Massachusetts Tests for Educator Licensure®

TEST INFORMATION BOOKLET

90 Foundations of Reading

Massachusetts Department of Elementary and Secondary Education

MA-SG-FLD090-07

Introduction

Purpose of the Test Information Booklets

The Test Information Booklets are designed to help familiarize candidates with the format and content of the tests of the Massachusetts Tests for Educator Licensure® (MTEL®) program. Familiarity with test format and content is one component of test preparation. The primary means of preparing for the tests for educators seeking PreKindergarten to grade 12 licenses is coursework in the field of study at the candidate's higher education institution. For candidates seeking vocational technical licenses, the primary means of preparation is the candidate's educational and work experience background, and for adult basic education licenses, the primary approach is adequate study in the content defined by the *Licensure of Adult Basic Education Teachers and Preparation Program Approval* and other state policies.

Education and arts and sciences faculty at Massachusetts higher education institutions with approved educator preparation programs may also find the information in these booklets useful as they help candidates prepare for the MTEL.

Key Features of the Test Information Booklets

- Suggestions for preparing to take the test
- Examples of MTEL test item formats and ways to approach the test items
- Sample test items and responses
- What to expect on the day of the test
- Information on score reporting and interpreting a score report

Further Information

Information about MTEL registration and test administration procedures is available in the current version of the MTEL registration bulletin. The registration bulletin may be viewed or downloaded on the Internet at **www.mtel.nesinc.com** or **www.doe.mass.edu/mtel**.

If after reviewing the registration bulletin you have further questions, please contact the offices listed on the next page.

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LICENSURE

Educators enrolled in an Academic (PreK–12) Massachusetts higher education institution educator preparation program or educators seeking a Vocational Technical or Adult Basic Education license should refer to the relevant program section of the current registration bulletin for further information.

You may apply for an educator license at any time, before or after taking the MTEL. However, candidates seeking their first Massachusetts license must achieve a passing score on the Communication and Literacy Skills test before their license applications can be reviewed.

CONTACT: MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF EDUCATOR LICENSURE
75 PLEASANT STREET
MALDEN, MA 02148-4906

TELEPHONE: (781) 338-6600 **TTY-NET RELAY: (800) 439-2370**

Attendants are available 2:00 p.m.–5:00 p.m. eastern time, Monday through Friday, excluding holidays. Please check the web site (www.doe.mass.edu/licensure) for up-to-date information on hours of operation.

24-HOUR AUTOMATED LINE: Call (781) 338-3000 and then press "2" to obtain the status of an existing license application.

WALK-IN SERVICE: 8:45 a.m.–4:45 p.m., Monday through Friday, excluding holidays

WEB SITE: LICENSING INFORMATION: www.doe.mass.edu/licensure and then select the appropriate license category. At this site you will find regulations, guidelines, and applications for Academic (PreK–12), Vocational Technical Education, and Adult Basic Education licenses. Access "Licensure Help" and apply for a license online through the ELAR system for Academic (PreK–12) and Vocational Technical Education licenses. First-time applicants must create an ELAR profile to apply online.

WEB SITE: MTEL PROGRAM INFORMATION: www.doe.mass.edu/mtel
At this site you will find MTEL notices, a list of test preparation resources available to the public, and frequently asked questions.

TESTING

If you have questions about:

- Test registration
- Changes to test center or date
- Test session procedures
- Score reports

CONTACT: MASSACHUSETTS TESTS FOR EDUCATOR LICENSURE
EVALUATION SYSTEMS
PEARSON
P.O. BOX 660 **WEB SITE: www.mtel.nesinc.com**
AMHERST, MA 01004-9013

TELEPHONE: (413) 256-2892 **FAX: (413) 256-7077**
(866) 565-4894 (toll free)

Operators are available 9:00 a.m.–5:00 p.m. eastern time, Monday through Friday, excluding holidays. Automated Information System is available 24 hours daily.

If you have questions about your computer-based test appointment:

CONTACT: PEARSON VUE

WEB SITE: www.pearsonvue.com/mtel

TELEPHONE: (800) 989-8532

Operators are available 8:00 a.m.–8:00 p.m. eastern time, Monday through Friday, excluding holidays.

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

Test policies and materials, including but not limited to tests, item types, and item formats, are subject to change at the discretion of the Massachusetts Department of Elementary and Secondary Education.

Overview of the Tests

The Massachusetts Tests for Educator Licensure (MTEL) program includes a Communication and Literacy Skills test, PreKindergarten to grade 12 subject matter tests, a Vocational Technical Literacy Skills Test, and an Adult Basic Education test. See **www.mtel.nesinc.com** for a complete list of MTEL tests currently offered. Information on what tests must be taken may be obtained from the Massachusetts Department of Elementary and Secondary Education's web site, **www.doe.mass.edu**.

All tests included in the program are criterion referenced; that is, they are designed to measure a candidate's knowledge in relation to an established standard of competence (criterion) rather than in relation to the performance of other candidates. Each MTEL test is also objective-based; that is, it is based on content stated in a set of test objectives for the test field. The purpose of the tests is to help identify those candidates who have the appropriate level of knowledge and skills judged to be important for educators in Massachusetts public schools.

The MTEL tests are explicitly aligned with the relevant Massachusetts licensure regulations and the state's standards in the Massachusetts curriculum frameworks. These documents are available at **www.doe.mass.edu**; the MTEL test objectives are available at **www.mtel.nesinc.com**.

Description of the Tests

All tests in the MTEL program include both multiple-choice and open-response test items. The number of multiple-choice and open-response test items varies across the tests. Refer to the table below for information about types and numbers of test items on each type of test.

Test Type	Test Description
Communication and Literacy Skills (01)	*Reading subtest* This subtest includes 42 multiple-choice items. The multiple-choice section counts for 100 percent of the candidate's total subtest score. *Writing subtest* This subtest includes 35 multiple-choice items, seven (7) short-answer sentence correction items, and two open-response items—a summary exercise and a composition exercise. The summary exercise requires candidates to spend about 20–30 minutes to prepare an adequate response; the composition exercise requires candidates to spend about 45–60 minutes to prepare an adequate response. The multiple-choice and short-answer item section counts for 50 percent of the candidate's score, the summary exercise counts for 15 percent of the candidate's total test score, and the composition exercise counts for 35 percent of the candidate's total subtest score.

Test Type	Test Description
Subject Matter Tests Academically Advanced (52) Biology (13) Business (19) Chemistry (12) Early Childhood (02) Earth Science (14) English (07) Foundations of Reading (90) General Science (10) Health/Family and Consumer Sciences (21) History (06) Latin and Classical Humanities (15) Mathematics (09) Mathematics (Elementary) (53) Mathematics (Middle School) (47) Mathematics/Science (Middle School) (51) Middle School Humanities (50) Music (16) Physical Education (22) Physics (11) Political Science/Political Philosophy (48) Reading Specialist (08) Speech (44) Technology/Engineering (33) Theater (45) Visual Art (17)	These subject matter tests include 100 multiple-choice items and two open-response items requiring candidates to spend about 20–30 minutes each to prepare an adequate response. The multiple-choice section accounts for 80 percent and the open-response section counts for 20 percent of the candidate's total test score.
Subject Matter Test General Curriculum (03)	*Multi-subject subtest* This subtest includes 55 multiple-choice items and one open-response item requiring candidates to spend about 20–30 minutes to prepare an adequate response. The multiple-choice section counts for 90 percent and the open-response section counts for 10 percent of the candidate's subtest score. *Mathematics subtest* This subtest includes 45 multiple-choice items and one open-response item requiring candidates to spend about 20–30 minutes to prepare an adequate response. The multiple-choice section counts for 90 percent and the open-response section counts for 10 percent of the candidate's subtest score.
Subject Matter Test Dance (46)	The Dance test includes 55 multiple-choice items and two open-response items requiring candidates to spend about 60 minutes each to prepare an adequate response. The multiple-choice items count for 75 percent and the open-response items count for 25 percent of the candidate's total test score.
Subject Matter Test English as a Second Language (54)	The English as a Second Language test includes 100 multiple-choice items and four open-response items, all of which require oral responses. The multiple-choice items count for 80 percent of the total test score and the open-response items count for 20 percent of the total test score.

