

### *Distribution Notice*

This presentation was developed as part of the workshop series to help St. Vincent students in the Department of Education to prepare for PECT Exams. It is intended for *internal use only and should not be distributed, copied, or forwarded* without the approval of the Director of Pre K-4 and Middle Grade Instruction, Ms. Kathy Benning ([kathleen.beining@email.stvincent.edu](mailto:kathleen.beining@email.stvincent.edu))

# 2 Simple Rules

*to Answer What We Don't Know on  
the PECT*



An undergraduate research and development group  
dedicated to innovative change in Child Development  
with the direction of Dr. Junlei Li

## **Rule #1**

*Don't skip or give up on the  
"difficult-looking" questions.*

## Module 2

On average, we got **30 out of 50** questions correct.

Or, **20 out of 50** incorrect.

Correct  
**30 out of 50**

Incorrect  
**20 out of 50**



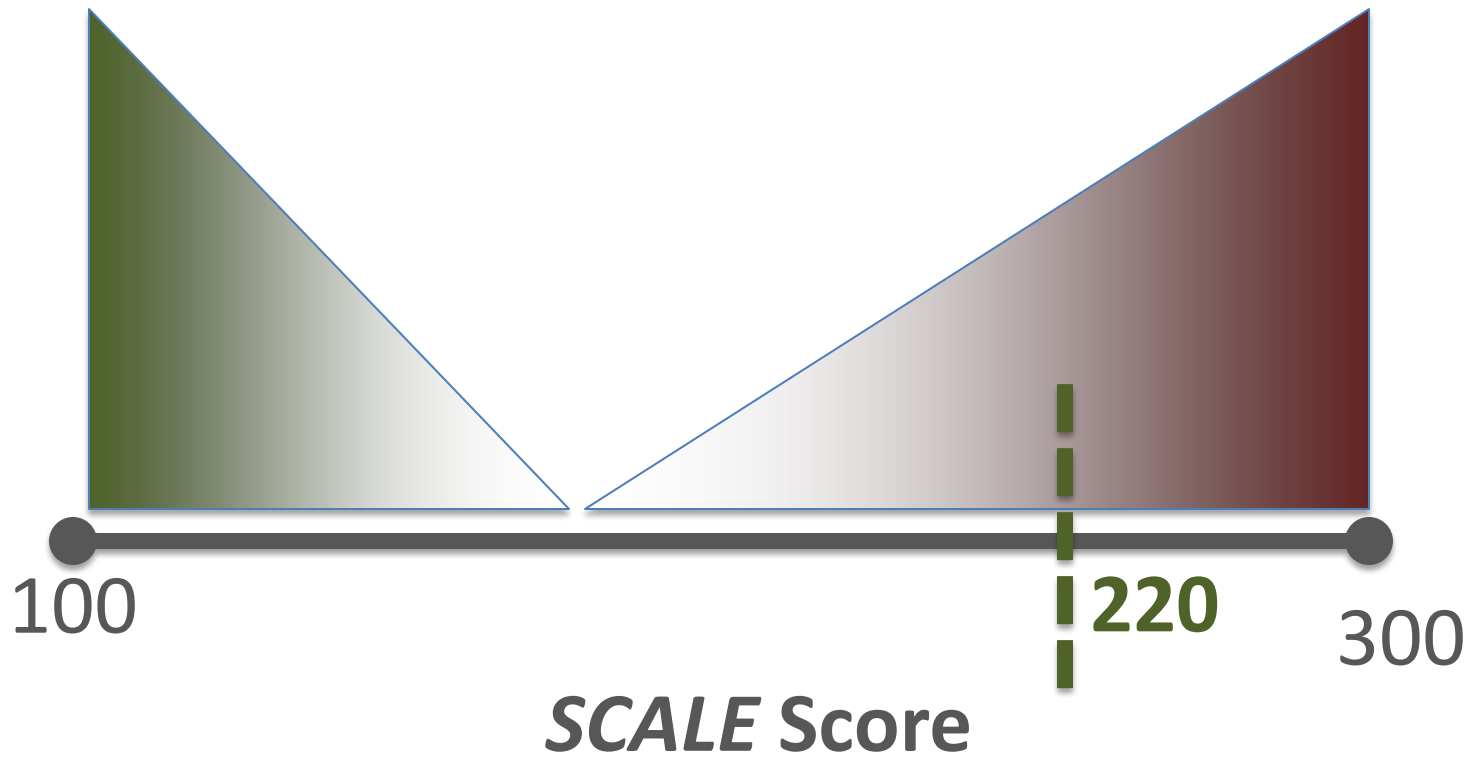
Correct  
**30 out of 50**

Incorrect  
**20 out of 50**



Correct  
**30 out of 50**

Incorrect  
**20 out of 50**



## Rule #1

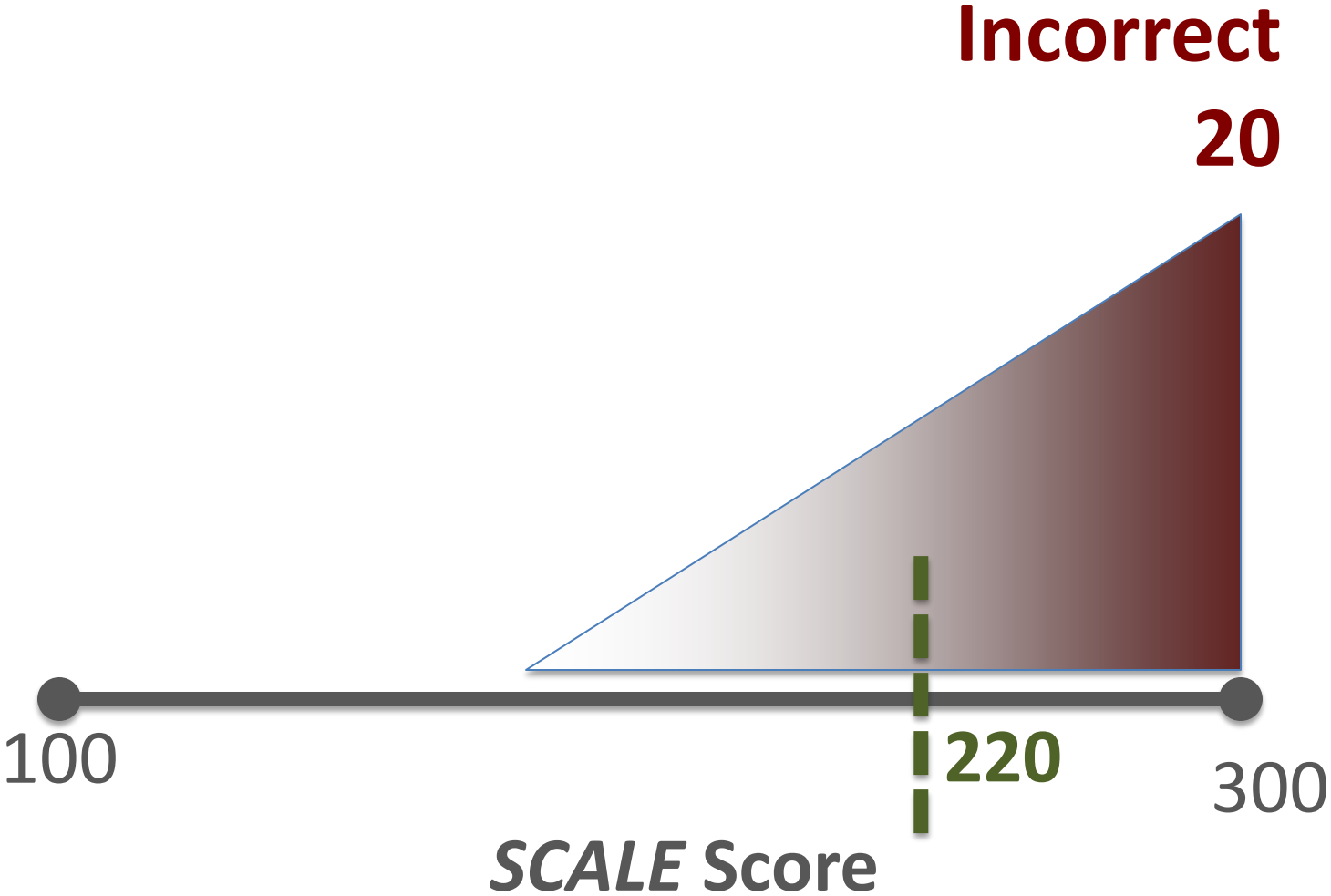
*Don't skip or give up on the  
"difficult-looking" questions.*

... BECAUSE every difficult-  
looking question WEIGHS a lot  
more than easy-looking  
questions.



