



pennsylvania
EDUCATOR CERTIFICATION TESTS

Special Education PreK–8

PRACTICE TEST

Modules 1 and 2

Produced by the Evaluation Systems group of Pearson



pennsylvania
EDUCATOR CERTIFICATION TESTS

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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 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
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Question Number	Your Response
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Module 2

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Question Number	Your Response
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References

Common Acronyms

AAC (augmentative and alternative communication)

ADHD (attention-deficit/hyperactivity disorder)

ASD (autism spectrum disorder)

ELL (English language learner)

ESL (English as a Second Language)

FBA (Functional Behavioral Assessment)

IDEA (Individuals with Disabilities Education Improvement Act)

IEP (Individualized Education Program)

IFSP (Individualized Family Service Plan)

PE (physical education)

RtII (Response to Instruction and Intervention)

SDI (specially designed instruction)

SLT (speech language therapist)

Selected-Response Items

Module 1

1. When determining the least restrictive environment (LRE) for a student with disabilities, the student's IEP team should be guided primarily by which of the following factors?
 - A. the credentials and experience of the district professionals who are available to work with the student
 - B. the frequency, duration, and intensity of the identified services needed by the student
 - C. the relative costs of the modifications, services, and placement options being considered for the student
 - D. the collective opinion of the service providers who have previously worked with the student

2. According to Part C of the IDEA, which of the following instruments is used to document and guide early intervention services for infants and toddlers with developmental delays?
 - A. Individualized Family Service Plan (IFSP)
 - B. Individualized Education Program (IEP)
 - C. Section 504 Plan
 - D. Individualized Transition Plan (ITP)

3. The parents of a student with a physical disability are unable to attend an IEP team meeting for their child. During the meeting, the IEP team recommends modifications to the student's transportation services and mobility supports. In this situation, the IEP team's *next* responsibility would be to:
 - A. notify the providers of the student's transportation services and mobility supports about the upcoming changes.
 - B. conduct a reevaluation of the student's need for other instructional supports and related services in light of the modifications.
 - C. note the parents' absence at the IEP meeting in the student's IEP file and make plans to implement the modifications.
 - D. document the IEP modifications and their reasons for recommending them and send this information to the parents.

4. A second grader with ASD has been attending a general education class for several weeks. The student has spent most of her time with a paraeducator in a private area of the classroom working on activities designed to prepare her for inclusion in the class. Although the general education teacher is aware that the student's IEP specifies that she be included with her peers, the teacher has made little effort to involve her in class activities. The special education teacher decides to speak with the general education teacher about including the student more in class activities. The special education teacher also plans to spend more time in the classroom, facilitating the student's class participation and modeling ways to engage her productively with peers. The special education teacher's actions in this situation best demonstrate her understanding of how to:
 - A. reflect on personal biases as related to teaching students with disabilities.
 - B. advocate for the needs and rights of individual students with disabilities.
 - C. engage in lifelong professional growth as related to teaching students with disabilities.
 - D. fulfill the role of consultant to school personnel who serve students with disabilities.

5. Which of the following is a guaranteed right of due process for parents/guardians of children with disabilities?
- A. selecting a special education teacher within their school district to be their child's main teacher
 - B. determining which assessments will be administered to their child by each member of a school's multidisciplinary evaluation team
 - C. viewing their child's comprehensive educational records at any point during the school year
 - D. providing a specific sequence of goals for their child's teachers and other service providers to address within a given school year
6. The theories and philosophies of Maria Montessori most strongly influenced which of the following approaches to special education?
- A. Family members should be involved in working in the classroom of a child needing special education services.
 - B. Education should occur in a highly structured and ordered manner based on each child's chronological age.
 - C. A child with a disability needs to begin vocational training as soon as possible in the child's educational career.
 - D. Learning activities should be adjusted to each child's unique abilities, skills, and interests.
7. In which of the following ways does the agreement reached in *Gaskin v. Pennsylvania Department of Education* most directly relate to the mandates of the IDEA?
- A. It provides funding to enable the IDEA-mandated participation of students with disabilities in extracurricular and nonacademic activities.
 - B. It clarifies the meaning and execution in Pennsylvania schools of the IDEA requirement that students with disabilities be educated with students without disabilities to the maximum extent possible.
 - C. It requires that the IDEA-mandated free and appropriate education for students with disabilities provision include requiring necessary supplementary aids and services at public expense.
 - D. It defines the progression of placements in the continuum of placements required by the IDEA for students with disabilities.

8. A special educator co-teaches in a first-grade classroom. One of the students has a pragmatic language disorder and receives services from an SLT within the classroom twice a week. The student would likely benefit most from these services if the teachers use which of the following strategies?
- A. arranging for the SLT to support the student during circle time and cooperative group times
 - B. establishing a work area in a quiet corner of the room to reduce distractions while the student and the SLT work together
 - C. scheduling the SLT to work with the student during classroom discussions to help clarify any statements he makes
 - D. choosing a peer in the class to work with the SLT and the student on a regular basis
9. A new middle school special education teacher will be working with an experienced paraeducator who will assist in providing services to students in the special education program. Which of the following steps would be most effective for the teacher to take *first* as he prepares for his initial meeting with the paraeducator?
- A. gathering anecdotal information about the paraeducator from other teachers who have worked with her
 - B. compiling a comprehensive list of program needs and associated tasks for a paraeducator to complete
 - C. asking the paraeducator to provide a résumé and other documentation of her work experience
 - D. familiarizing himself with the defined roles and expectations for paraeducators in his district

10. A special education teacher and a general education teacher co-teach a kindergarten class that includes several students with disabilities. The teachers are designing a mathematics learning center to give students practice with shapes and patterns. The general education teacher wants to use some materials in the center that the special education teacher feels may not be very accessible to the students with disabilities. Which of the following strategies would likely be most effective for the special education teacher to use to promote communication and collaboration between the teachers?
- A. requesting some space in the learning center and designating an area with materials especially for the students with disabilities
 - B. voicing her concerns directly and providing research articles about students with disabilities to support her opinion about the materials
 - C. agreeing to the use of the materials in the learning center but then providing the students with disabilities extra support in using the materials
 - D. pointing out specific aspects of the materials that may be challenging for the students with disabilities and suggesting possible alternative materials
11. The primary purpose of the Pennsylvania Child Find system is to:
- A. conduct screenings and other activities to identify children who may need special education and related services.
 - B. provide financial support to the families/caregivers of children who have been identified as having a disability.
 - C. maintain a secure database of the educational records for children who receive special education and related services.
 - D. monitor local education agencies' compliance with legal regulations regarding children with disabilities.