Test Type	Test Description
Language Subject Matter Tests Chinese (Mandarin) (29) French (26) German (27) Italian (30) Portuguese (32) Russian (31) Spanish (28)	*French and Spanish* The language tests in French and Spanish include approximately 100 multiple-choice items and two open-response items, one of which requires a written response and the other an oral response. The multiple-choice items count for approximately 70 percent and the open-response items count for approximately 30 percent of the candidate's total test score. *German and Italian* The language tests in German and Italian include approximately 55 multiple-choice items and two open-response items, one of which requires a written response and the other an oral response. The multiple-choice items count for approximately 67 percent and the open-response items count for approximately 33 percent of the candidate's total test score. *Chinese (Mandarin), Portuguese, and Russian* The language tests in Chinese (Mandarin), Portuguese, and Russian include approximately 55 multiple-choice items and short-answer items and four open-response items, one of which requires an oral response. The multiple-choice items and short-answer items count for approximately 33 percent and the open-response items count for approximately 67 percent of the candidate's total test score.
Adult Basic Education (55)	This subject matter test includes 100 multiple-choice items and two open-response items requiring candidates to spend about 20–30 minutes each to prepare an adequate response. The multiple-choice section accounts for 85 percent and the open-response section counts for 15 percent of the candidate's total test score.
Vocational Technical Literacy Skills Test (91)	*Reading subtest* This subtest includes 60 multiple-choice items. The multiple-choice section counts for 100 percent of the candidate's total subtest score. *Writing subtest* This subtest includes 40 multiple-choice items and two open-response items—a summary exercise and a composition exercise. The summary exercise requires candidates to spend about 20–30 minutes to prepare an adequate response; the composition exercise requires candidates to spend about 45–60 minutes to prepare an adequate response. The multiple-choice item section counts for 55 percent of the candidate's score; the summary and composition exercises count for 45 percent of the candidate's total subtest score.

Development of the Tests

The development process for the Massachusetts Tests for Educator Licensure involves numerous steps. During the development of the test objectives, the *Massachusetts Regulations for Educator Licensure and Preparation Program Approval*, the Massachusetts curriculum frameworks, and other key state and national documents were consulted. Massachusetts educators participated throughout the development process. The objectives for each test field were reviewed and validated by an advisory panel of licensed and practicing Massachusetts public school educators and higher education institution faculty. A content validation survey was conducted using randomly sampled, practicing Massachusetts public school educators and higher education institution faculty members in educator preparation programs and in the arts and sciences. Each survey participant reviewed the test objectives in his or her field to ensure that the objectives are important to the job of a Massachusetts educator and reflect the subject matter knowledge necessary for entry-level teaching in Massachusetts public schools. The test items were aligned with both the test objectives and the educational materials relevant to Massachusetts, including the state's licensure regulations and the curriculum frameworks. The test items were reviewed and verified by Massachusetts educators for inclusion on the test.

An individual's performance on a test is evaluated against an established standard or qualifying score. The qualifying score for each test is established by the Massachusetts Commissioner of Elementary and Secondary Education and is based in part on the professional judgments and recommendations of Massachusetts educators. Candidates who do not achieve the qualifying score on a test may retake it. Candidates who have met the qualifying score on a test are not required to retake it.

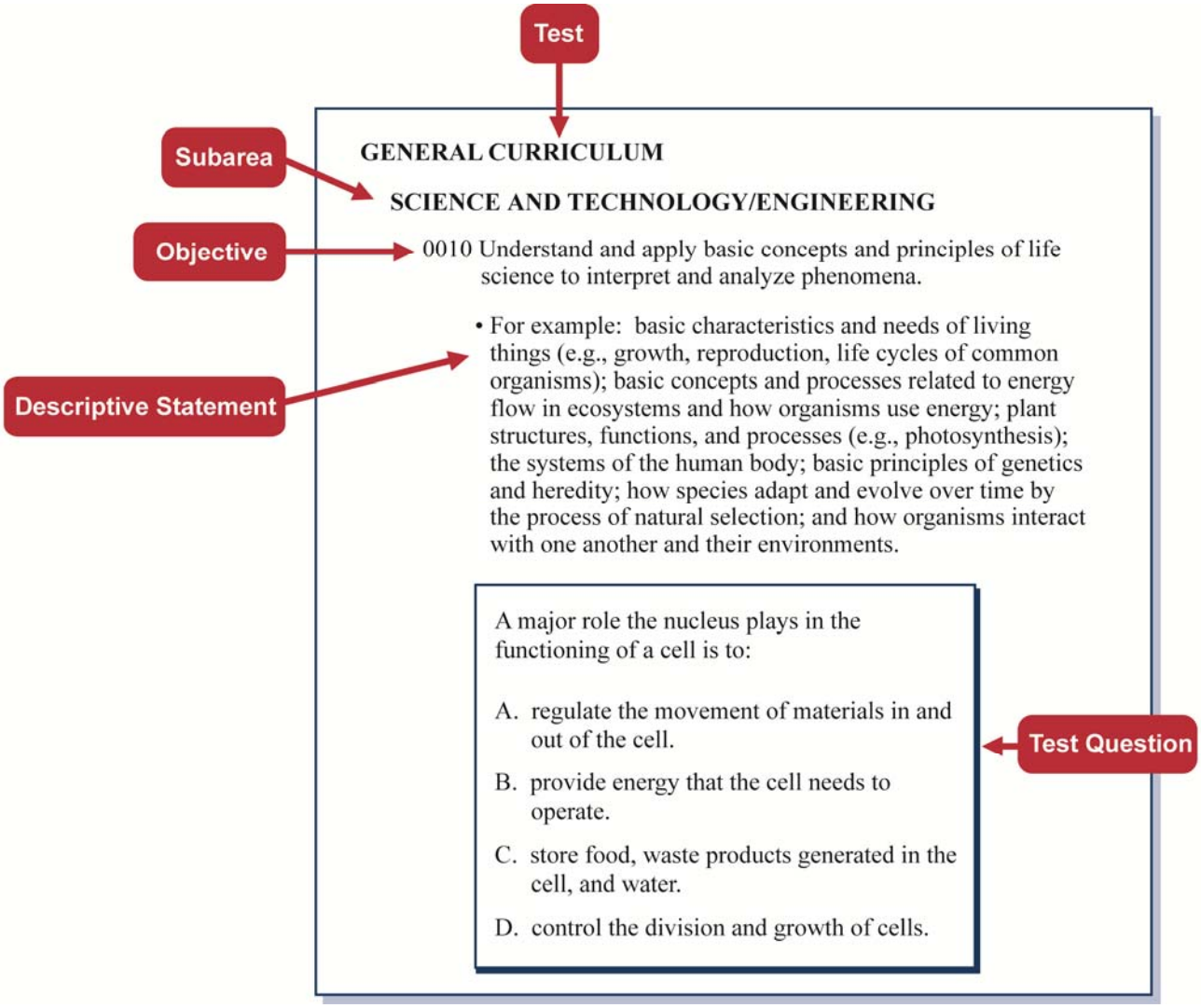
Structure of the Tests

While the content covered by each test in the MTEL program is different, the structure that underlies the content of the tests is similar. In general, the structure is as follows:

- The content of each subject matter test field is organized into three to nine subareas. These subareas define the major content domains of the test.
- Each subarea includes one or more test objectives. The test objectives are broad, conceptual statements, written in language that reflects some of the skills, knowledge, and understanding that an educator needs in order to teach the test field in Massachusetts public schools.
- Each test objective is clarified and further described by a descriptive statement, providing **examples** of the types of content covered by the test objective.
- Each multiple-choice item is written to assess understanding of a test objective.
- Each open-response item is written to assess understanding of one or more test objectives.
- The number of test objectives within a given subarea generally determines the proportion of multiple-choice items that will address that subarea on a test. In other words, subareas with a greater number of test objectives will generally receive more emphasis (i.e., have a greater number of corresponding multiple-choice items) on the test than those with fewer test objectives. The number of test items and subarea proportions for each MTEL test are indicated in the Test Overview Chart found in the field-specific section of the Test Information Booklet for the field.

The chart on the following page illustrates the relationship among subareas, test objectives, descriptive statements, and test items in a typical test field.

Organization of Content Within a Test Field



How to Prepare for the Tests

This section of the Test Information Booklet offers suggestions on how to prepare for a test in the MTEL program. Candidates planning to take a test may find the suggestions helpful. However, this booklet is not intended to address all possible strategies for preparation.

Using the Test Objectives

The test objectives may be useful to candidates preparing to take one of the Massachusetts Tests for Educator Licensure. The test objectives are based on Massachusetts licensure regulations and other state policies. They reflect subject matter knowledge that the Massachusetts Department of Elementary and Secondary Education has determined to be important for educators entering teaching in Massachusetts public schools. The content described in the test objectives is typically learned through college-level coursework and other educational experiences at Massachusetts educator preparation institutions.

The test objectives are organized in such a way that each element of the test objectives can be helpful in one or more aspects of test preparation. Test objectives for each of the tests can be obtained from the MTEL web site at **www.mtel.nesinc.com**.

Review the test objectives. The first step in preparing for one of the Massachusetts Tests for Educator Licensure is to identify the information the test will cover. The test objectives can be a helpful study tool because they define the content that will be assessed by the test you are preparing to take.

Read the entire set of test objectives for your test field to get a general picture of the material the test covers. Remember that the number of test objectives within a subarea broadly reflects the emphasis given to that subarea on the test; the proportion of the test allocated to the subarea is listed in the Test Overview Chart in the field-specific section of this booklet. In general, subareas with greater proportions will include a greater number of test objectives and will be covered by more multiple-choice items on the test.

Focus your studies. When you have become familiar with the test objectives, make a list of those test objectives about which you feel you know the least. A suggested approach for outlining the content of the test objectives and identifying those on which you need to concentrate is presented below, under the heading "Developing a Study Outline." This approach can help you set priorities for your study time. You should leave time to review the content of all test objectives, both the familiar and the less familiar ones. Keep in mind that you may improve your total test score by improving your performance in any subarea of the test. So, any additional preparation that you undertake may contribute to improving your total test score.

Developing a Study Outline

You may wish to use the test objectives and descriptive statements to prepare an outline of the content likely to be covered on the test(s), especially the content about which you are unsure. The process described here, which is designed to be used with the Study Outline Chart that follows, may help you organize your thoughts and your future studies for the test(s).

You may follow this process by yourself or with others in your program. As you read the test objectives, remember that some of the test objectives may refer to content that you are currently learning or will learn in the near future during your college preparation, while other test objectives may refer to content you may have learned earlier or elsewhere.

1. The first column of the chart lists test objective numbers, from 1 to 35. In the second column, briefly summarize the topic of each test objective, using a two- or three-word phrase (e.g., "Reading Comprehension," "Statistics and Probability").
2. Read and consider each test objective and its associated descriptive statement and envision the content likely to be covered. Try to imagine the types of questions that might be asked about that content. Consider the content in relation to courses or other educational activities that you have undertaken in college or that you might undertake in the future. Brainstorm as many ideas as you can. Participation in a study group may be particularly helpful for this task.
3. In the fourth column, indicate the extent of your knowledge and educational preparation regarding the content of each test objective. Use symbols such as "✓" to indicate adequate knowledge and preparation, "X" to indicate partial knowledge and preparation, and "?" to indicate little or no knowledge and preparation. In cases of partial knowledge and preparation, circle in the third column particular aspects of the test objective that you need to study further.
4. Beginning with areas you identified where you have partial (X) or little or no (?) knowledge and preparation, devise a plan to increase your knowledge or enhance your preparation. See the next section on "Identifying Resources" to help you find solutions to your individual needs. Note in the fifth column resources that may be particularly useful to you.

At the conclusion of this process, you will have a chart listing the test objectives (and parts of test objectives) about which you will need to learn more in order to prepare for the test. You will also have a plan for addressing your preparation needs.

Identifying Resources

After you have identified the test objectives on which you will focus your time, consider the resources you may use in studying the content of those test objectives. You may determine that you have not taken some relevant courses that would have covered content that will be assessed on the test. Consult with your advisor and, on his or her recommendation, take courses that will help you strengthen those areas where your content knowledge may be less strong.

Other resources include written materials, such as textbooks from relevant classes, your class notes and assignments, textbooks currently in use in Massachusetts public elementary and secondary schools; Massachusetts curriculum frameworks; and publications from local, state, and national professional organizations. Practice tests are also available for some fields at no cost from the MTEL web site at **www.mtel.nesinc.com**. In addition, people can be important resources, including other students who have taken courses related to your needs and instructors who teach such courses. Instructors may be able to guide you in finding and reviewing notes and textbooks.

Review the sample test items. This guide contains examples of the formats of multiple-choice items and open-response items that you may encounter on the test. It also presents sample test items and correct responses. The sample items are designed to illustrate the nature of the test items; they should not be used as a diagnostic tool to determine your individual strengths and weaknesses.

Develop study techniques. It is usually best to approach preparing for a test with a study plan in mind, together with a schedule for accomplishing what you need to do to feel prepared. You may also wish to obtain from either your school's library or a bookstore one of the many books available on study skills.

For some people, study groups are particularly helpful; you may want to form or join a study group with others who will be taking the test at the same time. Find out if your school sponsors study groups. Study groups are more effective once you have identified the test objectives with which you are less familiar.

A gradual study pattern over an appropriate period of time can be effective for learning unfamiliar or difficult content. In the last few days before the test, take time to review those topics with which you feel most comfortable and avoid "cramming"—trying to learn too much new material quickly.

Use subarea information. If you are retaking a test, the information from your score report that indicates test subarea-level strengths and weaknesses may further help you determine areas for additional preparation. You may be able to improve your performance on the test by studying in those areas in which you did well in addition to studying those areas for which your performance was weak.

