater number of selected-response items (multiple-choice questions) than are found on the actual test. The proportion of selected-response items in each subarea is the same as on the actual test. An answer key is provided that lists the correct responses and indicates the specific test objective to which each test question is matched.

The PAPA practice test provides examples of responses to short-answer sentence correction assignments, with the two errors in each sentence appropriately corrected. The PAPA practice test also contains a set of four sample responses to the extended constructed-response assignment. Each of the four sample responses is illustrative of one of the four score points (as described in the score-point description) that comprise the PECT PAPA Score Scale.

Keep the following in mind when taking the practice test:

- Read each selected-response question carefully and choose the ONE best answer out of the four answer choices provided.
- Record your answer to each question on the answer sheet provided.
- **For the PAPA:** Read the short-answer sentence correction assignments and identify the two errors in each sentence. Then, rewrite the sentences being sure to correct the errors you have identified and being mindful not to introduce new errors.
- **For the PAPA:** Read the extended constructed-response assignment carefully and consider what information you wish to use in your response, as well as the order in which that information would best be presented to the reader. As you compose your response, also keep in mind the performance characteristics on which your response will be scored.
- Follow the instructions in "Evaluating Your Performance" to score your test and evaluate and interpret your results.

You may wish to monitor how long it takes you to complete the practice test. When taking the actual PECT assessment, you will have an assigned amount of time within which to complete your test(s). Keep in mind that the tests have been designed so that there is ample time to answer all the questions and review your responses prior to submitting them for scoring.

SELECTED-RESPONSE SECTION

Selected-Response Answer Sheet

Use the space provided below to record your responses to the multiple-choice questions that follow.

Module 1

Question Number	Your Response
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

Question Number	Your Response
21.	
22.	
23.	
24.	
25.	
26.	
27.	
28.	
29.	
30.	
31.	
32.	
33.	
34.	
35.	
36.	
37.	
38.	
39.	
40.	

Module 2

Question Number	Your Response
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	

Question Number	Your Response
26.	
27.	
28.	
29.	
30.	
31.	
32.	
33.	
34.	
35.	
36.	
37.	
38.	
39.	
40.	
41.	
42.	
43.	
44.	
45.	
46.	
47.	
48.	
49.	
50.	

Module 3

Question Number	Your Response
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	

Question Number	Your Response
26.	
27.	
28.	
29.	
30.	
31.	
32.	
33.	
34.	
35.	
36.	
37.	
38.	
39.	
40.	
41.	
42.	
43.	
44.	
45.	
46.	
47.	
48.	
49.	
50.	

References

Common Acronyms

ADHD (attention-deficit/hyperactivity disorder)

ESL (English as a second language)

IEP (Individualized Education Program)

IDEA (Individuals with Disabilities Education Improvement Act)

USDA (United States Department of Agriculture)

Selected-Response Items

Module 1

1. Howard Gardner's theory of multiple intelligences focuses primarily on which of the following aspects of education?
 - A. the key role of environment in promoting children's learning
 - B. the use of scaffolding techniques to help children learn
 - C. the active involvement of children in learning activities
 - D. the various ways in which children think and learn

2. A PreK–4 teacher can best create a culturally inclusive classroom environment for all students by regularly:
 - A. encouraging students to share information about their cultures with the class.
 - B. celebrating a variety of cultural holidays from around the world with students.
 - C. placing students from similar cultural backgrounds together for small-group activities.
 - D. providing students and their families with information about community cultural events.

3. A kindergarten teacher observes two children playing together. The children are attempting to use blocks and other play materials to build a bridge for their toy cars. The first bridge that they build collapses when they begin to roll the toy cars across it. Which of the following teacher questions would best promote the development of the students' reasoning and problem-solving skills?
 - A. Why do you think the bridge fell over? How can you build the bridge differently?
 - B. What if you pretended that your cars could fly? Would you still need to build a bridge?
 - C. What different objects did you use to make your bridge? How are they different?
 - D. Can you picture a real bridge in your mind? Did your bridge look like a real bridge?

4. Children who demonstrate typical language development most often begin using two-word utterances between the ages of:
 - A. 6 to 9 months.
 - B. 12 to 15 months.
 - C. 18 to 24 months.
 - D. 30 to 36 months.

5. As second-grade students are learning a new science concept, the teacher helps them acquire knowledge and skills that they could not acquire on their own by using prompts, giving suggestions, providing feedback, and modeling activities. In this situation, which of the following strategies is the teacher primarily using to foster students' cognitive development?
 - A. modeling
 - B. cooperative learning
 - C. scaffolding
 - D. inquiry learning

6. A prekindergarten teacher wants to establish a classroom environment in which spontaneous play is encouraged and play is recognized and valued as meaningful learning. Which of the following strategies would likely be most effective for the teacher to use to achieve this goal?
 - A. modeling the correct way to play with new toys and games when introducing them to the classroom
 - B. asking students to bring in their favorite playthings from home to share with their classmates during show-and-tell
 - C. designing assessments that ask students to demonstrate content knowledge through play activities
 - D. ensuring that a variety of materials are available in the classroom for students to try out and explore during playtime

7. PreK–4 teachers have the goal of being culturally competent educators who use an understanding of diversity among young children to plan developmentally, culturally, and linguistically appropriate instruction that meets the needs of all their students. The most important *first* step for the teachers to take in achieving this goal is to:
 - A. use the Internet and other resources to gather basic information about various world cultures.
 - B. survey students' families to determine what they perceive their role to be in their children's learning.
 - C. examine their own cultures and beliefs and their impact on interactions with students.
 - D. observe individual students in self-selected activities to determine their preferred learning styles.

8. According to convergent research, which of the following factors has been shown to have the greatest effect on a child's language development?
 - A. the age at which the child starts attending preschool or prekindergarten
 - B. the number of family members living at home with the child
 - C. the quality and diversity of books and toys the child is exposed to
 - D. the amount of verbal input the child receives from caregivers and others

9. Which of the following is an essential component of a formative assessment?
 - A. monitoring and adjusting a teaching strategy during the learning process based on individual student progress
 - B. the production of behavioral and academic progress reports that incorporate parental or caregiver insights
 - C. identifying and summarizing an individual student's strengths and needs at the end of a unit or semester
 - D. the development of a timeline designating tasks that will be accomplished by a particular student in a given period of time

10. A third-grade teacher develops an assessment for a particular unit prior to writing up the daily lesson plans for the unit. The most important advantage of this approach is that it helps the teacher:
- A. align daily lessons and activities with the targeted learning outcomes.
 - B. develop an assessment to match state standards.
 - C. ensure that the assessment will be accessible for all students.
 - D. improve presentation skills for delivering instruction.
11. Which of the following assessment practices would be considered ethical?
- A. obtaining actual test items to use as examples when preparing students for a standardized assessment
 - B. using ongoing informal assessments of students' learning to guide the instructional process
 - C. determining assessment accommodations for individual students based on their classroom performance
 - D. posting standardized assessment results that include students' identifying information on a class Web page
12. A fourth-grade teacher uses a variety of techniques, including questioning and journal prompts, to check for students' understanding of content-area instruction. Which of the following outcomes is likely to be the most important benefit of this strategy?
- A. helping the teacher identify areas where students may need additional reinforcement
 - B. improving students' overall performance on standardized assessments
 - C. allowing the teacher to spend less time creating and grading student assessments
 - D. encouraging students to view learning as a process and become lifelong learners

13. A kindergarten teacher frequently uses home-school notebooks to communicate with families about their children's progress. For example, the teacher and family of one student recently used such a notebook to keep one another informed about the student's progress in mastering specific self-help skills. This approach is likely to be most effective in promoting which of the following outcomes?
- A. fostering in students a sense of responsibility with regard to their own learning
 - B. establishing partnerships with families in the assessment of their children's learning and development
 - C. helping build caring and friendly relationships between the teacher and students
 - D. enhancing families' ability to reinforce at home what their children are learning in school
14. Using spreadsheet software to maintain students' performance data is likely to provide a teacher with the most support in which of the following areas?
- A. identifying specific gaps in students' learning
 - B. providing students with accurate and timely feedback
 - C. designing activities to address individual learning needs
 - D. determining an appropriate sequence of instruction
15. Which of the following statements best describes a major role of assessment anchors in the Pennsylvania System of School Assessment (PSSA)?
- A. providing uniform rules for the types of tests that are allowed to be administered to students in preparing for the PSSA
 - B. clarifying the standards assessed on the PSSA to support students' learning of essential skills and knowledge
 - C. defining the diverse range of tasks that underlie the educational goals assessed on the PSSA at different grade levels
 - D. providing a conversion tool for converting a particular student's PSSA score into a grade-level equivalent