12. A new fourth-grade teacher's class includes a student with ADHD. The special education teacher is meeting with the teacher to review the student's Section 504 Plan. The special education teacher's primary goal in this meeting should be to:
- A. discuss with the teacher when the student's parents should be contacted regarding their child's behavior.
 - B. help the teacher understand the accommodations specified for the student.
 - C. direct the teacher to resources with background information about the student's disability.
 - D. establish procedures for monitoring the teacher's compliance in implementing the student's accommodations.
13. An IFSP team is developing a transition plan for a three-year-old child with fetal alcohol syndrome (FAS) who will be entering public preschool. The special education teacher who serves as the service coordinator wants to engage the parents as collaborative partners in this process. Which of the following strategies would be most appropriate and effective for the teacher to use in beginning to accomplish this goal?
- A. encouraging the parents to write down comments and concerns for the teacher to share with members of the team at an appropriate time
 - B. suggesting that the parents observe and take notes about the transition planning process during the first meeting
 - C. asking the parents to provide information to help team members understand the family's concerns, resources, and priorities
 - D. referring the parents to online and print resources that offer general information about the transition planning process

14. A special education teacher is meeting for the first time with the parents of a third-grade student who has an IEP. The student's parents require the services of an interpreter, so the teacher arranges for one to be present. During the meeting, the teacher makes a point of addressing his questions and responses to the interpreter and uses the time the interpreter is listening to the parents' responses and comments to take notes. Of the following, the most significant problem with the teacher's approach is that he:
- A. keeps a written record of the parents' comments and concerns.
 - B. shows a lack of respect for the parents by not speaking to them directly.
 - C. neglects to ask the student to translate for her parents.
 - D. assumes the parents would be comfortable using an interpreter.
15. Which of the following is true regarding transitions for students with special needs at age three?
- A. The parents/guardians of a child who is eligible for special education services are required to obtain such services for their child.
 - B. Planning meetings will take place in the year after the child's third birthday to discuss options and the transition process.
 - C. Decisions regarding the child's services and family supports should be made with the child's family/caregivers.
 - D. A transition planning meeting must occur before the end of June during the year the child turns three.
16. In typical childhood motor development, which of the following abilities generally emerges *first*?
- A. descending stairs using alternating feet
 - B. hopping forward on one foot at least ten times
 - C. running smoothly in one direction
 - D. performing a series of forward rolls

17. Elementary school students with Asperger syndrome typically have the most difficulty with which of the following aspects of oral language development?
- A. use of appropriate intonation and inflection
 - B. expansion of expressive vocabulary
 - C. application of different verb tenses
 - D. formation of complex spoken sentences
18. A young child exposed to high levels of lead is most likely to develop which of the following conditions as a result?
- A. visual impairment
 - B. severe food allergies
 - C. type 2 diabetes
 - D. impaired cognitive skills
19. A child with fragile X syndrome will most likely show a developmental profile of social and emotional development that is most similar to children with which of the following disabilities?
- A. muscular dystrophy
 - B. autism spectrum disorder
 - C. cerebral palsy
 - D. absence seizure disorder
20. In typical physical development, which of the following fine-motor skills do children usually develop *last*?
- A. stacking and building with blocks
 - B. buttoning large buttons
 - C. copying circles and crosses with crayons
 - D. stringing large beads

21. The development of learned helplessness in students with learning disabilities is most closely linked to:
- A. repeated academic failure.
 - B. mild cognitive deficit.
 - C. high parental expectations.
 - D. delayed physical growth.
22. A special education teacher co-teaches in a culturally diverse second-grade class that includes several students with disabilities. The teacher notices that two students who come from the same cultural background have particular difficulty paying attention during extended listening tasks, such as teacher read-alouds. The teacher wonders if the students may have undiagnosed attention disorders. Which of the following should be the teacher's *first* consideration when reflecting on this situation?
- A. The teacher may be unconsciously communicating lower expectations to these students than to other students.
 - B. Learning disabilities may manifest themselves differently in students from different cultures.
 - C. The students may not yet have developed the necessary expressive vocabulary skills to benefit from teacher read-alouds.
 - D. Teacher-led activities may not be compatible with the students' personal and culturally influenced learning preferences.
23. To provide effective social skills instruction to elementary school students with disabilities, teachers should ensure that role-playing and practice activities:
- A. acknowledge the effects of students' disabilities directly.
 - B. are age appropriate and relevant to students' lives.
 - C. introduce mnemonics designed to help students recall social conventions.
 - D. are entirely improvised by students without teacher input.

