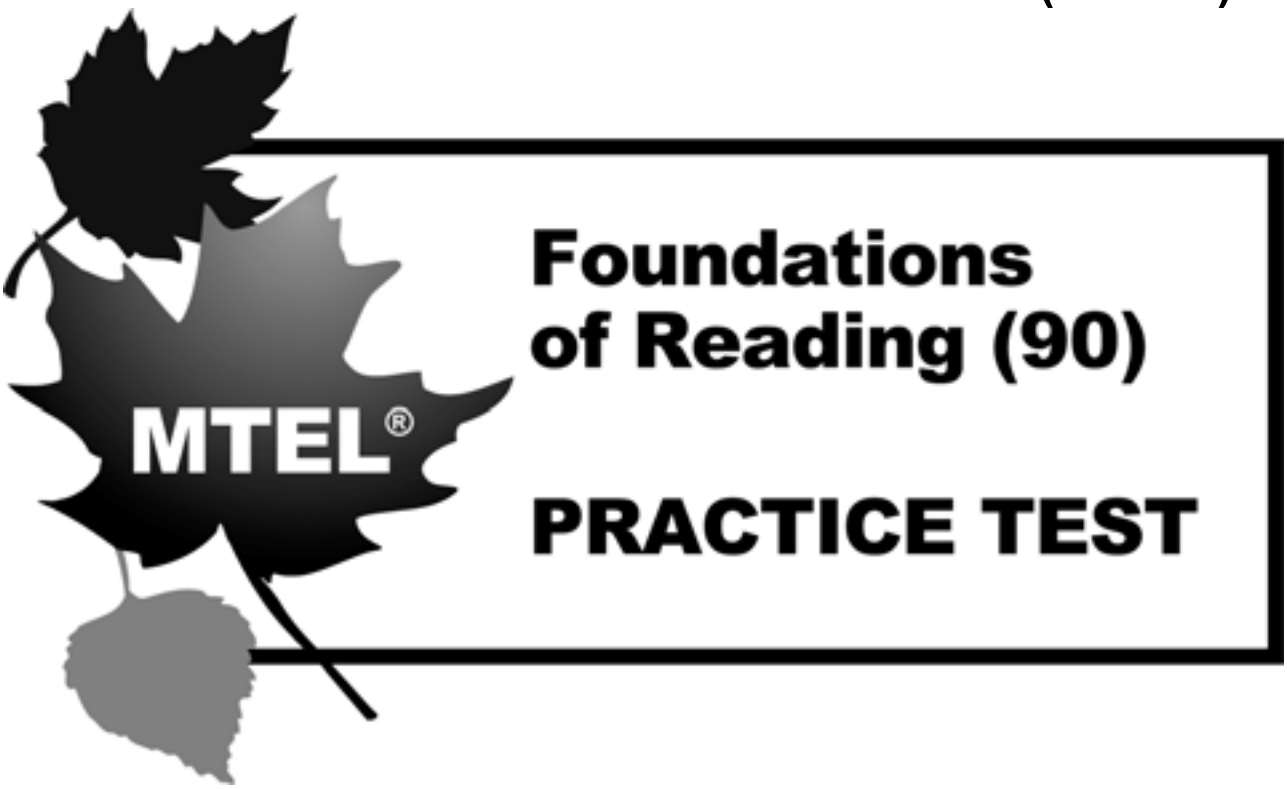
Massachusetts Tests for Educator Licensure® (MTEL®)



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7/09

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INTRODUCTION

This document is a printable version of the Massachusetts Tests for Educator Licensure® (MTEL®) Foundations of Reading (90) Online Practice Test.

This practice test is a sample test consisting of 100 multiple-choice questions and 2 open-response item assignments. An Answer Key Worksheet, Answer Sheet, and Evaluation Chart by test objective are included for the multiple-choice questions. Blank Response Sheets, Evaluation Information, and Sample Responses and Analyses, as well as a Scoring Rubric, are included for the open-response items. Lastly, there is a Practice Test Score Calculation worksheet.

PURPOSE OF THE PRACTICE TEST

The practice test is designed to provide an additional resource to help you effectively prepare for the MTEL Foundations of Reading (90) test. The primary purpose of the practice test is to help you become familiar with the structure and content of the test. It is also intended to help you identify areas in which to focus your studies. Education faculty and administrators of teacher preparation programs may also find this practice test useful as they help students prepare for the official test.

TAKING THE PRACTICE TEST

In order to maximize the benefits of the practice test, it is recommended that you take this test under conditions similar to the conditions under which the official MTEL tests are administered. Try to take the practice test in a quiet atmosphere with few interruptions and limit yourself to the four-hour time period* allotted for the official test administration. You will find your results to be more useful if you refer to the answer key only after you have completed the practice test.

INCORPORATING THE PRACTICE TEST IN YOUR STUDY PLAN

Although the primary means of preparing for the MTEL is your college education, adequate preparation prior to taking or retaking the MTEL test is strongly recommended. How much preparation and study you need depends on how comfortable and knowledgeable you are with the content of the test.

The first step in preparing to take the MTEL is to identify what information the test will address by reviewing the objectives for your field. A complete, up-to-date list of the Test Objectives is included in the Test Information Booklet for each test field. The test objectives are the core of the testing program and a helpful study tool. Before taking or retaking the official test, focus your study time on those objectives for which you wish to strengthen your knowledge.

This practice test may be used as one indicator of potential strengths and weaknesses in your knowledge of the content on the official test. However, because of potential differences in format and difficulty between the practice test and an official MTEL Foundations of Reading (90) test, it is not possible to predict precisely how you might score on an official MTEL Foundations of Reading (90) test. Keep in mind that the subareas for which the test weighting is greatest will receive emphasis on this test. Refer to the Test Information Booklet for additional information about how to prepare for the test.

* For the Communication and Literacy Skills test, candidates may take one or both subtests during the four-hour session.

FOUNDATIONS OF READING
PRACTICE TEST

GENERAL TEST DIRECTIONS

This practice test consists of two sections: (1) a multiple-choice question section and (2) an open-response item assignment section. Each multiple-choice question on the practice test has four answer choices. Read each question carefully and choose the ONE best answer. Record each answer on the answer sheet provided.

Sample Question: 1. What is the capital of Massachusetts?

A. Worcester
B. New Bedford
C. Boston
D. Springfield

The correct answer to this question is C. You would indicate that on the answer sheet.

The open-response section of this practice test requires written responses. Directions for the open-response item assignments appear immediately before those assignments.

You may work on the multiple-choice questions and open-response item assignments in any order that you choose. You may wish to monitor how long it takes you to complete the practice test. When taking the actual MTEL Foundations of Reading (90) test, you will have one four-hour test session in which to complete the test.

MULTIPLE-CHOICE ANSWER SHEET

Question Number	Your Response
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Question Number	Your Response
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Question Number	Your Response
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MULTIPLE-CHOICE QUESTIONS

1. Which of the following students is demonstrating the specific type of phonological awareness known as phonemic awareness?

   A. a student who, after being shown a letter of the alphabet, can orally identify its corresponding sound(s)

   B. a student who listens to the words *sing*, *ring*, *fling*, and *hang* and can identify that *hang* is different

   C. a student who, after hearing the word *hat*, can orally identify that it ends with the sound /t/

   D. a student who listens to the word *Massachusetts* and can determine that it contains four syllables

2. A kindergarten teacher could best determine if a child has begun to develop phonemic awareness by asking the child to:

   A. count the number of words the child hears in a sentence as the teacher says the sentence.

   B. say the word *cat*, then say the first sound the child hears in the word.

   C. point to the correct letter on an alphabet chart as the teacher names specific letters.

   D. listen to the teacher say *boat* and *coat*, then identify whether the two words rhyme.

3. As students begin to read, the ability to blend phonemes orally contributes to their reading development primarily because it helps students:

   A. recognize and understand sight words in a text.

   B. use knowledge of letter-sound correspondence to decode words.

   C. guess the meaning of unfamiliar words from their context.

   D. divide written words into onsets and rimes.

4. The ability to divide words containing major phonograms into onsets and rimes would best help a first-grade reader decode which of the following words?

   A. itch

   B. girl

   C. learn

   D. stick

5. Phonemic awareness contributes most to the development of phonics skills in beginning readers by helping them:

   A. recognize different ways in which one sound can be represented in print.

   B. count the number of syllables in a written word.

   C. identify in spoken language separate sounds that can be mapped to letters.

   D. understand the concept of a silent letter.

6. Which of the following first-grade students has attained the *highest* level of phonemic awareness?

   A. a student who, after hearing the word *hot* and the sound /ĭ/, can substitute /ĭ/ for /ŏ/ to make the word *hit*

   B. a student who can orally segment the word *wonderful* into *won-der-ful*

   C. a student who, after hearing the words *fish* and *fun*, can identify that they both begin with the same phoneme, /f/

   D. a student who can orally segment the word *train* into its onset and rime

7. Asking students to listen to a word (e.g., *same*) and then tell the teacher all the sounds in the word is an exercise that would be most appropriate for students who:

   A. have a relatively low level of phonological awareness.

   B. are beginning to develop systematic phonics skills.

   C. have a relatively high level of phonemic awareness.

   D. are beginning to master the alphabetic principle.

8. A kindergarten teacher asks a small group of students to repeat after her. First, she says the word *grape* and then pronounces it as *gr* and *ape*. Next, she says the word *take* and then pronounces it as *t* and *ake*. This activity is likely to promote the students' phonemic awareness primarily by:

   A. helping them recognize distinct syllables in oral language.

   B. encouraging them to divide words into onsets and rimes.

   C. teaching them how to distinguish between consonants and vowels.

   D. promoting their awareness of letter-sound correspondence.

9. A teacher shows a student pictures of familiar objects. As the teacher points to the first picture, she asks the student to name the object in the picture. Next, she asks the student to count on his fingers the number of sounds he makes as he says the word again. This activity is most likely to promote which of the following?

   A. understanding of the alphabetic principle

   B. phonemic awareness skills

   C. development of letter-sound correspondence

   D. word identification skills

10. Which of the following oral language activities would best promote the phonological processing skills of a student who is an English Language Learner?