16. A fourth-grade class includes a number of students who are English language learners. The teacher is designing formative assessment to measure students' understanding of a specific science concept. When developing this assessment, the teacher can use Pennsylvania's Language Proficiency Standards for English Language Learners PreK–12 (ELPS) most effectively to:
- A. identify the particular supports that individual students are likely to require during the assessment.
 - B. help ensure that the language function of the assessment is appropriate for the students' level of English language proficiency.
 - C. make adaptations to the core content assessed that are appropriate for the students' academic levels.
 - D. determine whether students have achieved the necessary level of English language proficiency to participate in the assessment.
17. A student who is an English language learner who qualifies for migrant education services joins a second-grade class partly into the school year. The teacher is preparing to administer a variety of informal assessments to the student. Which of the following teacher goals should be the main focus of these assessments?
- A. evaluating whether the student demonstrates any signs of a disability
 - B. determining the student's general level of English language proficiency
 - C. measuring the student's language proficiency and literacy level in the home language
 - D. identifying any specific weaknesses in the student's academic knowledge and skills
18. A first-grade teacher uses a language experience approach with beginning-level students who are English language learners. A student dictates a story based on personal experience to the teacher who writes the story verbatim. The teacher then leads the student in various reading and language activities using the dictated text. A primary benefit of this approach is that it helps the student:
- A. access important content-area vocabulary.
 - B. develop phonemic awareness in English.
 - C. achieve grade-level reading and writing standards.
 - D. make connections between oral and written English.

19. Which of the following accommodations to a content-area reading assignment best provides universal access for all learners?
- A. providing digital textbooks with features such as images, text-to-speech, videos, and modifiable text
 - B. reading aloud the text to students as they follow along in their textbooks and asking frequent questions
 - C. offering after-school peer tutoring for students who need extra help reading the content
 - D. providing a list of vocabulary words and definitions to students in advance of the reading
20. A second-grade teacher is reading a story aloud to a class that includes several students who are English language learners. Throughout the reading, the teacher pauses to verify students' comprehension. The teacher encourages all students to speak and participate in discussions during and after the reading. Which of the following types of feedback from the teacher would provide meaningful English language input to the students who are English language learners during the discussions?
- A. repeating what students say to model correct pronunciation
 - B. posing literal questions that elicit one- or two-word answers
 - C. giving simple explanations about basic grammar rules and syntax
 - D. responding to the intent and content of the students' utterances
21. A kindergarten teacher works with two students who are English language learners who have no prior exposure to English. She exposes them to natural English in meaningful contexts but does not push them to contribute to discussions. She allows them to respond to questions nonverbally or with one-word answers. The teacher's actions best demonstrate her awareness that second-language learners often:
- A. go through a silent period during which they produce very little oral language.
 - B. experience first-language interference that hinders their ability to speak a new language.
 - C. develop expressive language skills before they develop receptive language skills.
 - D. have limited experience speaking their first language for communicative purposes.

22. Which of the following characteristics would indicate atypical cognitive development in a four-year-old child?
- A. having difficulty matching a toy car to a picture of a car
 - B. naming only four colors correctly
 - C. counting accurately to ten but no further
 - D. engaging only occasionally in fantasy play
23. A kindergarten teacher is planning to read aloud a picture book to the class. One of the students in the class has a visual impairment that severely limits vision to several inches. Which of the following accommodations would best help this student participate in this activity?
- A. providing an individual copy of the book to the student to look at
 - B. arranging for the student to listen to a recording of the story at a later time
 - C. obtaining a large print copy of the book to read aloud to the class
 - D. sitting in front of a well-lit window while reading
24. An IEP annual review meeting has been scheduled for a second-grade student who is currently placed in a general education classroom full time. Which of the following elements of the review is most likely to be provided by the student's general education teacher?
- A. a recommendation for additional diagnostic testing for the student
 - B. an explanation of the student's standardized test scores
 - C. a description of the present level of performance the student has achieved
 - D. an overview of the nature of the student's special needs

25. Which of the following statements accurately describes a central principle of the family systems theory?
- A. Families' internal dynamics are directly influenced by the community environment.
 - B. Patterns of interaction within families remain consistent over time.
 - C. Families evolve through predictable and identifiable developmental stages.
 - D. Individual family members are mutually influenced by and dependent on one another.
26. In support of a schoolwide initiative to enhance the learning environment for students with disabilities, fourth-grade teachers will be participating in regular meetings with special education professionals. The primary focus of these meetings should be to:
- A. identify innovative techniques that can be implemented to meet the needs of students with disabilities.
 - B. analyze the classroom performance of students with disabilities and agree on revisions to make to the students' IEPs.
 - C. determine the most appropriate instructional settings for students with disabilities.
 - D. examine the effectiveness of current practices in meeting the needs of students with disabilities and make adjustments as needed.
27. Federal law allows schools to disclose information in a student's educational records without parental consent to which of the following individuals?
- A. representatives of community agencies that provide services to the school
 - B. educators with legitimate educational interest in the student
 - C. staff at postsecondary institutions who are conducting educational research
 - D. teachers who provide instruction to the student's sibling(s)

28. A new third-grade teacher believes that too much instructional time is being used each day to pass out students' graded work, so the teacher decides to put graded papers in a basket for students to pick up on their own throughout the day. This action is considered *inappropriate* primarily because it:
- A. infringes on the students' right to privacy.
 - B. requires the students to assume responsibility for an administrative task.
 - C. diminishes the students' sense of accountability.
 - D. provides students with delayed feedback regarding their performance.
29. A kindergarten teacher's weekly newsletter includes information about community programs and special events that are designed specifically for children. This practice is likely to be most effective in helping the teacher achieve which of the following goals?
- A. reinforcing to families the importance of their children's regular participation in enrichment activities
 - B. promoting families' recognition of the teacher's knowledge and expertise
 - C. connecting families with resources to help promote their children's learning and development
 - D. providing the foundation for a positive relationship between school and home
30. During a routine parent-teacher conference, a student's parent confides to the teacher about a recent job loss. The single parent, with an infant and toddler at home, explains that child care, health insurance, and housing are no longer affordable. In this situation, the teacher's most important priority should be to:
- A. reassure the parent that the teacher is always available to listen and offer support.
 - B. urge the parent to inform friends and relatives of the circumstances and seek their support.
 - C. solicit donations from school staff to provide the parent with short-term support.
 - D. connect the parent to available support services in the community.

31. Which of the following preconditions is most essential to effective collaboration among a group of teachers with diverse philosophies and teaching styles?
- A. arranging for a school administrator to participate in their planning activities and mediate as needed
 - B. recognizing that they have a common goal of educating the students entrusted to their care
 - C. providing one another with background information on the students in their classes
 - D. identifying a leader who will be responsible for leading discussions and recording decisions
32. A new teacher regularly writes in a teaching journal. In addition to considering the success of his lessons, the teacher reflects on his interactions with students and on how his thoughts and actions during these interactions were culturally motivated. This strategy best demonstrates the teacher's awareness of which of the following principles?
- A. Personal values and beliefs can influence a teacher's communication practices.
 - B. High expectations for all students can promote their academic performance.
 - C. Social identity and peer pressure can affect students' classroom behavior.
 - D. Effective conflict-resolution skills can help a teacher prevent classroom conflicts.
33. A kindergarten teacher who wants to provide a positive social context for learning decides that one way to do this is to ensure educational equity for all students. The teacher can best promote such equity by:
- A. using similar instructional methods and materials for all students.
 - B. providing all students with support in meeting high standards of achievement.
 - C. offering all students choices regarding their own learning activities.
 - D. creating a program in which the families of all students are encouraged to participate.

34. A teacher learns that the district is considering requiring all first-grade students to engage in academic testing that the teacher believes is developmentally inappropriate. In this situation, the teacher can best serve as an advocate for students by taking which of the following actions *first*?
- A. discussing the issue with students' families
 - B. offering to help a local reporter write a story on the issue
 - C. talking to the school principal about the issue
 - D. posting research on the issue on the school's Web site
35. After reviewing midyear testing data, a fourth-grade teacher is concerned about an increase in achievement differences between groups of students in the class. In attempting to address this issue, the teacher should begin by:
- A. determining the percentage of students in the class who currently achieve at or above grade level.
 - B. identifying those students in the class who tend to remain on-task during instructional activities.
 - C. asking other teachers at the school whether they are seeing similar trends in their classes.
 - D. examining personal attitudes, expectations, and practices regarding learning for all students in the class.
36. In choosing a professional development activity from among various options, a teacher's *first* consideration should be to determine which option is most likely to:
- A. be relevant to teaching across a range of subject areas and grade levels.
 - B. offer participants an opportunity to network with educators from other schools.
 - C. provide research-based information relevant to current instructional issues or needs.
 - D. reflect the ideas of individuals who represent varied backgrounds and points of view.