24. A child with Down syndrome is at a higher risk than typical children for developing which of the following health problems?
- A. heart defects
 - B. spastic muscles
 - C. hardening of the arteries
 - D. brain aneurysms
25. Before the beginning of the new school year, a fourth-grade teacher sends a letter to the students in her upcoming class. She provides some personal information, including why she enjoys teaching; tells about a few of her recent summer experiences; writes that she is looking forward to learning about their summer activities; and includes a list of classroom supplies the students will need. The greatest benefit of sending a letter such as this is that it provides a way for the teacher to:
- A. ensure that students will be prepared for the upcoming school year.
 - B. foster positive rapport with students.
 - C. encourage students to reflect upon their summer activities.
 - D. give students an idea of the teacher's expectations.
26. An IEP team is developing an annual IEP for a five-year-old student with significant developmental delays. Which of the following factors would be most important for the team to take into account when creating goals for fostering the student's self-help skills?
- A. the availability of adaptive equipment for performing self-help skills
 - B. the level of interest the student has in learning self-help skills
 - C. the types of self-help skills typical five-year-olds are able to perform
 - D. the family's attitudes and understanding about the development of self-help skills

27. Elementary students with moderate intellectual disabilities typically benefit most from an educational approach that:
- A. weaves creative visual and performing arts activities throughout the curriculum.
 - B. promotes daily living skills through drill and practice.
 - C. integrates a functional curriculum with hands-on community-based learning.
 - D. focuses primarily on guided discovery learning.
28. A third-grade student with dyscalculia is likely to have the most difficulty with which of the following tasks?
- A. cutting out pictures from magazines to create a collage
 - B. saying a word that rhymes with a word stated by the teacher
 - C. playing a game involving quantity and place value
 - D. copying a word from the class word wall to use in a story
29. The parents of a prekindergarten student with developmental delays consult with a special education teacher about how to support her learning at home. Which of the following teacher recommendations is likely to have the most significant long-term impact on this child's literacy development?
- A. "Give her various types of drawing and coloring activities to help develop her creativity."
 - B. "Help her learn how to write her name and the names of other family members."
 - C. "Use flashcards to provide her with practice recognizing the letters of the alphabet."
 - D. "Read aloud a variety of children's fiction and nonfiction books to her on a regular basis."

30. A five-year-old with Down syndrome and associated language delays uses a speech-generating communication device that supplies the spoken word and/or related sound when she touches a picture on the screen. Which of the following is the most important benefit of this intervention for the child's future learning?
- A. supporting her acquisition of vocabulary and concepts
 - B. promoting her problem-solving skills
 - C. improving her understanding of print concepts
 - D. helping extend the length of her attention span
31. Administering a universal screening to all kindergarten students three times during the school year is done primarily for which of the following purposes?
- A. gathering student data so that first-grade teachers can effectively develop curriculum content
 - B. determining why students are underperforming and in need of individualized special education instruction
 - C. identifying those students who may be at risk and in need of additional behavioral and instructional support
 - D. establishing a baseline from which to monitor individual student progress
32. A second-grade student is referred for a comprehensive individual evaluation because of an inability to recall the letters of the alphabet in sequential order and an inability to make letter-sound associations. When selecting assessment instruments to include in this student's evaluation, the team should *first* consider an assessment instrument's ability to:
- A. produce data relevant to the student's educational needs.
 - B. measure the student's development across multiple domains.
 - C. be modified to accommodate the student's disability.
 - D. provide a baseline for measuring the student's future progress.

33. A four-year-old preschooler demonstrates repetitive motor behaviors such as hand flapping and spinning. These behaviors interfere with the classroom routine and the child's ability to play. The special education teacher observes the preschooler and records that these behaviors consistently occur when he is asked to transition from one activity to another. In relationship to the identified behaviors, the transition times can best be described as:
- A. consequences.
 - B. reinforcers.
 - C. antecedents.
 - D. interventions.
34. A special education teacher would like to assess a third-grade student's reading ability in the areas of decoding, vocabulary, and fluency. Which of the following types of assessments should the teacher use to collect this diagnostic information?
- A. benchmark for learning outcomes
 - B. informal reading inventory
 - C. standardized reading achievement test
 - D. curriculum-based measurement
35. An early childhood special education teacher is planning to conduct weekly home visits to observe a ten-month-old child who has Down syndrome. Which of the following data collection tools would be most appropriate for the teacher to use in this situation?
- A. informal parent interview
 - B. readiness assessment
 - C. criterion-referenced measures
 - D. developmental checklist

36. A fifth-grade student receives special education services due to a specific learning disability and ADHD. He is easily distracted, fidgets with school materials when seated at his desk, and disturbs classmates. The most effective way for the special education teacher to accommodate this student's learning and behavioral needs during classroom assessments would be to alter which of the following aspects?
- A. response
 - B. schedule
 - C. setting
 - D. presentation
37. A four-year-old child was referred to the multidisciplinary team for an evaluation to determine if he meets the criteria for ASD. Which of the following reflects the best practice in communicating the evaluation results to the child's parents?
- A. describing the child's behavior using concrete observable examples across settings
 - B. using professional terminology to support the behavioral diagnosis
 - C. comparing the child's behavior using normative samples
 - D. using general statements to suggest the need to gather ongoing behavioral information
38. A special education teacher wishes to minimize bias when administering achievement assessments to elementary school students from culturally diverse backgrounds. To achieve this goal, the teacher should use which of the following types of assessment instruments?
- A. formative
 - B. authentic
 - C. diagnostic
 - D. screening

39. A fifth grader with a specific learning disability and ADHD receives services in a general education classroom. Although the fifth-grade teacher has implemented all the modifications in the student's IEP, she has not made the expected academic or behavioral progress. The fifth-grade teacher has now asked the IEP team to consider whether the student would benefit from receiving some of her services in an alternative setting. The IEP team's best *initial* response in this situation would be to:
- A. evaluate whether adjustments to the student's classroom instruction might lead to greater success.
 - B. inform the student of the teacher's concerns and ask what she thinks of the proposed change.
 - C. schedule daily study periods for the student in the resource room with the special education teacher.
 - D. arrange for a paraeducator to be assigned to work with the student in her current placement.
40. An IEP team has determined that an elementary school student with ASD would benefit from using an electronic communication board. Which of the following questions would be most important for the team to ask when considering how to incorporate this type of assistive technology into the student's IEP?
- A. Are school staff members who work with the student trained in the proper use of electronic communication boards?
 - B. Which of the student's annual goals will the device enable him to meet?
 - C. What previous experience does the student have using assistive devices such as electronic communication boards?
 - D. How will the purchase and maintenance of the device be funded?