   A. Read aloud in English and ask the student to guess the meaning of unfamiliar words.

   B. Identify phonemes that are used in spoken English but not in the student's primary language.

   C. Help identify words that sound the same in English and in the student's primary language.

   D. Give feedback immediately after the student makes pronunciation errors in spoken English.

11. A preschool child picks up an unfamiliar book, opens it to the end, points to the text, and begins to "pretend read" the story. These behaviors suggest that the child most likely:

   A. has well-developed book-handling skills.

   B. knows where individual words begin and end.

   C. has developed an understanding that print carries meaning.

   D. understands the concept of print directionality.

12. A preschool child draws a stick figure and makes some unintelligible scribbles around it. When she shows it to her teacher, she points to the scribbles and says, "This says 'I love mommy.'" This behavior suggests that the child most likely:

   A. is ready to learn the concept of letter-sound correspondence.

   B. is beginning to develop awareness that words are made of distinct phonemes.

   C. has a basic understanding of the alphabetic principle.

   D. has grasped the idea that the function of print is distinct from that of pictures.

13. At the end of each school day, a preschool teacher encourages the children to talk about the day's events. As the children describe each event, the teacher writes it on large block paper. Afterward, the teacher reads the list back to the class. This activity would contribute to the children's literacy development primarily by promoting their:

    A. basic understanding of the alphabetic principle.

    B. awareness that speech can be represented by writing.

    C. basic understanding of word boundaries.

    D. awareness of the relationship between syllables and the spoken word.

14. A kindergarten teacher hangs labels on key objects in the classroom, puts up posters that include words and captions, and always has a big book on display for the children's use. This kind of classroom environment is most likely to help promote children's:

    A. recognition that words are composed of separate sounds.

    B. recognition of high-frequency sight words.

    C. development of automaticity in word recognition.

    D. development of an awareness of print.

15. A preschool teacher is reading a story to his class. As he reads, he holds the book so the children can see the words and pictures while his finger follows the line of print. This activity would contribute to the children's reading development primarily by:

    A. promoting their development of letter recognition skills.

    B. helping them recognize phonemes that occur frequently in print.

    C. developing their awareness of left-to-right directionality.

    D. promoting their understanding of letter-sound correspondence.

16. Pointing out the title, beginning, middle, and end of a book to a group of preschool children before reading the book aloud to them contributes to their reading development primarily by promoting their:

    A. understanding of text directionality.

    B. development of book-handling skills.

    C. understanding of the concept of schema.

    D. development of literal comprehension strategies.

17. Which of the following strategies would be most effective in promoting kindergarten children's ability to recognize and name letters of the alphabet?

    A. The teacher says the name of a letter while the children each trace its shape on a cutout letter.

    B. The teacher posts the entire alphabet around the room in several different formats.

    C. The teacher reads aloud to the children from books that contain mostly words that follow regular phonics patterns.

    D. The teacher emphasizes the initial sounds of words when reading to the children.

18. Having kindergarten children practice tracing the letters of the alphabet in sand is most appropriate for children who are having difficulty:

    A. internalizing the alphabetic principle.

    B. recognizing that print carries meaning.

    C. understanding the relationship between spoken and written language.

    D. developing letter formation skills.

19. A preschool teacher shows a group of children pictures of everyday objects. Below each picture is printed the letter of the alphabet that corresponds to the word's initial sound. As the teacher points to each picture, she names the object, then she points to the letter underneath it and says the sound it makes. The teacher invites the children to repeat the sound with her. This activity is likely to contribute to the children's reading development primarily by:

    A. illustrating the concept of word boundaries.

    B. focusing on auditory discrimination skills.

    C. introducing the concept of onset and rime.

    D. demonstrating that phonemes are represented by letters.

20. A teacher holds up a series of familiar objects, asking students to name each object and isolate the final sound they hear. This type of activity would be most appropriate for a student who:

    A. needs more development with phonemic awareness skills.

    B. needs to increase reading fluency and comprehension.

    C. lacks automaticity in word recognition.

    D. has difficulty sounding out phonetically regular one-syllable words.

21. A kindergarten teacher wants to promote students' understanding of the alphabetic principle. Which of the following would be the most effective *first* step in a sequence of instruction designed to achieve this goal?

    A. Talk with students about selected consonants using a series of posters that each feature one consonant and contain pictures of items whose initial phoneme demonstrates that consonant's sound.

    B. Have students trace both lowercase and uppercase letters of the alphabet and then practice reproducing the letters on their own.

    C. Talk with students about the title, beginning, middle, and end of a story and point to these parts while reading the story aloud from a big book.

    D. Put labels on several familiar objects in the classroom and regularly read the labels aloud to the students.

22. When learning letter-sound correspondence, beginning readers are likely to require the most instruction in decoding which of the following?

    A. ship

    B. dime

    C. hot

    D. best

23. Which of the following best describes the relationship between word decoding and reading comprehension in a beginning reader's development?

    A. Decoding skills and reading comprehension skills tend to develop independently of one another.

    B. Reading comprehension skills directly facilitate the development of decoding skills.

    C. Development of decoding skills is secondary to the development of reading fluency and comprehension skills.

    D. Rapid automatic decoding skills help facilitate development of reading fluency and comprehension.

24. A teacher can most effectively support first graders' development of rapid automatic word recognition by *first* teaching students how to:

    A. apply consistent phonics generalizations in common words.

    B. use context cues to determine the meanings of words.

    C. identify the constituent parts of multisyllable words.

    D. look up unfamiliar words in the dictionary.

25. Which of the following describes an *implicit* strategy for extending and reinforcing students' phonics skills?

    A. encouraging students to look for particular words and word parts in environmental print

    B. having students sort sets of familiar words into their designated word families

    C. asking students to sound out new words that follow a common regular spelling pattern

    D. guiding students to spell new multisyllable words using known words and word parts

26. Which of the following strategies would be most effective in promoting second graders' decoding of multisyllable words?

    A. giving students opportunities to read literature that offers repeated exposure to predictable text

    B. prompting students to sound out the individual phonemes that compose multisyllable words

    C. encouraging students to compare the parts of new multisyllable words with known single-syllable words

    D. reinforcing students' recognition of high-frequency multisyllable words using drills and flashcards

27. A second-grade teacher writes several sentences on the board, covering up one word in each sentence. She uncovers the first letter of the first covered word and asks students to guess the word before she uncovers it completely. She then follows the same procedure with the next sentence. In the example shown below, the students have completed sentences 1 and 2 and are currently working on sentence 3.

    1. Paul likes to play football.
    2. Elephants are the largest land animals.
    3. We went to the m[ ] last Friday.

    This activity is most likely to promote the students' word identification skills by helping them:

    A. use syllabication as a decoding strategy.

    B. apply phonics generalizations to decode multisyllable words.

    C. use semantic and syntactic cues to help identify words.

    D. apply common consonant-vowel patterns to decode unfamiliar words.

28. A second-grade teacher administers spelling inventories periodically to help assess students' phonics knowledge. The following shows one student's performance on a spelling inventory at the beginning of the school year and again several months later.

Dictated Word	Student Spelling
set	set
star	ster
drive	driv
peach	pech
turn	tarn
join	joyn

Dictated Word	Student Spelling
set	set
star	star
drive	drive
peach	peche
turn	turn
join	joyn

The student's performance on the second administration of the spelling inventory indicates that the student made the most improvement in which of the following areas?

A. initial and final consonants

B. short vowels and diphthongs

C. digraphs and blends

D. long and *r*-controlled vowels

29. Which of the following provides the best rationale for incorporating spelling instruction into a first-grade reading program?

A. Spelling promotes phonemic awareness by teaching students to break words into onsets and rimes.

B. Spelling facilitates vocabulary development by introducing students to new words.

C. Spelling simplifies the reading process by focusing students on a limited set of decoding rules.

D. Spelling supports word recognition by helping students learn and retain common phonics patterns.

30. Which of the following statements best describes how oral vocabulary knowledge is related to the process of decoding written words?

A. A reader applies decoding skills to unfamiliar written words in order to increase his or her oral vocabulary knowledge.

B. A reader's oral vocabulary knowledge allows the reader to derive meaning as he or she decodes written words.

C. A reader must have extensive oral vocabulary knowledge in order to learn decoding processes.

D. A reader's oral vocabulary knowledge is dependent on his or her development of strong decoding skills.

31. **Read the sentence below; then answer the question that follows.**

> My family went to the circus last weekend. I liked the clowns the best. They were very funny.

A student makes several miscues when reading these sentences aloud. Which of the following miscues represents an error in decoding consonant blends?

A. omitting *circus*

B. pronouncing *clowns* as *clones*

C. saying *bet* for *best*

D. shortening *funny* to *fun*

32. Which of the following sentences contains a pair of italicized words that differ from one another by one phoneme?

A. He took off his *cap* so that he could take a *nap.*

B. She works at a *bank* that is located near the *bank* of a river.

C. She told him not to *buy* a ticket because she had already *bought* one.

D. His face looked *pale* after he carried the *pail* of water for a mile.

33. Which of the following students demonstrates variation in reading development that would require intervention focused on *explicit* phonics instruction?

A. a kindergarten student who can recite the alphabet from memory but has difficulty distinguishing individual phonemes in words

B. a first-grade student who can easily decode nonsense words but has limited comprehension of the meaning of text

C. a second-grade student who is adept at using context cues to identify words but has difficulty sounding out the letters in unfamiliar words

D. a third-grade student who can read most grade-level text fluently but has difficulty with unfamiliar irregular low-frequency words

34. Explicit phonics instruction is most appropriate for a student who has demonstrated which of the following phonological awareness skills?

A. being aware that a word is made up of one or more phonemes

B. being able to separate a word's onset and rime

C. being aware that words can be divided into syllables

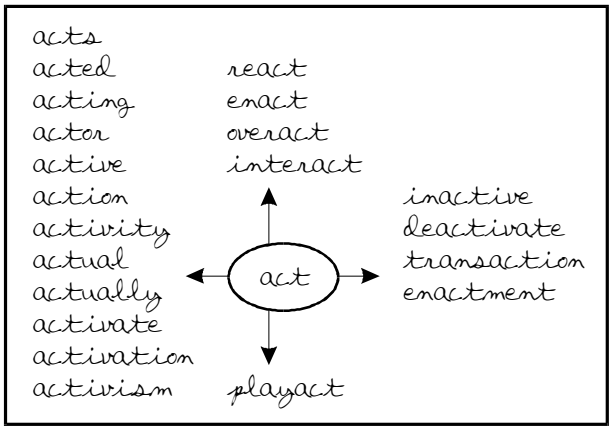
D. being able to segment and blend a word's phonemes

35. **Use the information below to answer the question that follows.**

A teacher poses the following question to fourth-grade students.

What words can you think of that have the word "act" in them?

Using student responses, the teacher creates the following web on the board.



This technique is likely to be most helpful for enhancing the students' awareness of:

A. morphemic structure.

B. compound words.

C. syllable patterns.

D. Greek roots.

36. Which of the following sets of words would be most effective to use when introducing students to the concept of structural analysis?