STUDY OUTLINE CHART

Test Field: _____ **Test Date:** _____

Obj. #	Topic	Notes on Test Content, Knowledge, and Courses	✓, X, ?	Resources
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				

✓= adequate knowledge and preparation; X = partial knowledge and preparation; ? = little or no knowledge and preparation

STUDY OUTLINE CHART *(continued)*

Obj. #	Topic	Notes on Test Content, Knowledge, and Courses	✓, X, ?	Resources
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				

✓= adequate knowledge and preparation; X = partial knowledge and preparation; ? = little or no knowledge and preparation

STUDY OUTLINE CHART *(continued)*

Obj. #	Topic	Notes on Test Content, Knowledge, and Courses	✓, X, ?	Resources
24.				
25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				

✓= adequate knowledge and preparation; X = partial knowledge and preparation; ? = little or no knowledge and preparation

Approaching the Test Items

Multiple-Choice Item Formats

The purpose of this section is to describe and give examples of multiple-choice item formats that you may see on the Massachusetts Tests for Educator Licensure. This section also suggests possible ways to approach thinking about and answering the multiple-choice items. The approaches described in this section are intended as suggestions; you may want to try using them on the sample items included in this Test Information Booklet. However, these approaches are not intended to replace test-taking strategies with which you are already comfortable and that work for you.

The multiple-choice items in the MTEL program are designed to assess subject matter knowledge described in the set of test objectives for each test field. You will be expected to demonstrate more than your ability to recall factual information; you may be asked to think critically about information, analyze it, apply it, consider it carefully, compare it with other knowledge you have, or make a judgment about it.

You may see several multiple-choice item formats in the MTEL. Not all types of test items that may appear on a test are illustrated. Actual test items are not necessarily identical in wording or format to the sample items in this booklet. Not every test will include all the item formats discussed in this section, but it is in your best interest to be prepared to answer all types of items in the event that they are included on the test(s) you elect to take. On the following pages are examples of the most common multiple-choice item formats and descriptions of approaches you might use to answer the items.

For each multiple-choice item there are four response options, one of which is the best response of the choices given. Each multiple-choice item counts equally toward a candidate's total multiple-choice section score. There is no penalty for guessing.

The tests may include a number of test items that do not count toward a candidate's score because they are being tried out for future administrations of the MTEL. Approximately 15 percent of the multiple-choice item section of each test form includes items that are nonscorable. Nonscorable items are included so that data can be collected on their psychometric characteristics for possible use as scorable items on future test forms.

Multiple-Choice Item Format One: The Single Test Item

In the single test-item format, a problem is presented as a direct question or an incomplete statement, and four response options (A, B, C, and D) appear below the question. The following sample test item from a General Curriculum test is an example of this type. (The * indicates the best response of the choices given.)

Example of multiple-choice item format one: a single test item

A town planning committee must decide how to use a 110-acre piece of land. The committee sets aside 20 acres of the land for watershed protection and an additional 46 acres for recreation. What percentage of the land is set aside for either watershed protection or recreation?

A. 19%

B. 44%

*C. 60%

D. 66%

For test items in this format, a suggested approach is to read the entire item carefully and critically. Think about what it is asking and the situation it is describing. It is best to read and evaluate *all* four response options to find the best answer; you should not stop at the first answer that seems reasonable. After reading all four response options, eliminate any obviously wrong answers, and select the best choice from the remaining answers. There is no penalty for guessing.

Multiple-Choice Item Format Two: Test Items with Stimulus Material

Some test items are preceded by stimulus material to which the test items relate. Some examples of stimulus material that may be included on a test are maps, charts, tables, graphs, reading passages, and descriptions of classroom situations. In some cases, there is only one test item related to the stimulus provided. In other cases, two or more test items are related to a single stimulus. Each stimulus is preceded by a direction line indicating how many items are related to that stimulus. The following sample from an English test includes an excerpt from a poem as the stimulus for one sample test item. (The * indicates the best response of the choices given.)

Example of multiple-choice item format two: a test item with stimulus material

Use the excerpt below from a poem by Queen Elizabeth I of England to answer the question that follows.

I grieve and dare not show my discontent,
I love and yet am forced to seem to hate,
I do, yet dare not say I ever meant,
I seem stark mute but inwardly do prate.
I am and not, I freeze and yet am burned,
Since from myself another self I turned.

In this work, the poet constructs meaning by using:

A. understatement to emphasize the speaker's sense of incompleteness.

B. allusion to elevate the speaker's situation.

C. onomatopoeia to heighten the dramatic effect.

* D. antithesis to dramatize the speaker's inner conflict.

The following approach is suggested when responding to test items with stimulus material. First, examine the stimulus. Note how the information is presented. In this test item, the stimulus is a poetic excerpt and must be read carefully and slowly to gain a sense of the meaning of the words and their artistic use in the passage.

Now you are prepared to address the sample test item associated with this stimulus. As you consider each response option, look back at the stimulus to determine which literary device is chiefly used in the excerpt. The device that is most clearly used to construct meaning in the excerpt is antithesis, the juxtaposition of contrasting ideas. Therefore, D is the correct response.

Open-Response Item Formats

Typically, the Massachusetts Tests for Educator Licensure include one or more open-response items for which you are asked to prepare a written response. These items are designed to measure the depth and breadth of the candidate's knowledge in the subject area, the candidate's understanding of fundamental concepts of the discipline, and the candidate's familiarity with field-specific methodologies. In language tests, the open-response items generally assess speaking, writing, listening, reading, and/or cultural understanding.

The open-response items may be designed to require the integration of knowledge from one or several subareas and to be comparable to each other in terms of information presented, the type of response required, and the difficulty of the items from one test form to the next. Responses to each open-response item typically require about 20 to 30 minutes to complete. For the open-response items that require written responses, each item will generally include:

1. contextual or background information that presents the topic of the open-response item; and
2. one or more specific directions or assignments that advise you of the elements that you are expected to provide in your response.

The following open-response item from a Political Science/Political Philosophy (48) test illustrates the components of a typical open-response item. The first paragraph introduces the topic of the assignment—the checks and balances that regulate the exercise of power among the three branches of the U.S. government. The second paragraph, and accompanying bulleted instructions, describes the writing task candidates must undertake and the elements they must include in their response.

Sample open-response item

Read the information below; then complete the exercise that follows.

The U.S. Constitution creates a government of checks and balances in which legislative, executive, and judicial authority reside in separate branches of the government.

Using your knowledge of the U.S. government, write a response in which you:

- describe the powers that are given to each of the three branches of the government under the Constitution; and
- discuss how these powers enable each branch of the government to check the activities of each of the other two branches.

Scoring of Open-Response Items

Open-response items are scored holistically according to standardized procedures, using scoring scales that have been approved by the Massachusetts Department of Elementary and Secondary Education. In judging the overall effectiveness of each response, scorers use scoring scales that describe varying levels of performance.

Open-response items are scored holistically by two or more qualified educators during scoring sessions held after each test administration. Scorers are oriented before the scoring session to ensure that all responses are scored according to standardized procedures.

Performance characteristics. A set of performance characteristics, similar to the following, guide scorers in considering responses to the open-response items. The performance characteristics are contained in the test directions for the open-response items. It may be helpful for you to be aware of these performance characteristics as you prepare for and take the MTEL. The actual performance characteristics used for your field may be found in the practice tests (available for some fields) and MTEL Faculty Guide available at **www.mtel.nesinc.com**.

Performance Characteristics	Definitions
Purpose	The extent to which the response achieves the purpose of the assignment.
Subject Matter Knowledge	Accuracy and appropriateness in the application of subject matter knowledge.
Support	Quality and relevance of supporting details.
Rationale	Soundness of argument and degree of understanding of the subject matter.