37. Teachers have an ethical responsibility to:
- A. provide each student with opportunities to learn alongside peers with similar backgrounds.
 - B. show flexibility in defining standards for academic performance.
 - C. use personal preferences when determining classroom behavior expectations.
 - D. respond to the needs of all students.
38. According to privacy rights guidelines, a teacher could appropriately share a student's school records with which of the following individuals?
- A. a teacher who taught the student two years ago and wishes to check on the student's academic progress
 - B. a school counselor who believes the student would benefit from participating in upcoming small-group counseling sessions
 - C. a college professor who has received a substantial grant to conduct research on factors that influence young children's learning
 - D. a school nurse who knows the student outside of school and is a long-time friend of the student's family
39. In a PreK–4 program that practices a philosophy of inclusion for students with disabilities, a fundamental responsibility for teachers is to ensure that students with disabilities:
- A. are subject to the same evaluative criteria as their nondisabled peers.
 - B. have opportunities to interact with others who have similar disabilities.
 - C. are active participants in all class activities.
 - D. have peer helpers available to assist with social challenges in the classroom.

-
40. A new teacher's meetings with an assigned mentor are likely to be most productive if the new teacher:
- A. obtains information from the mentor about the topics to be addressed prior to each meeting.
 - B. documents what occurs at each meeting and then periodically reviews the documentation.
 - C. prepares for each meeting by identifying particular classroom concerns to discuss.
 - D. begins each meeting by summarizing learning goals addressed in class since the last meeting.

Module 2

1. A teacher is planning instruction to promote four-year-olds' development of skills related to Pennsylvania's PreK–4 learning standard about reading, analyzing, and interpreting text. With children at this developmental level, which of the following approaches to a read-aloud activity would be most appropriate for the teacher to use to develop the children's conceptual understanding of fact and opinion?
 - A. having the children identify characters who demonstrate examples of faulty reasoning in a fable
 - B. asking the children to decide which statements related to an article in a children's nature magazine are true or false
 - C. helping the children tell one thing they learned from a nonfiction text
 - D. showing the children how to differentiate between essential and nonessential information in a nonfiction children's picture book

2. A fourth-grade teacher would like to promote reluctant readers' independent reading. Which of the following teacher strategies is likely to be most effective in achieving this goal?
 - A. engaging students in discussions about their interests and working with the library media specialist to locate appropriate-level books on these topics
 - B. reading aloud a variety of books from the classroom library on a regular basis and engaging students in discussions related to the read-alouds
 - C. creating attractive displays of both fiction and nonfiction books and magazines in the classroom library and regularly inviting students to browse the displays
 - D. providing opportunities for students to visit the school's library media center and to learn about the center's resources and organization

3. A third-grade teacher regularly models for students how to paraphrase a portion of a text and how to pose and respond to questions that clarify or follow up on information presented in a text. These practices promote students' literacy development primarily by:
 - A. supporting their development of dispositions and attitudes that help create a purposeful, literate environment in the classroom.
 - B. enhancing their knowledge of the organizational structure of different types of text.
 - C. promoting their development of self-monitoring skills that support reading and learning across the curriculum.
 - D. fostering their ability to make connections between the reading curriculum and their lives.

4. A first-grade teacher explains that he is going to read a story aloud and he wants students to consider how the story makes them feel. Afterward, he prompts the students to recall and discuss specific words and phrases the author used to evoke particular feelings. This oral language activity supports students' literacy development primarily by helping the students:
 - A. retell a story's key events accurately.
 - B. make and verify predictions about a story.
 - C. connect key events in a story to their own lives.
 - D. develop an awareness of a story's tone.

5. A kindergarten teacher has placed many signs around the classroom, including simple written directions (e.g., *Please hang up coats!*) and labels for objects (e.g., *clock, Teacher's chair*). During daily activities, the teacher regularly points to and reads aloud relevant signs. The teacher has also created a classroom library filled with age-appropriate books and has incorporated relevant signs and books into all the learning centers. These strategies are most effective in addressing which of the following goals related to effective instruction in emergent literacy?
 - A. creating a print-rich environment
 - B. providing guided and independent skills practice
 - C. encouraging independent reading
 - D. infusing reading activities across the curriculum

6. At the beginning of the school year, a kindergarten teacher establishes a variety of classroom roles that rotate on a daily basis. The roles include Calendar Helper and Star of the Day. The Calendar Helper identifies and announces the day of the week, the date, and the day's weather, with teacher support if needed. The Star of the Day shares an object, talking briefly about the item and then answering three questions about it from classmates and/or the teacher. Regularly performing these types of classroom roles directly benefits students' emergent literacy development primarily by enhancing the students':
- A. self-confidence and comfort level in front of their peers.
 - B. ability to use a range of expressive language skills.
 - C. knowledge of content vocabulary across the curriculum.
 - D. personal responsibility and perseverance with tasks.
7. In keeping with Pennsylvania's PreK–4 learning standards in language arts, which of the following writing skills would be most appropriate to include in language arts instruction at the first-grade level?
- A. revising writing by adding details or missing information
 - B. focusing writing for a particular audience
 - C. revising writing by varying sentence length and structures
 - D. using transition words to clarify ideas in writing
8. A teacher delivering standards-based literacy instruction grounded in scientific-based reading research is most likely to use the results of reading assessments for which of the following purposes?
- A. using formal and informal assessments to place students into the most appropriate reading group for a given school year
 - B. using ongoing informal assessments to continually plan and modify individual students' reading goals and instruction
 - C. using formal standardized assessments to diagnose each student's reading difficulties at the beginning of the school year
 - D. using comprehensive summative reading achievement assessments on a weekly to biweekly basis to monitor students' progress

9. A group of primary-grade teachers is reviewing potential core instructional materials for teaching beginning-reading skills. The most important selection criteria for the teachers to consider would be to ensure that the materials:
- A. include clear, appealing visual supports such as illustrations.
 - B. are linked to a variety of online teacher resources.
 - C. include supplemental assessments and learning activities.
 - D. are aligned with relevant state learning standards.
10. Which of the following words contains a diphthong?
- A. anchor
 - B. boiled
 - C. measure
 - D. truths
11. A prekindergarten teacher regularly writes students' comments on chart paper during whole-class discussions and rereads the comments to the class. This practice supports young children's emergent literacy development primarily by promoting their:
- A. awareness of the relationship between print and spoken language.
 - B. skill in identifying basic letter-sound correspondences.
 - C. understanding that spoken language is made of smaller phonological units.
 - D. knowledge of a wide range of environmental print.

12. A kindergarten teacher reads aloud a poem that contains alliteration in each line. The teacher reads the poem twice, each time emphasizing the alliteration. On the third reading, the teacher invites the children to repeat each line exactly as the teacher recited it. This activity is most effective in promoting the children's development in which of the following areas of emergent literacy?
- A. alphabetic awareness
 - B. letter-sound correspondence
 - C. letter recognition
 - D. phonological awareness
13. A third-grade student is having difficulty reading words and syllables that contain complex letter combinations, which is affecting her comprehension of grade-level texts. For example, the student reads the word *stretch* as [st] [rēt] [ch] and the word *pledge* as [p] [léd] [guh]. Which of the following intervention strategies is likely to be most effective in addressing this student's reading difficulty and advancing her reading development?
- A. having the student engage in daily rereading of passages that include morphologically complex words
 - B. modeling for the student how to use context clues in a text to determine the meaning of unfamiliar words
 - C. engaging the student in daily practice reading word lists comprising grade-level irregular sight words
 - D. providing the student with instruction and practice decoding consonant clusters as chunks