A. late, great, wait, eight

B. afraid, obtain, explain, remain

C. swim, swims, swam, swum

D. pretest, retest, tested, testing

37. An English Language Learner pronounces *tigers* as *tiger* when reading the following sentence aloud.

They saw tigers at the zoo.

Which of the following actions is most appropriate for the teacher to take *first* in response to the student's miscue?

A. guide the student in reading lists of nouns with and without plural –*s* on the end

B. verify that the student understands that *tigers* means more than one tiger

C. provide the student with independent practice in adding plural –*s* to singular nouns

D. provide a picture card to determine whether the student can identify a tiger

38. The following sentence is missing several words.

_(1)_ unusual _(2)_ of spices _(3)_ the soup an _(4)_ flavor.

A word with the suffix -*tion* would fit best in which of the blanks in the sentence?

A. (1)

B. (2)

C. (3)

D. (4)

39. Which of the following principles is best illustrated by the words *watched*, *wanted*, and *warned*?

A. Spelling is often the best predictor of the pronunciation of a suffix.

B. Open syllables are usually pronounced with a long vowel sound.

C. The spelling of a suffix is often more reliable than its pronunciation.

D. The second letter of a consonant blend is usually pronounced as the onset of the following syllable.

40. The words *enjoyable*, *maneuverable*, *corruptible*, and *convertible* best illustrate which of the following principles?

A. The spelling of a suffix can vary depending on its root word.

B. The accented syllable of a root word can shift when certain suffixes are added to it.

C. The addition of a suffix can alter the spelling of its root word.

D. The pronunciation of a suffix can change when added to certain root words.

41. A second-grade teacher has students pull two single-syllable nouns from a hat (e.g., *bulb*, *light*) and asks them to form words by putting the words together (e.g., *lightbulb*). Students then draw pictures to illustrate their new words and write short stories using the new words. This activity is likely to be most effective for helping students:

    A. use visualization as a reading comprehension strategy.

    B. apply knowledge of phonics generalizations.

    C. use context cues to identify unfamiliar words.

    D. understand the concept of compound words.

42. Instruction in structural analysis is likely to promote upper elementary students' reading comprehension primarily by:

    A. facilitating their ability to use phonics generalizations to decode words.

    B. enhancing their familiarity with the text structures and features used in different genres.

    C. equipping them with strategies for understanding the meanings of unfamiliar multisyllable words.

    D. increasing their knowledge of key vocabulary found in content-area textbooks.

43. A third-grade teacher administers the following informal reading assessment to individual students.

> ***Part I:*** *Read aloud the following words:*
>
> laugh
> neighbor
> beginning
> friend
> together
> young
>
> ***Part II:*** *Read aloud the following passage:*
>
> Nick and Ben are best friends. They have been neighbors since they were very young. In the beginning, they did not get along, but now they play together every day after school. They make jokes and laugh a lot.

One student performs significantly better on the second part of the test than on the first. Which of the following is the best assessment of this student's reading performance?

A. The student is proficient at using context cues to help identify words but has weak word decoding skills.

B. The student can decode single-syllable words but has not yet learned how to decode multisyllable words.

C. The student is proficient at using syntactic cues to identify words but is not yet skilled at using semantic cues.

D. The student understands letter-sound correspondence but has limited awareness of syllable structure.

44. A second-grade teacher uses the following handout to guide the class through an activity.

> Look at the word *fair* in these two sentences:
>
> - It isn't *fair* that Juan got an extra scoop of ice cream.
> - Simon and Ling went to the *fair* and rode on the merry-go-round.
>
> How are these words the same? How are they different?
>
> Can you think of sentences that show two different ways in which each of the following words can be used?
>
> | | | | |
> |---|---|---|---|
> | **saw** | **spell** | **root** | **run** |
> | **play** | **fly** | **kind** | **seal** |

This activity would best promote students' ability to:

A. identify and decode common homographs.

B. use structural cues to identify the meaning of words.

C. cluster new vocabulary together into meaningful groups.

D. find and use synonyms for common words.

45. A sixth-grade student encounters the following sentence in a short story.

> She experienced a sense of déjà vu as she walked down the street of the strange new city.

The student asks the teacher about the meaning of *déjà vu* in the sentence. The teacher could best respond by advising the student to take which of the following steps?

A. Make note of the word in a vocabulary log, and then study the word after finishing the story.

B. Use context cues in the sentence to guess the meaning of the word, and then try out that meaning in the sentence.

C. Look up the word in the dictionary, and then paraphrase the sentence using the dictionary definition.

D. Break the word into its component parts, and then compare the parts to the meanings of similar known words.

46. Before beginning a new content-area reading passage, a fourth-grade teacher asks students to think of words related to the topic of the text. The teacher writes the words on the board and then asks the students to suggest ways to group the words based on meaningful connections. The teacher also encourages them to explain their reasons for grouping particular words together. This series of activities is likely to promote the students' reading development primarily by helping them:

    A. extend and reinforce their expressive and receptive vocabularies related to the text's topic.

    B. infer the meaning of new vocabulary in the text based on word derivations.

    C. strengthen and extend their understanding of the overall structure of the text.

    D. verify word meanings in the text by incorporating syntactic and semantic cues into their word analysis.

47. A first-grade teacher designs the following activity.

    1. Divide students into pairs.
    2. Have students sit back-to-back.
    3. Give one student in each pair a picture of a familiar object to describe to his or her partner.
    4. The partner tries to name the object based on the description.

    This activity is likely to contribute to students' literacy development primarily by:

    A. helping them begin to make connection between print and the spoken word.

    B. fostering their ability to work independently of teacher guidance.

    C. promoting their oral language development and listening comprehension.

    D. encouraging them to practice speaking skills.

48. A fifth-grade student reads the sentence, "After playing with her friends all day, Kaylee did her science homework, her geography project, and her composition in one fell swoop." The student asks the teacher for help understanding what is meant by the phrase *one fell swoop*. The teacher can best help the student understand this idiomatic expression by:

    A. discussing with the student more examples of the phrase used in context.

    B. directing the student to look up different meanings of *fell* and *swoop* in the dictionary.

    C. helping the student create a tree diagram of the structure of the phrase.

    D. asking the student to find other sentences in the text that use the words *fell* and *swoop*.

49. A beginning reader can sound out and write phonetically regular one- and two-syllable words. When reading sentences or longer texts, however, the student frequently has poor comprehension. Which of the following is the *first* step the teacher should take in order to promote this student's reading proficiency?

    A. Evaluate the student's ability to apply grade-level-appropriate phonics generalizations.

    B. Evaluate the level of the student's phonemic and phonological awareness.

    C. Ascertain the degree to which the student uses syntactic cues.

    D. Ascertain the level of the student's vocabulary development.

50. A fifth-grade teacher is about to begin a new unit on weather and climate. Which of the following types of vocabulary words from the unit would be most appropriate for the teacher to preteach?

    A. words that are conceptually challenging

    B. high-frequency, phonetically irregular words

    C. multisyllable words

    D. high-frequency words with multiple meanings

51. A text includes the word *indefensible*, which is unfamiliar to some students in a fourth-grade class. Which of the following strategies for teaching the word would be most effective in both clarifying the meaning of the word and extending the students' vocabulary development?

    A. Have the students enter the word in their ongoing list of new vocabulary words and then look up its definition independently.

    B. Explain the meaning of the word to the students before they read the text.

    C. Discuss the meanings of other words having the same affixes or root and then ask the students to try to "construct" the word's meaning.

    D. Ask the students to paraphrase the sentence that contains the word by substituting a synonym for the word.

52. In which of the following sentences is context most helpful in understanding the italicized word?

    A. Tulip trees are *ubiquitous* in Virginia and in some other parts of the United States as well.

    B. John's friends *surreptitiously* planned a housewarming party for him soon after he had moved in.

    C. Mary is *magnanimous* in all of her dealings with people, even when she does not know a person well.

    D. Peter's mother was *adamant* that he should attend college, but his father did not seem to care.

53. Students in a third-grade class are studying different forms of transportation that are used around the world. As part of this unit of study, they work together to create a semantic map of words associated with transportation, including words that they have recently learned (e.g., *barge*, *rickshaw*). This activity is most likely to promote students' vocabulary development by:

    A. showing them how structural analysis can be used to determine the meaning of new vocabulary.

    B. helping them to categorize, visualize, and remember new vocabulary.

    C. guiding them to discover the multiple meanings of new vocabulary.

    D. providing them with frequent, varied reading experiences using the new vocabulary.

54. A third-grade class that includes several English Language Learners is about to read a text about water sports. Which of the following teaching strategies would be most effective in promoting the English Language Learners' comprehension of the text?

    A. Have the students look up unknown English words using bilingual dictionaries and then make vocabulary lists in both languages.

    B. Pair English Language Learners with native speakers of English and have the native speakers explain any unknown vocabulary.

    C. Activate students' prior knowledge about the topic and provide visual aids such as illustrations to clarify new vocabulary.

    D. Give students a list of new vocabulary with definitions and ask the students to try to construct their own sentences using the words.

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

Before reading aloud a book about a farm to a group of beginning readers, a first-grade teacher has the students brainstorm words and concepts related to farms. Next, she reads the text aloud from a big book, pointing to the words as she reads. After discussing the story with the students, she puts the book in the classroom library and encourages the students to read it on their own.