41. An RtII team is working with a bilingual assessor to conduct an evaluation of a young ELL. Preliminary assessment results indicate that the student may have a mild intellectual disability. In which of the following ways could the team best confirm that this finding is unrelated to second-language acquisition issues?
- A. by using informal assessment procedures and instruments rather than formal standardized procedures and instruments to evaluate the student
 - B. by recommending that the student be reevaluated using a different bilingual assessor and comparing the results of the two evaluations
 - C. by asking a colleague who is well versed in special education and ESL instruction to review the evaluation procedures for possible bias
 - D. by meeting with the student's parents/guardians and an interpreter to inquire about the student's behaviors and abilities outside of school
42. An IEP team has determined that a first-grade student with fine-motor deficits will receive instruction in the general education classroom with supplementary aids and services. Which of the following provisions included in the IEP would likely best address the student's motor deficits?
- A. allowing the student to choose whether to participate in activities requiring the use of fine-motor skills
 - B. providing the student with alternate activities when the class is doing work requiring fine-motor skills
 - C. providing the student multiple accommodations for physically performing tasks involving fine-motor skills
 - D. using more lenient or flexible criteria to grade the student on tasks involving fine-motor skills

43. An IEP team is reviewing a recently drafted IEP for a middle school student with ASD and an associated intellectual disability. Which of the following questions would be most important for the IEP team to focus on during this review?
- A. Does the IEP clearly distinguish between the student's academic needs and needs related to affective, social, and life skills?
 - B. Is the IEP sufficiently broad and inclusive to remain in effect until the student's reevaluation in three years?
 - C. Is current research supporting major components of the student's IEP cited within the document?
 - D. Does the IEP provide a detailed outline of what the student needs in order to access and make progress in the general education curriculum?
44. Which of the following is a required component of a toddler's IFSP?
- A. a description of the qualifications of specialists and other professionals who will be working with the child
 - B. a list of any known genetic or environmental factors that may be relevant to the child's disability
 - C. a statement of the family's resources, priorities, and concerns relating to enhancing the child's development
 - D. a summary of the research that supports the interventions that will be implemented with the child
45. Members of a two-year-old child's IFSP team are in the process of identifying services and supports that the child will need to meet the goals specified in the IFSP. The team members can best ensure the selection of effective and appropriate services and supports for the child's plan by emphasizing which of the following factors in their deliberations?
- A. the educational background of adults at home who will work with the child
 - B. the current strengths and skills exhibited by the child in various domains
 - C. the methods that will be used to monitor and evaluate the child's progress
 - D. the resources available in local preschools the child may attend in the future

Module 2

1. A special education teacher works in an eighth-grade classroom in which there are two students with high-functioning ASD. Both students have difficulty transitioning between activities within the classroom or to different settings such as music class and the cafeteria. Which of the following strategies would likely be most effective for the teacher to try *first* to facilitate more successful transitions for these students?
 - A. making an announcement to the class five minutes before each transition takes place and setting a timer for five minutes
 - B. discussing with the students at the beginning of each school day the specific transitions they are likely to have that day
 - C. developing a visual schedule for the students that shows the activities for the day in the order that they will occur
 - D. encouraging the two students to provide peer support to one another to complete activities and to move on to new activities as scheduled

2. A kindergarten teacher is planning an activity in which the students will be sorting blocks of various shapes and colors into containers. A five-year-old with cerebral palsy is able to discriminate shapes and colors, but her motor control problems will prevent her from physically manipulating the blocks. Which of the following would be the teacher's best approach in this situation?
 - A. arranging for the student to participate using a different mode, such as using gestures or verbal prompts to indicate where a peer buddy should put the blocks
 - B. ensuring that the student is seated in a position that allows her to observe and talk with classmates who are doing the sorting activity
 - C. arranging for the student to receive related instruction from her special education teacher in the resource room while the activity is taking place in the classroom
 - D. ensuring that the student has access to other materials, such as picture books, that illustrate the key concepts being addressed

3. During the upcoming school year, a general education fourth-grade class will include a student with a mild intellectual disability. The fourth-grade teacher wants to structure the learning environment in a way that will support the student's learning, and he confers with the special education teacher. The special education teacher's best advice would be to suggest that the fourth-grade teacher:
 - A. seat the student at the front of the room to allow him to offer continuous guidance and monitoring.
 - B. create a predictable environment and explicitly teach the student classroom procedures.
 - C. establish a study buddy system to ensure that the student receives regular assistance from classmates.
 - D. set up a wide range of activity centers and give the student a considerable amount of independent choice.

4. When asked to put away a favorite toy a seven-year-old student with an intellectual disability throws himself on the floor screaming and crying. Which of the following questions should be the special education teacher's primary consideration when determining how to respond in this situation?
 - A. How can I eliminate the student's disruptive behavior as quickly as possible?
 - B. What are the school policies for handling disruptive behaviors?
 - C. How can I bring about the desired behavior while maintaining the student's dignity?
 - D. How can I restrain the student from putting himself or others in danger?

