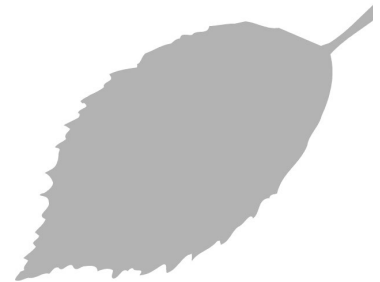


**Massachusetts  
Tests for Educator Licensure<sup>®</sup> (MTEL<sup>®</sup>)**



**Communication and  
Literacy Skills (101/201)  
PRACTICE TEST**

**Version 2  
BOOKLET 2  
Writing Subtest (201)**



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## **INTRODUCTION**

This document is a printable version of the Massachusetts Tests for Educator Licensure® (MTEL®) Communication and Literacy Skills (01) Online Practice Test.

The MTEL Communication and Literacy Skills test consists of a reading subtest and a writing subtest. To pass the Communication and Literacy Skills test, you must pass both the reading and writing subtests.

This practice test for the Communication and Literacy Skills writing subtest is a sample test consisting of 35 multiple-choice questions, 7 short-answer questions, and 2 open-response item assignments.

To assist you in recording and evaluating your responses on the writing section of the practice test, a Multiple-Choice Answer Sheet, an Answer Key Worksheet, and an Evaluation Chart by test objective are included for the multiple-choice questions. The Short-Answer Assignments and Response Sheet, an Answer Key Worksheet, Evaluation Information, and Sample Responses are provided for the short-answer items. 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 Communication and Literacy Skills (01) 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.

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

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 Communication and Literacy Skills (01) test, it is not possible to predict precisely how you might score on an official MTEL Communication and Literacy Skills (01) test. Refer to the Test Information Booklet for additional information about how to prepare for the test.

**COMMUNICATION AND LITERACY SKILLS (01)  
PRACTICE TEST  
WRITING SUBTEST**

## GENERAL TEST DIRECTIONS

This practice test consists of two subtests: reading (booklet 1) and writing (booklet 2). 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 short-answer and open-response items on this practice test require written responses. Directions for the open-response items appear immediately before those assignments.

You may work on the multiple-choice questions and open-response items 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 Communication and Literacy Skills (01) test, you will have one four-hour test session in which to complete the test.

**MULTIPLE-CHOICE ANSWER SHEET**

**Writing Subtest**

<b>Question Number</b>	<b>Your Response</b>
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	

<b>Question Number</b>	<b>Your Response</b>
31	
32	
33	
34	
35	

**DIRECTIONS FOR THE MULTIPLE-CHOICE SECTION  
OF THE WRITING SUBTEST**

This multiple-choice section of the writing subtest is based on several passages. For testing purposes, the passages contain numbered "parts" (e.g., sentences, sentence fragments, run-on sentences that should be punctuated as two sentences); these are the "parts" to which the test questions refer. In this part of the writing section, the term *error* refers to language use that does not conform to standard English conventions.

Each passage is followed by several multiple-choice questions related to the passage. Read each passage carefully and then read the questions that refer to that passage. For each question, choose the ONE best answer based on the information contained in the passage you have just read.

For this section, there are 35 multiple-choice questions in all, numbered 1–35. Record your answer to each question on the answer sheet provided in this booklet in the space that corresponds to each question number.



## MULTIPLE-CHOICE QUESTIONS

Read the passage below; then answer the four questions that follow.

<sup>1</sup>Many bears enter a state of sedation known as torpor or, more commonly, hibernation in order to avoid the cold temperatures and the dearth of food that attend harsh winter months. <sup>2</sup>While the act of hibernating is a very passive activity—some types of bears can go for several months during their hibernation without eating, drinking, or defecating—preparation for this deep slumber is a time of intense and varied activity. <sup>3</sup>Chief among the tasks is finding a place to bed down for such a lengthy period a suitable den must provide protection from both predators and the elements. <sup>4</sup>The other primary task is eating enough food so basic body functions, such as breathing and blood circulation, can continue through months of

inactivity. <sup>5</sup>Bears can gain up to 30 pounds a week during this gorging phase.

<sup>6</sup>\_\_\_\_\_ <sup>7</sup>Sleeping deeply, the breathing rate of many types of bears slows to almost one breath per minute. <sup>8</sup>Similarly, their heart rates drop from between 40 to 50 beats per minute to as few as eight. <sup>9</sup>Because their bodies require such little energy during hibernation, bears are able to survive only on the fat stores they built up during their pre-hibernation feasting. <sup>10</sup>Eating in preparation for hibernation is crucial for building up the fat stores.



1. Which sentence, if added as Part 6, would be the most effective topic sentence for the second paragraph of the passage?
  - A. Bears tend to be lethargic during hibernation, but they are still conscious and will occasionally leave the den.
  - B. Bears' ability to eat to such excess is perhaps matched only by their highly efficient metabolism during hibernation.
  - C. Bears lose very little muscle mass during hibernation, but they lose most of the fat they created during the gorging phase.
  - D. Bears' hearts are highly complex; studying them could be helpful in understanding human heart disease.
2. Which part of the passage contains a redundant expression of ideas or information?
  - A. Part 4
  - B. Part 5
  - C. Part 9
  - D. Part 10

3. Which part of the passage contains a misplaced or dangling modifier?

- A. Part 1
- B. Part 3
- C. Part 5
- D. Part 7

4. Which change is needed in the passage?

- A. Part 1: Delete the comma after "or."
- B. Part 3: Insert a semicolon after "period."
- C. Part 4: Delete the comma after "functions."
- D. Part 9: Insert a semicolon after "hibernation."

Read the passage below; then answer the two questions that follow.

<sup>1</sup>The Vieuxtemps Guarneri violin is one of the world's most expensive musical instruments.

<sup>2</sup>Built in the mid-eighteenth century by Giuseppe Guarneri, the Vieuxtemps is coveted by musicians, collectors, and connoisseurs of classical music.

<sup>3</sup>Unlike violins created by Antonio Stradivari, which are also highly valued, there are only around 140 Guarneris in the world, compared to about 640 Stradivarii. <sup>4</sup>Also, the Vieuxtemps was one of the last instruments produced by its maker, and is an unusual instrument in his collection due to its slightly larger size. <sup>5</sup>The result is a richer, deeper sound.

<sup>6</sup>In 2012, an anonymous buyer sold the Vieuxtemps. <sup>7</sup>The buyer then loaned the violin to Anne Akiko Meyers, one of the most celebrated violinists in the world today, for the rest of her life. <sup>8</sup>Meyers thus became the latest in a long line of violinists who've played the Vieuxtemps, including Itzhak Perlman and its namesake—nineteenth-century Belgian virtuoso and composer Henri Vieuxtemps. <sup>9</sup>Perlman has won countless honors and awards, including the Kennedy Center Honor in 2003. <sup>10</sup>Due to her name recognition, Meyer's stewardship of the instrument will likely only increase its monetary value over time, but for her the real value is in being able to actually play such a finely crafted violin.



5. Which part of the passage draws attention away from the main idea of the second paragraph?

- A. Part 7
- B. Part 8
- C. Part 9
- D. Part 10

6. Which part of the passage contains a word with a missing or misused apostrophe?

- A. Part 2
- B. Part 4
- C. Part 8
- D. Part 10

Read the passage below; then answer the three questions that follow.

<sup>1</sup>Phytoplankton are microscopic, drifting organisms that live in salt water and freshwater.

<sup>2</sup>While the term is inclusive of a wide range of organisms, including bacteria, most phytoplankton are single-celled plants that float freely in the ocean.

<sup>3</sup>Providing nourishment for fish and birds.

<sup>4</sup>Although phytoplankton are difficult to see and easy to ignore, scientists have discovered that these tiny plants have an unusual ability to indirectly effect the weather.

<sup>5</sup>In a study funded by NASA, researchers found that when the sun's ultraviolet rays are particularly strong, phytoplankton release a compound called DMSP. <sup>6</sup>Through a series of chemical processes, the DMSP evaporates and releases dust-size particles into the air. <sup>7</sup>These particles are small enough for water to condense on, which stimulates the formation of clouds that can block direct light. <sup>8</sup>Radiation from ultraviolet rays can cause skin cancer. <sup>9</sup>Further study is needed to determine if phytoplankton can actually be used to improve the earth's overall climate, making it likely that these microscopic organisms will be under the microscope for many years to come.



7. Which part of the passage is *least* relevant to the main idea of the second paragraph?

- A. Part 5
- B. Part 6
- C. Part 8
- D. Part 9

9. Which underlined word in the passage is used incorrectly?

- A. freely
- B. effect
- C. particles
- D. condense

8. Which part of the passage is a sentence fragment?

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

Read the passage below; then answer the two questions that follow.

(Note: An error in paragraph organization has been purposely included in the passage.)

<sup>1</sup>In Korea, a baby's first birthday—also known as the *tol*—is considered a major cause for celebration. <sup>2</sup>Traditionally, the parents host a party for their family and friends to eat, drink, and witness the *toljabee*, a ceremony during which several items are displayed in front of the baby. <sup>3</sup>These items typically include money, a pencil, a book, and a paintbrush. <sup>4</sup>The item that the baby grabs first will supposedly predict the baby's future. <sup>5</sup>For example, a child who chooses money will grow up to have financial success. <sup>6</sup>Although

the items have changed over time and the fortune-telling accuracy of the *toljabee* is definitely questionable, many modern Korean and Korean-American families practice the ceremony as a way of honoring a longstanding tradition and celebrating their child's first major milestone in life. <sup>7</sup>Many years ago, the *toljabee* included several large, cumbersome, and potentially dangerous items such as a bow and arrow (to predict hunting prowess) or a knife (to predict culinary skills).