55. The students are most likely to be successful in their independent reading of the book if:

    A. they have previously heard and can recognize the text's key words.

    B. the text does not include compound sentences.

    C. they come from homes where silent reading is extensively modeled.

    D. the text deals with fictional rather than factual material.

56. The theoretical basis for including the brainstorming activity in this lesson is that having the students share their knowledge of farms prior to the reading will:

    A. give the teacher an opportunity to assess and compare the students' oral language skills.

    B. develop the students' understanding of basic concepts about print.

    C. facilitate the students' comprehension of the story through schema building.

    D. prepare the students to benefit from phonics activities related to the text.

57. The most important reason for putting the book in the classroom library is to promote the students':

    A. love of reading by facilitating their access to a story that they have already heard, understood, and enjoyed.

    B. understanding of the alphabetic principle by introducing them to letter-sound correspondence.

    C. oral language development by providing them with the opportunity to imitate the teacher's reading of a text.

    D. use of metacognitive strategies by allowing them to practice self-monitoring when reading silently.

58. As a second-grade teacher reads his students a fable about a fox and a rabbit, he stops at key points and asks himself questions aloud such as, "I wonder why the fox said that?" or "I wonder what the rabbit will do next?" Rather than answering the questions, he tells the students that he will hold the questions in his mind and think of possible answers as the story progresses. He also invites the students to pose their own questions as they listen. This activity is useful in illustrating for students that:

    A. texts generally have only one correct interpretation.

    B. oral reading fluency facilitates comprehension.

    C. readers interact with text and construct meaning as they read.

    D. readers need to recall story events in a sequential order.

59. After reading a historical novel about the U.S. Civil War, students in a sixth-grade class each bring in an object that, to them, represents the book. The students share the different objects and discuss ways in which each object might represent the book. This activity is most likely to promote students' reading development by helping them:

    A. determine the author's main point of view.

    B. understand the plot structure and overall chronology of the book.

    C. analyze the author's use of figurative language.

    D. create personal interpretations about the book.

60. During weekly independent reading time, fifth-grade students read high-interest literature and record their thoughts, reactions, and questions in a teacher-student dialogue journal. The dialogue journal activity is likely to promote the students' reading proficiency primarily by:

    A. encouraging students' active construction of meaning with a text and developing their literary response skills.

    B. increasing students' reading fluency and facilitating their rapid automatic word recognition.

    C. expanding students' vocabulary knowledge and providing them with extensive, varied reading experiences.

    D. promoting students' appreciation for literary genres and exposing them to the various features of literary texts.

61. Sixth-grade students have just finished reading a chapter in a novel and are getting ready to write an entry in their response journals. The teacher could most effectively develop students' literary response skills by assigning which of the following journal prompts?

    A. What new vocabulary words did you learn when reading this chapter? List and define the new words from the chapter.

    B. What happened in the chapter? Describe two or three events from the chapter.

    C. What do you think is the main idea or theme of the novel? Relate specific events in this chapter to the theme you suggest.

    D. Which characters are mentioned in this chapter? List each of the characters.

62. A second-grade teacher reads a trade book aloud to the class. Which of the following postreading activities would be most likely to promote the students' comprehension of the story by enhancing their literary analysis skills?

    A. encouraging the students to identify the key vocabulary words in the story

    B. helping the students make a concept map of the main events of the story

    C. asking the students to reread the story silently and respond to literal comprehension questions

    D. having the students "freewrite" about the story in their journals

63. A fifth-grade class is about to read a play about the life of Harriet Tubman called "Travels on the Railroad." Which of the following prereading activities would best promote students' comprehension of the text?

    A. introducing the common elements of plays as a genre and looking at sections of a printed play together as a class

    B. asking students to predict what will happen in the first act based on the play's title and on a list of the play's main characters

    C. asking students to share what they already know about Harriet Tubman and the time period during which she lived

    D. encouraging small groups of students to create and perform their own short skits about the same subject

64. A second-grade teacher notices that one of her students lacks fluency when reading aloud. The *first* thing the teacher should do in order to help this student is assess whether the student also has difficulties with:

    A. predicting.

    B. inferring.

    C. metacognition.

    D. decoding.

65. **Read the passage below; then answer the question that follows.**

> For the second time that week, Saul forgot to wash his hands after working on his painting. He had gotten so involved filling in the ocean in his picture that he had barely even heard the teacher telling everyone it was time to put away their easels and wash up for lunch. He had put his supplies away, but, still thinking about the ocean, he had gone straight to his desk. Now he saw that he was leaving blue-paint handprints on his desk, on his shirt, on his books—even on his lunchbox. Estella looked over at him and joked, "Hey, Saul! You're the new King Midas! Only you turn everything to blue!" Saul rolled his eyes at her as he got back up to go to the sink.

This passage would be most suited for helping students:

A. recognize a literary allusion.

B. analyze story elements.

C. predict future events.

D. analyze an author's point of view.

66. A third-grade class includes some struggling readers. The teacher would like the whole class to read historical novels as part of an interdisciplinary unit on Native Americans of the Northeast. Which of the following activities is likely to help promote the struggling readers' comprehension of the novels?

A. Before reading these novels, the teacher preteaches key vocabulary and develops the students' schema related to the stories.

B. During reading, the students stop after reading each chapter and try to write a summary of the chapter in their own words.

C. After reading these novels, the teacher helps the students create a story map of the main events and characters in their stories.

D. During reading, the students read their stories aloud by taking turns reading specific pages.

67. A teacher can best help sixth graders to draw inferences from informational text by asking them to complete which of the following statements?

A. In my opinion . . .

B. The passage suggests . . .

C. In comparison . . .

D. The author's first point is . . .

68. A sixth-grade teacher gives students several persuasive essays that present contrasting opinions on a current social issue. The teacher then asks students to consider the following questions as they read the texts.

> 1. What is the author's opinion on the issue?
> 2. How might the author's background influence his or her opinion?
> 3. What evidence does the author use to support his or her opinion?

These questions are likely to be most effective for helping students:

A. monitor comprehension of informational texts.

B. identify the theme in expository texts.

C. draw inferences from informational texts.

D. analyze point of view in expository texts.

69. A third-grade teacher periodically reads aloud from a chapter in content-area textbooks and describes his thought processes as he reads. Following is an example:

> "'*The moon does not shine on its own. The sun's light reflects off the moon.*' Hmm. I'm imagining that the sun is like a flashlight shining on the moon in the dark. '*As the moon rotates, only the part that faces the sun is visible from the Earth.*' I'm not quite sure what "visible" means, but it sounds kind of like vision, which I know has to do with eyes. It probably means the part that we can see from the Earth. Now, that makes me wonder—why do we see different amounts of the moon at different times? Let's see if the next part of the chapter explains this . . ."

This practice is most likely to promote students' reading proficiency by:

A. exposing them to new vocabulary in context.

B. modeling for them metacognitive comprehension strategies.

C. giving them an example of fluent oral reading.

D. summarizing for them the main ideas of an expository text.

70. Skimming is likely to be the most effective strategy for accomplishing which of the following reading tasks?

    A. evaluating the validity of information on an Internet Web site

    B. previewing a chapter in a content-area textbook

    C. synthesizing information from various sources for a research report

    D. studying specific facts for a content-area exam

71. A fifth-grade class is about to begin reading a text about the European exploration of North America. Before they begin, the teacher has the students brainstorm what they already know about the topic. After reading the text, she encourages them to share any additional information that they may have thought of as they were reading. These activities are likely to promote the students' comprehension primarily by:

    A. encouraging them to connect new information to prior knowledge of the topic.

    B. helping them determine the author's purpose and point of view.

    C. encouraging them to use context cues to make appropriate inferences.

    D. helping them analyze the text in terms of main ideas and supporting details.

72. A sixth-grade class is working on an Internet research project about various natural resources and their uses. The teacher could best support students' effective use of the Internet for their research by:

    A. providing students with a checklist of questions that prompt critical evaluation of information on Web sites.

    B. giving students a list of Web sites that have been preapproved based on the sites' reading levels.

    C. encouraging students to search for Web sites that are easy to navigate and that contain familiar vocabulary.

    D. teaching students to employ a variety of search engines to locate relevant Web sites.

73. Which of the following text features are students likely to find most useful when previewing informational texts such as library books for a research project?

    A. index

    B. bibliography

    C. glossary

    D. table of contents

74. A third-grade teacher observes that students who read aloud fluently also demonstrate greater comprehension of expository texts. The best explanation for this is that fluent readers:

    A. possess a self-awareness that allows them to use metacognitive skills efficiently.

    B. have already developed the base of background knowledge typically covered by textbooks.

    C. have well-developed skills for decoding any level of text word by word.

    D. are able to focus their full attention and cognitive resources on the meaning of a text.

75. A fifth-grade teacher gives students a reading guide to complete as they read an informational text. The reading guide contains several questions to answer and a chart to complete, as well as comprehension aids for potentially challenging vocabulary and passages. This activity is likely to be most effective for achieving which of the following instructional purposes?

    A. teaching students to adjust their reading rate based on text difficulty

    B. encouraging students to interact with the text

    C. supporting students' development of reading fluency

    D. fostering students' motivation to read cooperatively

76. **Use the information below to answer the question that follows.**

    A sixth-grade teacher has students work in small groups to begin to develop a KWL chart before they read a textbook chapter about the human brain.

The Human Brain		
K	**W**	**L**

Using a KWL chart in this way is most likely to help the students:

A. connect their background knowledge to information in the chapter.

B. identify main ideas and supporting details in the chapter.

C. synthesize information from various sections of the chapter.

D. visualize the terms and concepts in the chapter.

77. Two proficient readers are answering postreading comprehension questions about a chapter in a content-area textbook.

- The first student demonstrates exceptional recall of details from the chapter but has difficulty answering questions about the gist of the chapter.
- The second student can give an outstanding summary of the chapter but has difficulty remembering specific facts from the chapter.

Which of the following best explains the most likely reason for the students' varied understanding of the text?

A. The first student is more proficient than the second student at using metacognitive comprehension strategies to make sense of the text.

B. Each student applied different reading comprehension skills when reading the text.

C. The second student is more proficient at reading for literal understanding than for inferential understanding.

D. Each student brought a unique set of prior experiences to the reading of the text.

78. An English Language Learner reads academic texts fluently in her primary language but is struggling to understand her content-area textbooks in English. This student would likely benefit most from engaging in which of the following activities?

A. translating textbook reading assignments from English into her primary language

B. receiving reading comprehension instruction with texts written in her primary language

C. learning to use metacognitive reading strategies with English text

D. reading texts in her primary language that cover the same material as her English textbooks

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

A fifth-grade teacher plans to have students read a chapter about the American Revolutionary War from their social studies textbook. The following is an excerpt from the chapter.

> The Battle of Bunker Hill took place on June 17, 1775. At the time, the American army occupied the area from Cambridge to the Mystic River. American troops gathered in Cambridge Common on the evening of June 16, 1775, and set out for Bunker Hill. Upon reaching Bunker Hill, however, officers decided to move to Breed's Hill, a smaller hill closer to Boston.

79. Based on this excerpt from the chapter, which of the following graphic organizers would best promote students' awareness of the chapter's text structure?

    A. outline

    B. Venn diagram

    C. timeline

    D. semantic map

80. The teacher asks students to locate and mark places mentioned in the chapter on a map as they read. This activity is most likely to help students:

    A. use visualization to facilitate their comprehension of the text.

    B. paraphrase content to make the text more understandable.

    C. connect elements in the text to their background knowledge.

    D. identify the text's main ideas and supporting details.

81. A third-grade teacher has been conducting a series of ongoing assessments of a student's oral reading. Shown below is a sentence from a text, followed by a transcription of a typical example of the student's oral reading performance.

Text:	Her boots crunched through the snow.
Student:	Her boats crucked throw the snow.