5. A special education teacher and a general education teacher co-teach in an inclusion kindergarten class. The teachers are planning a field trip to the local zoo. They are aware that a student with ASD has extreme difficulty with changes in routine and that going on the field trip is likely to be challenging for her. Which of the following strategies is likely to be most effective in helping prevent the student from having a crisis during the field trip?
- A. asking the student's family to make sure she gets a good night's rest and eats a good breakfast before the trip
 - B. establishing rules for proper behavior on field trips before leaving for the trip
 - C. talking with the student in the days leading up to the trip about the zoo and what the class will see and do there
 - D. pairing the student with a classmate who can serve as her buddy during the field trip
6. An 11-year-old student with Down syndrome and an associated mild intellectual disability attends a general education sixth-grade class full time with a special education teacher providing consultation support. The sixth-grade teacher notices that the student has trouble transitioning between lessons. For example, the student often mixes up the books and papers he is putting away with those he is taking out. The sixth-grade teacher asks the special education teacher how best to address this issue. Which of the following strategies would likely be most helpful for the special education teacher to suggest?
- A. seating the student near the teacher's desk so that the teacher can provide direct hands-on assistance to facilitate his transitions
 - B. helping the student color-code his materials to provide visual cues that will support his ability to make transitions independently
 - C. developing a signal to use to alert the student ten minutes before a transition so that he can begin transitioning ahead of time
 - D. asking classmates who sit near the student to take turns taking out and putting away materials for him during transitions

7. Which of the following strategies by a special education teacher in an elementary school has the greatest potential for promoting positive attitudes toward students with disabilities by general education teachers?
- A. identifying for the teachers a selection of resources where they can search for information about students' disabilities
 - B. offering to help the teachers define professional goals related to teaching students with disabilities
 - C. explaining to the teachers the concept of least restrictive environment (LRE) for students with disabilities and how it is implemented
 - D. providing the teachers with training on working with students with disabilities and strategies for meeting students' specific needs
8. Which of the following adaptations to the physical environment in a fifth-grade classroom would best support the learning needs of students with ADHD?
- A. providing individual study spaces that are free of distractions where students can work as needed
 - B. emphasizing the use of instructional materials with brightly colored backgrounds and high-contrast print
 - C. providing background music or white noise while students are working independently
 - D. labeling clearly the locations of instructional materials and supplies for various tasks
9. Which of the following types of words would be most typical in the vocabulary of a child in the earliest stage of first-language acquisition?
- A. adjectives for emotions like *angry* and *excited*
 - B. verbs for observed actions like *driving* and *cooking*
 - C. nouns for common objects like *ball* and *cookie*
 - D. question words like *where* and *who*

10. A special education teacher is working with a small group of kindergarten students that includes two students with developmental delays. The teacher is working on developing oral language skills that support literacy development. Which of the following teacher strategies would best address this goal?
- A. helping students count the number of different letters that occur in each of their names
 - B. showing students a wordless picture book and asking them to identify familiar objects and actions in the illustrations
 - C. asking students to sing the alphabet song while the teacher points to each letter as it is sung
 - D. reading aloud a familiar nursery rhyme and asking students for rhyming words to replace words in the nursery rhyme
11. Which of the following oral language activities develops skills that are prerequisites for decoding words when reading?
- A. breaking a spoken word into individual sounds
 - B. spelling a word aloud correctly
 - C. reciting the letters of the alphabet
 - D. providing a word or phrase to complete a spoken sentence
12. Before a first-grade student who is nonspeaking is taught how to use an AAC device such as a graphic communication board or a voice output communication aid (VOCA), the student should first have the ability to:
- A. choose vocabulary options that are most appropriate for his or her interests.
 - B. produce intentional communication and understand the meaning of symbols.
 - C. comprehend language at an age-appropriate level of competence.
 - D. use supplementary methods to communicate with those unfamiliar with AAC devices.

13. When a four-year-old with ASD who is nonverbal wants something, she will grab an adult's hand and shove it toward the desired object. One of the child's communication goals is that she will request objects she wants. Which of the following would be the special education teacher's best *initial* strategy for helping the child achieve this goal?
- A. making picture cards of the child's favorite objects and prompting her to present a card to the teacher when she wants a specific object
 - B. pointing to a desired object while saying its name and requiring the child to repeat the name in order to receive the object from the teacher
 - C. removing the child's favorite objects from sight in order to motivate her to attempt to find another way of expressing what she wants
 - D. responding to the child's hand shoving by handing her the indicated object while modeling the words she should use to ask for it
14. A special education teacher is planning instruction for a four-year-old child with language delays. Which of the following strategies would likely be most effective for promoting the child's expressive language development?
- A. rewarding her with a desired item every time she initiates communication
 - B. using toys and dress-up materials to engage with her in pretend play
 - C. making a set of picture flashcards and asking her to name the pictures shown to her
 - D. asking her simple questions about her family members or favorite activities

15. A special education teacher is working with several third-grade students with learning disabilities who have difficulty entering into the activities of others. For example, the students often watch classmates' games on the playground but do not take steps to participate. Which of the following would be the special education teacher's best *initial* strategy for helping these students learn how to join classmates' play activities?
- A. encouraging the students to observe other classmates' successful joining behaviors and to try out these behaviors themselves
 - B. talking with the other third graders about the importance of including everyone and asking them to invite the students to join them
 - C. teaching the students specific joining behaviors such as smiling and requesting and having them role-play the behaviors
 - D. engaging the students in appealing new playground activities that will prompt their classmates to ask to join them
16. A five-year-old who has been receiving preschool early intervention services will be transitioning to kindergarten. Which of the following strategies by the child's preschool IEP team and kindergarten IEP team would be likely to contribute most to a successful transition for the child?
- A. arranging for the child's preschool teachers to visit her occasionally in the kindergarten classroom
 - B. asking the child's family to select a favorite toy or blanket for her to bring with her to kindergarten
 - C. rearranging the kindergarten classroom to be as similar as possible to the child's preschool classroom
 - D. maintaining ongoing contact with the child's family before and after her entry into kindergarten