14. A second-grade student frequently makes errors such as reading the words *taped* as *tapped*, *hoping* as *hopping*, and *shines* as *shins* when reading aloud. Which of the following approaches to addressing the student's difficulty is likely to be most effective?
- A. providing the student with explicit review and practice reading and spelling CVCe words that contain inflectional endings
 - B. providing the student with explicit instruction in common syllable types and syllabication guidelines
 - C. engaging the student in daily fluency activities focused on silent reading of texts written at the student's instructional reading level
 - D. teaching the student how to distinguish between a syllable and a morpheme in multisyllable words
15. A second-grade teacher is planning reading instruction at the beginning of the school year and would like to determine the entry-level skills of individual students in key areas of reading. Which of the following types of assessments would be most appropriate for the teacher to use to assess entering students' decoding skills?
- A. a norm-referenced reading achievement test
 - B. an informal phonics inventory
 - C. a summative curriculum-based measurement
 - D. an oral reading fluency test
16. Which of the following strategies would be most effective for a teacher to use as the introduction to a letter-formation lesson for a group of kindergarten students?
- A. displaying a large alphabet card of the target letter and having the students practice copying the letter using individual portable chalkboards
 - B. reading aloud a "big book" that contains many instances of the target letter and then calling on individual students to point to each instance while saying the letter's name
 - C. providing students with individual worksheets containing multiple instances of the target letter and having them trace the letter several times
 - D. demonstrating to students how to form the target letter in the air while stating the motions and then repeating the process as the students imitate the teacher

17. A first-grade teacher plans a multisensory intervention for a student using a procedure called sound boxes. In this activity, the student places tokens such as pennies into boxes drawn on a piece of paper while slowly saying the sounds in a word. For example, for the word *fan*, the teacher would draw a horizontal rectangle and divide it into three boxes, giving the student three tokens. The student would say the word slowly (e.g., *ffaaannn*) and place a token into a box as he or she says each new sound in the word. This procedure is most likely designed to improve the student's ability to:
- A. segment words into phonemes.
 - B. spell words that follow regular phonics patterns.
 - C. divide words into onsets and rimes.
 - D. recognize common letter-sound correspondences.
18. A kindergarten teacher is using direct instruction to teach new vocabulary to students. Which of the following strategies would best help students integrate the new words into their existing vocabulary?
- A. having students maintain a personal word list of new words
 - B. using the new words with students several times in different spoken contexts
 - C. guiding students to look up the new words in a children's dictionary
 - D. having students use illustrated cards to review the meaning of new words
19. A prekindergarten teacher helps students memorize a poem and recite it chorally. The teacher could best use this activity to build a foundation for which of the following literacy skills?
- A. prosodic reading
 - B. independent word-learning
 - C. strategic reading
 - D. responsive listening

20. A second-grade teacher is beginning an integrated content-area unit on farming. As an introduction to the unit, the teacher helps students brainstorm words related to the concept of farming and guides students in creating a semantic map with the words. This activity best illustrates a strategy targeting which of the following essential components of effective vocabulary instruction?
- A. deepening and clarifying students' knowledge of known words
 - B. providing direct instruction in new content-specific words
 - C. promoting students' comprehension of academic language
 - D. fostering the use of independent word-learning strategies
21. A third-grade teacher has students create a KWL chart prior to reading an informational text about fossils. This strategy is likely to promote students' motivation and comprehension primarily in which of the following ways?
- A. by enabling students to learn unfamiliar content words independently
 - B. by encouraging students to evaluate the author's point of view as they read
 - C. by helping students establish a purpose for reading the text prior to reading
 - D. by scaffolding students' understanding of the organizational structure of the text
22. A second-grade teacher is planning to read aloud a story to the class and would like to use this activity to reinforce and build on students' literary analysis skills. Which of the following strategies would likely be most appropriate and effective in achieving this goal at this grade level?
- A. guiding students to identify the main characters and major events in the story
 - B. prompting students to retell the story orally in their own words after the reading
 - C. inviting students to discuss their favorite and least favorite parts of the story
 - D. asking students to use evidence from the story to explain the author's purpose

23. A third-grade teacher would like to monitor students' progress in meeting reading fluency benchmarks. Which of the following assessment strategies would be most appropriate and effective for the teacher to use for this purpose?
- A. evaluating students' comprehension after they silently read each passage in a sequence of leveled passages
 - B. tracking students' net gains in accuracy and rate over the course of a repeated reading procedure
 - C. analyzing students' automaticity reading aloud word lists that include a range of word patterns and sight words
 - D. measuring students' average rate and accuracy while they read aloud an unfamiliar grade-level passage
24. A fourth-grade teacher would like to promote students' comprehension and critical analysis of literary texts by helping them draw more effective conclusions. The teacher could best achieve this goal by providing the students with explicit instruction and guided practice in:
- A. citing evidence from a text to support their responses to the text.
 - B. developing a story map of a text to keep track of the text's key elements.
 - C. using their prior experiences to make personal connections to a text.
 - D. creating a graphic organizer to identify relationships between a text's characters.
25. Once a week, a second-grade teacher conducts a fluency check with each student. The teacher has the student read aloud an unfamiliar, appropriate-level passage for one minute as the teacher notes errors on a separate copy of the passage. The teacher calculates the number of words the student read correctly during that minute, and both the teacher and the student maintain charts of the student's weekly progress. This type of activity primarily focuses on which of the following aspects of reading fluency?
- A. accuracy
 - B. rate
 - C. prosody
 - D. automaticity

26. A third-grade teacher would like to develop students' ability to understand and use longer sentence structures and academic vocabulary. Which of the following instructional practices would be most effective to use for this purpose during a class discussion of a reading passage?
- A. modeling contextual analysis with a syntactically challenging sentence from the passage
 - B. using restatement and open-ended questions to clarify and extend students' remarks about the passage
 - C. posting definitions of key words from the passage on the board prior to the discussion
 - D. asking students to create a graphic organizer representing the main ideas or argument in the passage
27. As part of a science unit on earth systems, a fourth-grade teacher will have students watch an instructional video about the water cycle. Before viewing, the teacher conducts a brief guided discussion related to the content of the video, using questions such as "What are some ways water moves from place to place on, above, and below the earth's surface?" The teacher's strategy will likely enhance students' comprehension of the video primarily in which of the following ways?
- A. by previewing content-specific words and phrases and prompting students to apply critical-thinking skills
 - B. by modeling personal engagement with the video's content and explaining the relevance of the content to students' lives
 - C. by relating the content to prior knowledge and engaging students in actively listening for information
 - D. by providing an outline of the video's organizational structure and enhancing students' ability to recall important details

28. At the beginning of an inquiry-based multidisciplinary unit on birds of the region, a first-grade teacher creates a display in the classroom of a variety of objects related to the topic (e.g., bird nests, feathers, an audio recording of birdsong, photographs and drawings of birds) and gives students a brief "tour" of the new objects. Which of the following strategies for incorporating the objects into instruction would be most effective for promoting the research skills of students at this developmental level?
- A. guiding students to select objects from the collection for an individual project
 - B. having students locate library resources related to one of the objects
 - C. guiding students to create labels with the name of each object for the classroom display
 - D. having students describe, draw, and sort selected objects from the collection
29. Following a class visit to a local wildlife preserve, a second-grade teacher has students write an original folktale that takes place in that setting. Learning to use which of the following tools would be most helpful to students as they begin to develop ideas for their writing?
- A. semantic web
 - B. KWL chart
 - C. story map
 - D. Venn diagram
30. Which of the following activities would best help third graders develop an awareness of audience in order to improve the clarity of their writing?
- A. preparing a written response to a story read aloud in class
 - B. taking notes during an oral presentation by a group of peers
 - C. reading informational passages about grade-level topics
 - D. participating with other students in peer reviews of their drafts

31. Which of the following activities would best help fourth graders apply their knowledge of oral language to promote their understanding of punctuation conventions used in writing?
- A. reading their writing aloud, making note of pauses and intonation patterns
 - B. reading and writing poems that include a range of end punctuation marks
 - C. inventing imaginary punctuation and rules and using them in sample sentences
 - D. naming each punctuation mark aloud when reading aloud a draft of their writing
32. Results from informal assessments indicate that a second-grade student who is a struggling reader still relies mostly on invented spellings when writing. Based on this evidence, which of the following types of interventions would best address the student's needs?
- A. modeling strategies for memorizing letter sequences in words
 - B. providing intensive instruction in complex phonics patterns
 - C. using repeated reading with texts featuring grade-level word patterns
 - D. providing explicit instruction in structural analysis skills
33. A fourth-grade teacher creates a rubric of key criteria she will share with her students to assess their written work. The rubric defines the teacher's expectations regarding content, style, organization, and mechanics using a measurable description of the key criteria (e.g., "The first paragraph will include a statement of your central idea"). This approach to assessing students' writing is most effective for:
- A. guiding instructional planning and student learning in writing.
 - B. comparing the writing skills of individual students in the class.
 - C. creating an objective record of students' progress in writing.
 - D. developing students' understanding of different genres of writing.