10. Which of the following changes would make the sequence of ideas in the passage clearer?

- A. Place Part 1 after Part 2.
- B. Reverse the order of Parts 3 and 4.
- C. Place Part 5 after Part 3.
- D. Reverse the order of Parts 6 and 7.

11. Which underlined word in the passage is spelled incorrectly?

- A. supposedly
- B. chooses
- C. success
- D. definitely

Read the passage below; then answer the two questions that follow.

<sup>1</sup>First Warning is a severe weather warning system, created by a Meteorologist from Oklahoma during the mid-1980s. <sup>2</sup>The purpose of First Warning was to provide television viewers with timely alerts about severe weather without interrupting scheduled programming. <sup>3</sup>With First Warning, an employee of a television affiliate manually typed warnings into the computer system, including specific information about affected areas, closures, and road advisories. <sup>4</sup>The warning appeared as a banner that scrolled across the bottom of the screen while the television

program continued above. <sup>5</sup>A few years later, another Oklahoma television station created an automated version of this system and called it First Alert. <sup>6</sup>The primary difference between First Warning and First Alert was that the latter received automatic updates from the National Weather Service, which eliminated the need for time-consuming and error-prone manual text entry. <sup>7</sup>Today most viewers of local television programming receive their weather alerts from a modernized version of the original First Warning system.



12. Which part of the passage contains an error in capitalization?

- A. Part 1
- B. Part 3
- C. Part 5
- D. Part 6

13. Which part of the passage should be revised to correct an error in punctuation?

- A. Part 3
- B. Part 5
- C. Part 6
- D. Part 7

Read the passage below; then answer the two questions that follow.

<sup>1</sup>In 1958, a white man named Richard Loving married his fiancée of mixed African American and Native American descent, Mildred Jeter, at Washington, D.C. <sup>2</sup>When they returned to their hometown in Central Point, Virginia, the police arrested them for violating the Racial Integrity Act of 1924, an antiscegenation law that prohibited interracial marriages. <sup>3</sup>In order to avoid jail time, the Lovings agreed to leave the state and move to Washington, D.C.; however, after five years in exile, they decided to challenge the law so they could return to Virginia and live legally as a married couple.

<sup>4</sup>With the help of the American Civil Liberties Union, the Lovings sued the state, and their case made it all the way to the U.S. Supreme Court, where Richard Loving asked his attorney to convey a simple, but powerful message: "Tell the court that I love my wife, and it is unfair that I can't live with her in Virginia." <sup>5</sup>In 1967, the court unanimously agreed and declared unconstitutional the antiscegenation laws in Virginia and 15 other states. <sup>6</sup>Although Richard and Mildred Loving returned to Central Point and attempted to live outside of the spotlight for their remaining years, there is little doubt as to the importance of the Lovings' enduring and aptly named legacy, not just for the south but for the whole country.



14. Which part of the passage should be revised to correct an error in the use of prepositions?
- A. Part 1
  - B. Part 3
  - C. Part 4
  - D. Part 6

15. Which underlined word or words in the passage should be revised to correct an error in capitalization?
- A. Native American
  - B. Racial Integrity Act of 1924
  - C. state
  - D. south

**Read the passage below; then answer the four questions that follow.**

**(Note: An error in paragraph organization has been purposely included in the first paragraph.)**

<sup>1</sup>Metals are classified as "precious metals" only if it is both rare and economically valuable. <sup>2</sup>As opposed to common metals like iron and lead, which are both abundantly available, metals like gold, silver, and platinum are in high demand but are also in very limited supply. <sup>3</sup>Gold, for example, is so highly valued that humans have, over the centuries, endeavored to procure it in a variety of ways. <sup>4</sup>If precious metals weren't so rare, they wouldn't be worth so much. <sup>5</sup>Vast, costly gold-mining operations exist all over the world, and alchemists—practitioners of ancient methods of philosophy and chemistry—unsuccessfully sought ways of turning common metals into gold.

<sup>6</sup>\_\_\_\_\_ <sup>7</sup>Over hundreds of millions of years, liquid magma carries some of these metals toward the surface where miners could reach them. <sup>8</sup>It's also possible that Earth's gold deposits were formed when billions of tons of meteorites crashed into the planet and settled at reachable depths in Earth's mantle, where geologic processes slowly turned them into gold. <sup>9</sup>This theory suggests that gold may be rarer than previously thought; after all, it came from outer space, if the theory holds true.





16. Which sentence, if added as Part 6, would be the most effective topic sentence for the second paragraph of the passage?
- A. Precious metals are so rare because early in the process of Earth's formation, hundreds of millions of years ago, they sank to the core of the planet, totally inaccessible to humans.
  - B. The price of perhaps the most famous of precious metals, gold, has soared since the turn of the twenty-first century, which has encouraged more and more prospectors to join what has become a kind of modern gold rush.
  - C. One of the interesting aspects of investing in precious metals is that one may actually purchase a tangible thing—like a necklace or other piece of jewelry—that has monetary value and aesthetic value.
  - D. Sophisticated mining tools have allowed humans to quickly pull some precious metals from deep in the ground by moving large amounts of dirt that would have been inconceivable to miners of the past.
17. Which of the following changes would make the sequence of ideas in the first paragraph clearer?
- A. Reverse the order of Parts 4 and 5.
  - B. Place Part 4 before Part 2.
  - C. Reverse the order of Parts 3 and 4.
  - D. Place Part 5 before Part 3.
18. Which part of the passage should be revised to correct an error in pronoun usage?
- A. Part 1
  - B. Part 2
  - C. Part 3
  - D. Part 4
19. Which change is needed to correct an error in verb tense?
- A. Part 3: Change "is" to "are."
  - B. Part 7: Change "carries" to "carried."
  - C. Part 8: Change "were" to "had been."
  - D. Part 9: Change "suggests" to "suggest."

Read the passage below; then answer the three questions that follow.

<sup>1</sup>The term "media" is the plural form of the noun "medium," a channel or means of communication. <sup>2</sup>A newspaper, for example, is a print medium used to communicate news. <sup>3</sup>Likewise, television is a medium that conveys content like entertainment and news in video form. <sup>4</sup>In popular usage, however, the term "media" is used to refer to a whole host of media, commonly called the "mass media." <sup>5</sup>In addition to newspapers and television, these include the Internet, radio, the content on smartphones and tablets, advertising, and marketing. <sup>6</sup>"Mass media" can also include the organizations and individuals, such as journalists or television news anchors, responsible for the production of the content that appears in the different forms of media. <sup>7</sup>In this sense, "the media" is used as a singular noun to encompass all of the communications, personalities, and opinions that arrive over the airwaves, the Internet, and in print every day.

<sup>8</sup>In popular culture its not uncommon for a celebrity who falls out of favor with the public to employ this singular usage and to blame "the media" for an unfair or unflattering portrayal. <sup>9</sup>Similarly, a politician might say that "the media" has distorted something he or she has said. <sup>10</sup>But such usage of the term is almost always too general to accurately depict reality; after all, it's highly unlikely that all of the mass media—every

journalist, news anchor, television show, website, newsmagazine, etc.—uniformly criticized a given individual for a specific offense.

<sup>11</sup>

<sup>12</sup>Artists, writers, and thinkers have raised concern that the media is far too influential and pervasive and that the media spends more time drawing attention to itself for financial gains than it does to covering the story—whatever the story may be—in an objective, substantive, professional manner. <sup>13</sup>Critics add that the media's emphasis on flash rather than substance is contributing to a society that is becoming increasingly shallow, unsure of itself, and even anxious. <sup>14</sup>For example, the social critic Neil Postman, most well known for his book *Amusing Ourselves to Death*, believed that television is purely an entertainment vehicle and it undermines serious thought and discourse on complicated, important issues. <sup>15</sup>Postman and others have, in essence, blamed the media for stunting young minds and contributing to society's malaise. <sup>16</sup>Still others have celebrated the proliferation of the media because, they say, it gives people more options, not less, to learn and to engage with the world. <sup>17</sup>Despite the many views on the media and its role in society, one part seems abundantly clear: the media is ever growing and here to stay.



20. Which sentence, if added as Part 11, provides the most effective transition from the second paragraph to the third paragraph?

- A. While the media grew incredibly during the twentieth century, it has existed since ancient times, albeit to a much lesser extent.
- B. The media is not so much a tangible thing but a vague yet omnipresent force.
- C. While some celebrities have used the media as a scapegoat in this manner, blaming the media has taken another form.
- D. Dictators have often used the media to keep total power over their countries.

21. Which underlined word in the passage should be replaced with a more appropriate word?

- A. encompass
- B. favor
- C. vehicle
- D. part

22. Which part of the passage contains a missing or misplaced apostrophe?

- A. Part 8
- B. Part 10
- C. Part 15
- D. Part 17

Read the passage below; then answer the three questions that follow.

**(Note: An error in paragraph organization has been purposely included in the first paragraph.)**

<sup>1</sup>The guiding philosophy of the MacArthur Fellows Program is that individuals who possess extraordinary intellectual or artistic abilities should be allowed to attend to the development of their talent without struggling to make ends meet, which takes time and energy away from the expression of their life's work. <sup>2</sup>An established record of exceptional creativity is the principal selection criterion. <sup>3</sup>To this end, the MacArthur Foundation awards a large sum of money to such individuals every year. <sup>4</sup>The money goes to those who work in many fields, including science, mathematics, the humanities, and the arts. <sup>5</sup>Past winners include fiction writers, economists, neurobiologists, and computer scientists. <sup>6</sup>The Foundation hopes the awardees will use the substantial sum of money (awarded in installments over a period of five years) to hone their originality and skills for the betterment of humanity.