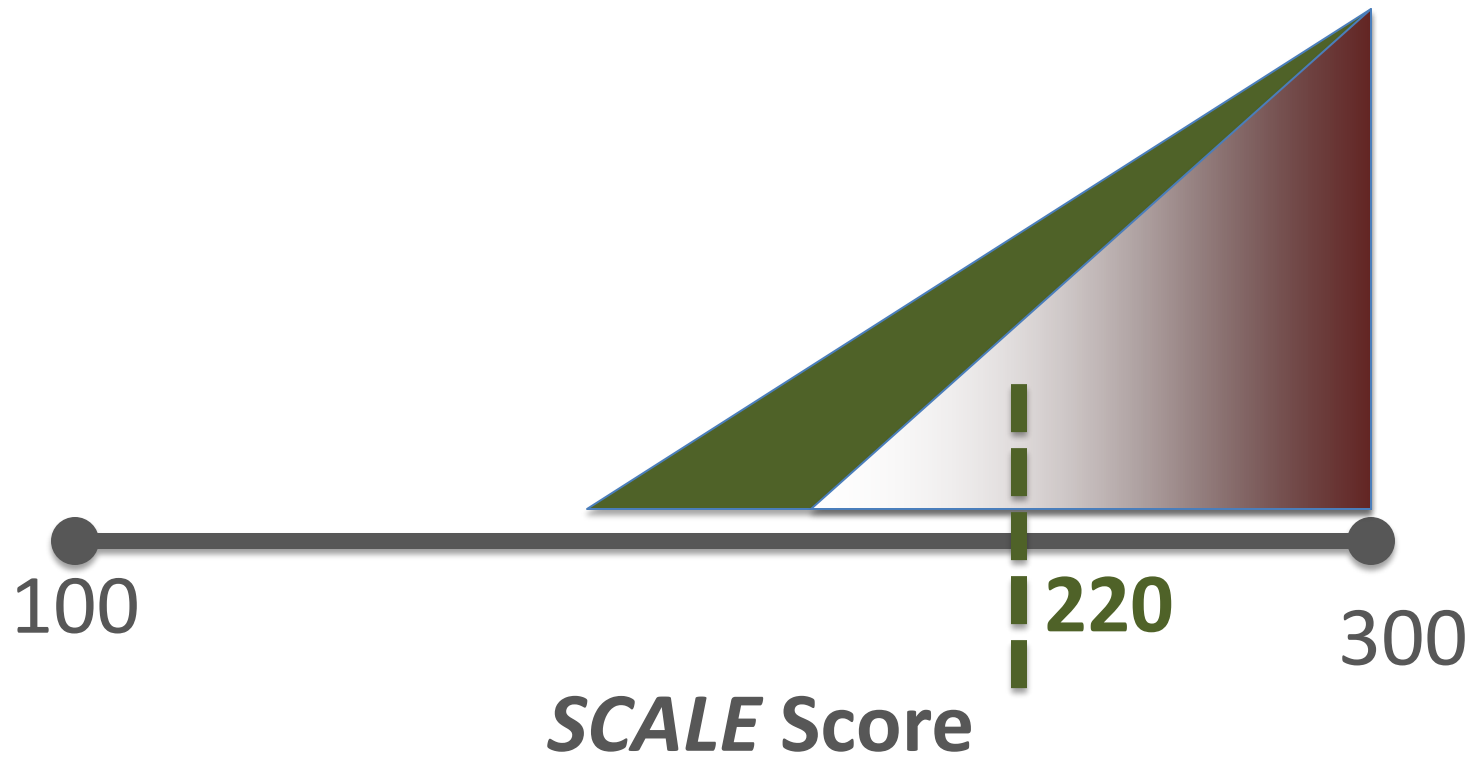
## **Rule #2**

*Go for 50/50.*



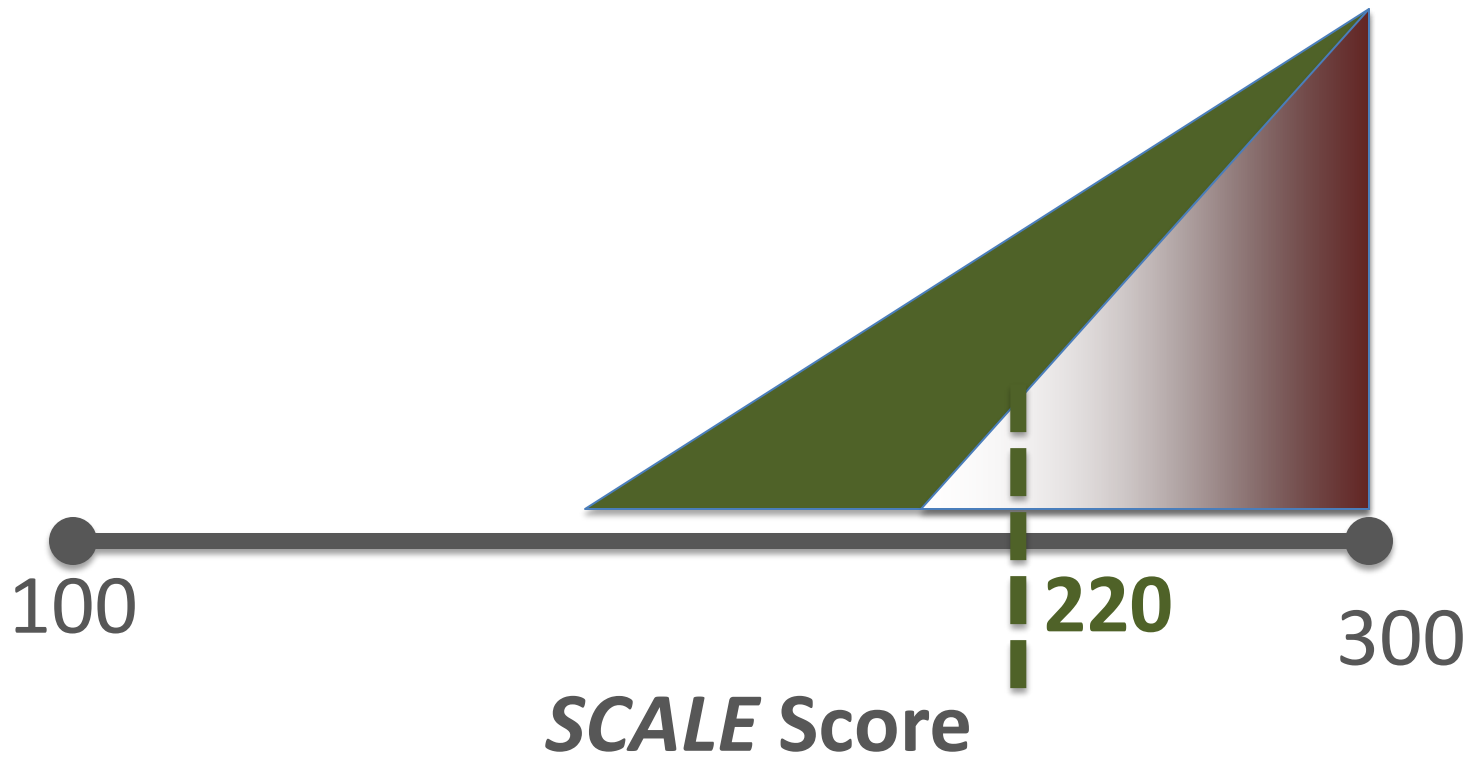
Random Pick  
25% Chance

Correct  
5 out of 20



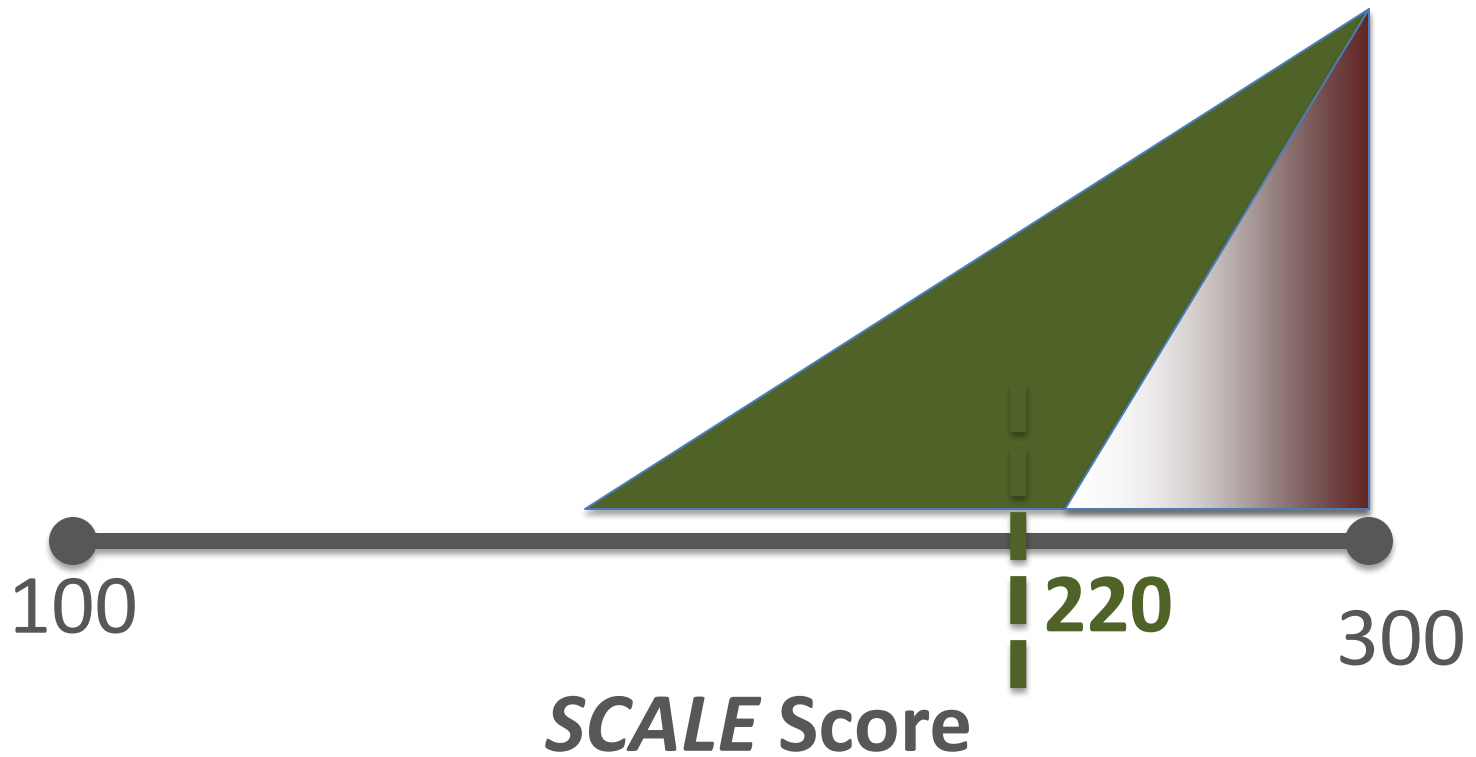
**(4 – 1) Pick**  
**33% Chance**

**Correct**  
**7 out of 20**



50/50 Pick  
50% Chance

Correct  
10 out of 20



## **Rule #2**

*Go for 50/50.*

# **How?**

**Step A:**

**Identify key phrase(s) in question.**

**Step B:**

**Eliminate mismatch in choices.**

**Step C:**

**Re-read questions and choices.**

**Repeat Step A.**

# Examples for Practice



**Module 2, Item 6**

**26.5% Correct**

**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':**

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## emergent literacy development

**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**

# emergent literacy development

A) ~~self-confidence~~ and ~~comfort level~~ in front of their peers.