34. Lessons based on the concepts of cultural diffusion and interdependence can best be used to broaden student understanding of:
- A. global connections.
 - B. institutional development.
 - C. power relations.
 - D. community formation.
35. A historian would likely find bibliographies and periodical indexes most useful for which of the following research tasks?
- A. formulating historical questions
 - B. organizing historical information
 - C. analyzing historical trends
 - D. acquiring historical information
36. Teachers seeking to develop students' ability to participate constructively in civic discussions can best begin by emphasizing the importance of:
- A. using descriptive language to make a point.
 - B. arranging ideas in problem-solving sequence.
 - C. respecting the rights of others to be heard.
 - D. anticipating the counterarguments of others.

37. Which of the following best describes the proper developmental sequence for teaching the three student standards listed below?
- A.
 1. Explain why individuals became involved in leadership or public service.
 2. Identify community workers that exist in most or all communities.
 3. Describe the roles of leadership and public service in school, community, state, or nation.
 - B.
 1. Identify community workers that exist in most or all communities.
 2. Explain why individuals became involved in leadership or public service.
 3. Describe the roles of leadership and public service in school, community, state, or nation.
 - C.
 1. Describe the roles of leadership and public service in school, community, state, or nation.
 2. Explain why individuals became involved in leadership or public service.
 3. Identify community workers that exist in most or all communities.
 - D.
 1. Identify community workers that exist in most or all communities.
 2. Describe the roles of leadership and public service in school, community, state, or nation.
 3. Explain why individuals became involved in leadership or public service.
38. A problem-solving exercise would likely provide the most appropriate and effective means of assessing student mastery of which of the following kindergarten social studies standards?
- A. Describe how individuals are unique and special.
 - B. Compare and contrast customs of families in communities around the world.
 - C. Identify and practice using money.
 - D. Locate and discuss places in the home, school, and community.
39. Teachers could best use a history unit on the founding of Pennsylvania to promote student understanding of which of the following elements of the social studies theme of civic ideals and practices?
- A. appreciation of diversity
 - B. patriotism
 - C. abolition of servitude
 - D. universal suffrage

40. Which of the following topics presented in a lesson on ecosystems in Pennsylvania could best be used to develop students' understanding of the geographic concept of human interaction with the environment?
- A. food chains in Pennsylvania
 - B. microclimate variations in Pennsylvania
 - C. invasive species in Pennsylvania
 - D. physical regions of Pennsylvania
41. Which of the following student activities would best promote development of a sense of belonging to a community among young children in a school setting?
- A. reciting the Pledge of Allegiance in class at the start of each school day
 - B. reading about the roles and contributions of community service helpers
 - C. attending assemblies at which the principal announces upcoming events
 - D. creating signs to welcome family members to Back-to-School Night
42. A third-grade teacher is planning instruction on the roles of the three branches of the U.S. government. Which of the following strategies would be most appropriate for the teacher to use to promote students' understanding of the role of the legislative branch?
- A. assisting students with nominating and electing class officers
 - B. inviting a member of local law enforcement to speak to students
 - C. having students work in groups to create a set of classroom rules
 - D. asking students to read and discuss the school's code of conduct

43. Second-grade students are painting scenes from a recent field trip to a historic site. As the teacher observes their work, he says to one student, "Jeff, I see the different shades of green you are using to paint the leaves and the grass." This comment most supports Jeff's creative development because:
- A. attention and praise develop appreciation for details.
 - B. it values the process as well as the product.
 - C. describing actions reinforces recall and repetition.
 - D. it encourages efforts to perceive visual subtleties.
44. A prekindergarten teacher guides students in learning to sing "The Farmer in the Dell" by providing props such as a straw hat for the farmer and a cow bell for the cow. The children's use of these props is most likely to encourage their development of:
- A. symbolic understanding.
 - B. critical-thinking skills.
 - C. pattern recognition.
 - D. problem-solving skills.
45. Dancers are most likely to use improvisation exercises as a way to:
- A. warm up muscles before beginning to dance.
 - B. discover new ways of moving and communicating meaning.
 - C. feel the rhythm and form of the music more clearly.
 - D. improve movement technique and partnering skills.

46. A second-grade teacher uses rhyming chants and songs describing animals during a lesson on the different characteristics of mammals, reptiles, and amphibians. This use of music to convey information will most likely contribute to students' learning in which of the following ways?
- A. developing students' critical-thinking skills
 - B. enhancing students' ability to remember content vocabulary
 - C. promoting students' analytic and reasoning skills
 - D. increasing students' curiosity and motivation to expand their knowledge
47. An understanding that individual musical notes represent different tones would most likely help an emergent reader develop an understanding of the relationship between individual letters and which of the following elements of language?
- A. syllables
 - B. words
 - C. phonemes
 - D. sentences
48. A prekindergarten teacher gathers samples of students' artwork in individual student portfolios during the course of the school year. At the end of the year, the teacher can most effectively use the portfolios for which of the following purposes?
- A. diagnosing students' disabilities
 - B. determining students' preferred learning styles
 - C. documenting students' development
 - D. evaluating students' achievement of expected outcomes
49. Which of the following types of drawing is most likely to develop children's observation skills?
- A. connect the dots
 - B. self-portrait
 - C. hand contour
 - D. color-by-number

50. A student is setting a table in the kitchen center of a prekindergarten classroom. The student sets four plates on the table and then places one spoon beside each plate. The teacher sits down next to the student. Which of the following comments by the teacher would likely be most effective for extending the student's thinking during this dramatic play experience?
- A. "Do you mind if I help you set the table?"
 - B. "What kind of meal are you going to serve?"
 - C. "You're doing a nice job setting the table."
 - D. "Do you know there are bowls in the kitchen?"

Module 3

1. An understanding of which of the following mathematical concepts is most helpful when working with probabilities?
 - A. place value
 - B. divisibility rules
 - C. factors and multiples
 - D. ratios and proportions

2. A Venn diagram would be most appropriate for visually representing which of the following problems?
 - A. What are the common multiples of 2, 3, and 5 that are less than 40?
 - B. If 15 students in a class ride the bus to school and 10 do not, how many students are in the class?
 - C. What is the probability that out of 3 flips of a coin, the coin will come up heads every time?
 - D. If 4 students are wearing green shirts and 7 students are wearing blue shirts, how many students are wearing either a green or a blue shirt?

3. A teacher wants to help students develop their understanding of the relative magnitude of numbers. Which of the following types of mathematics learning materials would be most effective for the teacher to use for this purpose?
 - A. number lines
 - B. plastic coins
 - C. pattern blocks
 - D. number cubes

4. Which of the following strategies is most appropriate for solving the problem below?

One week Liam baked some cookies and gave half of them away. The next week Liam baked twice as many cookies as the week before and gave half of them away. The third week Liam again baked twice as many cookies as the week before and gave half of them away. If Liam gave away 24 cookies the third week, how many cookies did he give away altogether?

- A. looking for a pattern
- B. guessing and checking
- C. working backward
- D. solving a simpler problem
5. To correctly use the ordinal numbers first through fifth with a group of five objects placed in a row, a young child must first be able to:
- A. recognize and write the numerals one through five.
- B. understand that the order of the objects in the group does not affect the total number.
- C. recognize that the last number counted is the number of objects in the group.
- D. understand that the number five is made up of smaller numbers.
6. A preschool child measures the length of a long rectangular block by lining up several smaller blocks along the length of the longer block. This demonstrates that the child has an understanding of which of the following measurement concepts?
- A. conservation
- B. unit iteration
- C. partitioning
- D. transitivity

7. With respect to mathematics instruction, a standardized developmental screening test would be most appropriate for helping a second-grade teacher:
- A. determine students' background knowledge of mathematics before beginning an instructional unit.
 - B. modify the curriculum based on students' mathematical abilities in second grade.
 - C. identify whether any student is at risk of a possible learning problem in mathematics.
 - D. assess the progress students have made in their mathematical thinking throughout the school year.
8. A kindergarten teacher wants to promote students' ability to interpret data. The teacher provides stickers of various colors and asks students to select the sticker that best matches the color of the shirts they are wearing. The students then place the stickers in columns based on color on a large sheet of paper. To meet the objective of the lesson, the most appropriate step for the teacher to take next would be to:
- A. show the students how the same data can be displayed using different types of graphs.
 - B. ask students to identify which columns have more stickers and which have fewer.
 - C. help students predict how many students will be wearing each color shirt the next day and how to confirm the results.
 - D. guide students in repeating the activity using stickers that best match the color of the pants or skirts they are wearing.