Scoring scale. The scoring scale below, which is related to the performance characteristics for the tests, is used by scorers in assigning scores to responses to the open-response items. Note that this scoring scale is typical of the scoring scale used for many tests of the MTEL. The actual score scale used for your field may be found in the practice tests (available for some fields) and MTEL Faculty Guide available at **www.mtel.nesinc.com**.

Score Point	Score Point Description
4	**The "4" response reflects a thorough knowledge and understanding of the subject matter.** • The purpose of the assignment is fully achieved. • There is substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	**The "3" response reflects an adequate knowledge and understanding of the subject matter.** • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequately reasoned understanding of the topic.
2	**The "2" response reflects a limited knowledge and understanding of the subject matter.** • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	**The "1" response reflects a weak knowledge and understanding of the subject matter.** • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.

A response to an open-response item is designated "unscorable" if it is unrelated to the assigned topic, illegible (for hand-written responses), not in the appropriate language, of insufficient length to score, or merely a repetition of the assignment. If there is no response to an open-response item, it is designated "blank."

The Day of the Test

This section provides suggestions for preparing for the experience of the test as well as strategies you may wish to employ while taking the test.

Preparing for the Test

This section offers tips that you can use to prepare for the test day.

Start early.

- Make sure you leave plenty of time to get to the test center.
- Report to the test center 30 minutes before your scheduled testing time.

Dress comfortably.

- Wear layers of clothing that you can easily remove or add on (e.g., sweater, sweatshirt). This will allow you to make personal adjustments for fluctuations in room or body temperature.
- Wear soft-soled shoes so that you will not disturb other candidates when you leave your seat.

Arriving at the test center.

- Any personal items that you bring to the test center must be stored in a locker outside of the testing room during the test. This includes watches, wallets, and purses in addition to prohibited materials described on the MTEL web site.
- Do not bring any unauthorized aids or prohibited materials, as listed under "Test Center Rules" on the MTEL web site, with you to the test center. If you do bring these materials, you will be required to leave them outside the testing area, as designated.

Test-Taking Tips

The following tips for taking standardized tests are offered as suggestions that may contribute to your success and confidence during the test session.

Watch the tutorials.

- Take the Computer-Based Testing Tutorial on the MTEL web site before the day of your test to learn how to navigate through a computer-based test (CBT), including how to indicate answers and how to use CBT features.
- Take the Pearson Professional Centers Tour on the MTEL web site to preview a visit to a Pearson Professional Center, including a view of the typical test room and other test center areas, to gain advance knowledge of the test center experience.

Follow directions.

- At the beginning of the session and throughout the test, follow all directions carefully. This includes instructions and written directions given to you by the test center administrators and written directions in the test itself.
- The test will contain general directions for the test as a whole and specific directions for individual test items or groups of test items.
- If you do not understand something about the directions, raise your hand and ask a test center administrator.

Pace your work.

- Each test session is four hours long. The test session is designed to allow sufficient time for sign-in and communication of directions before testing begins and for completion of the test by candidates. Some candidates may finish testing well before the scheduled ending time of the test session.
- You may find that you need less time than the four hours in a test session, but be prepared to stay for the entire time.
- Do not make any other commitments for this time period that may cause you to work more quickly than you should.
- Do not spend a lot of time on a test item that you cannot answer promptly; skip that item and move on.

Read carefully.

- Read the directions and the test items carefully.
- Read all response options.
- Remember that the test items call for the "best answer." Do not choose the first response option that seems reasonable; read and evaluate all choices to find the best answer.
- Read the test items closely so that you understand what they ask.
- Do not skim the test items in an effort to save time; you may misread key words and select the wrong answer or spend more time than needed on a test item. For example, if a test item calls for an approximate answer and you skip over that detail, you could waste time performing a long computation.
- Read the test items, but don't read *into* them. The test items are designed to be straightforward, not tricky.

Determine the "best answer" and guess wisely.

- As you read through the multiple-choice item response options, try to find the best answer. If you cannot quickly determine the best answer, try to eliminate as many of the options as possible. Then, guess among the remaining answer choices.
- Your score on each test will be based on the number of multiple-choice items you have answered correctly, in combination with your score(s) on the open-response items.
- There is no penalty for incorrect multiple-choice item answers; therefore, it is better to guess than not to respond at all.

Check your accuracy.

- Use any remaining time at the end of the test session to check your work.
- Go back to the test items that gave you difficulty and verify your work on them.

Review carefully the open-response items.

- Be sure to read and respond to each part of the items.
- Write legibly (if answers are being written by hand). Your responses to the open-response items will be evaluated by at least two qualified scorers. It is important for the scorers to be able to read your response.

After the Test

Score Reporting

After you have taken a test in the MTEL program, you will receive a score report indicating:

- whether or not you met the qualifying score on the test;
- your total test score, if you did not meet the qualifying score; and
- information about your performance on the subareas/skills of the test.

Your score report is available to you on the Internet for 45 days, beginning at 10:00 p.m. eastern time according to the schedule on the MTEL web site, as a PDF document which you may view, print, and save for your records.

If you register online, you may request during the registration process that your score report be sent to you by e-mail. Score report e-mails are sent beginning at 5:00 p.m. eastern time on the score report date.

If you register by mail or telephone, your score report will also be sent to you by U.S. mail on the score report date.

Your score report will be sent to the Department of Elementary and Secondary Education and automatically added to your licensure file once you apply for a license, based on your social security number or Department-issued identification number. Your score report will be sent automatically to the Massachusetts institution(s) you indicated during registration. In addition, if you give explicit permission, your educator preparation institution will also receive the last five digits of your social security number.

Interpreting Your Score Report

Each MTEL test has its own qualifying score (i.e., passing score) set by the Massachusetts Commissioner of Elementary and Secondary Education. In order to report test scores in a consistent way, the scores for all the tests are reported on the same scale. Test results are reported as scores in a range of 100 to 300, with a score of 240 representing the qualifying, or passing, score. Therefore, a total test scaled score of 240 or higher is required to meet the qualifying score for each test.

Your total test score is based on your performance on all sections of the test. Your multiple-choice score and scores on open-response items are combined to obtain your total score, reported on the 100 to 300 scale. The scaled score for the multiple-choice items is obtained from the number of test items answered correctly. The scaled score for the open-response items is obtained from the scores assigned to the candidate's written or oral responses. If a candidate does not attempt an open-response item on the test, no points are contributed to the candidate's score for that test item.

Foundations of Reading (Field 90)

Test Overview Chart

Sample Test Items

Answer Key and Sample Response

Test Objectives

Test Overview Chart: Foundations of Reading (90)

Subareas	Approximate Number of Multiple-Choice Items	Number of Open-Response Items
I. Foundations of Reading Development	43–45	
II. Development of Reading Comprehension	33–35	
III. Reading Assessment and Instruction	21–23	
IV. Integration of Knowledge and Understanding		2

The Foundations of Reading test is designed to assess the candidate's knowledge of reading/language arts required for the Massachusetts Early Childhood, Elementary, and Moderate Disabilities licenses. This subject matter knowledge is delineated in the Massachusetts Department of Elementary and Secondary Education's *Regulations for Educator Licensure and Preparation Program Approval* (7/2001), 603 CMR 7.06 "Subject Matter Knowledge Requirements for Teachers."

The Foundations of Reading test assesses the candidate's proficiency and depth of understanding of the subject of reading and writing development based on the requirement that the candidate has participated in seminars or courses that address the teaching of reading. Candidates are typically nearing completion of or have completed their undergraduate work when they take the test.

