

Test-Taking Tips/Strategies for CST: Multi-Subject (5-9)

THE UNIVERSITY OF TEXAS
AT AUSTIN

Disclaimer

The following slides are suggested measures for students taking the test.

First off...

- ▶ Expert?
- ▶ Sentiments about the CST?
- ▶ Personal experiences with the CST?



▶Lecturing for hours?



This Session.....

- ▶ Interactive and participatory
- ▶ Developing CST strategies as a team

Revised CST Multi-Subject

- ▶ Literacy and English Language Arts
- ▶ Mathematics
- ▶ Arts and Sciences

Candidates must pass all three parts

Assessment Framework: Part One

- ▶ Part One: Literacy and English Language Arts
 - A. Knowledge and Foundation of Literacy and Language Arts (17 items approximately)
 - B. Instruction in Foundational Literacy (17 items approximately)
 - C. Instruction in English Language Arts (6 items approximately; A, B, and C worth 70%)
 - D. Analysis and Application (1 question: Constructed-Response, worth 30%)

Assessment Framework: Part Two

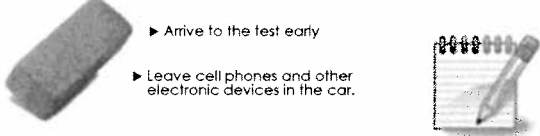
- ▶ Part Two: Mathematics
 - A. Number Systems (9 items)
 - B. Algebra and Functions (17 items)
 - C. Measurement, Geometry, Statistics, and Probability (14 items; A, B, and C worth 80%)
 - D. Analysis, Synthesis, and Application (1 item, constructed-response worth 20%)

Assessment Framework: Part Three

- ▶ Part Three: Arts and Sciences
 - A. Science and Technology (16 items, worth 40%)
 - B. Social Studies (16 items, worth 40%)
 - C. Fine Arts, Health and Fitness, Family and Consumer Sciences, and Career Development (8 items, worth 20%)

General Tips

- ▶ Get a good night's rest!
- ▶ Eat a good breakfast
- ▶ Bring the right supplies! (pens, pencils, erasers, etc.)
- ▶ Arrive to the test early
- ▶ Leave cell phones and other electronic devices in the car.



More General Tips

- ▶ Eliminate Wrong Answers
- ▶ Notice game changer words
- ▶ Answer the easy questions first
- ▶ Show your work
- ▶ None of the Above?
- ▶ Divide the number of problems by the time allotted
- ▶ Estimate or do the Minimum

Eliminating the Wrong Answer


$X + 5 = 7$

- A. 3
- B. 2
- C. 1
- D. 4

If you guess too quick, you have a 25% chance.

Consider this Problem

In the figure below, AB and BC are perpendicular.



What is the perimeter of $\triangle ABC$?

- A. 17
- B. 18
- C. 19
- D. 21

Notice the Game Changer Words

Which of the following words is not a verb?

- A. May
- B. Was
- C. Must
- D. You

Answer the Easy Questions First

In what order would you answer the questions below:

- A. $3.15 \times 598 \times 92345$
- B. $3 + 3$
- C. $-.98/825$ divided by $.29/500$

Show Your Work: Use Your Pencil

None of the Above?

Test each of the answer choices before selecting "None of the Above".

What is/are the verbs in the sentence below?
I must have left the keys on the table.

- A. Must
- B. Have left
- C. Must have left
- D. None of the above

Manage Your Time

Divide the number of problems by the time allotted:

*Do the easy problems first; then you will have increased time spent on harder problems

Estimate or Do the Minimum

Let's say you have to convert this fraction into a decimal: $\frac{1}{8}$

- A. .600
- B. .125
- C. .432
- D. .235

Pre-Assessment: Four Corners

- ▶ Select best answer; stand by the letter designating your choice
- ▶ Justify how you arrived at the answer

Q1

A 2nd grade student frequently misreads and then self-corrects VCe pattern words inflected with *-ing*, such as *hoping*, *taping*, *biting*. For example when reading aloud a word list, the student initially mispronounces *hoping* as *hopping* and then pronounces the word correctly. Which of the following strategies would likely be most effect in addressing this student's difficulty?

- A. Providing oral reading practice of text which include instances of words ending in *-ing*
- B. Oral reading practice in texts where only the uninflected verb forms appears
- C. Providing system review of and practice in reading grade-level verb inflections
- D. Using word sorts to practice distinctions between VCe and CVC words inflected with the *-ing* ending

Q1 Answer

D. Using word sorts to practice distinctions between VCe and CVC words inflected with the -ing ending

Q2

Harriman State Park, in Upstate New York, has great hiking trails.

What is a correct way to phrase the underlined segment?