9. A second-grade teacher is having students work on adding double-digit numbers. The teacher writes a problem on the board, asks students to estimate the answer, and then asks them to explain how they arrived at their answers. As students listen to their peers' explanations, some students are able to revise their answers correctly while others are not. Which of the following follow-up activities would be most appropriate?
- A. working with students in small groups to help students at different ability levels construct their understanding of the concept of addition
 - B. providing more challenging problems such as triple-digit numbers addition for students to practice their estimation and reasoning skills
 - C. drawing on students' understanding of double-digit numbers addition to introduce other arithmetic concepts involving double-digit numbers
 - D. having students take a short test to find out who has grasped the concept and who may need more individual focused instruction
10. Which of the following mathematics activities would be most appropriate for promoting preschool students' skills in measurement?
- A. telling time to the nearest half hour on an analog or digital clock
 - B. sequencing three different events that occur in the daily classroom routine
 - C. combining play coins in different ways to equal one dollar
 - D. using a ruler to measure the length of an object to the nearest quarter inch
11. A third-grade teacher is developing a criterion-referenced test for a mathematics unit on multiplication. During the unit, students use arrays to solve multiplication problems involving one- and two-digit numbers. To produce a valid criterion-referenced test for this unit, the teacher must:
- A. align the test questions with the national mathematics standards for multiplication at the third-grade level.
 - B. establish a cut-score that will show which students need remedial work with multiplication tables.
 - C. include test questions that allow students to solve multiplication problems using arrays as they did during the unit.
 - D. provide standardized questions based on the state curriculum so that students' scores can be compared across districts.

12. A preschool teacher wants to promote children's skills related to counting and comparing numbers. Which of the following activities is most appropriate to use for this purpose?
- A. asking the children to look around the classroom for the largest numeral they can find
 - B. letting the class vote on which book the teacher should read next and then asking the class which book won based on the votes
 - C. having the class count the number of times a flipped coin comes up heads and predicting whether or not heads will come up on the next flip
 - D. selecting one child each day to count the number of children in the class and set the appropriate number of cups out for juice at snack time
13. A third-grade student is having difficulty solving word problems in mathematics. Which of the following strategies would be most helpful for the teacher to suggest the student use *first*?
- A. restating the problem in his or her own words
 - B. determining whether there is extraneous information in the problem
 - C. estimating what might be a reasonable answer to the problem
 - D. identifying two different strategies that might be helpful in solving the problem
14. A teacher provides mathematics instruction using manipulatives, worksheets, games, and class discussion. The primary benefit of providing instruction in multiple formats is that it:
- A. helps students engage their prior knowledge.
 - B. encourages the development of social skills through group participation.
 - C. addresses a variety of learning styles.
 - D. allows students to see different ways to solve the same problem.

15. A teacher gives groups of students a number of triangles, squares, and semicircles and asks the students to combine these shapes to make as many different figures as they can. This activity will help build a foundation for students' future development of which of the following skills?
- A. generating rules for patterns made of shapes
 - B. representing shapes on a coordinate grid
 - C. identifying three-dimensional geometric shapes
 - D. determining the area of irregular shapes
16. During group time, a preschool teacher uses shapes made out of felt to create a circle-circle-square, circle-circle-square pattern. The teacher asks children which shape should come next to continue the pattern. Some of the children say a circle and some say a square. Which of the following teacher strategies will best help the children construct their own understanding of the concept?
- A. asking the children to identify the differences between the two shapes
 - B. having the children say the pattern out loud as a group and again asking which shape should come next
 - C. asking the children to vote on whether a circle or a square should come next
 - D. continuing the pattern first with a square and then with a circle and asking which shape seems best
17. A student incorrectly solves the multiplication problems below.

$\begin{array}{r} 59 \\ \times 13 \\ \hline 217 \\ \hline 590 \\ \hline 707 \end{array}$	$\begin{array}{r} 27 \\ \times 21 \\ \hline 27 \\ \hline 640 \\ \hline 667 \end{array}$	$\begin{array}{r} 34 \\ \times 24 \\ \hline 166 \\ \hline 680 \\ \hline 846 \end{array}$
--	---	--

Based on this work, the best strategy would be to provide the student with additional instruction in:

- A. addition facts.
- B. multiplication facts.
- C. working with carried digits.
- D. when to use zero as a placeholder.

18. A third-grade teacher asks teams of students to develop a scientific way for determining what types of materials can become charged with static electricity when rubbed against another material. To produce scientifically valid results from their investigations, it is most important that the student teams:
- A. develop a system for recording how strong a static charge develops on each material.
 - B. keep other variables constant as they test the different materials.
 - C. explain in scientific language why some materials are more easily charged than others.
 - D. describe why they chose the materials that they did for testing.
19. A second-grade class is beginning a unit on weather. Which of the following activities associated with this unit would be most effective for helping the students develop an understanding of the foundations of scientific inquiry?
- A. The students watch a regular weather report and discuss how meteorologists make predictions.
 - B. The teacher demonstrates how water vapor condenses on the outside of a glass of ice water when it is humid.
 - C. Student teams research historic weather events and make class presentations of their findings.
 - D. The teacher sets up a simple weather station and has the class keep regular rainfall and temperature records.
20. Which of the following provides the best inquiry-based learning activity for a third-grade class studying rocks and minerals?
- A. constructing a poster of the rock cycle and providing written explanations of each stage
 - B. watching a video on how rocks and minerals form and then answering related questions
 - C. performing simple tests on a set of minerals and then using a key to identify them
 - D. summarizing an article about a rock or mineral resource for a class presentation

21. To present the concept of the conservation of mass to children in a prekindergarten class, it would be most appropriate for the teacher to ask the children to:
- A. create stories about where water goes when it evaporates from a puddle on a hot day.
 - B. roll out balls of clay into flat pancake shapes and then discuss the concepts of shape and weight.
 - C. compare the cumulative weight of the food they eat every day with their body weight.
 - D. observe the expansion of water that has turned from liquid to ice and then give possible explanations.
22. A teacher is planning an activity to introduce the concept of density to first graders. The teacher would like to get students interested in the topic by using a discrepant event that surprises them with a result they do not expect. Which of the following activities would be most effective for stimulating students' interest in this topic?
- A. After filling one glass with a saturated salt solution and one glass with tap water, the teacher asks students to predict what will happen when an egg is placed in each of the two glasses.
 - B. The teacher shows students that sound travels differently through the air and through a solid by having them place their ears against the surface of their desks while gently tapping the desk.
 - C. After placing an ice cube in a glass of water, the teacher asks students to explain why the ice cube floats.
 - D. The teacher mixes 50 mL of rubbing alcohol with 50 mL of water and asks students to explain why the combined volume of the two substances is less than 100 mL.

23. A first-grade teacher is planning a unit on insects with the goal of motivating students to be good scientific observers of the natural world. The most effective way to achieve this goal would be to have the students:
- A. watch a video about ants and then answer questions about ant behavior depicted in the video.
 - B. separate pictures of a variety of ant species by appearance and then come up with ideas to explain why they are different.
 - C. memorize the names of the body parts of ants and then identify those parts in various pictures of different ant species.
 - D. make drawings of ants from memory to share with the class and then observe real ants and draw them again.
24. A third-grade teacher is planning a science unit on human body systems, a topic that has quite a bit of specialized scientific terminology associated with it. In presenting information during the unit, it is most advisable for the teacher to:
- A. avoid scientific terminology whenever possible.
 - B. include only those terms that are already familiar to the students.
 - C. explain the Latin or Greek roots of the terms as they are used.
 - D. use the appropriate scientific terminology.
25. A fourth-grade teacher wants to integrate the arts into the science curriculum. Which of the following student activities would be most appropriate for this age group?
- A. visiting an art museum to observe how animals are depicted in paintings
 - B. collecting different types of leaves for pressing
 - C. researching an animal's habitat and creating a diorama
 - D. writing a short story or poem about a favorite pet