After reading the sentence, the student paused and then reread it without the teacher's prompting and self-corrected the errors. Based on this information, the teacher could best meet this student's needs by adjusting instruction in order to:

A. enhance the student's oral vocabulary development.

B. develop the student's ability to self-monitor comprehension.

C. improve the student's decoding skills.

D. promote the student's ability to track print.

82. Which of the following types of assessments would best provide information about the comparative reading proficiency of students in an elementary school?

A. a test of vocabulary development

B. a norm-referenced survey test

C. a reading miscue inventory

D. a diagnostic portfolio

83. Considerations of validity in test construction relate most closely to:

A. how a particular examinee's test performance relates to a preestablished standard.

B. whether the test questions effectively measure their specified content.

C. how a particular examinee's test performance compares to the performance of other examinees.

D. whether the test results are likely to be repeatable with a similar examinee test group.

84. If a standardized test is said to lack reliability, the test:

    A. is not measuring what it is supposed to measure.

    B. has not proven to be useful as an instructional intervention.

    C. gives fluctuating scores in different administrations.

    D. has poor predictive value relative to students' classroom performance.

85. Which of the following informal assessment results provides the clearest indication that a kindergarten child has attained a beginning level of phonemic awareness?

    A. The student can clap the "beats" or syllables of familiar multisyllable words.

    B. The student can delete the second "word" or syllable in compound words.

    C. The student can identify the beginning sound of single-syllable words.

    D. The student can substitute phonemes in the medial position of single-syllable words.

86. One of the most important purposes of a standardized Informal Reading Inventory (IRI) is:

    A. to establish how prior knowledge and text organization influence a student's reading comprehension.

    B. to determine how a student uses semantic, syntactic, and other text cues to deduce a word's meaning.

    C. to analyze how a student's silent reading comprehension is influenced by oral reading fluency.

    D. to establish a student's independent, instructional, and frustration reading levels.

87. An advantage of using assessment tools such as portfolios and scoring rubrics is that they:

    A. provide more objective results than do multiple-choice tests.

    B. promote student participation in self-assessment activities.

    C. ensure consistency among different evaluators.

    D. offer more reliable assessment data.

88. Which of the following best describes the primary advantage of having a student read a passage silently and then provide a "retelling" as a means of assessing the student's comprehension, rather than having the student answer questions?

    A. A retelling is open-ended and requires the student to construct a description of the passage more independently of the examiner.

    B. The results of a retelling are more objective and easier to quantify than the results of direct questioning.

    C. The procedure involved in retelling tends to be more familiar to a wider range of students, including English Language Learners.

    D. A retelling can provide information about the student's inferential comprehension skills, which questioning cannot provide.

89. Which of the following criteria would be most important to consider when selecting "leveled texts" for use in assessments and guided reading with beginning-level readers?

    A. The texts should use repeated words and natural oral language structures.

    B. The texts should require readers to use problem-solving to connect text to illustrations.

    C. The texts should emphasize use of literary language and dialogues.

    D. The texts should feature a range of punctuation and context-specific vocabulary.

90. In order to select a trade book that emphasizes *predictability*, a teacher should ensure that:

    A. the text includes some pictures or illustrations.

    B. the concepts in the text are at an appropriate level of difficulty for the target student(s).

    C. a phrase, rhyme, or sentence is repeated throughout the text.

    D. the length of the text is not likely to exceed the attention span of the target student(s).

91. A fourth-grade English Language Learner is new to a school. Assessments suggest that the student can read orally with accuracy on grade level; however, the student's comprehension of grade-level textbooks fluctuates widely. Which of the following steps would be most appropriate for the teacher to take *first* in order to determine the cause of the student's difficulty?

    A. Assess the student's word analysis and decoding skills.

    B. Determine whether the student has a specific learning disability that affects language processing.

    C. Assess the student's level of first-language literacy.

    D. Determine whether the student has adequate vocabulary and background knowledge to support comprehension of the textbooks.

92. A first-grade teacher encourages beginning readers to "write" their own captions beneath their drawings. This practice is most likely to lead to which of the following?

    A. The students will tend to lose interest in writing because of their frustration with their lack of mastery of the English spelling system.

    B. The students' overall reading proficiency will be adversely affected by any spelling errors that go uncorrected.

    C. The students will tend to develop strong automatic word recognition skills from their interaction with print.

    D. The students' development of phonics knowledge will be reinforced as they experiment with their own phonetic spellings.

93. Which of the following types of activities would be most important to include on a daily basis when planning reading instruction for first graders who are developing as beginning readers?

    A. activities that introduce students to basic concepts about print

    B. activities that emphasize listening to and producing rhyming, alliteration, and similar forms of wordplay

    C. activities that promote students' development of decoding and other word analysis skills

    D. activities that emphasize memorization of lists of grade-level-appropriate sight words

94. A fifth-grade class silently reads an informational text. In subsequent informal assessments, several students demonstrate poor overall comprehension of the text as well as lack of understanding of key vocabulary. The teacher could most appropriately address these students' needs by adjusting future instruction in which of the following ways?

    A. using informational texts that are written at the students' independent reading level

    B. providing the students with explicit instruction in test-taking strategies

    C. introducing a text's key vocabulary and concepts prior to engaging the students in silent reading

    D. emphasizing reading activities that focus on narrative texts

95. As a first-grade teacher reads a big book to a group of students, the teacher points to the beginning consonants of selected words and accentuates the sound the initial letter makes. This activity is most likely to promote the students':

    A. awareness of multisyllable words.

    B. ability to isolate individual sounds in words.

    C. structural analysis skills.

    D. ability to blend the sounds in words.

96. Which of the following children is most in need of immediate intervention?

    A. a preschool child who has limited book-handling skills

    B. a kindergarten child who has limited ability to correlate alphabet letters with the sounds they make

    C. a first-grade student who requires reading texts that have a high degree of "predictability"

    D. a second-grade student who is beginning to track print

97. Which of the following is the most important reason for a fourth-grade teacher to assign trade books as a component of reading instruction?

    A. The themes typical of children's literature tend to help facilitate students' development of literal comprehension skills.

    B. Reading a variety of genres helps students develop an understanding of how to approach the structures and features of different texts.

    C. The simplified syntax and controlled vocabulary typical of children's literature provide scaffolding for students who are struggling readers.

    D. Reading a variety of texts helps to promote students' development of phonological and phonemic awareness skills.

98. Frequent oral reading to kindergarten children using appropriate and expressive intonation and voices is likely to promote the students' reading development primarily by:

    A. improving their aural discrimination skills.

    B. explicitly teaching letter-sound correspondence.

    C. fostering their engagement in and love of reading.

    D. explicitly modeling phonological concepts such as word boundaries.

99. Which of the following strategies is likely to be most effective in promoting reluctant readers' interest in independent reading outside of school?

    A. Calculate numerical scores based on the number and difficulty level of the books students read at home and integrate the score into students' report card grade for reading.

    B. Encourage parents to give their children simple external rewards for at-home reading, such as an extra helping of a favorite treat.

    C. Encourage students and parents to read books together on a regular basis, either silently or aloud, and discuss their personal responses to each chapter or key event.

    D. Recommend that parents make their children's daily television-watching time contingent on their reading a specified number of pages first.

100. Electronic reading books are advantageous for beginning or struggling readers primarily because this type of computer software:

    A. scaffolds learning by providing a high level of interactivity.

    B. helps students develop familiarity with reading from a computer screen.

    C. provides students with models of good reading practices and habits.

    D. minimizes the focus on written text by using sound effects and voices to convey meaning.

DIRECTIONS FOR THE OPEN-RESPONSE ITEM ASSIGNMENTS

This section of the test consists of two open-response item assignments that appear on the following pages. You will be asked to prepare a written response of approximately 150–300 words (1–2 pages) for each assignment. You should use your time to plan, write, review, and edit your response for each assignment.

For each assignment, read the topic and directions carefully before you begin to work. Think about how you will organize your response. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare 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. Please write legibly. 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.

OPEN-RESPONSE ITEM ASSIGNMENT #1

Use the information below to complete the exercise that follows.

Tyler, a third-grade student, has been silently reading *Seven Kisses in a Row* by Patricia MacLachlan. In the passage shown below, Aunt Evelyn is knitting baby booties for the child she is expecting. Her niece, Emma, notices some problems with the booties.

"Aunt Evelyn," said Emma, "I have something bad to tell you."

"What's that?" asked Aunt Evelyn.

"Your baby will eat those spangles." Emma pointed to the baby booties.

"Oh dear," said Aunt Evelyn. "I suppose you are right. I don't know very much about babies."

Emma felt sorry for Aunt Evelyn.

"Don't worry, Aunt Evelyn, I was a baby about seven years ago. And my mother told me what I was like."

Aunt Evelyn put her arm around Emma. "You'd better tell me all about it," she said.

"First of all," Emma began, "babies don't pay attention to rules. They will eat spangles on booties, and wet and spit up milk and cry and wake up and sleep whenever they want to."

Aunt Evelyn sighed. "That's true, isn't it?"

Emma nodded. She looked at the purple spangled booties.

"Aunt Evelyn, I have something more bad to tell you."

"Now what?" asked Aunt Evelyn.

"Those purple booties are much too big for your baby," said Emma. "But I have some in my room that I saved from when I was a baby. They are not purple. I could give them to you."

Aunt Evelyn smiled at Emma. "Only if you want to, Emma."

Emma went into her room and found the booties. They were pink and blue. And they were very small. Aunt Evelyn loved them.

"Emma," she said, "I have noticed something. I think the purple spangled booties will fit you."

"I knew that," said Emma.

Aunt Evelyn laughed. "Oh, Emma. I like you."

After Tyler finishes reading the passage, the teacher prompts her to retell this part of the story. Shown below is Tyler's oral retelling of the passage.

> *Aunt Evelyn has some purple baby booties with spangles on them. They're for her baby. I don't know what spangles are. Maybe they're like bangles but much smaller. Anyway, Emma likes the spangles and wants the purple booties for herself, so she decides to trade them for her pink and blue booties. Aunt Evelyn seems really happy with the pink and blue booties and she thanks Emma.*

Using your knowledge of **reading comprehension** (e.g., literal comprehension, inferential comprehension, engagement of schema, self-monitoring), write a response in which you:

- identify and discuss one of Tyler's *strengths* relating to reading comprehension; and
- identify and discuss one of Tyler's *weaknesses* relating to reading comprehension.

Be sure to cite specific evidence from the passage and the retelling to support your thoughts.

OPEN-RESPONSE SHEET—ASSIGNMENT #1

OPEN-RESPONSE SHEET—ASSIGNMENT #1

OPEN-RESPONSE ITEM ASSIGNMENT #2

Use the information below to complete the exercise that follows.