The multiple-choice items on the test cover the subareas as indicated in the chart above. The open-response items may relate to topics covered in any of the subareas and will typically require breadth of understanding of the field and the ability to relate concepts from different aspects of the field. Responses to the open-response items are expected to be appropriate and accurate in the application of subject matter knowledge, to provide high-quality and relevant supporting evidence, and to demonstrate a soundness of argument and understanding of the field.

Sample Test Items: Foundations of Reading (90)

1. Which of the following statements best explains the difference between phonemic awareness and phonics skills?

   A. Phonemic awareness is the general understanding that spoken language can be represented by print, while phonics requires knowledge of particular letter-sound associations.

   B. Phonemic awareness is the ability to associate sounds with letters, while phonics refers to knowledge of common spelling patterns.

   C. Phonemic awareness involves a general understanding of the alphabetic principle, while phonics includes letter-blending skills.

   D. Phonemic awareness is the ability to distinguish individual speech sounds, while phonics requires knowledge of letter-sound correspondence.

2. Which of the following describes the most likely source of phonics difficulties for English Language Learners whose primary language is alphabetic?

   A. Other languages tend to use letter combinations to represent individual phonemes.

   B. The letters of the English alphabet may represent different phonemes in other languages' writing systems.

   C. Other languages rely more heavily on the use of context cues in decoding than English does.

   D. English contains words that have been adopted from many other languages.

3. In which of the following nonsense words is the vowel sound likely to be the same as the vowel sound in the word *on*?

   A. goan

   B. goble

   C. gobb

   D. gowl

4. Students in an upper-elementary class examine and discuss paired words such as *compete* and *competition*, *inflame* and *inflammation*, and *magic* and *magician*. Word pairings such as these are most likely to promote students' reading development by increasing their awareness that:

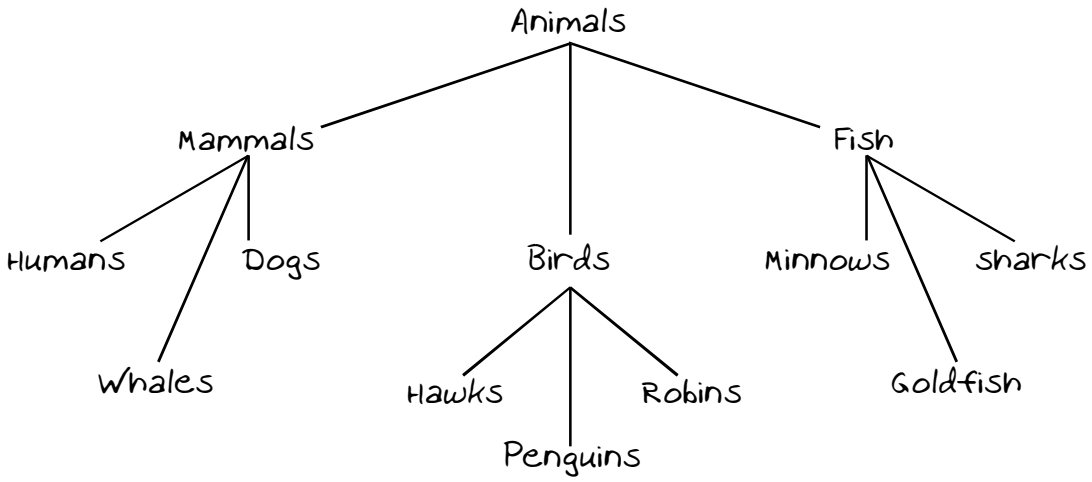
   A. most phonic generalizations have at least a few exceptions.

   B. syllabication can help a reader identify the meaning of an unfamiliar word.

   C. the spelling of a word may give clues to its meaning as well as to its sound.

   D. some phonemes are represented by more than one letter combination.

5. A fourth-grade teacher leads a class discussion about different types of animals. As students name various animals, the teacher draws on the board the diagram shown below.



This type of activity is most likely to promote students' reading proficiency in which of the following ways?

A. helping them recognize that a word's meaning may shift when the context changes

B. enriching their vocabulary knowledge by relating familiar words to larger conceptual categories

C. helping them recognize that every word has links to many other types of words

D. enriching their vocabulary skills by demonstrating that many single words have both denotative and connotative meanings

Use the information below to answer the two questions that follow.

A fifth-grade student has been reading a novel set in the early nineteenth century. Shown below is an excerpt from a chapter of the novel. In this excerpt, Thomas and his family are travelling across the United States in a covered wagon to settle in California.

> As the peaks of the Sierra Nevadas came into view, Thomas began to understand why his parents wanted to make it here earlier in the fall. The mountains were covered in a thick blanket of white. Each time they stopped, Flip jumped out and ran around the wagon, letting out frightened little yelps, as if he knew what lay ahead, and was just as worried as anyone.
>
> Thomas and his parents, and even little Adele, understood that there was no choice but to go on. Here they were in the middle of nowhere—dry desert and more mountains behind them, and nothing, no signs of human life, as far as the eye could see. Everyone in the family stopped talking. There was nothing to talk about, just a heavy fear in the pit of everyone's stomach. Every so often, Thomas's mother or father would disappear into the back of the wagon, checking on the provisions and busying themselves with final preparations for the trip through the pass. Nothing they could do would change the fact that there were five, ten, fifteen feet of snow in some places up there, and more coming.

When the student finishes reading the chapter, the teacher asks questions about this passage. Printed below is an excerpt from their conversation.

> *Teacher:* So what's this chapter about?
> *Student:* Thomas and his family are still trying to get to California. But now they're worried.
> *Teacher:* Why are they worried?
> *Student:* I'm not sure. They're all alone, and it's cold. And there are mountains too, I guess. And they're all feeling sad and scared.
> *Teacher:* What makes them feel that way?
> *Student:* I think maybe they wish they could go back home. Maybe they don't have enough supplies.
> *Teacher:* Do you remember anything else about this part of the story?
> *Student:* Not really . . . nobody's talking about anything.

6. In this conversation, the student most clearly demonstrates which of the following reading skills?

   A. making predictions based on information in a passage

   B. understanding the author's point of view in a literary passage

   C. interpreting the mood of a literary text

   D. identifying the main idea of a passage

7. This conversation suggests that the student would benefit from instruction to help the student:

   A. understand cause-and-effect relationships in a literary text.

   B. analyze the development of the main character in a literary text.

   C. identify the sequence of events in a literary text.

   D. recognize the emotional responses of characters in a literary text.

Use the information below to answer the two questions that follow.

Students in a fourth-grade class read the following passage from their science textbook.

> You can sometimes feel static electricity in action. As you take off a sweater over your head, some of the negatively charged particles from the sweater rub onto your hair. This gives your hair extra negative charges, while your sweater is left with extra positive charges. Notice how your hair sticks to the sweater as you pull it over your head.

8. This passage illustrates which of following types of text structure?

   A. comparison and contrast

   B. cause and effect

   C. thesis and evidence

   D. problem and solution

9. Which of the following student responses to the passage most clearly suggests that the student is applying inferential comprehension skills?

   A. "I guess positive charges stick to negative charges."

   B. "My hair always sticks straight up when I take off my sweater."

   C. "I think all my sweaters must have lots of negative charges."

   D. "I think there are other kinds of electricity besides the static kind."

10. **Use the sentences with missing letters below to answer the question that follows.**

1.	W_ll	y_ _	r_ _d	th_s?
2.	_i_ _	_ou	_ea_	_ _i_?

Reading researchers have observed that while sentence 1 is easily understood by most readers, sentence 2 is not. This observation best supports which of the following conclusions about effective phonics instruction?