<sup>7</sup>\_\_\_\_\_ <sup>8</sup>Instead, the Program consults with a select group of nominators, experts in various fields, to offer names to a committee that ultimately chooses the winners. <sup>9</sup>The awards, also dubbed "genius grants," are perhaps even more noteworthy for the fact that the Foundation does not require MacArthur Fellows to follow up with reports or updates on how they are using the money. <sup>10</sup>The recipients' only mandate is to use the money to support whatever work they would like to do. <sup>11</sup>The "no strings attached" policy allows winners to develop their talent without the stress of having to make a living.



23. Which part of the passage should be revised to reduce unnecessary repetition?
- A. Part 3
  - B. Part 5
  - C. Part 9
  - D. Part 11

24. Which of the following changes would make the sequence of ideas in the first paragraph clearer?
- A. Reverse the order of Parts 1 and 2.
  - B. Reverse the order of Parts 2 and 3.
  - C. Reverse the order of Parts 3 and 4.
  - D. Reverse the order of Parts 4 and 5.

25. Which sentence, if added as Part 7, provides the most effective transition from the first paragraph to the second paragraph?
- A. While many foundations offer monetary gifts to talented individuals, the MacArthur Fellows Program stands out in that it does not allow anyone to apply for the available funds or to self-nominate.
  - B. The financial award is well over half a million dollars that is paid out to each individual winner over the course of five years.
  - C. Critics of the MacArthur Fellows Program have pointed out that many winners have already won prestigious awards, undermining what is perceived to be the program's wish to find unhidden talent.
  - D. Some MacArthur Fellows are already prominent and may be well known when they win, while others are not as prominent and are not widely known.

Read the passage below; then answer the three questions that follow.

<sup>1</sup>Although powders and pastes for cleaning teeth originated in antiquity, the form and composition of these substances have changed significantly over time. <sup>2</sup>The first-known manufactured substance used for dental hygiene was a powder invented in Egypt around 5000 B.C.E. <sup>3</sup>One early recipe called for a mixture of salt, mint, iris flower, and pepper. <sup>4</sup>Citizens of ancient Rome also used tooth powders, combining abrasives—such as ground-up bones, eggshells, or oyster shells—with more aromatic substances, such as mint or myrrh. <sup>5</sup>Other ancient cultures devised their own recipes. <sup>6</sup>In ancient China, for example, ginseng was part of the teeth-cleaning mix.

<sup>7</sup>\_\_\_\_\_ <sup>8</sup>In the early 1800s, soap and chalk was introduced in some powdered teeth-cleaning products. <sup>9</sup>Later, ground charcoal was added. <sup>10</sup>In the 1850s, jars of "Creme Dentifrice" were produced—the first teeth-cleaning product to be sold in a paste form rather than powder form. <sup>11</sup>The first mass-produced toothpaste in a collapsible tube appeared in 1896. <sup>12</sup>Twentieth-century innovations included the addition of fluoride to help prevent tooth decay, detergents to cause foaming, strong flavoring to mask the taste of the detergents, and dyes to create toothpastes in appealing colors.



26. Which sentence, if added as Part 7, provides the most effective transition from the first paragraph to the second paragraph?

- A. Technological innovation, including advances in toothpaste formulation, has been a signature characteristic of modern times.
- B. Following these ancient innovations, the evolution of dental hygiene agents slowed until the nineteenth and twentieth centuries.
- C. Today, toothpaste comes in a dizzying array of varieties that can make purchasing toothpaste perhaps a bit too complicated.
- D. Flossing and brushing teeth on a daily basis is an important dental regimen for maintaining healthy teeth and gums.

27. Which part of the passage should be revised to correct an error in subject-verb agreement?

- A. Part 1
- B. Part 3
- C. Part 8
- D. Part 10

28. Which underlined word in the passage is spelled incorrectly?

- A. significantly
- B. hygiene
- C. collapsable
- D. dyes

Read the passage below; then answer the three questions that follow.

<sup>1</sup>The New York Public Library's flagship building on Fifth Avenue and 42nd Street is home to two of the city's most famous felines. <sup>2</sup>Since 1911, twin lion sculptures have flanked its main entrance, greeting millions of tourists to the building every year, appearing in the background of countless photographs and Fifth Avenue parades, and occasionally wearing oversize hats to celebrate a New York victory in the World Series or Super Bowl. <sup>3</sup>They are an enduring and popular tourist attraction. <sup>4</sup>Originally known as Leo Astor

and Leo Lenox in honor of two of the library's founders, the lions were later nicknamed Lady Astor and Lord Lenox (although both of the lions are male). <sup>5</sup>In the 1930s, Mayor Fiorello La Guardia finally coined the name that has remained with the lions to this day. <sup>6</sup>La Guardia referred to them as "Patience and Fortitude" in honor of the qualities that New Yorkers needed to survive the depression. <sup>7</sup>Now in place for over a century, many New Yorkers consider Patience and Fortitude to be as iconic as the library itself.



29. Which part of the passage contains a redundant expression of ideas or information?

- A. Part 2
- B. Part 3
- C. Part 4
- D. Part 5

31. Which part of the passage contains a word with a missing or misused apostrophe?

- A. Part 1
- B. Part 2
- C. Part 4
- D. Part 6

30. Which part of the passage contains a misplaced or dangling modifier?

- A. Part 3
- B. Part 4
- C. Part 5
- D. Part 7

Read the passage below; then answer the four questions that follow.

<sup>1</sup>The vegetables known as crucifers come in many forms but all of them share at least two qualities: a four-petaled structure that resembles a cross—and from which they take their family name, Cruciferae, latin for "cross-bearing"—and a reputation for being among the most healthful of foods. <sup>2</sup>Crucifers contain a chemical compound that either tastes bitter or has no taste at all. <sup>3</sup>Not only are cruciferous vegetables rich in vitamins and minerals, they are high in fiber, which can help lower cholesterol and reduce the risk of cardiovascular disease. <sup>4</sup>In addition, some evidence suggests that eating them regularly can have a protective effect against several kinds of cancer.

<sup>5</sup> \_\_\_\_\_  
<sup>6</sup>Broccoli is high in potassium, which has been shown to lower blood pressure, and is rich in calcium, which has been linked with increased bone density and decreased bone loss. <sup>7</sup>Further potential benefits of eating broccoli were discovered when a 1992 Johns Hopkins University study found that broccoli sprouts contain a cancer-fighting substance called sulforaphane glucosinolate. <sup>8</sup>Kale also contains this chemical, as well as the following vitamins: vitamin A, which helps the body produce and distribute white blood cells; vitamin K, which builds and strengthens bones; and vitamin C, a powerful antioxidant that helps fight infections.



32. Which sentence, if added as Part 5, would be the most effective topic sentence for the second paragraph?
- A. Among the most popular and beneficial cruciferous vegetables are broccoli and kale.
  - B. Parents have always had good reason to tell their children to eat their broccoli.
  - C. Broccoli and kale are very hardy plants that can both withstand a hard frost.
  - D. Kale has become synonymous with a healthy diet and overall well-being.
33. Which part of the passage is *least* relevant to the main idea of the first paragraph?
- A. Part 1
  - B. Part 2
  - C. Part 3
  - D. Part 4



34. Which part of the passage should be revised to correct an error in punctuation?

- A. Part 1
- B. Part 3
- C. Part 6
- D. Part 7

35. Which underlined word in the passage should be revised to correct an error in capitalization?

- A. latin
- B. cholesterol
- C. potassium
- D. University

**DIRECTIONS FOR THE SHORT-ANSWER SECTION  
OF THE WRITING SUBTEST**

The short-answer section of the writing subtest consists of seven questions. Each question asks you to revise text that contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, and punctuation). For each item, rewrite the text so that the errors are addressed and the original meaning is maintained. In addressing the errors, you may restructure the syntax of the original text, but the essential elements (e.g., names, places, actions) and relationship among those elements (e.g., cause/effect, before/after) must be maintained. Your rewrite should not introduce any new errors in construction, grammar, usage, spelling, capitalization, or punctuation. Note that proper names of people and places are correctly spelled within the text.

Write or print your responses on the response sheet in the space that follows each question.

**SHORT-ANSWER ASSIGNMENTS AND RESPONSE SHEET**

36. **The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.**

Before one leave the meeting, you should check the weather outside.

---

---

37. **The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.**

He likes to read novels they made him see the world from different perspectives.

---

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38. **The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.**

One of the regions greatest assets were its geographic location.

---

---

39. **The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.**

Students with academic, athletic, and social commitments needs time management skills.

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40. **The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.**

Due to her experience working in offshore commercial fishing she was not afraid to run onto danger.

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41. **The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.**

The siblings wanted to surprise there Father with an unexpected gift.

---

---

42. **The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.**

Only people, who had instilled their money in the project, opposed its discontinuation.

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## **DIRECTIONS FOR THE WRITING SUMMARY EXERCISE OF THE WRITING SUBTEST**

This section of the writing subtest presents a passage for you to summarize in your own words. The passage can be found on the next page. Prepare a summary of approximately 100 to 150 words.

Your summary should effectively communicate the main idea and significant supporting details of the passage in your own words. You are expected to identify the relevant information and communicate it clearly and concisely without introducing your own ideas.

Your summary will be evaluated based on the following criteria:

- **FIDELITY:** The extent to which the response accurately and clearly conveys the main ideas and significant supporting details of the original passage.
- **CONCISENESS:** The extent to which the response is of appropriate length, containing enough specificity to convey the main ideas and significant supporting details, while omitting insignificant content.
- **EXPRESSION:** The extent to which the candidate uses his or her own words to clearly and coherently convey the main ideas and significant supporting details.
- **GRAMMAR AND CONVENTIONS:** The extent to which the response shows control in the use of standard English conventions.