Daniel, 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 Daniel's oral reading performance.

Emily ran into her bedroom and threw her | backpack (bǎka ©) on the bed. "There you are, | Sunshine (sushin / sush ©)!" she cried. "Did you miss me?" | Sunshine was Emily's new pet | goldfish. (gōlish ©) Sunshine seemed to swim a little faster as Emily gazed into the | bubbling (bubble / bub) | fishbowl (fib ©). "Are you | hungry?" she asked, reaching for the small container (counter) of fish food. © Sunshine swam up as Emily | sprinkled (spilled) the little flakes of food on the water. It had only been a week since she brought Sunshine home from the pet store. But now Emily felt like she had known Sunshine | forever (fever ©). It was not difficult (different) to take care of a pet fish. Emily always | remembered (remmer ©) to feed her pet when she came home from school. Sunshine kept her | company (copy ©) while she did her | homework (hommer ©). After dinner she often lay on her bed and || daydreamed letting her mind float while she watched Sunshine glide through the water.

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

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

OPEN-RESPONSE SHEET—ASSIGNMENT #2

OPEN-RESPONSE SHEET—ASSIGNMENT #2

PRACTICE TEST RESULTS

PRACTICE TEST RESULTS OVERVIEW

The practice test provides valuable information regarding your preparedness for the MTEL Foundations of Reading (90) test. In this section, you will find information and tools to help you determine your preparedness on the various sections of the test.

Multiple-Choice Questions

An Answer Key Worksheet is provided to assist you in evaluating your multiple-choice responses. The worksheet contains five columns. The first column indicates the multiple-choice question number, the second column indicates the objective to which the item was written, and the third column indicates the correct response. The fourth and fifth columns are for your use in calculating the number of multiple-choice questions you answered correctly or incorrectly.

An Evaluation Chart for the multiple-choice questions is also provided to help you assess which content covered by the test objectives may require additional study.

Open-Response Items

Evaluation Information, Sample Responses and Analyses, as well as a Scoring Rubric are provided for these items. You may wish to refer to this information when evaluating your practice test responses.

Total Test

Practice Test Score Calculation information is provided to help you estimate your score on the practice test. Although you cannot use this practice test to precisely predict how you might score on an official MTEL Foundations of Reading (90) test, you may be able to determine your degree of readiness to take an MTEL test at an operational administration. No passing score has been determined for the practice test.

MULTIPLE-CHOICE QUESTION ANSWER KEY WORKSHEET

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

MULTIPLE-CHOICE QUESTION ANSWER KEY WORKSHEET (continued)

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
35	0004	A		
36	0004	D		
37	0004	B		
38	0004	B		
39	0004	C		
40	0004	A		
41	0004	D		
42	0004	C		
43	0004	A		
44	0004	A		
45	0005	C		
46	0005	A		
47	0005	C		
48	0005	A		
49	0005	D		
50	0005	A		
51	0005	C		
52	0005	D		
53	0005	B		
54	0005	C		
55	0005	A		
56	0009	C		
57	0009	A		
58	0006	C		
59	0006	D		
60	0006	A		
61	0006	C		
62	0006	B		
63	0006	C		
64	0006	D		
65	0006	A		
66	0006	A		
67	0007	B		
68	0007	D		

MULTIPLE-CHOICE QUESTION ANSWER KEY WORKSHEET (continued)

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
69	0007	B		
70	0007	B		
71	0007	A		
72	0007	A		
73	0007	D		
74	0007	D		
75	0007	B		
76	0007	A		
77	0007	B		
78	0007	C		
79	0007	C		
80	0007	A		
81	0008	C		
82	0008	B		
83	0008	B		
84	0008	C		
85	0008	C		
86	0008	D		
87	0008	B		
88	0008	A		
89	0008	A		
90	0008	C		
91	0008	D		
92	0009	D		
93	0009	C		
94	0009	C		
95	0009	B		
96	0009	D		
97	0009	B		
98	0009	C		
99	0009	C		
100	0009	A		

Count the number of multiple-choice questions you answered correctly:

_____ of 100 multiple-choice questions

MULTIPLE-CHOICE QUESTION PRACTICE TEST EVALUATION CHART

In the evaluation chart that follows, the multiple-choice questions are arranged in numerical order and by test objective. Check your responses against the correct responses provided to determine how many questions within each objective you answered correctly.

Subarea I: Foundations of Reading Development

Objective 0001: Understand phonological and phonemic awareness.	
1C_____ 2B_____ 3B_____ 4D_____ 5C_____ 6A_____ 7C_____ 8B_____	
9B_____ 10B_____	**_____/10**

Objective 0002: Understand concepts of print and the alphabetic principle.	
11C_____ 12D_____ 13B_____ 14D_____ 15C_____ 16B_____ 17A_____	
18D_____ 19D_____ 20A_____ 21A_____	**_____/11**

Objective 0003: Understand the role of phonics in promoting reading development.	
22B_____ 23D_____ 24A_____ 25A_____ 26C_____ 27C_____ 28D_____	
29D_____ 30B_____ 31C_____ 32A_____ 33C_____ 34D_____	**_____/13**

Objective 0004: Understand word analysis skills and strategies.	
35A_____ 36D_____ 37B_____ 38B_____ 39C_____ 40A_____ 41D_____	
42C_____ 43A_____ 44A_____	**_____/10**

Subarea I (Objectives 0001–0004) Total _____/44

MULTIPLE-CHOICE QUESTION PRACTICE TEST EVALUATION CHART (continued)

Subarea II: Development of Reading Comprehension

Objective 0005: Understand vocabulary development.							
45C_____	46A_____	47C_____	48A_____	49D_____	50A_____	51C_____	
52D_____	53B_____	54C_____	55A_____				_____/11

Objective 0006: Understand how to apply reading comprehension skills and strategies to imaginative/literary texts.							
58C_____	59D_____	60A_____	61C_____	62B_____	63C_____	64D_____	
65A_____	66A_____						_____/9

Objective 0007: Understand how to apply reading comprehension skills and strategies to informational/expository texts.							
67B_____	68D_____	69B_____	70B_____	71A_____	72A_____	73D_____	
74D_____	75B_____	76A_____	77B_____	78C_____	79C_____	80A_____	_____/14

Subarea II (Objectives 0005–0007) Total _____/34

Subarea III: Reading Assessment and Instruction

Objective 0008: Understand formal and informal methods for assessing reading development.							
81C_____	82B_____	83B_____	84C_____	85C_____	86D_____	87B_____	
88A_____	89A_____	90C_____	91D_____				_____/11

Objective 0009: Understand multiple approaches to reading instruction.							
56C_____	57A_____	92D_____	93C_____	94C_____	95B_____	96D_____	
97B_____	98C_____	99C_____	100A_____				_____/11

Subarea III (Objectives 0008–0009) Total _____/22

OPEN-RESPONSE ITEM EVALUATION INFORMATION

How Open-Response Items Are Scored

Open-response items are scored through a process called focused holistic scoring. Scorers judge the overall effectiveness of the response rather than individual aspects considered in isolation. Scorer judgments are based on the quality of the response, not on length or neatness. Responses must be long enough to cover the topic adequately and scorers must be able to read what is written.

How to Evaluate Your Practice Responses

On the following pages, you will find two "strong" and two "weak" sample responses. PLEASE DO NOT REVIEW THE SAMPLE RESPONSES UNTIL AFTER YOU HAVE WRITTEN YOUR OWN RESPONSE. When you do review the two "strong" and "weak" sample responses and analyses included here, please note the following points:

- ✓ For the purposes of the practice test, responses are identified as "strong" or "weak" rather than given a score point of 1–4.
- ✓ The responses identified as "strong" may contain flaws; however, these responses do demonstrate the performance characteristics of a "strong response."
- ✓ The two "strong" responses demonstrate the examinees' appropriate understanding and application of the subject matter knowledge. However, these responses do not necessarily reflect the full range of "correct answers" that would demonstrate an understanding of the subject matter.
- ✓ The "Analysis" accompanying each "strong" and "weak" response discusses the main attributes of the responses, but does not identify all flaws or strengths that may be present.

Compare your practice responses to the Sample Responses to determine whether your responses are more similar to the strong or weak responses. Also review the Analyses on those pages and the Scoring Rubric to help you better understand the characteristics of strong and weak responses. This evaluation will help you identify specific problems or weaknesses in your practice responses. Further information on scoring can be found in the Test Information Booklet and Faculty Guide at www.mtel.nesinc.com and at www.doe.mass.edu/mtel; select "FAQ," then "After the Test."

OPEN-RESPONSE ITEM
SCORING RUBRIC, SAMPLE RESPONSES, AND ANALYSES

Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR SUBJECT TESTS

Performance Characteristics:

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:

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 a 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.

U	**The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.**
B	**There is no response to the assignment.**

FIRST SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE ITEM ASSIGNMENT #1

One of Tyler's strengths relating to reading comprehension is that she understands how people feel in the story. She says that "Aunt Evelyn seems really happy" and she picks up on that because of the clues about how she is smiling and laughing throughout the passage.

One of Tyler's weaknesses in reading and comprehending the story would be her lack in understanding the vocabulary. When she does not understand what "spangles" are and she tries to relate it to a word that rhymes with it. Because of this Tyler does not fully understand what she is reading or how to explain it to her teacher.

ANALYSIS FOR FIRST WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

This is an example of a weak response because it is characterized by the following:

Purpose: The candidate has provided a limited response to this prompt. The strength and the weakness given are relatively unimportant aspects of reading comprehension to derive from Tyler's retelling of the story.

Subject Matter Knowledge: The candidate does not use specific reading comprehension terminology, e.g., literal and inferential comprehension. The phrases used—"she understands how people feel in the story" and "lack of understanding vocabulary"—are too vague to demonstrate subject knowledge. If the candidate had discussed the specific passages where Tyler must have inferred meaning in order to conclude that Emma "understands how people feel," or noted the impact that not understanding the word "bangles" may have had on Tyler's comprehension of this passage, the response would have been stronger.

Support: Supporting evidence is limited. For example, the candidate overestimates Tyler's strength in "understanding how people feel in the story." Tyler's description of Aunt Evelyn is misquoted as "smiling and laughing throughout the passage." At the same time, the candidate does not discuss more subtle feelings Tyler may have missed in phrases like, "Emma felt sorry for Aunt Evelyn," and "Aunt Evelyn sighed." Similarly, Tyler's unfamiliarity with one word, "spangles," is cited as a vocabulary weakness, when there are no other indications that Tyler's silent reading is hampered by lack of vocabulary. Noting *how* a child responds to an unknown word, especially a single unknown word, is more important than noting that they did not know a word. Tyler does demonstrate an appropriate approach to understanding the unfamiliar word, reasoning that spangles must be smaller than bangles if Aunt Evelyn needs to worry about the baby eating them.