17. A 12-year-old student with a learning disability has a health impairment that requires her to take certain medications on a strict schedule. Early in her seventh-grade year, the student informs her special education teacher that she will be away during the summer visiting relatives. The most appropriate step for the student's IEP team to take to promote her physical well-being during her trip would be to:
- A. encourage her parents to make advance preparations to bring her home quickly from the trip if the need arises.
 - B. ensure that she has a reliable means of contacting her parents in health emergencies.
 - C. arrange for the school nurse to teach her medical self-management skills and monitor her use of them during the school year.
 - D. research what health-care facilities will be available to her and recommend which to use if necessary.
18. A kindergartner with a spinal cord injury uses a manual communication board. The student points to pictures or words on the communication board to indicate her wants and needs, express her feelings, and otherwise communicate with others. When the student transitions to first grade, which of the following would be the most important preparation to take regarding the communication board?
- A. exchanging her current communication board for a more technologically advanced communication device
 - B. teaching her strategies for increasing the speed and efficiency with which she uses the communication board
 - C. replacing up to half of the communication board's picture cards with word cards to better reflect the elementary school curriculum
 - D. ensuring that the words and pictures the communication board displays are relevant to her needs in the new situation

19. An IFSP is being developed for a two-year-old child with developmental delays. Which of the following would be an important principle to follow to ensure the effectiveness of the IFSP?
- A. modeling supports and services on plans that have proven successful with similar toddlers and families
 - B. starting the process by determining the availability of various supports and services
 - C. embedding supports and services within the child's and family's typical routines
 - D. using a standard preschool curriculum as a guide to the types of supports and services to emphasize in the plan
20. As specified in the individual health plan of a student with a physical disability, a special education teacher is using antecedent prompts to help the student learn to feed himself. Which of the following procedures should the special education teacher follow when using antecedent prompts?
- A. removing the prompts as soon as the student has performed the task successfully
 - B. using uniformly strong prompts throughout the course of instruction
 - C. continuing to use the prompts after the student has performed the task
 - D. fading the prompts over the course of instruction
21. A 13-year-old eighth-grade student with cerebral palsy has expressed a strong interest in gaining greater independence in her life. The student says she wants to start by taking a lead role in making decisions at her upcoming annual IEP meeting. The student's team could best help the student prepare for this role by suggesting that she *first*:
- A. make a list of her priorities for personal development over the course of the next school year.
 - B. complete a self-inventory of her strengths, weaknesses, learning needs, and goals.
 - C. identify potential obstacles that she is likely to encounter as she pursues her objective.
 - D. review the required courses, electives, clubs, and other school programs available to her in the upcoming year.

22. A sixth-grade student with a significant intellectual disability is about to begin receiving instruction to promote her participation in leisure activities. The best *first* step for the special education teacher to take when initiating instruction would be to:
- A. help the student identify activities that are of personal interest to her.
 - B. suggest activities at which the student is likely to experience immediate success.
 - C. help the student choose an activity from the sports and clubs offered at the school.
 - D. suggest activities that the student's classmates enjoy participating in.
23. A sixth-grade student with TBI participates in informal craft classes at a community center once a week after school. The student enjoys this activity very much but always becomes angry and throws materials when her family comes to pick her up. Her family members tell the special education teacher that they want to encourage her to participate in this activity, but they are concerned about her inappropriate behavior. The special education teacher's best advice in this situation would be to suggest that the family:
- A. establish a routine together for ending the activity and use this routine every time they come to pick her up.
 - B. purchase craft supplies for the student to use at home instead of going to the community center.
 - C. remind the student on craft day that she must behave appropriately if she wants to continue attending class.
 - D. meet with community center staff to discuss arranging a one-on-one aide for the student during the activity.

24. Reading assessments for an eight-year-old student with Down syndrome indicate that he demonstrates strength in sight-word recognition and can read simple books that contain familiar words. The student can also identify each letter of the alphabet and the most common sounds associated with each letter. However, he has not learned to use phonics to decode words, and his general comprehension of language, both written and spoken, lags behind that of his peers. Based on these assessment results, which of the following modifications would likely be most appropriate for the special education teacher to recommend for promoting the student's reading development?
- A. centering the student's reading instruction on functional reading skills, using texts related to daily living tasks such as grocery shopping and reading a bus schedule
 - B. involving the student regularly in choral reading activities, such as readers theatre, to give him the experience of reading fluently with appropriate expression
 - C. focusing primarily on increasing the student's sight-word vocabulary, with emphasis on words that he will encounter later in content-area instruction
 - D. teaching reading skills to the student in the standard sequence, but modifying the pace of instruction by embedding additional structured guidance and repeated practice in lessons
25. A child is able to identify individual words in spoken sentences. According to the continuum of phonological awareness, which of the following skills is the child most likely to develop *next*?
- A. segmenting spoken words into syllables
 - B. connecting consonant letters with their corresponding sounds
 - C. segmenting words into individual sounds
 - D. blending a series of sounds to produce a word

26. A fourth-grade student with a specific learning disability and ADHD is a struggling reader. The student has limited understanding of what she reads primarily due to poor working memory and weak decoding and vocabulary skills. Literacy instruction for the student should focus *first* on improving her skills in which of the following areas?
- A. reading fluency
 - B. word recognition
 - C. academic language
 - D. listening comprehension
27. A second-grade student with a specific learning disability can identify the sounds associated with individual letters of the alphabet but has difficulty applying this knowledge to decoding words in a text. When reading aloud, she often omits letters, syllables, and word endings. Which of the following teacher strategies is likely to be most effective in addressing the student's difficulty?
- A. providing the student with intensive instruction in recognizing high-frequency sight words
 - B. teaching the student to attend to context clues within a text to help her identify unfamiliar words
 - C. giving the student repeated guided practice in blending the sounds of letters in written words
 - D. engaging the student in wide and varied language experiences designed to build her vocabulary knowledge
28. A kindergarten student with developmental delays is having difficulty recognizing the letters of the alphabet. The special education teacher guides the student in using play dough or pipe cleaners to form a target letter while repeating the letter's name. This activity best demonstrates the teacher's understanding that beginning readers learn to recognize letters primarily by:
- A. associating a letter with the visual representation of a word that begins with that letter.
 - B. connecting a letter's shape with its most common corresponding sound.
 - C. attending to the distinguishing features of a letter, such as curved or straight lines.
 - D. having frequent exposure to a letter in an engaging learning environment.