A. Capitalization and punctuation help determine the meaning of a sentence but are not relevant to decoding.

B. Students should be encouraged to guess at a word's identity once they have decoded part of the word.

C. Context cues are as important as phonics knowledge in enabling a reader to decode connected text.

D. Students' ability to decode connected text will develop most quickly if phonics instruction begins with consonants.

DIRECTIONS FOR THE OPEN-RESPONSE ITEM ASSIGNMENTS

This section of the test consists of two open-response item assignments. You will be asked to prepare a written response of approximately 150–300 words for each assignment. You should use your time to plan, write, review, and edit your response for each assignment. **You must write responses to both of the assignments.**

For each assignment, read the topic and directions carefully before you begin to work. Think about how you will organize your response.

As a whole, your response to each assignment must demonstrate an understanding of the knowledge of the field. In your response to each assignment, you are expected to demonstrate the depth of your understanding of the subject area by applying your knowledge rather than by merely reciting factual information.

Your response to each assignment will be evaluated based on the following criteria.

PURPOSE: the extent to which the response achieves the purpose of the assignment
SUBJECT KNOWLEDGE: appropriateness and accuracy in the application of subject knowledge
SUPPORT: quality and relevance of supporting evidence
RATIONALE: soundness of argument and degree of understanding of the subject area

The open-response item assignments are intended to assess subject knowledge. Your responses must be communicated clearly enough to permit valid judgment of the evaluation criteria by scorers. Your responses should be written for an audience of educators in this field. The final version of each response should conform to the conventions of edited American English. Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topics. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

11. **Use the information below to complete the exercise that follows.**

Jonathan, a third-grade student, reads aloud a passage from an unfamiliar story. As he reads, the teacher notes his performance on a separate copy of the story. Printed below is an excerpt from the teacher's record of Jonathan's oral reading performance.

All | sum-mer summer Karen had | wished for a new bike. She was | tired of | riding her older | sister's || worn-out bike. went What she really wanted was a || sleek, shiny moun-tain mountain bike that would will || perform well on the dirt roads and | paths near her house. All through though the school year she had done | chores for the || neighbors nēg | nīg to earn some | extra money. In May, Karen looked in the | shoebox shoe-box were where she put | half of every ever | allowance all-ow-ance and any | extra money she had \ earned. It was not nearly near-ly any enough to buy the bike. What | could can she do? Just then Rob | Jones rode by on his bike || delivering dealing the | newspaper news-paper. An | idea | popped into Karen's head. Maybe she | could can deal deliver newspapers herself and \ earn the rest of the money. She would have to get up | early and work hard. It might take a long time, but | someday some-day Karen would have that shiny | mountain moun-tain bike!

Key:

- ⬭ deletion
- | short pause
- ⟵ repetition
- © self-correction
- ^ insertion
- || long pause
- cat / cow substitution

Using your knowledge of **word identification strategies** (e.g., use of phonics, analysis of word structure, use of context clues, identification of sight words), write a response in which you:

- identify one of Jonathan's *strengths* in using word identification strategies; and
- identify one of Jonathan's *weaknesses* in using word identification strategies.

Be sure to cite specific evidence from the information shown to support your response.

Answer Key and Sample Response: Foundations of Reading (90)

Question Number	Correct Response	Test Objective
1.	**D**	Understand phonological and phonemic awareness.
2.	**B**	Understand the role of phonics in promoting reading development.
3.	**C**	Understand the role of phonics in promoting reading development.
4.	**C**	Understand word analysis skills and strategies.
5.	**B**	Understand vocabulary development.
6.	**C**	Understand how to apply reading comprehension skills and strategies to imaginative/literary texts.
7.	**A**	Understand how to apply reading comprehension skills and strategies to imaginative/literary texts.
8.	**B**	Understand how to apply reading comprehension skills and strategies to informational/ expository texts.
9.	**A**	Understand how to apply reading comprehension skills and strategies to informational/ expository texts.
10.	**D**	Understand multiple approaches to reading instruction.

The sample response below reflects a strong knowledge and understanding of the subject matter.

This record of Jonathan's oral reading suggests that one of his word identification strengths is the ability to apply knowledge of word structure. The teacher's notes suggest that Jonathan divides multisyllable words into smaller units to identify them. In some cases the smaller units are syllables (e.g., sum-mer, moun-tain, all-ow-ance). First he uses knowledge of phonics to sound out individual syllables. He is then able to identify the word as a whole. In other cases the smaller units are the two words that make up a compound word. The teacher's notes suggest that Jonathan looks for and recognizes the constituent words that form the compound words shoe-box, news-paper, and some-day.

The teacher's notes also suggest that Jonathan has some weaknesses in word identification. One weakness relates to identification of high-frequency words with irregular spellings. Such words are usually referred to as "sight words." Readers need to learn to recognize these words automatically (i.e., memorize them) because the words cannot be identified by applying common phonics generalizations or by analyzing the word's structure. The passage that Jonathan reads aloud includes a number of these words: what, would, through, where, enough, could. Notice the miscues he makes (without self-correcting) for each of these words: went for what, will for would, though for through, were for where, any for enough, can for could. The word neighbor is also a sight word, and he makes two unsuccessful efforts to decode it by using phonics.

Massachusetts Tests for Educator Licensure™

FIELD 90: FOUNDATIONS OF READING
TEST OBJECTIVES

Subarea	Multiple-Choice	Range of Objectives	Approximate Test Weighting
I.	Foundations of Reading Development	01–04	35%
II.	Development of Reading Comprehension	05–07	27%
III.	Reading Assessment and Instruction	08–09	18%
			80%
	Open-Response		
IV.	Integration of Knowledge and Understanding	10	**20%**

SUBAREAS:

FOUNDATIONS OF READING DEVELOPMENT
DEVELOPMENT OF READING COMPREHENSION
READING ASSESSMENT AND INSTRUCTION
INTEGRATION OF KNOWLEDGE AND UNDERSTANDING

FOUNDATIONS OF READING DEVELOPMENT [35%]

0001 Understand phonological and phonemic awareness.

For example: the distinction between phonological awareness (i.e., the awareness that oral language is composed of smaller units, such as spoken words and syllables) and phonemic awareness (i.e., a specific type of phonological awareness involving the ability to distinguish the separate phonemes in a spoken word); the role of phonological awareness and phonemic awareness in reading development; the difference between phonemic awareness and phonics skills; levels of phonological and phonemic awareness skills (e.g., rhyming, segmenting, blending, deleting, substituting); strategies (e.g., explicit, implicit) to promote phonological and phonemic awareness (e.g., distinguishing spoken words, syllables, onsets/rimes, phonemes); and the role of phonological processing in the reading development of individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

0002 Understand concepts of print and the alphabetic principle.

For example: development of the understanding that print carries meaning; strategies for promoting awareness of the relationship between spoken and written language; the role of environmental print in developing print awareness; development of book handling skills; strategies for promoting an understanding of the directionality of print; techniques for promoting the ability to track print in connected text; strategies for promoting letter knowledge (e.g., skill in recognizing and naming uppercase and lowercase letters); letter formation; strategies for promoting understanding of the alphabetic principle (i.e., the recognition that phonemes are represented by letters and letter pairs); use of reading and writing strategies for teaching letter-sound correspondence; and development of alphabetic knowledge in individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