Rationale: The overall response reflects limited reasoning about reading comprehension. The candidate has not connected Tyler's retelling of the passage to recognizing or strengthening her comprehension strategies. How does the fact that Tyler "understands how people feel" specifically connect to her strength in reading comprehension? How did the candidate determine Tyler's overall vocabulary development needs through silent reading?

SECOND SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE ITEM ASSIGNMENT #1

Tyler definitely has some strengths and weaknesses as seen in her retelling of the story. She gave many details but didn't tell the main idea.

Tyler's focus on details shows she was following the story and had good comprehension. She was able to recall such things as the purple booties had spangles and were traded for the pink and blue ones. She knew the names of the characters Aunt Evelyn and Emma. But she left out the relationship between them which was very important.

Some of Tyler's reading comprehension is weak. She tells more about details instead of focusing on the main idea. She needs to learn to look at other key elements in the story rather than including the color of the booties, such as why Emma wanted the purple booties that the aunt was knitting for her baby. Tyler really needs help with this kind of comprehension. Her teacher should give the class a mini-lesson on how to summarize a story. The teacher should explain that details are important, but the point of a summary is to shorten it and tell what the ideas are. Then the teacher should explain that when you re-tell a story you can put in details that go with the main points. These are Tyler's strengths and weaknesses.

ANALYSIS FOR SECOND WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

This is an example of a weak response because it is characterized by the following:

Purpose: The candidate's response fails to fulfill the purpose of the assignment in several ways. Though the candidate does choose a strength, reading for details, and a weakness, missing the main idea, the candidate misses the significant comprehension skills, such as literal and inferential comprehension. The evidence cited only partially explains the aspects of comprehension he has addressed.

Subject Matter Knowledge: In both tasks of the assignment, the candidate's knowledge is limited. Tyler's strength, contrary to the candidate's statements, is not remembering details; she misses many details that might have led her to understand the underlying meaning of the conversation. In addition, the reference to the main idea is faulty; it is not only the main idea that Tyler missed, but also the inferential understanding of why Emma has the exchange with her aunt. The candidate should have noticed that Tyler missed the big picture, the underlying meaning, that Aunt Evelyn was probably knitting the booties for Emma and that Emma wanted the purple booties for herself.

Support: The evidence that the candidate provides is not particularly strong. For example, the details cited are limited and many more important details are not addressed, such as Emma's reference to the problem with the spangles and the aunt and Emma's conversation that resulted in the trade. Secondly, though the candidate's choice of Tyler's weakness misses the main idea, the candidate does not provide support or explanation for it.

Rationale: The response is poorly reasoned; the candidate does not make clear in his explanation or support what Tyler's comprehension level is. His lack of terminology of reading comprehension skills, such as her "reading comprehension is weak" and she "had good comprehension," result in vague notions about Tyler's reading ability. Precise reading terminology would refer to literal comprehension in the first section and inferential comprehension in the second, which are what the candidate was actually discussing.

FIRST SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE ITEM ASSIGNMENT #1

Tyler's interpretation of the story is obviously a basic one but displays some strengths and weaknesses in the area of reading comprehension. One of Tyler's strengths lies in her inferential comprehension. After reading the story, Tyler tells the teacher that Emma wanted the purple spangled booties for herself and traded her old pink and blue booties with Aunt Evelyn. Tyler understood that Emma wasn't just being nice by giving her aunt advice about the new baby. She picked up on the part of the story where Emma agreed with her aunt that the booties would fit her, by saying "I knew that." This shows that Tyler understood Emma's ulterior motive. However, Tyler misses a more subtle idea that the aunt probably intended the purple booties to be for Emma in the first place.

Another strength that Tyler has is self-monitoring her understanding. She doesn't know what spangles are but relates them to bangles. "Maybe they're like bangles but much smaller."

On the other hand, one of Tyler's weaknesses is literal comprehension. She left out essential details that were part of the story. She left out that Aunt Evelyn is pregnant and is knitting booties for her baby. She left out the fact that Emma gave Aunt Evelyn advice about babies: that babies will "wet and spit up milk and cry," and that babies "will eat spangles," and that the booties she was making were too big for a baby. These omitted literal aspects may have been why Tyler missed some of the inferences in the story.

ANALYSIS FOR FIRST STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

This is an example of a strong response because it is characterized by the following:

Purpose: The candidate addresses the assignment fully by focusing on reading comprehension and explaining Tyler's demonstration of a strength and a weakness. The response cites specific evidence from both the passage and the retelling that Tyler gives after reading silently.

Subject Matter Knowledge: The application of subject knowledge is accurate and substantial, including the correct use of terminology. The distinction between *inferential* ("understood Emma's ulterior motive") and *literal* comprehension ("left out essential details") is clearly stated. The candidate notes that Tyler is *self-monitoring* through questioning the meaning of spangles. The overall discussion is appropriate because a third grader typically begins to include inferential with literal comprehension. The candidate takes the discussion a step further by noticing that Tyler may have missed a more subtle inference, in part due to missing several important details.

Support: The candidate provides examples that are both relevant and important to the discussion ("she picked up on the part of the story where Emma agreed," and "she doesn't know what spangles are but relates them to bangles"). The response cites a critical piece of inferential understanding: "Tyler understood that Emma wasn't just being nice by giving her aunt advice about the new baby." Support is sound and the examples are of high quality.

Rationale: The response is ably reasoned and relates each part of the discussion to the whole picture of Tyler's comprehension of this silently read passage. The conclusion ties together the two main threads of the discussion: "These omitted literal aspects may have been why Tyler missed some of the inferences in the story."

SECOND SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE ITEM ASSIGNMENT #1

Tyler's retelling reveals quite a bit about her development in reading thus far. As a third grade reader she appears to be right where she should be. Her literal comprehension is fairly strong as she grasps the main idea of the story, while her inferential reading needs attention, which is not unusual at this age. Reading at a below-the-surface level calls for more reading comprehension ability.

Tyler is able to give an overview of the story. Her summary hits the main events: she relates that Aunt Evelyn has some purple booties, that Emma really likes them, and that the two of them make a trade and both are happy with the results. Her retelling, though brief, shows a good grasp of a situation, the problem and the ending. Tyler is aware that she doesn't know what spangles are but after that aside, she returns to telling the rest of the story. So her literal comprehension is her strong strategy at this time.

Where she has difficulty is in the deeper meaning of it all. She is not able to infer the meaning of the conversation between the 7-year-old girl and her aunt. She is not able to grasp that this story is told from the child's point of view, that Emma is giving advice to someone who understands far more than she lets on. When Emma worries that the aunt's baby will eat the spangles, Aunt Evelyn humors her by saying, "I don't know much about babies." Emma takes this at face value (as does Tyler) by responding, "They will eat spangles on booties, and wet and spit up milk and cry. . . ." Also, Tyler doesn't understand that Aunt Evelyn has planned to give the booties to Emma: "I think the . . . booties will fit you."

ANALYSIS FOR SECOND STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

This is an example of a strong response because it is characterized by the following:

Purpose: The candidate fully responds to the charge of the prompt by pointing to significant reading comprehension skills. A strength, literal comprehension, and a weakness, inferential comprehension, are identified and supported thoroughly with evidence from the prompt.

Subject Matter Knowledge: The first paragraph immediately demonstrates the candidate's knowledge about reading comprehension skills. The comments are appropriate to a third grader who is unable to read at a deeper level of comprehension. The candidate picks up on Tyler's missing the significance of the conversation, that Emma is relating it from her seven-year-old perspective.

Support: Support is ample throughout the response. The candidate provides pertinent evidence from the prompt, in his own words and by quoting it directly. The explanations supply the context that is needed to understand how the reading attribute and the examples are related.

Rationale: The response is ably reasoned and clearly focused on reading comprehension. The choice of strength/weakness to discuss, the explanations given, and the examples provided all show a comprehensive understanding of reading comprehension.

FIRST SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE ITEM ASSIGNMENT #2

To understand Daniel's reading capabilities, I made observation of his teacher's notes on a particular reading performance. From these notes, I will identify one strength and one weakness as demonstrated by Daniel.

One weakness that is evident in his reading is repetition. Though it only occurred twice, it shows that he still can have a tendency to rush to get through the assignment. When he repeats himself, there is a word that he had just struggled with saying out loud. It could be possible that he is repeating the phrase so that he can hear the word aloud again in the same phrase.

Daniel is very diligent about correcting himself. There are an observed nine instances of him giving himself a short pause to think about the word. It is good that he takes time to try to say the word correctly, rather than getting frustrated and giving up. Daniel is strong in recognizing when he does not know a word. Only once did he mispronounce a word without realizing it.

Overall, Daniel is working at a good pace, taking the time to self-correct when he needs to. Daniel needs to work on not repeating himself, so his reading will have a better flow.

ANALYSIS FOR FIRST WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2

This is an example of a weak response because it is characterized by the following:

Purpose: The candidate attempts to address Daniel's "reading capabilities" in a general way and does not focus on the topic of word identification. Consequently, this response fails to identify one specific word identification strategy that is a weakness and one that is a strength.

Subject Matter Knowledge: The response shows ambiguity about whether Daniel's reading behaviors are helping or hindering his performance. For example, "repetition," an inaccurate and inappropriate term to use for word identification, is cited as a weakness. Later, the candidate wonders if Daniel is repeating a phrase "so that he can hear the word aloud again in the same phrase," which suggests that repetition might help Daniel's performance. The candidate's assertion that Daniel "can have a tendency to rush to get through the assignment" is unsupported by the record and unrelated to a specific word identification strategy. The candidate accurately observes that Daniel's record shows many instances of self-correcting, but the response uses the vague phrase, "to think about the word," as the reason for this behavior, rather than citing the accompanying word-identification skills shown in the record.

Support: The candidate uses vague descriptions of Daniel's reading without citing related instances from the reading record. For example, the statement "When he repeats himself, there is a word that he had just struggled with saying out loud" would have been stronger if the candidate had given examples of Daniel repeating himself and cited some of the words he had just struggled with. Similarly, the candidate states, "There are an observed nine instances of him giving himself a short pause to think about the word." Without specific examples from the passage, and without a specific connection to word identification strategies, it is difficult to know for certain what the candidate means.