The final version of your summary should conform to standard English conventions, should be written legibly, and should be your own original work.

Write or print your response in the space provided following the exercise.

## WRITING SUMMARY EXERCISE

Use the passage below to prepare a summary of 100–150 words.

The history of elementary and secondary education in the United States has been shaped in part by debates about school reform. A major debate that drew the attention of educators at the turn of the twentieth century pertains to the following question: Should school education be centered on the dissemination of knowledge from one generation to the next, or, alternatively, should it be centered on the cognitive, emotional, and social development of each and every individual student? Scholarly studies on learning and cognitive growth show that the views presented by the two sides of the debate complement rather than oppose one another.

The pedagogical emphasis on the dissemination of knowledge has often been associated with a "traditional" vision of schooling. Its popular origins can be traced to the age-old idea that child nurturing includes providing the child with the best knowledge and skills that are available to the parent generation. This view maintains that classroom teaching and learning should follow a carefully designed curriculum that specifies the order in which students need to acquire knowledge. Throughout the history of public education in the United States, proponents of knowledge-centered school reforms have advocated for a nationally unified and more rigorous curriculum. A landmark event in promoting this educational endeavor was the publication of *A Nation at Risk*, the 1983 report of President Ronald Reagan's National Commission on Excellence in Education.

Student-centered approaches have often been associated with the "progressive" movement in education. The pedagogical

ideas of the movement can be traced to the rise of the modern discipline of child psychology, and are often associated, especially in the United States, with the scholarly works of John Dewey. Student-centered approaches originated during the Progressive Era (1890s–1920s), which was a period of widespread social activism and political reform in the United States. Student-centered approaches propose that the ultimate responsibility of the school is to cultivate the innate ability of each and every child to learn and mature, rather than simply to have students acquire the knowledge that is included in the curriculum. In a student-centered classroom, for example, students are encouraged to lead learning activities, participate more actively in discussions, design their own learning projects, and explore topics that interest them.

Studies on human learning and the growth of knowledge suggest that curriculum-centered and student-centered views on education are much more complementary and intertwined than opposed. Learning from others through a curriculum is an essential aspect of a child's development. Adult models of thought and behavior often inspire children and promote their ability to develop their innate talents. Moreover, the transmission of academic knowledge is intended to demonstrate how learners may advance their understanding, rather than to simply instill facts. Students learn when they figure out how new knowledge enables them to rethink, revise, and improve the knowledge they bring to the classroom. Inheriting and developing knowledge are, therefore, inseparable aspects of human learning.







## DIRECTIONS FOR THE COMPOSITION EXERCISE OF THE WRITING SUBTEST

This section of the writing subtest consists of one writing assignment. The assignment can be found on the next page. You are asked to prepare a multiple-paragraph composition of approximately 300 to 600 words on an assigned topic.

Your composition should effectively communicate a whole message to the specified audience for the stated purpose. You will be assessed on your ability to express, organize, and support opinions and ideas. You will not be assessed on the position you express.

Your composition will be evaluated based on the following criteria:

- **APPROPRIATENESS:** The extent to which the response addresses the topic and uses language and style appropriate to the given audience, purpose, and occasion.
- **MECHANICAL CONVENTIONS:** The extent to which words are spelled correctly and the response follows the conventions of punctuation and capitalization.
- **USAGE:** The extent to which the writing shows care and precision in word choice and is free of usage errors.
- **SENTENCE STRUCTURE:** The effectiveness of the sentence structure and the extent to which the sentences are free of structural errors.
- **FOCUS AND UNITY:** The clarity with which the response states and maintains focus on the main idea or point of view.
- **ORGANIZATION:** The clarity of the writing and the logical sequence of ideas.
- **DEVELOPMENT:** The extent to which the response provides statements of appropriate depth, specificity, and/or accuracy.

The final version of your composition should conform to standard English conventions, should be written legibly, and should be your own original work.

Write or print your response in the space provided following the exercise.

## COMPOSITION EXERCISE

### COMPOSITION EXERCISE

Read the passages below about redshirting of kindergarten-age children; then follow the instructions for writing your composition of 300–600 words.

#### **Redshirting of Kindergarten-Age Children Should Be Permissible**

Parents and guardians should be allowed to delay their child's entrance into kindergarten for one year if their child would be among the youngest students in kindergarten the first year the child is eligible. Redshirting allows students to fit in better than nonredshirted students, helping ensure that they are physically and socially prepared for kindergarten. This, in turn, makes them better prepared for the subsequent grade levels of their educations, which may have significant positive long-term effects. Because redshirted students are likely to have some advantages in motor skills and physical development, they tend to be more confident than non-redshirted students and may have a greater tendency toward leadership.

#### **Redshirting of Kindergarten-Age Children Should Not Be Permissible**

Parents and guardians should not be allowed to delay their child's entrance into kindergarten for one year if their child would be among the youngest students in kindergarten the first year the child is eligible. Evidence is not conclusive that students benefit academically, emotionally, or otherwise when they are redshirted, and some evidence suggests that redshirted students may be more prone to behavioral problems as teens. Additionally, the majority of redshirted students come from higher-income families who can afford to pay for an extra year of child care, which means that if redshirting is beneficial for students, it's beneficial primarily for high-income students and therefore adds to the achievement gap.

Your purpose is to write a persuasive composition, to be read by a classroom instructor, in which you take a position on whether redshirting of kindergarten-age children should be permissible. Be sure to defend your position with logical arguments and appropriate examples.









## **PRACTICE TEST RESULTS**

## PRACTICE TEST RESULTS OVERVIEW

The practice test provides valuable information regarding your preparedness for the MTEL Communication and Literacy Skills (01): Writing subtest. 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

A Multiple-Choice Question Answer Key Worksheet is provided to assist you in evaluating your multiple-choice responses. The worksheet contains five columns. The first column of the worksheet indicates the multiple-choice question number, the second column indicates the objective to which the test question was written, and the third column indicates the correct response. The remaining 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.

### Short-Answer Items

A Short-Answer Section Answer Key Worksheet is provided to assist you in evaluating your short-answer responses. The worksheet contains three columns. The first column of the worksheet indicates the short-answer item number and the second column indicates the objective to which the item was written. The third column is for your use in calculating your score for each short-answer item.

Evaluation Information and Sample Responses are also provided for the short-answer items to help you evaluate your practice test responses.

### 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 Communication and Literacy Skills: Writing subtest 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	0007	B		
2	0007	D		
3	0008	D		
4	0008	B		
5	0007	C		
6	0009	D		
7	0007	C		
8	0008	C		
9	0008	B		
10	0007	D		
11	0009	D		
12	0009	A		
13	0009	D		
14	0008	A		
15	0009	D		
16	0007	A		
17	0007	C		
18	0008	A		
19	0008	B		
20	0007	C		
21	0008	D		
22	0009	A		
23	0007	D		
24	0007	B		
25	0007	A		
26	0007	B		
27	0008	C		
28	0009	C		
29	0007	B		
30	0008	D		

**MULTIPLE-CHOICE QUESTION  
ANSWER KEY WORKSHEET (continued)**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
31	0009	B		
32	0007	A		
33	0007	B		
34	0009	A		
35	0009	A		

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

**\_\_\_\_\_ of 35 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.

<b>Objective 0007: Understand methods for establishing and maintaining a central theme or main idea.</b>							
1B	2D	5C	7C	10D	16A	17C	20C
23D	24B	25A	26B	29B	32A	33B	____/15

<b>Objective 0008: Recognize common errors of sentence construction, grammar, and usage.</b>							
3D	4B	8C	9B	14A	18A	19B	21D
27C	30D						____/10

<b>Objective 0009: Recognize common errors of spelling, capitalization, and punctuation.</b>							
6D	11D	12A	13D	15D	22A	28C	31B
34A	35A						____/10

**SHORT-ANSWER SECTION  
ANSWER KEY WORKSHEET**

Refer to the Short-Answer Section Evaluation Information and Sample Responses that follow for information about how scores are assigned for short-answer responses, descriptions of errors, and examples of correct responses.

<b>Item Number</b>	<b>Objective Number</b>	<b>Score for Your Response</b>
36	0010	
37	0010	
38	0010	
39	0010	
40	0010	
41	0010	
42	0010	

**Add up the number of short-answer points you assigned:**

\_\_\_\_\_ **of 14 possible points**

**SHORT-ANSWER SECTION  
EVALUATION INFORMATION**

**How Short-Answer Items Are Scored**

Responses are scored based on the accuracy in rewriting each sentence and correcting the errors presented to conform to standard English conventions. The response must accurately convey the meaning of the original sentence while correcting all grammatical errors and adding no new grammatical or mechanical (i.e., spelling, punctuation, capitalization) errors. The response may be a revision or restructuring of the syntax of the original sentence, but must maintain the ideas and the relationships among ideas (e.g., cause-effect, before-after) of the original sentence.

**Scoring Key**

A candidate's responses to a short-answer item may receive two, one, or no points, according to the following key:

Score	Description
2	<p><b>Correct:</b> Both error 1 and error 2 are corrected and no new errors are introduced.</p>
1	<p><b>Partially Correct:</b></p> <ul style="list-style-type: none"> <li>a) Error 1 is corrected, error 2 is NOT corrected, and no new errors are introduced.</li> <li>b) Error 1 is NOT corrected, error 2 is corrected, and no new errors are introduced.</li> <li>c) Both error 1 and error 2 are corrected, but one or more new errors are introduced.</li> </ul>
0	<p><b>Incorrect:</b></p> <ul style="list-style-type: none"> <li>a) Error 1 is corrected, error 2 is NOT corrected, AND one or more new errors are introduced.</li> <li>b) Error 1 is NOT corrected, error 2 is corrected, AND one or more new errors are introduced.</li> <li>c) Neither error 1 nor error 2 is corrected.</li> </ul>

In the Short-Answer Section Sample Responses that follow, the errors present in the original sentence are identified for each short-answer item. This is followed by one or two samples of sentences rewritten to correct both errors.