- A. Harriman State Park, in up state New York
- B. Harriman state Park, in Upstate New York
- C. Harriman State Park, in upstate New York
- D. Leave as it is

Q2: Answer

C. Harriman State Park, in upstate New York

Q3

Use the prime factorization trees posted on the board to answer the following question:

Which of the following expressions give the least common multiple of X and Y?

- A. $a X b X c X d$
- B. $a X b X c X d^2$
- C. $a^2 X b X c^2 X d$
- D. $a^3 X b X c^3 X d$

Q3: Answer

C. $a^2 \times b \times c^2 \times d$

Q4

The Monroe Doctrine, drafted by John Quincy Adams, had the chief aim trying to:

- A. Enable the United States to become an economic power in Latin America
- B. Prevent European countries from intervening in the affairs of Latin American countries
- C. Provide a means of arbitrating disputes between European and Latin American nations
- D. Discourage Latin American countries from taking military action against one another

Q4: Answer

B. Prevent European countries from intervening in the affairs of Latin American countries

Q5

Which line in the list correctly pairs an activity with one its necessary skills?

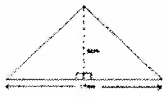
Line	Activity	Type of Skill
A. 1	Long jumping	Manual dexterity
B. 2	Riding a unicycle	Dynamic balance
C. 3	Playing dodgeball	Tactile sensitivity
D. 4	Hitting a golf ball	Locomotive rhythm

Q5: Answer

B. Line 2 Riding a unicycle;
dynamic balance

Q6

What is the area of the triangle below?



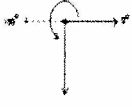
A. 22 cm²
B. 33 cm²
C. 44 cm²
D. 50 cm²
E. 66 cm²

Q6: Answer

B. 33 cm

Q7

What is the measure of the solid line angle depicted by the following figure?



A. 90 degrees
B. 180 degrees
C. 225 degrees
D. 270 degrees
E. 0 degrees

Q7: Answer

D. 270 degrees

Q8

Under President Franklin Roosevelt, New Deal legislation sought to restore faith in the banking system by:

- A. Creating a Public Works Administration to oversee banking institution
- B. Requiring banks to loan money at certain interest rates
- C. Shifting ownership of prominent banks to the federal government
- D. Establishing a corporation to insure bank deposits

Q8: Answer

D. Establishing a corporation to insure bank deposits

Q9

Which of the following statements about the Individual with Disabilities Act (IDEA) is true?

- A. Every person with a learning problem is entitled to special-education services
- B. In most cases, parents must assume the expense of transporting children with disabilities to and from school
- C. Parents are entitled to participate as equal partners in developing an individual education plan (IEP) for their child
- D. A school district cannot make any decision about a child's IEP unless the student and parents are present

Q9: Answer

C. Parents are entitled to participate as equal partners in developing an individual education plan (IEP) for their child

Q10

The sum of two numbers is always

- A. Odd
- B. A prime number
- C. Even
- D. None of the above

Q10: Answer

D. None of the above

Multiple Choice Questions

- ▶ Do not change and change and change again answers for multiple choice. Go with your gut!
- ▶ In a challenging question, identify key words.
If you have trouble understanding a question, try to put it in your own words; without changing the meaning.
- ▶ Answer the easier questions first. It may help in answering other questions.



Divide into Groups: Practice

Answer the questions in your group.
Create a graphic organizer on the chart paper provide to compare and contrast how you arrived at what you believe are the correct answers.

Steps for Pre-Writing: Constructed Response (and Passages)

1. Read through the question carefully; put it in your own words.
2. Circle the min amount of sources
3. Take notes; address sources' main points
4. Check reliability (stated?, holes in argument?)

Writing Process

- ▶ Copy the arguments—textual evidence—you will use in the prewriting process
- ▶ Do the sources agree with each other?
- ▶ Compose a quick outline of your essay
- ▶ Complete your essay using the framework/outline as a guide

Passage Tips

- ▶ RACE
 Reword: Make question a statement
 Asked: Understand what is asked and answer question
 Cite: Cite evidence
 Explain: Explain answer

Passages: No Vowels

- ▶ Lrgn cn b fn
- ▶ Dn't nd vwls fr gd ntes


Consider Symbols

- ▶ W/ = with
- ▶ > = more than
- ▶ C2 = compared to
- ▶ ↑ = increase
- ▶ ↓ = decrease
- ▶ = = equal
- ▶ Esp. = especially
- ▶ w/o = without
- ▶ < = less than
- ▶ ff = following
- ▶ b/c = because
- ▶ Wh = which
- ▶ + = and or also
- ▶ ▲ = triangle

Check Accuracy

- ▶ Look over the exam!

**If you finish early, do not just sit there. Check over the test to see if you answered all questions and if short-answer and essay makes sense!



Questions/Comments

Dr. Raphael Heaggans
 Associate Professor of Teacher Education
 Niagara University
 Niagara University, NY 14109
 (716) 286-8315
 rch@niagara.edu