26. A teacher wants to introduce a kindergarten class to the concept of structure and function in living systems. Which of the following activities would provide the most appropriate introduction to the biological concept of structure and function for this age group?
- A. comparing what different insects look like with how they move
 - B. measuring pulse rates before and after physical activity
 - C. identifying where different animals live and what they eat
 - D. contrasting flowers from different types of plants
27. As a third grader works on a diagram of the water cycle, the classroom teacher gives her specific feedback on the task while also asking the student to evaluate her own work. The teacher hopes the interaction will help him adapt his teaching approach to the student's learning style and encourage the student to become more involved in her own progress. Which of the following describes this type of interactive assessment?
- A. summative assessment
 - B. performance assessment
 - C. formative assessment
 - D. criterion-referenced assessment
28. A second-grade teacher wants to develop an assessment that evaluates student achievement in science over time and involves students in their own evaluations. The teacher could most effectively achieve this by using which of the following assessment strategies?
- A. giving regular content quizzes that students correct
 - B. having each student maintain a portfolio containing a variety of work samples
 - C. observing students as they carry out experiments
 - D. meeting with students weekly during the year to discuss recent work

29. At the start of a fourth-grade unit on the physical environment, which of the following questions should a teacher ask to promote the idea that the rock cycle and water cycle interact as part of a larger earth system?
- A. How do rivers change the surface of the land?
 - B. What causes the water level of rivers to change?
 - C. How do people use rivers to produce energy?
 - D. What is the relationship between rivers and oceans?
30. One of the strongest arguments in favor of using an inquiry approach to teach elementary science is that with the inquiry approach elementary students can:
- A. learn science content through a nonquantitative approach that is less intimidating.
 - B. participate in activities without having to learn challenging scientific concepts.
 - C. expand their innate curiosity about a topic into a more structured science investigation.
 - D. explore their own interests in a flexible setting without fear of failure.
31. A first-grade teacher is modifying a weather activity to incorporate a mathematics component. The original activity involves reading to the class a children's story about a large storm and then asking the class questions about how weather has affected their lives. Which of the following student-centered mathematics activities would provide the most age-appropriate link to the first-grade mathematics curriculum?
- A. developing a chart of the average annual rainfall in different parts of the United States
 - B. estimating what fraction of the local area's annual precipitation falls as snow during the winter
 - C. calculating the amount of rain that would fall if it rained for a whole day at a given rate
 - D. developing a histogram showing rainfall for a month based on data collected using a rain gauge

32. A second-grade teacher introduces students to the concept of renewable and nonrenewable resources in a discussion about the environment. A student asks the teacher why water is considered a renewable resource when it disappears after it rains or goes down the drain after a bath. Which of the following facts about water should the teacher cover in order to answer the student's question?
- A. the role of evaporation, condensation, and stream flow in cycling water between the oceans, atmosphere, and land
 - B. the properties of aquifers that allow water that falls as precipitation to be stored underground
 - C. the importance of sewage treatment plants in turning waste water into clean water that can be returned to streams or used by people
 - D. the loss of some water resources for the foreseeable future due to contamination with pollutants
33. As part of a school program encouraging recycling, a second-grade teacher and her class decide to examine how their lunch and snack choices affect the trash the class generates. The students begin by setting aside all the plastic packaging materials from their lunches. For this grade level, which of the following activities would best help the students recognize the impact of their lunch choices on the plastic waste the class generates?
- A. putting all plastic packaging materials in a recycling bin to see how long it takes to fill
 - B. researching the different types of plastic that can be recycled into new products
 - C. having students weigh the plastic packaging from their lunches daily for a month
 - D. making a poster showing the processes involved in turning recycled plastic into new products

34. Students in a second-grade class observe birds at a feeder hanging from a tree outside the classroom. The students observe that the birds have beaks of different shapes. Some birds are able to crack the seeds easily, while other birds pound at the seeds to open them. The students also notice that some of the birds can cling to the side of the tree, and others only perch on branches. Using the students' observations would be an appropriate way to introduce which of the following life science concepts?
- A. inheritance
 - B. life cycles
 - C. adaptation
 - D. habitat
35. Which of the following assessment instruments would be most appropriate to use to evaluate the gross-motor development of a five-year-old student?
- A. self-evaluation
 - B. observational checklist
 - C. fitness test
 - D. summative exam
36. A first-grade teacher has assessed students' abilities in various gross-motor movements such as skipping, galloping, and sliding. Some of the students can do some of the movements but not all three. Based on these assessment results, the teacher could best promote the gross-motor development of all students in the class by:
- A. playing a simple game in which students skip, gallop, or slide.
 - B. asking students to model skipping, galloping, and sliding movements for those who have trouble.
 - C. having students practice skipping skills daily until all students are able to skip.
 - D. referring those students who lag behind in skipping skills for further evaluation by a physical therapist.

37. Which of the following activities is more developmentally appropriate for fourth-grade students than for first-grade students?
- A. playing team sports that require strategy
 - B. engaging in creative movement that focuses on imagery and make-believe
 - C. moving rhythmically to music
 - D. participating in activities with one or two rules that are reinforced
38. Formative assessments in motor development would best be used for which of the following purposes?
- A. documenting achievement of motor development goals
 - B. evaluating overall performance to assign a grade related to motor skills
 - C. screening for possible delays in motor development
 - D. identifying strengths and weaknesses in performance of motor skills
39. According to the USDA, which of the following is a component of a healthy diet?
- A. consuming a variety of fruit juices as the primary source of fruit in the diet
 - B. replacing dairy products with soy-based and other nondairy substitutes
 - C. consuming less protein from animal sources and increasing consumption of beans and nuts
 - D. replacing the majority of red and yellow vegetables with root vegetables such as potatoes
40. Which of the following actions is most effective for reducing the risk of respiratory problems in children due to poor indoor air quality?
- A. replacing older carpets and fabric-covered cushions with newer ones as they become worn
 - B. eliminating dust by washing plastic toys with a mild soap solution once a week
 - C. using aerosol sprays rather than liquid cleaning products whenever possible
 - D. improving ventilation by opening windows and doors for a part of each day

41. A kindergarten teacher wants to promote the development of students' manipulative skills. The most developmentally appropriate activity for this purpose would be for the teacher to have the students:
- A. practice dribbling a soccer ball from one end of the room to the other.
 - B. strike a thrown ball with a bat.
 - C. use an underhand throw to toss beanbags to a partner from various distances.
 - D. move around the room at varying speeds without bumping into one another.
42. A prekindergarten teacher would like to support students' safety knowledge and skills by promoting their ability to make 911 calls in an emergency. The teacher can best accomplish this goal by *first*:
- A. reading aloud a story in which a child calls 911 and discussing the story with the class.
 - B. inviting emergency responders to speak to the class about when it is appropriate to make 911 calls.
 - C. using a toy phone to model dialing 911 and having students use it to practice making 911 calls.
 - D. presenting scenarios to the class and asking students whether they would call 911 in the situation described.
43. Which of the following questions is most important for a kindergarten teacher to consider *first* when planning instruction to develop students' motor skills?
- A. Should activities focus on one type of movement, such as locomotor or nonlocomotor movements?
 - B. What equipment is available or needs to be obtained for students to participate in physical activities?
 - C. What kinds of physical games and activities do students initiate on their own during free playtime?
 - D. What activities are appropriate for the physical and cognitive levels of the students?

44. In a first-grade class, the teacher introduces students to the conflict-resolution strategy below.
1. **Stop** before you lose your temper.
 2. **Say** what you think the conflict is about.
 3. **Listen** to the other person's feelings and ideas.
 4. **Think** of solutions that will satisfy both of you.

The teacher asks students to describe some conflicts or disagreements they have had with another person at school. The teacher then guides pairs of students in role-plays to explore how the conflict-resolution steps could be applied in similar situations. Which of the following ideas is most important for the teacher to emphasize to students as they practice using step 2 of the conflict-resolution strategy?