## SHORT-ANSWER SECTION SAMPLE RESPONSES

36. **The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.**

Before one leave the meeting, you should check the weather outside.

***Errors:***

1. missing verb ending
2. unnecessary shift in pronoun

***Sample Correct Responses:***

Before you leave the meeting, you should check the weather outside.

---

Before one leaves the meeting, one should check the weather outside.

---

37. **The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.**

He likes to read novels they made him see the world from different perspectives.

***Errors:***

1. run-on sentence
2. unnecessary shift in tense

***Sample Correct Responses:***

He likes to read novels because they make him see the world from different perspectives.

---

He likes to read novels; they make him see the world from different perspectives.

---

38. **The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.**

One of the regions greatest assets were its geographic location.

***Errors:***

1. missing possessive apostrophe
2. lack of subject-verb agreement

***Sample Correct Response:***

One of the region's greatest assets was its geographic location.

---

39. **The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.**

Students with academic, athletic, and social comitments needs time management skills.

***Errors:***

1. misspelling of *commitments*
2. subject-verb agreement

***Sample Correct Responses:***

Students with academic, athletic, and social commitments need time management skills.

---

Any student with academic, athletic, and social commitments needs time management skills.

---

40. The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.

Due to her experience working in offshore commercial fishing she was not afraid to run onto danger.

**Errors:**

1. missing comma after an introductory phrase
2. incorrect use of a preposition (*onto*)

**Sample Correct Response:**

---

Due to her experience working in offshore commercial fishing, she was not afraid  
to run into danger.

---

41. The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.

The siblings wanted to surprise there Father with an unexpected gift.

**Errors:**

1. incorrect capitalization of *father*
2. misuse of *there* in place of *their*

**Sample Correct Response:**

---

The siblings wanted to surprise their father with an unexpected gift.

---

42. The following sentence contains two errors (e.g., in construction, grammar, usage, spelling, capitalization, punctuation). Rewrite the text so that the errors are addressed and the original meaning is maintained.

Only people, who had instilled their money in the project, opposed its discontinuation.

**Errors:**

1. unnecessary commas with a restrictive clause
2. use of an inappropriate word (*instilled*)

**Sample Correct Response:**

---

Only people who had invested their money in the project opposed its discontinuation.

---



## 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 for each assignment. 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](http://www.mtel.nesinc.com) and at [www.doe.mass.edu/mtel](http://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 COMMUNICATION AND LITERACY SKILLS:  
WRITTEN SUMMARY EXERCISE**

**Performance Characteristics:**

Fidelity	The extent to which the response accurately and clearly conveys the main ideas and significant supporting details of the original passage.
Conciseness	The extent to which the response is of appropriate length, containing enough specificity to convey the main ideas and significant supporting details, while omitting insignificant content.
Expression	The extent to which the candidate uses his or her own words to clearly and coherently convey the main ideas and significant supporting details.
Grammar and Conventions	The extent to which the response shows control in the use of standard English conventions.

**Scoring Scale:**

Score Point	Score Point Description
<b>4</b>	<p><b>A well-formed written response.</b></p> <ul style="list-style-type: none"> <li>The response accurately and clearly conveys all of the main ideas and significant details of the original passage. It does not introduce information, opinion, or analysis not found in the original. Relationships among ideas are preserved.</li> <li>The response is concise while providing enough statements of appropriate specificity to convey the main ideas and significant details of the original passage.</li> <li>The response is written in the candidate's own words, clearly and coherently conveying main ideas and significant details.</li> <li>The response shows excellent control of grammar and conventions. Sentence structure, word choice, and usage are precise and effective. Mechanics (i.e., spelling, punctuation, and capitalization) conform to standard English conventions.</li> </ul>
<b>3</b>	<p><b>An adequately formed written response.</b></p> <ul style="list-style-type: none"> <li>The response conveys most of the main ideas and significant details of the original passage, and is generally accurate and clear. It introduces very little or no information, opinion, or analysis not found in the original. Relationships among ideas are generally maintained.</li> <li>The response may be too long or too short, but generally provides enough statements of appropriate specificity to convey most of the main ideas and significant details of the original passage.</li> <li>The response is generally written in the candidate's own words, conveying main ideas and significant details in a generally clear and coherent manner.</li> <li>The response shows general control of grammar and conventions. Some minor errors in sentence structure, word choice, usage and mechanics (i.e., spelling, punctuation, and capitalization) may be present.</li> </ul>
<b>2</b>	<p><b>A partially formed written response.</b></p> <ul style="list-style-type: none"> <li>The response conveys only some of the main ideas and significant details of the original passage. Information, opinion, or analysis not found in the original passage may substitute for some of the original ideas. Relationships among ideas may be unclear.</li> <li>The response either includes or excludes too much of the content of the original passage. It is too long or too short. It may take the form of a list or an outline.</li> <li>The response may be written only partially in the candidate's own words while conveying main ideas and significant details. Language not from the passage may be unclear and/or disjointed.</li> <li>The response shows limited control of grammar and conventions. Errors in sentence structure, word choice, usage, and/or mechanics (i.e., spelling, punctuation, and capitalization) are distracting.</li> </ul>
<b>1</b>	<p><b>An inadequately formed written response.</b></p> <ul style="list-style-type: none"> <li>The response fails to convey the main ideas and details of the original passage. It may consist mostly of information, opinion, or analysis not found in the original.</li> <li>The response is not concise. It either includes or excludes almost all the content of the original passage.</li> <li>The response is written almost entirely of language from the original passage or is written in the candidate's own words and is confused and/or incoherent.</li> <li>The response fails to show control of grammar and conventions. Serious errors in sentence structure, word choice, usage, and/or mechanics (i.e., spelling, punctuation, and capitalization) impede communication.</li> </ul>
<b>U</b>	<b>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>
<b>B</b>	<b>There is no response to the assignment.</b>

**SCORING RUBRIC FOR COMMUNICATION AND LITERACY SKILLS:  
WRITTEN SUMMARY EXERCISE**

The chart below represents another view of the Scoring Rubric shown on the previous page. This view provides, for each performance characteristic (fidelity, conciseness, expression, and grammar and conventions), a description of the level of performance represented by a response at each score point.

<b>PERFORMANCE CHARACTERISTICS</b>				
	<b>Fidelity</b>	<b>Conciseness</b>	<b>Expression</b>	<b>Grammar and Conventions</b>
	The extent to which the response accurately and clearly conveys the main ideas and significant supporting details of the original passage.	The extent to which the response is of appropriate length, containing enough specificity to convey the main ideas and significant supporting details, while omitting insignificant content.	The extent to which the candidate uses his or her own words to clearly and coherently convey the main ideas and significant supporting details.	The extent to which the response shows control in the use of standard English conventions.
<b>Score Point Description</b>	<b>Fidelity</b>	<b>Conciseness</b>	<b>Expression</b>	<b>Grammar and Conventions</b>
<b>4</b> <b>A well-formed response.</b>	The response accurately and clearly conveys all of the main ideas and significant details of the original passage. It does not introduce information, opinion, or analysis not found in the original. Relationships among ideas are preserved.	The response is concise while providing enough statements of appropriate specificity to convey the main ideas and significant details of the original passage.	The response is written in the candidate's own words, clearly and coherently conveying main ideas and significant details.	The response shows excellent control of grammar and conventions. Sentence structure, word choice, and usage are precise and effective. Mechanics (i.e., spelling, punctuation, and capitalization) conform to standard English conventions.
<b>3</b> <b>An adequately formed written response.</b>	The response conveys most of the main ideas and significant details of the original passage, and is generally accurate and clear. It introduces very little or no information, opinion, or analysis not found in the original. Relationships among ideas are generally maintained.	The response may be too long or too short, but generally provides enough statements of appropriate specificity to convey most of the main ideas and significant details of the original passage.	The response is generally written in the candidate's own words, conveying main ideas and significant details in a generally clear and coherent manner.	The response shows general control of grammar and conventions. Some minor errors in sentence structure, word choice, usage and mechanics (i.e., spelling, punctuation, and capitalization) may be present.
<b>2</b> <b>A partially formed written response.</b>	The response conveys only some of the main ideas and significant details of the original passage. Information, opinion, or analysis not found in the original passage may substitute for some of the original ideas. Relationships among ideas may be unclear.	The response either includes or excludes too much of the content of the original passage. It is too long or too short. It may take the form of a list or an outline.	The response may be written only partially in the candidate's own words while conveying main ideas and significant details. Language not from the passage may be unclear and/or disjointed.	The response shows limited control of grammar and conventions. Errors in sentence structure, word choice, usage, and/or mechanics (i.e., spelling, punctuation, and capitalization) are distracting.
<b>1</b> <b>An inadequately formed written response.</b>	The response fails to convey the main ideas and details of the original passage. It may consist mostly of information, opinion, or analysis not found in the original.	The response is not concise. It either includes or excludes almost all the content of the original passage.	The response is written almost entirely of language from the original passage or is written in the candidate's own words and is confused and/or incoherent.	The response fails to show control of grammar and conventions. Serious errors in sentence structure, word choice, usage, and/or mechanics (i.e., spelling, punctuation, and capitalization) impede communication.