0003 Understand the role of phonics in promoting reading development.

For example: explicit and implicit strategies for teaching phonics; the role of phonics in developing rapid, automatic word recognition; the relationship between decoding and reading comprehension; the interrelationship between letter-sound correspondence and beginning decoding (e.g., blending letter sounds); strategies for helping students decode single-syllable words that follow common patterns (e.g., CVC, CVCC, CVVC, CVCe)
and multisyllable words; methods for promoting and assessing the use of phonics generalizations to decode words in connected text; use of semantic and syntactic cues to help decode words; the relationship between decoding and encoding (e.g., analyzing the spellings of beginning readers to assess phonics knowledge, using spelling instruction to reinforce phonics skills); the relationship between oral vocabulary and the process of decoding written words; specific terminology associated with phonics (e.g., phoneme, morpheme, consonant digraph, consonant blend); and development of phonics skills in individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

0004 Understand word analysis skills and strategies.

For example: development of word analysis skills and strategies in addition to phonics, including structural analysis; the relationship between word analysis skills and reading comprehension; identification of common morphemes (e.g., base words, roots, inflections and other affixes); recognition of common prefixes (e.g., un-, re-, pre-) and suffixes (e.g., -tion, -able) and their meanings; knowledge of Latin and Greek roots that form English words; use of syllabication as a word identification strategy; analysis of syllables and morphemes in relation to spelling patterns; techniques for identifying compound words; identification of homographs (i.e., words that are spelled the same but have different meanings and may be pronounced differently [e.g., *bow*, part of a ship/*bow*, to bend from the waist; *tear*, a drop of water from the eye/*tear*, to rip]); use of context cues (e.g., semantic, syntactic) to help identify words and to verify the pronunciation and meaning of words; and development of word analysis skills in individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

DEVELOPMENT OF READING COMPREHENSION [27%]

0005 Understand vocabulary development.

For example: the relationship between oral and written vocabulary development and reading comprehension; the role of systematic, noncontextual vocabulary strategies (e.g., grouping words based on conceptual categories and associative meanings) and contextual vocabulary strategies (e.g., paraphrasing); the relationship between oral vocabulary and the process of identifying and understanding written words; strategies for promoting oral language development and listening comprehension (e.g., read-alouds, word explanation strategies); knowledge of common sayings, proverbs, and idioms (e.g., raining cats and dogs, better safe than sorry); knowledge of foreign words and abbreviations commonly used in English (e.g., RSVP); criteria for selecting vocabulary words; strategies for clarifying and extending a reader's understanding of unfamiliar words encountered in connected text (e.g., use of semantic and syntactic cues, use of word maps, use of the dictionary); strategies for promoting comprehension across the curriculum by expanding knowledge of content-area vocabulary (e.g., focus on key words); the importance of frequent, extensive, varied reading experiences in vocabulary development; and development of vocabulary knowledge and skills in individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

0006 Understand how to apply reading comprehension skills and strategies to imaginative/literary texts.

For example: knowledge of reading as a process to construct meaning; knowledge of levels of reading comprehension (i.e., literal, inferential, and evaluative) and strategies for promoting comprehension of imaginative/literary texts at all three levels; development of literary response skills (e.g., connecting elements in a text to prior knowledge and other sources, using evidence from a text to support responses); development of literary analysis skills (e.g., identifying features of different literary genres, analyzing story elements, analyzing character development, interpreting figurative language, identifying literary allusions, analyzing the author's point of view); use of comprehension strategies before, during, and after reading (e.g., predicting, visualizing, reviewing, self-monitoring and other metacognitive strategies); use of oral language activities to promote comprehension (e.g., retelling, discussing); the role of oral reading fluency in facilitating comprehension; use of writing activities to promote literary response and analysis (e.g., creation of story maps and other relevant graphic organizers); and development of the reading comprehension skills and strategies of individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

0007 Understand how to apply reading comprehension skills and strategies to informational/ expository texts.

For example: knowledge of levels of reading comprehension (i.e., literal, inferential, and evaluative) and strategies for promoting comprehension of informational/expository texts at all three levels; strategies for identifying point of view, distinguishing facts from opinions, and detecting faulty reasoning in informational/expository texts; use of reading strategies for different texts and purposes (e.g., adjusting reading rate based on text difficulty, skimming/scanning); use of comprehension strategies before, during, and after reading (e.g., predicting, visualizing, self-questioning, paraphrasing); use of oral language activities to promote comprehension (e.g., oral preview/review); the role of oral reading fluency in facilitating comprehension of informational/expository texts; use of writing activities to promote comprehension (e.g., student-generated questioning, note taking, outlining, summarizing, semantic maps, K-W-L charts); knowledge of text structures (e.g., chronological, comparison/contrast, cause/effect); use of text features (e.g., index, glossary), graphic features (e.g., charts, maps), and reference materials; application of comprehension strategies to electronic texts; development of students' ability to apply reading comprehension skills for varied purposes; and development of the reading comprehension skills and strategies of individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

READING ASSESSMENT AND INSTRUCTION [18%]

0008 Understand formal and informal methods for assessing reading development.

For example: the use of data and ongoing reading assessment to adjust instruction to meet students' reading needs; the characteristics and uses of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties; concepts of validity, reliability, and bias in testing; the characteristics and uses of formal and informal reading-related assessments (e.g., assessment of phonemic awareness, miscue analyses, Informal Reading Inventories, running records, use of rubrics, portfolio assessment, assessment of authentic tasks); characteristics and uses of group versus individual reading assessments; techniques for assessing particular reading skills (e.g., oral or written retellings to assess reading comprehension, dictated word lists to test letter-sound knowledge); awareness of text leveling; awareness of the challenges and supports in a text (e.g., pictures, predictability, decodability); techniques for determining students' independent, instructional, and frustration reading levels; and assessment of the reading development of individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

0009 Understand multiple approaches to reading instruction.

For example: knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension; strategies for planning, organizing, managing, and differentiating reading instruction to support the reading development of all students; adjustment of reading instruction based on ongoing assessment; instructional strategies for promoting development of particular reading skills (e.g., phonemic awareness, phonics skills, word identification, automatic recognition of sight words, vocabulary knowledge); the uses of large-group, small-group, and individualized reading instruction; strategies for selecting and using meaningful reading materials at appropriate levels of difficulty; creation of an environment that promotes love of reading; strategies for promoting independent reading in the classroom and at home; uses of instructional technologies to promote reading development; and awareness of strategies and resources for supporting individual students (e.g., English Language Learners, struggling readers through highly proficient readers).

INTEGRATION OF KNOWLEDGE AND UNDERSTANDING [20%]

In addition to answering multiple-choice items, candidates will prepare written responses to questions addressing content from the preceding objectives, which are summarized in the objective and descriptive statement below.

0010 Prepare an organized, developed analysis on a topic related to one or more of the following: foundations of reading development; development of reading comprehension; reading assessment and instruction.

For example: the role of phonological and phonemic awareness in reading development; development of alphabetic knowledge; role of phonics in developing rapid, automatic word recognition; development of word analysis skills and strategies in addition to phonics, including structural analysis; the relationship between vocabulary development and reading comprehension; use of comprehension strategies before, during, and after reading imaginative/literary texts; knowledge of organizational patterns in informational/expository texts; techniques for assessing particular reading skills; and strategies for planning, organizing, managing, and differentiating reading instruction to support the reading development of all students.