- A. expressing the emotions they are experiencing as calmly and clearly as possible to the other person
 - B. talking about the conflict as if it involves two other people rather than themselves
 - C. using a *what* or *why* message to explain what is bothering them, instead of a message that blames the other person
 - D. incorporating words such as *fair* and *peaceful* into their ideas about how the conflict or disagreement can be resolved
45. Which of the following is a developmentally appropriate physical activity goal for kindergarten students?
- A. learning how to skip and gallop with ease
 - B. gaining experience in working with a partner
 - C. practicing striking a moving object with a racket
 - D. understanding and participating in competitive games

46. A preschool program has just received four new tricycles. On the day that the tricycles arrive, the children are excited and anxious to get outside to play with them. Prior to having students ride the tricycles, it is most important that the teacher:
- A. explain to the children the types of movements used while riding a tricycle.
 - B. reinforce to the children the importance of sharing the tricycles.
 - C. encourage the children to ride a tricycle in order to get exercise.
 - D. provide the children with helmets and instruction on how to safely ride the tricycles.
47. A kindergarten teacher has several students who lack the fine-motor skills required for writing and forming letters. Which of the following instructional activities is likely to be most appropriate for these students?
- A. providing increased time for worksheets that require tracing letters multiple times
 - B. engaging the students in building with small blocks and working with clay
 - C. teaching songs, rhymes, and chants that require coordination of hand movements to words
 - D. asking the students to create letters with their bodies before writing the letters with pencils or crayons
48. A four-year-old child's inability to perform which of the following tasks could indicate a need for further assessment of the child's motor development?
- A. hitting a ball with a bat
 - B. kicking a stationary ball
 - C. balancing on a balance beam
 - D. using an overhand throw

49. Fourth graders are engaged in an online activity where they enter their age and keep a food and activity log for a week. The program gives them recommendations for healthy eating and activities. The primary benefit of this type of activity is that it:
- A. provides students with a strategic plan for health and fitness.
 - B. fosters enjoyment in health and fitness activities.
 - C. promotes self-responsibility for personal health and fitness.
 - D. teaches students important vocabulary about health and fitness.
50. During an outdoor activity, a teacher throws a large ball to fourth-grade students. Instead of throwing the ball directly to the students, the teacher throws it so that the students need to move forward, backward, or laterally to catch the ball. This activity is likely to contribute most effectively to the students' development of which of the following skills?
- A. perceptual
 - B. fine-motor
 - C. manipulative
 - D. nonlocomotor

EVALUATING YOUR PERFORMANCE

This section describes how to evaluate your performance on this practice test for the PECT assessment. Your practice test results may provide helpful information regarding your preparedness in the content that will be included on the actual PECT assessment.

In this section you will find:

- An answer key providing the correct response for each selected-response question and indicating the objective to which each item corresponds.
- In the PAPA practice test, you will find (in addition to the answer key for the selected-response questions) sample responses to the short-answer sentence correction assignments and four sample responses (one at each score point) to the extended constructed-response assignment.

Use the answer key to determine your performance on the selected-response section of the test (i.e., how many questions you answered correctly). For each question you answered incorrectly, try to identify any errors you may have made in determining your answer, and try to understand why the response listed in the answer key is correct. It may be helpful to review the test objective to which the item is matched so that you understand what content the item is intended to assess.

For any items with unfamiliar content, or for which you do not understand why the response listed in the answer key is correct, plan to focus additional preparation on the content described by the associated objectives. Remember, the practice test items for each objective are only intended to be samples of some of the content that may appear on the actual test. On the actual test, the specific items associated with each objective will be different from those on the practice test, and may assess different aspects of the content covered by the objective.

If you are taking the PAPA:

- For the sentence-correction assignments, compare your rewritten sentences to the examples provided. If your responses are different, use the responses provided to determine if you identified the two errors in each sentence correctly, then check that your rewritten sentences corrected those errors without introducing new errors. Note: There may be variation in the wording of the corrected sentences.
- For the extended constructed-response assignment, review the associated performance characteristics and score point descriptions, then compare your response to the sample responses provided for each score point. Try to estimate what score point your response would earn, and what you could do to improve your score. Ask yourself questions about your response similar to the following examples: Did you clearly state a main idea and maintain focus on that idea? Did you provide relevant, varied, and specific support to elaborate the main idea? Did you address the constructed-response assignment using language and style appropriate for the specified audience?

Use the resources provided in this section and the PECT test objectives to help you determine your degree of preparedness to take the PECT assessment. Although your results on this practice test cannot be used to determine your score on the actual assessment, your results may help you gauge your readiness to test and help identify any areas for further study.

Selected-Response Answer Key

Module 1

Question Number	Objective Number	Correct Response	Your Response	Correct?
1.	0001	D		Y N
2.	0001	A		Y N
3.	0001	A		Y N
4.	0001	C		Y N
5.	0001	C		Y N
6.	0001	D		Y N
7.	0001	C		Y N
8.	0001	D		Y N
9.	0002	A		Y N
10.	0002	A		Y N
11.	0002	B		Y N
12.	0002	A		Y N
13.	0002	B		Y N
14.	0002	A		Y N
15.	0002	B		Y N
16.	0002	B		Y N
17.	0003	D		Y N
18.	0003	D		Y N
19.	0003	A		Y N
20.	0003	D		Y N
21.	0003	A		Y N
22.	0003	A		Y N
23.	0003	A		Y N
24.	0003	C		Y N
25.	0004	D		Y N
26.	0004	D		Y N
27.	0004	B		Y N
28.	0004	A		Y N
29.	0004	C		Y N
30.	0004	D		Y N
31.	0004	B		Y N
32.	0004	A		Y N
33.	0005	B		Y N
34.	0005	C		Y N
35.	0005	D		Y N

Module 1 *(continued)*

Question Number	Objective Number	Correct Response	Your Response	Correct?
36.	0005	C		Y N
37.	0005	D		Y N
38.	0005	B		Y N
39.	0005	C		Y N
40.	0005	C		Y N

_____ correct out of 40

Module 2

Question Number	Objective Number	Correct Response	Your Response	Correct?
1.	0006	C		Y N
2.	0006	A		Y N
3.	0006	C		Y N
4.	0006	D		Y N
5.	0006	A		Y N
6.	0006	B		Y N
7.	0006	A		Y N
8.	0006	B		Y N
9.	0006	D		Y N
10.	0007	B		Y N
11.	0007	A		Y N
12.	0007	D		Y N
13.	0007	D		Y N
14.	0007	A		Y N
15.	0007	B		Y N
16.	0007	D		Y N
17.	0007	A		Y N
18.	0008	B		Y N
19.	0008	A		Y N
20.	0008	A		Y N
21.	0008	C		Y N
22.	0008	A		Y N
23.	0008	D		Y N
24.	0008	A		Y N
25.	0008	B		Y N
26.	0009	B		Y N

Module 2 *(continued)*

Question Number	Objective Number	Correct Response	Your Response	Correct?
27.	0009	C		Y N
28.	0009	D		Y N
29.	0009	C		Y N
30.	0009	D		Y N
31.	0009	A		Y N
32.	0009	B		Y N
33.	0009	A		Y N
34.	0010	A		Y N
35.	0010	D		Y N
36.	0010	C		Y N
37.	0010	D		Y N
38.	0010	C		Y N
39.	0010	A		Y N
40.	0010	C		Y N
41.	0010	D		Y N
42.	0010	C		Y N
43.	0011	B		Y N
44.	0011	A		Y N
45.	0011	B		Y N
46.	0011	B		Y N
47.	0011	C		Y N
48.	0011	C		Y N
49.	0011	B		Y N
50.	0011	B		Y N

___ correct out of 50

Module 3

Question Number	Objective Number	Correct Response	Your Response	Correct?
1.	0012	D		Y N
2.	0012	A		Y N
3.	0012	A		Y N
4.	0012	C		Y N
5.	0012	C		Y N
6.	0012	B		Y N
7.	0012	C		Y N

Module 3 (continued)

Question Number	Objective Number	Correct Response	Your Response	Correct?
8.	0012	B		Y N
9.	0012	A		Y N
10.	0012	B		Y N
11.	0012	C		Y N
12.	0012	B		Y N
13.	0012	A		Y N
14.	0012	C		Y N
15.	0012	D		Y N
16.	0012	B		Y N
17.	0012	C		Y N
18.	0013	B		Y N
19.	0013	D		Y N
20.	0013	C		Y N
21.	0013	B		Y N
22.	0013	A		Y N
23.	0013	D		Y N
24.	0013	D		Y N
25.	0013	C		Y N
26.	0013	A		Y N
27.	0013	C		Y N
28.	0013	B		Y N
29.	0013	A		Y N
30.	0013	C		Y N
31.	0013	D		Y N
32.	0013	A		Y N
33.	0013	A		Y N
34.	0013	C		Y N
35.	0014	B		Y N
36.	0014	A		Y N
37.	0014	A		Y N
38.	0014	D		Y N
39.	0014	C		Y N
40.	0014	D		Y N
41.	0014	C		Y N
42.	0014	A		Y N
43.	0014	D		Y N

Module 3 *(continued)*

Question Number	Objective Number	Correct Response	Your Response	Correct?
44.	0014	C		Y N
45.	0014	A		Y N
46.	0014	D		Y N
47.	0014	B		Y N
48.	0014	B		Y N
49.	0014	C		Y N
50.	0014	A		Y N

____ correct out of 50