**Massachusetts Tests for Educator Licensure®  
SCORING RUBRIC FOR COMMUNICATION AND LITERACY SKILLS:  
WRITTEN COMPOSITION EXERCISE**

**Performance Characteristics:**

Appropriateness	The extent to which the candidate addresses the topic and uses language and style appropriate to the given audience, purpose, and occasion.
Mechanical Conventions	The extent to which words are spelled correctly and the candidate follows the conventions of punctuation and capitalization.
Usage	The extent to which the candidate's writing shows care and precision in word choice and is free of usage errors.
Sentence Structure	The effectiveness of the sentence structure and the extent to which the sentences are free of structural errors.
Focus and Unity	The clarity with which the candidate states and maintains focus on the main idea or point of view.
Organization	The clarity of the writing and the logical sequence of the candidate's ideas.
Development	The extent to which the candidate provides statements of appropriate depth, specificity, and/or accuracy.

**Scoring Scale:**

Score Point	Score Point Description
<b>4</b>	<p><b>A well-formed written response.</b></p> <ul style="list-style-type: none"> <li>• The candidate addresses the assignment fully and uses appropriate language and style for the given audience, purpose, and/or occasion.</li> <li>• The candidate shows mastery of mechanical conventions (e.g., spelling, punctuation, and capitalization).</li> <li>• Usage and choice of words are careful and precise.</li> <li>• Sentence structure is effective and free of errors.</li> <li>• The candidate clearly states a main idea and/or point of view, and maintains focus and unity throughout the response.</li> <li>• The candidate exhibits control in the organization of ideas.</li> <li>• The candidate develops the response fully by providing ample statements of appropriate depth, specificity, and accuracy.</li> </ul>
<b>3</b>	<p><b>An adequately formed written response.</b></p> <ul style="list-style-type: none"> <li>• The candidate addresses the assignment adequately and generally uses appropriate language and/or style for the given audience, purpose, and/or occasion.</li> <li>• There may be some errors in the use of mechanical conventions (e.g., spelling, punctuation, and capitalization).</li> <li>• Minor errors in usage and word choice are evident.</li> <li>• Sentence structure is adequate, although minor errors may be present.</li> <li>• The main idea and/or point of view of the response is generally clear, and focus and unity are generally maintained.</li> <li>• The organization of ideas is generally clear.</li> <li>• The candidate provides a sufficient quantity of statements of appropriate depth, specificity, and accuracy to adequately develop the response.</li> </ul>
<b>2</b>	<p><b>A partially formed written response.</b></p> <ul style="list-style-type: none"> <li>• The candidate partially addresses the assignment and may use inappropriate language and/or style for the given audience, purpose, and/or occasion.</li> <li>• The candidate makes frequent errors in the use of mechanical conventions (e.g., spelling, punctuation, and capitalization).</li> <li>• Imprecision in usage and word choice is distracting.</li> <li>• Sentence structure is poor, with noticeable and distracting errors.</li> <li>• The main idea and/or point of view is inconsistent and/or the focus and unity of the discussion are not sustained.</li> <li>• The candidate may make an effort to organize and sequence ideas, but organization is largely unclear.</li> <li>• The response includes very few statements that contribute effectively to the development of the response.</li> </ul>
<b>1</b>	<p><b>An inadequately formed written response.</b></p> <ul style="list-style-type: none"> <li>• The candidate attempts to address the assignment, but language and style are generally inappropriate for the given audience, purpose, and/or occasion.</li> <li>• The candidate makes serious and numerous errors in the use of mechanical conventions (e.g., spelling, punctuation, and capitalization).</li> <li>• Imprecision in usage and word choice interferes with meaning.</li> <li>• Sentence structure is ineffective, and few sentences are free of errors.</li> <li>• The main idea and/or point of view of the response is not identified.</li> <li>• Any organization that is present fails to present an effective sequence of ideas.</li> <li>• The candidate fails to include statements that contribute effectively to the development of the response.</li> </ul>
<b>U</b>	<b>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>
<b>B</b>	<b>There is no response to the assignment.</b>

**SCORING RUBRIC FOR COMMUNICATION AND LITERACY SKILLS:  
WRITTEN COMPOSITION EXERCISE**

The chart below represents another view of the Scoring Rubric shown on the previous page. This view provides, for each performance characteristic (fidelity, conciseness, expression, and grammar and conventions), a description of the level of performance represented by a response at each score point.

PERFORMANCE CHARACTERISTICS										
Appropriateness	Mechanical Conventions	Usage	Sentence Structure	Focus and Unity	Organization	Development				
Score Point Description	Appropriateness	Mechanical Conventions	Usage	Sentence Structure	Focus and Unity	Organization	Development			
<b>4</b> A well-formed written response.	The candidate addresses the assignment fully and uses appropriate language and style for the given audience, purpose, and/or occasion.	The candidate shows mastery of mechanical conventions (e.g., spelling, punctuation, and capitalization).	Usage and choice of words are careful and precise.	Sentence structure is effective and free of errors.	The candidate clearly states a main idea and/or point of view, and maintains focus and unity throughout the response.	The candidate exhibits control in the organization of ideas.	The candidate develops the response fully by providing ample statements of appropriate depth, specificity, and accuracy.			
<b>3</b> An adequately formed written response.	The candidate addresses the assignment adequately and generally uses appropriate language and/or style for the given audience, purpose, and/or occasion.	There may be some errors in the use of mechanical conventions (e.g., spelling, punctuation, and capitalization).	Minor errors in usage and word choice are evident.	Sentence structure is adequate, although minor errors may be present.	The main idea and/or point of view of the response is generally clear, and focus and unity are generally maintained.	The organization of ideas is generally clear.	The candidate provides a sufficient quantity of statements of appropriate depth, specificity, and accuracy to adequately develop the response.			
<b>2</b> A partially formed written response.	The candidate partially addresses the assignment and may use inappropriate language and/or style for the given audience, purpose, and/or occasion.	The candidate makes frequent errors in the use of mechanical conventions (e.g., spelling, punctuation, and capitalization).	Imprecision in usage and word choice is distracting.	Sentence structure is poor, with noticeable and distracting errors.	The main idea and/or point of view is inconsistent and/or the focus and unity of the discussion are not sustained.	The candidate may make an effort to organize and sequence ideas, but organization is largely unclear.	The response includes very few statements that contribute effectively to the development of the response.			
<b>1</b> An inadequately formed written response.	The candidate attempts to address the assignment, but language and style are generally inappropriate for the given audience, purpose, and/or occasion.	The candidate makes serious and numerous errors in the use of mechanical conventions (e.g., spelling, punctuation, and capitalization).	Imprecision in usage and word choice interferes with meaning.	Sentence structure is ineffective, and few sentences are free of errors.	The main idea and/or point of view of the response is not identified.	Any organization that is present fails to present an effective sequence of ideas.	The candidate fails to include statements that contribute effectively to the development of the response.			

## WRITING SUMMARY EXERCISE SAMPLE RESPONSES AND ANALYSES

### FIRST SAMPLE WEAK RESPONSE FOR WRITING SUMMARY EXERCISE

Over the history of man kind teachers have been figuring out which method of teaching is the best, like should we just teach kids the normal boring stuff or should we try something diffrent. Theres the one side and theres the other that argues that we should maybe focus more on the student rather than just the books. What they don't know is that maybe we should make a choice to get the country back on track. The first thing we need to think about is the "traditional" vision of schooling which is knowledge-centered school reform movements which count on the past ideas of what we know in the current classroom in order to teach the kids. Some people feel like this is too old-school but it others think it is the best method. Reagan backed this plan with A Nation at Risk. Or you can focus on the student the student had their talents are probably best nurtured from within. This is the "student-centered approach." It cultivates the innate ability of each and every child to learn and mature, rather than simply to have students acquire the knowledge that is included in the curriculum. John Dewey was a big supporter of this system and child psychologists use it. In the end we need to choose on or the other to get the school reforms back on track in this country. Whichever we chose we should do it fast.

### ANALYSIS FOR FIRST WEAK RESPONSE TO WRITING SUMMARY EXERCISE

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

**Fidelity:** The response conveys only some of the main ideas and significant details of the original passage, partially articulating the two pedagogies that are at the center of the original passage, though the relationship among those ideas is unclear. The main idea that student- and knowledge-centered pedagogies are complementary is contradicted at the end of the response ("In the end we need to choose on or the other to get the school reforms back on track in this country"). The response introduces outside opinion which substitutes for some of the original ideas ("maybe we should do both to get the country back on track," and, "Whichever we chose we should do it fast"), and introduces infidelities at the detail level ("Reagan backed this plan with A Nation at Risk," and, "John Dewey was a big supporter of this system and child psychologists use it").

**Conciseness:** The response is too long despite omitting a main idea (the notion that the two approaches complement one another). The response's lack of conciseness is due in part to the inaccuracy and imprecision of the writing ("Theres the one side and theres the other") as well as the introduction of outside opinion and analysis.

**Expression:** Much of the language in the response is unclear and/or disjointed, which affects the conveyance of the main ideas and significant details of the passage. Writing, "we should maybe focus more on the student rather than just the books," for instance, does not clearly convey what a "student-centered" pedagogy means. Furthermore, some of the language used in the response is copied directly from the passage: "It cultivates the innate ability of each and every child to learn and mature, rather than simply to have students acquire the knowledge that is included in the curriculum."

**Grammar and Conventions:** The response shows limited control of grammar and conventions. Numerous errors in spelling ("man kind," "diffrent"), usage ("old-school"), and sentence structure ("Or you can focus on the student the student had their talents are probably best nurtured from within") are distracting.