B) ability to use a range of expressive language skills

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# emergent literacy development

A) ~~self-confidence and comfort level~~ in front of their peers.

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50/50

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# Identify, announce, talking, answering questions

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

# Identify, announce, talking, answering questions

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

**Module 2, Item 22**

**46.9% Correct**

**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?**

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## literary analysis

- 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**

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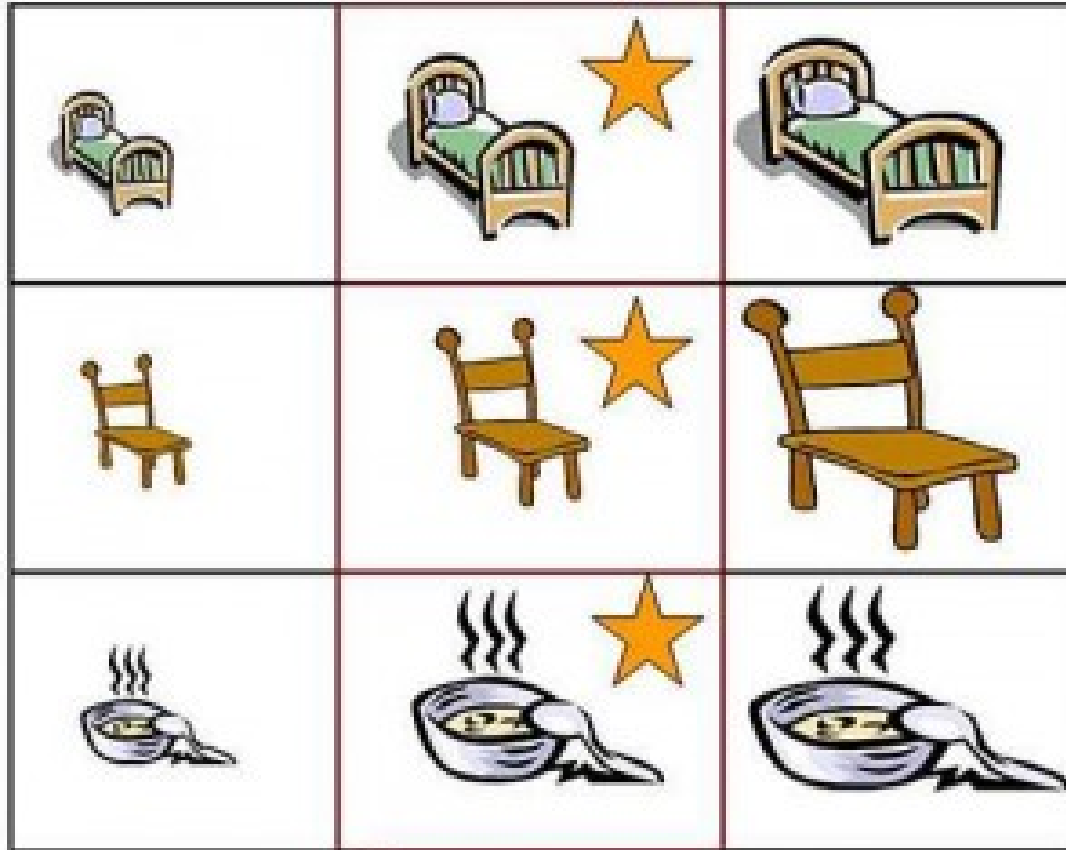


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## literary analysis, second grade

- 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**

# Goldilock Game



## **literary analysis, second grade**

- 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**

## literary analysis, second grade

- 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 [LOW]
- C. inviting students to discuss their favorite and least favorite parts of the story [LOW]
- D. asking students to use evidence from the story to explain the author's purpose

## literary analysis, second grade

- A. guiding students to identify the main characters and major events in the story [**Kinda HIGH**]
- B. prompting students to retell the story orally in their own words after the reading [**LOW**]
- C. inviting students to discuss their favorite and least favorite parts of the story [**LOW**]
- D. asking students to use evidence from the story to explain the author's purpose [**HIGH**]

## literary analysis, second grade

- A. **guiding students to identify the main characters and major events in the story [Kinda HIGH]**
- B. **prompting students to retell the story orally in their own words after the reading [LOW]**
- C. **inviting students to discuss their favorite and least favorite parts of the story [LOW]**
- D. **asking students to use evidence from the story to explain the author's purpose [HIGH]**