29. An elementary school student with a mild intellectual disability understands that the consonant *s* represents the sound /s/ and the consonant *h* represents the sound /h/. However, the student has difficulty understanding that the consonant digraph *sh* represents the sound /sh/. The student's special education teacher would like to help promote the student's understanding of this concept. Which of the following activities would be most effective for this purpose?
- A. The teacher says the word *shoes*, and the student repeats the word while pointing to a pair of shoes.
 - B. The teacher says the words *seep*, *sheep*, and *sleep* and asks the student which word starts with /sh/.
 - C. The teacher asks the student what words start with /sh/, and the student says "shape and shiny."
 - D. The teacher says the sound /sh/, and the student repeats the sound while writing the letters *s* and *h* in sand.
30. A fifth-grade student with a specific learning disability and ADHD has just finished reading a short story written at her grade level. The student has significant difficulty retelling the story and answering literal comprehension questions about it. However, when her special education teacher reads the text aloud to her, she can accurately retell the story and answer both literal and inferential comprehension questions about it. The student's reading difficulties are most likely caused by limited skills in which of the following areas?
- A. word consciousness and word-learning strategies
 - B. phonics and word analysis
 - C. background knowledge and comprehension strategies
 - D. oral fluency and vocabulary
31. Which of the following factors is likely to have the most significant impact on a preschooler's emerging literacy development?
- A. the quality and variety of the child's oral vocabulary experiences
 - B. the child's level of interest in interacting with peers
 - C. the amount of information the child can retain in short-term memory
 - D. the child's sense of curiosity about the physical environment

32. A fourth-grade student with dysgraphia is likely to have most difficulty with which of the following tasks?
- A. identifying two written words that start with the same letter
 - B. segmenting and blending the individual sounds in a spoken word
 - C. forming letters on paper using a writing instrument
 - D. grasping the concept that written letters correspond to spoken sounds
33. A special education teacher is providing reading intervention for a group of first-grade students who are struggling readers. Prior to having students read a new book, the teacher guides the students in making predictions about the story by previewing the book's cover, title, pictures, and other features. This strategy is likely to support the students' comprehension of the book primarily by:
- A. encouraging their active engagement with the text.
 - B. increasing their awareness of the structure of the text.
 - C. promoting their fluent reading of the text.
 - D. developing their knowledge of key vocabulary in the text.
34. A fifth-grade student with a specific learning disability in reading comprehension is struggling with textbook reading assignments. His special education teacher wants to scaffold his comprehension by promoting his ability to recognize the structure of a text. The teacher could best address this goal by:
- A. reading aloud a text section-by-section with him and asking him to summarize each section.
 - B. helping him create graphic organizers that represent how key concepts in a text are related and organized.
 - C. having him scan a text for unfamiliar words and try to determine the meanings of the words based on context.
 - D. prompting him to make predictions about a text based on pictures and other graphic features in the text.

35. A special education teacher works with several middle school students who have emotional disturbance and specific learning disabilities in written expression. These students are often so concerned about spelling and mechanics when writing that they have difficulty developing coherent ideas. Which of the following activities is likely to be most effective in supporting these students' writing development?
- A. reading and analyzing examples of high-quality student writing
 - B. completing daily language exercises in grammar, punctuation, and spelling
 - C. participating in peer reviews of their own and other students' written work
 - D. engaging in daily, ungraded free writing on topics of their own choice
36. A special education teacher works with a group of third-grade students with disabilities who are struggling readers. After the group reads a book about a boy who writes interesting words on slips of paper and puts them in a box, the teacher provides each student with a box and slips of paper. The teacher encourages students to collect their own interesting words like the boy in the story did and then share words from their boxes with the group. The primary rationale for using this strategy is that this type of activity:
- A. enhances students' word recognition skills.
 - B. prompts students' use of word-learning strategies.
 - C. promotes students' word awareness.
 - D. develops students' knowledge of academic words.

37. A seventh-grade student with a specific learning disability in reading comprehension attends general education classes and receives support from a special education teacher in a resource room three hours each week. The student reads slowly and often struggles to complete class reading assignments in the allotted time. The student's special education teacher wants to teach her how to skim a content-area text for important ideas and begins by giving her a basic explanation of skimming. Which of the following steps would be most appropriate for the teacher to take *next*?
- A. guiding the student in skimming a current reading assignment for one of her classes
 - B. modeling for the student the process of skimming using a sample content-area text
 - C. asking the student to describe the benefits of using skimming as a content-area reading strategy
 - D. providing the student with a checklist of steps to follow when skimming a content-area text
38. A fourth-grade student with a specific learning disability in mathematics has just failed a mathematics quiz. When the student shows the quiz to his special education teacher, she sees that he has made the same error repeatedly, as illustrated by the following example: $239 + 446 = 6715$. The special education teacher arranges to meet later that afternoon with the student's fourth-grade teacher. The special education teacher's best recommendation regarding an instructional accommodation for the student would be to suggest that the fourth-grade teacher:
- A. have the student solve problems that reinforce the concept of place value.
 - B. give the student extended time to work on mathematics tests and quizzes.
 - C. pair the student with a classmate to memorize basic arithmetic facts using addition flashcards.
 - D. provide the student with tests and quizzes that contain fewer problems.