## SECOND SAMPLE WEAK RESPONSE FOR WRITING SUMMARY EXERCISE

Many times the school systems dont know how to teach the students now a days. It has been shown though that today we should focus on the student and the knowledge that is passed down from generation to generation. On the one hand we have the traditional vision of schooling the knowledge-based learning. We also have the student based learning which focusses on the student. So whether it is student-centered learning or knowledge-based education most think we should do both. It is up in the air.

### ANALYSIS FOR SECOND WEAK RESPONSE TO WRITING SUMMARY EXERCISE

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

**Fidelity:** The response conveys only some of the main ideas and significant details of the original passage. While the response does touch upon the notions of knowledge- and student-centered pedagogy, there is neither enough context to frame the debate nor enough detail (e.g., the fact that student-centered approaches owe a debt to "the rise of the modern discipline of child psychology" and "the scholarly works of John Dewey") to flesh out the main points and accurately convey the meaning of the original passage.

**Conciseness:** The response is too short. It excludes essential details that are necessary to convey the meaning of the original passage.

**Expression:** Although the response is written almost entirely in the candidate's own words, the language is general and unclear ("It is up in the air") and therefore fails to convey the main ideas and significant details of the passage.

**Grammar and Conventions:** The response shows limited control of grammar and conventions. There are distracting errors in spelling and usage ("focusses" and "now a days"). Most of the sentences are simple, and there is awkward phrasing in the little writing that is present ("On the one hand we have the traditional vision of schooling the knowledge-based learning").



## FIRST SAMPLE STRONG RESPONSE FOR WRITING SUMMARY EXERCISE

School reform arguments in the United States historically focus on adopting either a knowledge-centered approach or a student-centered approach, but research suggests these are not mutually exclusive.

The "traditional," knowledge-centered approach uses a trusted, vetted curriculum based on generations of inherited knowledge. Theoretically, this leads to a thorough and consistent national curriculum. In the early 1980s, a presidential educational committee published "A Nation at Risk," a report arguing for this approach.

On the other hand, student-centered methods encourage the development of the inborn abilities of a child. Drawing on theories from child psychology, the writing of John Dewey, and the tenets of the Progressive Era, this technique encourages students to take an active, participatory role in their education, focusing on their own interests.

Based on scholarly studies, the two methods are better used in tandem: past knowledge should be utilized and improved upon to promote the growth of the individual.

### ANALYSIS FOR FIRST STRONG RESPONSE TO WRITING SUMMARY EXERCISE

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

**Fidelity:** The response accurately and clearly conveys all of the main ideas and significant details of the original passage. This includes 1) the main idea that knowledge-centered and student-centered approaches have historically been at odds but may be best used together, and 2) the history of each approach. No outside information, opinion, or analysis is introduced, and the relationships established in the passage are preserved.

**Conciseness:** The response is concise. The main idea is clearly conveyed, and appropriate, specific examples such as the "thorough and consistent national curriculum" and the "theories from child psychology, the writing of John Dewey, and the tenets of the Progressive Era" outline the significant details of the passage.

**Expression:** The response is written clearly and coherently in the candidate's own words, and the candidate effectively uses paragraphs to outline the passage's major points. Transitional devices such as "On the other hand" are used to maintain the logic of the passage, and phrases like "mutually exclusive" and "inherited knowledge" show the candidate's ability to utilize synonym phrases.

**Grammar and Conventions:** There are no errors in the response, and it uses seven complex sentences as well as precise word choice (e.g., "inborn abilities," "tenets") to effectively convey the main ideas and details of the original passage.

## SECOND SAMPLE STRONG RESPONSE FOR WRITING SUMMARY EXERCISE

For about one hundred years now, arguments for pedagogical approaches in public education in the U.S. have typically settled into two camps: curriculum- or student-centered approaches. The curriculum-centered pedagogy passes down a time-tested, rigorous curriculum that is carefully structured and easier to deliver as a shared national standard. Alternatively, a student-centered pedagogy focuses on nurturing a student's interests through participation and leadership projects instead of rote learning. Stemming from the reformist philosophies of the Progressive Era, theories from child psychology, and the works of John Dewey, student-centered approaches eschew traditional models of knowledge transmission in favor of ones that develop the distinct abilities of each individual student. Recent studies show that a blending of these two strategies might be most effective. Students should utilize the vast knowledge that has been passed down and refined through generations to develop their own abilities and improve upon or add to that knowledge.

## ANALYSIS FOR SECOND STRONG RESPONSE TO WRITING SUMMARY EXERCISE

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

**Fidelity:** The response accurately and clearly conveys all of the main ideas and significant details of the original passage. Relationships among ideas are preserved: curriculum-centered and student-centered approaches are clearly articulated and compared without introducing any outside information, opinion, or analysis.

**Conciseness:** The response is concise. Although the response leaves out the minor detail of the 1983 report, it includes significant details about the backgrounds of student-centered ("Stemming from the reformist philosophies of the Progressive Era, theories from child psychology, and the works of John Dewey, student-centered approaches eschew traditional models of knowledge transmission in favor of ones that develop the distinct abilities of each individual student") and knowledge-centered ("a time-tested, rigorous curriculum that is carefully structured and easier to deliver as a shared national standard") pedagogies.

**Expression:** The response is written in the candidate's own words and is coherently organized in a single paragraph. Transitional cues ("alternatively"), strong parallel structure ("philosophies," "theories," and "works"), and accurate synonyms ("time-tested") help with the clarity of the response.

**Grammar and Conventions:** There are no errors in the response, and at six sentences, it illustrates precise and effective use of sentence structure, word choice ("rote" and "eschew"), and usage.

## COMPOSITION EXERCISE SAMPLE RESPONSES AND ANALYSES

### FIRST SAMPLE WEAK RESPONSE FOR COMPOSITION EXERCISE

I am absolutly in favor of redshirting. I am in favor with this position because I think a person should always be able to do what they want with there kids and with there life in general. Especially when it comes down to education. This is just another way of a parent saying hold back and there are alot of reasons to do that. What the parents input is, how they see it factoring into the lifetime of there kids, and the reason of childcare are all important. The only question I have is how anybody could be against it.

When I was in school sports teams had a range of different ages. Tipically one to two grades in a team when we played Softball or Baskestball or maybe more for other games. So there were older kids on the same team with younger kids and nobody really cared. The point is that you can stay back and still be with your friends even if you're technicly a different grade.

This is also the parents choice, and so they are in control. When it comes to somebody else deciding if redshirting your kid is ok, this is when I draw the line. Parents know what's best. Another step would be the parents being told exactly what to feed there kids, as in exactly how many vegetables and how much meat for each meal.

The rites that we do have are always at risk of being taken. If we so choose to put our kids in school late then that should be repsected. All of the factors rolled into one mean that they are looking out for there kids first. Even if they step back and see that this is just another way to say hold them back. Sometimes a kid needs more time. They may not be ready. In this case it should always be a choice.

My conclusion is if we want to maintane the rites of all of the country for the purposes of education, we have to take the simple steps of allowing this redshirting if parents want it and when it is best for there kids. They will come to thank us in the long run when we have helped them stay back, and they won't lose out on time with friends. Even more so, they will know that there parents were in control and insisted on the rite of a parent to choose what is proper in the area of education.

## ANALYSIS FOR FIRST WEAK RESPONSE TO COMPOSITION EXERCISE

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

**Appropriateness:** The response partially addresses the assignment, stating a position in paragraph one ("I am absolutely in favor of redshirting") but failing to maintain it clearly. The response also uses inappropriate language and/or style, such as in paragraph two ("nobody really cared") and the use of "kid" or "kids" throughout, for the given audience of educated adults, purpose of writing a composition, and the occasion of taking a test for teacher licensure.

**Mechanical Conventions:** The response makes frequent errors in the use of mechanical conventions (e.g., spelling, punctuation, and capitalization), such as spelling errors in paragraphs one, two, and three ("factoring," "technicly," and "maintaned"). Sentences are missing needed punctuation, such as in paragraph two ("When I was in school sports teams had a range of different ages"). There are also errors in capitalization, such as in paragraph two ("Softball" and "Basketball").

**Usage:** Imprecision in usage and word choice is distracting, such as the use of "rite" for "right" in paragraphs four and five and "there" for "their" throughout. There is also a lack of noun/pronoun agreement, such as in paragraph one ("I think a person should be able to do what they want").

**Sentence Structure:** Sentence structure is poor, with noticeable and distracting errors, such as a fragment in paragraph one ("Especially when it comes down to education").

**Focus and Unity:** The main idea and/or point of view is inconsistent and/or the focus and unity of the discussion are not sustained. Reasons for supporting redshirting are given in paragraph one ("What the parents input is, how they see it factoring into the lifetime of there kids, and the reason of childcare are all important"), but the response develops other ideas, such as in paragraphs two and five ("still be with your friends" and "time with friends").

**Organization:** The response makes an effort to organize and sequence ideas, but organization is largely unclear. Paragraph three begins with one topic ("choice" and "control") but goes on to discuss ideas that are not explicitly related ("exactly how many vegetables and how much meat for each meal"). The sentences in paragraph four are also only loosely related ("The rites that we do have are always at risk of being taken. If we so choose to put our kids in school late then that should be repsected. All of the factors rolled into one mean that they are looking out for there kids first. Even if they step back and see that this is just another way to say hold them back. Sometimes a kid needs more time").

**Development:** The response includes very few statements that contribute effectively to the development of the response. Paragraph two ("sports teams") seems only tangentially related to the topic, and so the sentences do not contribute to supporting the position.