## literary analysis, second grade

A. guiding students to identify the main characters and major events in the story [**Kinda HIGH**]

B. prompting students to retell the story orally in their own words after the reading [LOW]

**50/50**

C. inviting students to discuss their favorite and least favorite parts of the story [LOW]

D. asking students to use evidence from the story to explain the author's purpose [**HIGH**]



## literary analysis, second grade

- A. **guiding students to identify the main characters and major events in the story [Kinda HIGH]**
- B. prompting students to retell the story orally in their own words after the reading [LOW]
- C. inviting students to discuss their favorite and least favorite parts of the story [LOW]
- D. asking students to use evidence from the story to explain the author's purpose [HIGH]

**Module 1, Item 4**

**39% Correct**

**Children who demonstrate typical language development most often begin using two-word utterances between the ages of:**

Children who demonstrate typical language development most often begin using two-word utterances between the ages of:

## Two-word

- A) 6 to 9 months.
- B) 12 to 15 months.
- C) 18 to 24 months.
- D) 30 to 36 months.

## Two-word

A) 6 to 9 months. **(LOW)**

B) 12 to 15 months.

C) 18 to 24 months.

D) 30 to 36 months. **(HIGH)**

## Two-word

A) 6 to 9 months. (LOW)

**B) 12 to 15 months.**

**C) 18 to 24 months.**

D) 30 to 36 months. (HIGH)

**50/50**

**Module 2, Item 32**

**34.4% Correct**



**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?**

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## **Invented spellings**

**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**

## Invented spellings

- 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
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## Invented spellings

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

**50/50**

D) providing explicit instruction in ~~structural analysis~~ skills

# Invented spellings

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**Module 1, Item 35**

**36% Correct**

**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:**

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## **achievement differences between groups**

**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.**



## achievement differences between groups

A) determining the percentage of students in the class who currently achieve at or above grade level.

Achievement (okay) groups (no)

## achievement differences between groups

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.**

**Achievement (sorta) groups (no)**

## achievement differences between groups

A) determining the percentage of students in the class who currently achieve at or above grade level.

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**D) examining personal attitudes, expectations, and practices regarding learning for all students in the class.**

# achievement differences between groups

A) determining the percentage of students in the class who currently achieve at or above grade level.

**50/50**

B) identifying those students in the class who tend to remain on-task during instructional activities.

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**D) examining personal attitudes, expectations, and practices regarding learning for all students in the class.**

## achievement differences between groups

C) asking other teachers at the school whether they are seeing similar trends in their classes.

achievement (okay) groups (okay)

D) examining personal attitudes, expectations, and practices regarding learning for all students in the class.

achievement (okay) groups (very good)

## achievement differences between groups

C) asking other teachers at the school whether they are seeing similar trends in their classes.

achievement (okay) groups (okay)

D) examining personal attitudes, expectations, and practices regarding learning for all students in the class.

achievement (okay) groups (very good)

**Module 2, Item 26**

**44% Correct**

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 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?

## **Long sentence structure, academic vocabulary**

**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**

## Long sentence structure, academic vocabulary

A. modeling contextual analysis with a syntactically challenging sentence from the passage

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## Long sentence structure, academic vocabulary

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**D. asking students to create a graphic organizer representing the ~~main ideas or argument~~ in the passage**

## Long sentence structure, academic vocabulary

A. modeling contextual analysis with a syntactically challenging sentence from the passage [HALF]

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 [HALF]

D. asking students to create a graphic organizer representing the ~~main ideas or argument~~ in the

## Long sentence structure, academic vocabulary

A. modeling contextual analysis with a syntactically challenging sentence from the passage [HALF]

B. using restatement and open-ended questions to clarify and extend students' remarks about the passage [BROAD “Umbrella” Choice]

C. posting definitions of key words from the passage on the board prior to the discussion [HALF]

D. asking students to create a graphic organizer representing the ~~main ideas or argument~~ in the

Best  
wishes.



FRED ROGERS CENTER  
for early learning and children's media  
at Saint Vincent College