Rationale: The rationale is weak because the candidate has been unable to draw conclusions about Daniel's word identification skills from the passage. The closing paragraph attempts to summarize Daniel's general reading capabilities but makes no connection to word identification strategies. On the one hand, the candidate says it is good that Daniel "is taking the time to self-correct when he needs to." However, this is followed by a contradictory phrase, that Daniel "needs to work on not repeating himself." Similarly, the candidate says Daniel has a "good pace" but needs a "better flow." As a result, it's unclear how the candidate would approach Daniel's reading instruction.

SECOND SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE ITEM ASSIGNMENT #2

Daniel shows strength in his inference reading. He can figure out what most of the words are. He rereads words that don't make sense so that they can improve the meaning of the sentence. He can read and understand what is there in the story and correct any words that don't go along with the meaning he is making. That is his strength.

He is a good reader for someone in the third grade. It is hard to see any important weaknesses. He got the main plot of the story. Emily ran home and talked to her goldfish and gave him food. Some of the words were hard for him to say so I think he needs to work on his pronunciation. He might be expected to know how to say some of the words he said incorrectly like *forever*. Daniel left out the word *daydreamed* but he might not have seen that word before. He left the *-ing* off bubble but it still made sense.

Daniel should go over the pronunciation of the words he said incorrectly and try to remember how the letters sound. It will be a good idea, then he can read faster and not have to slow down. This will help him to be a better reader.

ANALYSIS FOR SECOND WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2

This is an example of a weak response because it is characterized by the following:

Purpose: The candidate makes little effort to fulfill the purpose of the assignment: he identifies a strength and a weakness but provides little evidence to support his statements. Most importantly, he does not have a clear understanding of the prompt's charge to identify a strength and a weakness centered on word identification strategies.

Subject Matter Knowledge: The candidate's subject knowledge about word identification skills is severely limited. The reference to inference reading is inappropriate in a discussion about a child's oral reading performance. The candidate's reluctance to find a weakness, "it is hard to see any . . . weaknesses" and his identification of a problem with pronunciation is further proof of his inadequate knowledge about word identification strategies.

Support: The candidate does not provide any real support for the identified strength, only a vague notion of Daniel's ability to reread to correct words that don't make sense. The statement, "he can read and understand what is there in the story," is so limited that its meaning is not clear. The examples given to support the identified weakness do not provide a clear connection to pronunciation.

Rationale: The candidate's confusion yields a weak rationale. His inability to use correct terminology or to provide an accurate diagnosis reflects limited knowledge and reasoning about word identification strategies.

FIRST SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE ITEM ASSIGNMENT #2

Daniel shows both strengths and weaknesses in reading this passage aloud to his teacher. He is able to use context clues to correct himself and that is his strength. However, his greatest weakness appears to be in the analysis of word structure.

Daniel's use of context clues is strong. He often says an unknown word incorrectly but then relies on the meaning of the words around it to correct himself. For example, when he reads the word "container" as counter in the phrase "container of fish food," Daniel realizes that it doesn't make sense and reads the phrase correctly. Also, the use of context clues can be seen when he corrects golish for "goldfish" and fib for "fishbowl." He is taking in the meaning of the sentence. He did not self-correct when he read spilled for "sprinkled" because his guess still works within the context.

There are many miscues in this passage that really point to Daniel's weakness. He doesn't seem to have another way to deal with unknown words. His analysis of word structure is lacking, especially with compound words. He paused and misread "backpack," "sunshine," "goldfish," "fishbowl," "forever," and "homework" but then was able to read them correctly using context. It would help Daniel if he learned to break up compound words into their smaller words. This weakness is hurting his overall reading and comprehension.

ANALYSIS FOR FIRST STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2

This is an example of a strong response because it is characterized by the following:

Purpose: This response addresses the assignment fully by focusing on specific and important word identification strategies Daniel used to read this passage aloud. The candidate thoroughly explains how a particular strength and a particular weakness in word identification are revealed and why they are important.

Subject Matter Knowledge: The candidate uses specific knowledge of word identification strategies, appropriate to teaching third grade reading, to determine the meaning behind Daniel's efforts to identify words. Aspects of Daniel's word identification are correctly identified and defined, such as the use of context clues ("relies on the meaning of the words around it"), and analysis of word structure (compound words). Several specific examples are provided (e.g., *golish* for *goldfish* as a word in context; *homework* as a compound word), and each one is relevant to the discussion of Daniel's word identification strategies. The candidate even takes the time to offer a plausible explanation for why Daniel did not change one word (*spilled*) that he guessed incorrectly from context clues.

Support: The candidate provides substantial and accurate support for the particular word identification skills discussed, citing specific instances of the use of context clues by pointing to Daniel's self-corrections of *counter*, *golish*, and *fib* (*container*, *goldfish*, and *fishbowl*). The candidate further supports Daniel's difficulty with compound words by correctly citing *sunshine*, *forever*, and *homework*, among others. These examples are critical evidence of Daniel's word identification strategies.

Rationale: The strength of the rationale is in the candidate's analysis of Daniel's use of context clues from two different perspectives: as a weakness, Daniel "doesn't seem to have another way," and as a strength, Daniel "is taking in the meaning of the sentence" through the context. The candidate demonstrates how breaking down compound words into smaller words would give Daniel an additional word identification strategy. Each part of the discussion demonstrates the candidate's reasoning about Daniel's word identification skill.

SECOND SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE ITEM ASSIGNMENT #2

Though Daniel appears to be quite a competent reader, noted in his familiarity with sight words and his ability to self-correct when constructing meaning, there are some underlying needs. Daniel is overrelying on context clues to the extent that his ability to employ phonics as a word identification strategy is impaired.

His sight word vocabulary is quite extensive which allows him to read with a certain fluency. He does not hesitate with most sight words but identifies them readily. These are words that have to be in his word identification since they cannot be broken down by phonics. From the passage, it can be seen that Daniel readily identifies *there, faster, only, brought, when* and *after*. Several words that might have become high frequency words for him reveal his problem with phonics. He has not readily learned these words, such as *difficult* and *forever*. But the strength of his sight word as well as his high-frequency vocabulary is a real plus for it allows him to read several sections smoothly, such as the last line — "letting her mind float while she watched Sunshine glide through the water."

The weakness with phonics skills can be seen in the words that he must go back and self-correct; these impede the fluency he could be capable of. For example, in the word "fishbowl" which he at first reads as *fib*, it can be seen that Daniel misses the word's structure and its medial phonemes that could reveal to him that this is a compound word, and he fails to notice that it contains both a consonant digraph (sh) and a diphthong (ow). There are so many clues that he is missing in his haste to read using context only as his initial word attack skill.

ANALYSIS FOR SECOND STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2

This is an example of a strong response because it is characterized by the following:

Purpose: The candidate fulfills the assignment fully by describing a significant strength and weakness. He cites evidence from the prompt of a reading record to support what he says. The candidate's response is thorough, with clear explanations. The information is accurate and appropriate for a prompt focused on word identification strategies.

Subject Matter Knowledge: The response shows a more than adequate understanding of the reading process. The candidate identifies a clear strength, sight words, and a significant weakness, phonics. The discussion reveals a thorough knowledge of the subject matter and is accurate for a third grader who has this specific weakness and this specific strength as a developing reader. The candidate uses accurate subject matter terminology (consonant digraphs and diphthongs) to explain Daniel's difficulty with phonics.

Support: The response provides examples and explanations for each task. The support is substantial—the candidate cites several sight words to demonstrate Daniel's facility with sight word vocabulary, explains the problems Daniel has with the words *difficult* and *forever*, uses a specific sentence from the passage to demonstrate Daniel's fluency, and analyzes the skills needed to break down the word *fishbowl*. These examples are precise and relevant to the discussion of Daniel's strengths and weaknesses.

Rationale: This response reflects a comprehensive knowledge of word identification skills. It is ably reasoned and goes beyond a simple discussion of fluency to demonstrate how fluency is enhanced by sight words and is impeded by problems in phonics.

PRACTICE TEST SCORE CALCULATION

The practice test score calculation is provided so that you may better gauge your performance and degree of readiness to take an MTEL test at an operational administration. Although the results of this practice test may be used as one indicator of potential strengths and weaknesses in your knowledge of the content on the official test, it is not possible to predict precisely how you might score on an official MTEL test.

The Sample Responses and Analyses for the open-response items may help you determine whether your responses are more similar to the strong or weak samples. The Scoring Rubric can also assist in estimating a score for your open responses. You may also wish to ask a mentor or teacher to help evaluate your responses to the open-response questions prior to calculating your total estimated score.

How to Calculate Your Practice Test Score

Review the directions in the sample below and then use the blank practice test score calculation worksheet on the following page to calculate your estimated score.

SAMPLE

Multiple-Choice Section

Enter the total number of multiple-choice questions you answered correctly: 83

Use Table 1 below to convert that number to the score and write your score in **Box A**: **A:** 192

Open-Response Section

Enter the number of points (1 to 4) for your first open-response question: 2

Enter the number of points (1 to 4) for your second open-response question: 4

======

Add those two numbers (Number of open-response question points): 6

Use Table 2 below to convert that number to the score and write your score in **Box B**: **B:** 48

Total Practice Test Score (Estimated MTEL Score)

Add the numbers in **Boxes A and B** for an estimate of your MTEL score: **A + B =** 240

Practice Test Score Calculation Worksheet: Foundations of Reading

Table 1:

Number of Multiple-Choice Questions Correct	Estimated MTEL Score	Number of Multiple-Choice Questions Correct	Estimated MTEL Score
0 to 25	80	61 to 65	136
26 to 30	80	66 to 70	150
31 to 35	80	71 to 75	164
36 to 40	80	76 to 80	178
41 to 45	80	81 to 85	192
46 to 50	93	86 to 90	206
51 to 55	107	91 to 95	220
56 to 60	121	96 to 100	234

Table 2:

Number of Open-Response Question Points	Estimated MTEL Score
2	24
3	30
4	36
5	42
6	48
7	54
8	60

Print the form below to calculate your estimated practice test score.

Multiple-Choice Section

Enter the total number of multiple-choice questions you answered correctly:

Use Table 1 above to convert that number to the score and write your score in **Box A**: **A:** _____

Open-Response Section

Enter the number of points (1 to 4) for your first open-response question:

Enter the number of points (1 to 4) for your second open-response question:

======

Add those two numbers (Number of open-response question points):

Use Table 2 above to convert that number to the score and write your score in **Box B**: **B:** _____

Total Practice Test Score (Estimated MTEL Score)

Add the numbers in **Boxes A and B** for an estimate of your MTEL score: **A + B =** _____

ACKNOWLEDGMENTS

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