39. A fourth-grade student receives special education services due to a specific learning disability in mathematics. The student's special education teacher is scaffolding instruction to help her complete several addition problems involving decimals. First, the teacher recites aloud each step for completing an addition problem while the student listens and watches the teacher complete the problem. Next, the student recites the same steps aloud as she and the teacher complete a second addition problem together. Which of the following approaches would be most appropriate for the student and the teacher to use to complete a third addition problem?
- A. The student completes the problem independently, then describes to the teacher the steps she used.
 - B. The student quietly says the steps to herself as she completes the problem, and the teacher helps as needed.
 - C. The student reads a checklist of steps provided by the teacher, then uses the checklist while completing the problem.
 - D. The student completes the problem independently, and the teacher checks her work when she is finished.
40. A third-grade student with a physical disability has difficulty manipulating objects. The student's teacher often has students work in small groups, using manipulatives to solve mathematics problems. Which of the following instructional strategies would most effectively promote the student's participation in these learning activities?
- A. giving the student manipulatives to practice using at home before he uses them in class
 - B. having the student observe his group using manipulatives and then propose a solution to each problem
 - C. asking classmates in the student's group to follow his directions for using manipulatives to solve problems
 - D. providing the student and his group with adapted versions of the manipulatives used by the other groups in the class

41. A seventh-grade student receives special education services due to a learning disability in reading comprehension. When completing assigned readings in her social studies textbook, the student has significant difficulty identifying and organizing critical content to study. The student would likely benefit most from instruction in which of the following strategies?
- A. using the textbook glossary to define unfamiliar terms
 - B. comparing what she reads in her textbook with information she finds on the Internet
 - C. using the textbook headings and subheadings to create an outline of what she reads
 - D. summarizing what she has read in her own words
42. When a fifth-grade student with ADHD reads, he often loses his place, skips lines, and omits words. The student would likely benefit most from which of the following uses of assistive technology?
- A. reading a version of the text that has been photocopied on separate sheets of paper
 - B. placing a sheet of transparent nonglare plastic over the text as he reads
 - C. copying new vocabulary words onto sticky notes affixed to each page
 - D. moving a large index card from left to right under each line of text as he reads
43. A highly creative student who is gifted attends an eighth-grade English language arts class where students have weekly writing assignments. The student also has a learning disability in written expression that makes it difficult for her to organize information, and her writing, though colorful and engaging, often lacks coherence. The English language arts teacher wants to increase the student's awareness of both her writing strengths and the areas in which she needs to improve. Which of the following strategies would likely be most effective for this purpose?
- A. providing the student with copies of high-quality writing assignments by other students to use as models
 - B. holding regular individual conferences with the student to analyze her writing assignments
 - C. showing the student how to keep an ongoing log of the comments she receives on her writing assignments
 - D. arranging for the student to have a peer review her writing assignments before she turns them in

44. A fourth-grade student with a specific learning disability is unable to perceive the difference between the outline of a square and the outline of a rectangle in his mathematics textbook. Which of the following activities would most effectively help the student distinguish between these shapes?
- A. identifying classroom objects that are shaped like squares and rectangles
 - B. placing a piece of red paper in the shape of a square over a piece of blue paper in the shape of a rectangle
 - C. tracing the outlines of a square and a rectangle with his finger
 - D. using a ruler to measure the sides of squares and the sides of rectangles in his mathematics textbook
45. A second-grade student with ADHD has difficulty remaining seated and staying on task for mathematics work. Although the student demonstrates competence in adding and subtracting two-digit numbers, he performs poorly on worksheets with rows or columns of two-digit addition and subtraction problems. The student tends to skip around and usually leaves several problems blank. Which of the following teacher strategies is likely to be most effective in helping the student successfully complete mathematics worksheets?
- A. assuring the student that he can have as much time as needed to complete worksheets and regularly allowing him to finish them during free time or bring them home to complete
 - B. providing the student with a set of manipulatives to use during worksheet activities to reinforce the concepts of place value and equalities
 - C. cutting or photocopying worksheets into small sets of problems and having the student complete one set at a time, providing positive reinforcement as he completes each set
 - D. periodically reviewing with the student the rules for adding and subtracting two-digit numbers, including procedures for carrying and borrowing

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	B		Y N
2.	0001	A		Y N
3.	0001	D		Y N
4.	0001	B		Y N
5.	0001	C		Y N
6.	0001	D		Y N
7.	0001	B		Y N
8.	0002	A		Y N
9.	0002	D		Y N
10.	0002	D		Y N
11.	0002	A		Y N
12.	0002	B		Y N
13.	0002	C		Y N
14.	0002	B		Y N
15.	0002	C		Y N
16.	0003	C		Y N
17.	0003	A		Y N
18.	0003	D		Y N
19.	0003	B		Y N
20.	0003	B		Y N
21.	0003	A		Y N
22.	0003	D		Y N
23.	0003	B		Y N
24.	0004	A		Y N
25.	0004	B		Y N
26.	0004	D		Y N
27.	0004	C		Y N
28.	0004	C		Y N
29.	0004	D		Y N
30.	0004	A		Y N
31.	0005	C		Y N
32.	0005	A		Y N
33.	0005	C		Y N
34.	0005	B		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	A		Y N
38.	0005	B		Y N
39.	0006	A		Y N
40.	0006	B		Y N
41.	0006	D		Y N
42.	0006	C		Y N
43.	0006	D		Y N
44.	0006	C		Y N
45.	0006	B		Y N

___ correct out of 45

Module 2

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

Module 2 *(continued)*

Question Number	Objective Number	Correct Response	Your Response	Correct?
22.	0009	A		Y N
23.	0009	A		Y N
24.	0010	D		Y N
25.	0010	A		Y N
26.	0010	B		Y N
27.	0010	C		Y N
28.	0010	C		Y N
29.	0010	D		Y N
30.	0010	B		Y N
31.	0011	A		Y N
32.	0011	C		Y N
33.	0011	A		Y N
34.	0011	B		Y N
35.	0011	D		Y N
36.	0011	C		Y N
37.	0011	B		Y N
38.	0012	A		Y N
39.	0012	B		Y N
40.	0012	D		Y N
41.	0012	C		Y N
42.	0012	D		Y N
43.	0012	B		Y N
44.	0012	B		Y N
45.	0012	C		Y N

____ correct out of 45