## SECOND SAMPLE WEAK RESPONSE FOR COMPOSITION EXERCISE

In the scheme of things the redshirting proposal should not be a main factor. Other things should be our main focus. This is primarily about what age a kid should start school. We need to ask that every body begins at the same time. If we start down the road of whenever you want to start is okay, there will not be a way to decide who needs to go into what grade, how many teachers are needed or even if its good for each student if their parents decide for them. Not everything is a choice.

One thing that we want to avoid is chaos in sewing. When everyone can go to school at any time, the kindergarden class can be very full one year and empty in the next. Also the kids being all different ages don't always mix together. Like fighting or other problems if some kids are redshirted and some kids enter the school at the regular age. They could be all different sizes too. My sister was held back in fourth grade and then she was the biggest kid in her class.

Already teachers are getting behind in their normal classes. Their over worked and have to get special planing days off in order to stay on top of the day to day loads. When kids can enter the school at any age the teachers are without a doubt going to be scrambling to stay on top of who goes in what room what age each kid is and also how to teach to the whole class at the same time. They could all be different ages but defined as kindergarden because their just starting school.

A last thing is that not every parnet knows what is best for their child. Some parents could hold a child back when the child ready to go. They may be protactive, which parents can be when it comes to their kids. No one would want a kid to get pushed out of the house too fast either. Basicaly even though the idea is that the parent is always right it is not always the case, and so we should take this choice away from the parents.

Not all things should be a choice. There are already lots of things that we get to decide as voters in America like who should be president or if we should have lotteries, but it can't include every level of education, even how old someone is when their entering school. For the most part all students in one grade are the same age and we could keep it that way. For the kids and for the teachers too.

## ANALYSIS FOR SECOND WEAK RESPONSE TO COMPOSITION EXERCISE

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

**Appropriateness:** The response partially addresses the assignment, describing the topic without being specific ("We need to ask that every body begins at the same time"), and it uses inappropriate language and/or style, such as the informality in paragraph one ("whenever you want to start is okay"), for the given audience of educated adults, the purpose of writing a composition, and the occasion of taking a test for teacher licensure.

**Mechanical Conventions:** The response makes frequent errors in the use of mechanical conventions (e.g., spelling, punctuation, and capitalization), such as spelling errors in paragraphs one, three, and four ("primarily," "scrambeling," and "protactive"). Sentences are missing needed punctuation, such as in paragraph three ("When kids can enter the school at any age the teachers are without a doubt going to be scrambling to stay on top of who goes in what room what age each kid is and also how to teach to the whole class at the same time").

**Usage:** Imprecision in usage and word choice is distracting, such as the use of "their" for "there" in paragraph two and "their" for "they're" in paragraph three.

**Sentence Structure:** Sentence structure is poor, with noticeable and distracting errors, such as a fragment in paragraph five ("For the kids and for the teachers too").

**Focus and Unity:** The main idea and/or point of view is inconsistent, and/or the focus and unity of the discussion are not sustained. There seems to be a focus stated in paragraph one ("Not everything is a choice"), but the response develops other ideas, such as in paragraphs two and three ("chaos" and "teachers are getting behind in their normal classes").

**Organization:** The response makes an effort to organize and sequence ideas, but organization is largely unclear. Paragraph two begins with one topic ("full one year and empty in the next") but goes on to discuss unrelated ideas ("fights or other problems" and "My sister was held back in fourth grade and then she was the biggest kid in her class").

**Development:** The response includes very few statements that contribute to its development. Paragraph four ("parents know what is best for their child") includes statements such as "No one would want a kid to get pushed out of the house too fast either" that do not contribute to supporting the position.

## FIRST SAMPLE STRONG RESPONSE FOR COMPOSITION EXERCISE

Few decisions parents make will be more important than those concerning the education of their children. The decision of whether or not to redshirt children (delay their entrance into kindergarten) is one of the first of such decisions, and it should not be taken lightly. Not only should redshirting be permissible, but the true benefits of this choice should be known to all parents so that they can make the best decisions for their children. Redshirting provides children an extra year to develop physically and emotionally, gives them the opportunity to develop close family bonds, and potentially saves children (and their parents) costly tuition and fees later in life.

Physical and emotional development is not always dependent on age. Another way of saying this is that not all six-year-olds are the same. If we were to force all children, regardless of where they are developmentally, into kindergarten at age six, we would be doing them a great disservice. Parents, who see their children playing with the neighborhood kids in the back yard, who see them interacting with cousins, and who read to them at night, are the only people qualified to determine when their children are ready for the social milieu of public school. If their children are still refusing to share toys in the daycare playroom, pulling their siblings' hair, or struggling to tie their shoes, they may not be ready to enter kindergarten. In those cases, parents should be allowed to keep them home another year.

Another reason redshirting is a valid course of action is that a child's early years are the best years for him or her to develop strong family bonds. Whether a child is at home with his mother, father, or babysitting aunt or uncle, there are countless little opportunities each day to grow closer as a family, and these opportunities should not be missed. Routines such as lingering over cereal with siblings at the breakfast table or sharing an afternoon puzzle time, established early in a child's life form the basis for long-lasting close relationships. Parents who are in the fortunate position to have time to form these early bonds with their children should not have the process cut short by an arbitrary kindergarten enrollment age.

Finally, starting school a year later often means that children are better prepared for the academic rigors of school, even when those rigors begin with something as simple as spelling tests. The federal Department of Education recently completed a study conducted over several decades that looked at ultimate learning outcomes for students who entered kindergarten as early as possible and those who were redshirted. The study showed that children who were held back a year were 70% more likely to finish college in four years and 40% more likely to go on to earn scholarships for graduate study. This tells us that redshirting, though it may at first feel as though it impedes young students from getting started on their educational paths, is actually likely to help them and their parents save money on higher education. Students who start kindergarten a year late are less likely to need a fifth year to finish their college degrees and less likely to have to take out loans for graduate study. In short, redshirting makes long-term fiscal sense.

*(continued)*

Though the benefits of redshirting are numerous, the choice of whether or not to hold a child back an extra year ultimately rests with parents, which is why the practice ought to be permissible but of course not required. What we all need to keep in mind is that the child should always be at the center of this decision, and, because each child is different, the decision of whether or not to redshirt should be based on the idiosyncrasies of each child's personal and developmental progress and family situation. For these reasons, I am strongly in favor of protecting the right of parents to decide when their children are ready to become students.



## ANALYSIS FOR FIRST STRONG RESPONSE TO COMPOSITION EXERCISE

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

**Appropriateness:** The response addresses the assignment fully, beginning with a clear statement in the first paragraph ("Not only should redshirting be permissible, but the true benefits of this choice should be known to all parents so that they can make the best decisions for their children") and uses appropriate formal language and style for the given audience of educated adults, the purpose of writing a composition, and the occasion of taking a test for teacher licensure.

**Mechanical Conventions:** The response shows mastery of mechanical conventions (e.g., spelling, punctuation, and capitalization). Commas, with one exception in paragraph three ("established early in a child's life" which requires a comma after "life") are found in the right places throughout the response. See, for example, paragraph two ("If we were to force all children, regardless of where they are developmentally, into kindergarten at age six, we would be doing them a great disservice"). Both simple and complex words, such as in paragraph five ("idiosyncrasies"), are spelled correctly throughout the response.

**Usage:** Usage and word choice, such as in paragraph three ("valid course of action," "the basis for long-lasting close relationships," and "fortunate position") are careful and precise, describing accurately and succinctly what is being explained.

**Sentence Structure:** Sentence structure is effective and free of errors. The response shows a variety of both short and long sentences, such as in paragraph four ("This tells us that redshirting, though it may at first feel as though it impedes young students from getting started on their educational paths, is actually likely to help them and their parents save money on higher education. Students who start kindergarten a year late are less likely to need a fifth year to finish their college degrees and less likely to need to take out loans for graduate study. In short, redshirting makes long-term fiscal sense.")

**Focus and Unity:** The response clearly states a main idea and/or point of view in paragraph one ("Redshirting provides children an extra year to develop physically and emotionally, gives them the opportunity to develop close family bonds, and potentially saves children (and their parents) costly tuition and fees later in life"). It maintains focus and unity throughout the response, with the paragraphs addressing the introduced topics in order, and refocuses each paragraph on the position that redshirting should be permissible.

**Organization:** The response exhibits control in the organization of ideas. Each paragraph addresses only one of the topics stated in the first paragraph, and the response uses transitions at the beginning of paragraphs three and four ("Another reason," "Finally,") to signal the shift in topics. It also uses clear transitions within paragraphs, such as in paragraph four ("This tells us") to maintain connections from one sentence to the next.

**Development:** The response is developed fully by providing ample statements of appropriate depth, specificity, and accuracy. Each paragraph develops one idea for several sentences and includes specifics, such as in paragraph three ("lingering over cereal with siblings at the breakfast table or sharing an afternoon puzzle time") and paragraph four ("The study showed that children who were redshirted were 70% more likely to finish college in four years and 40% more likely to go on to earn scholarships for graduate study").

## SECOND SAMPLE STRONG RESPONSE FOR COMPOSITION EXERCISE

Today, the average American can be more focused on preserving his or her right to choose than on the importance of a given choice itself. Americans view freedom of choice as a fundamental right, and they feel that freedom ought to extend into all aspects of their lives. Whether or not to redshirt kindergarteners, however, should not be left up to individuals or sets of parents in the same way that the legal driving age should not. Allowing the practice of redshirting to continue actually works against another foundational American value: equality. The U.S. public education system, to which all people have equal access, should also begin at the same time for each student in order to avoid stigmas, unfair advantages, and difficulties for the people who make the system work: the teachers.

If all students were to begin school at the same age, educators could prevent a lot of the stigmatizing, teasing, and general ostracizing of students who don't fit in with their peers. Some of the first things that children talk about when they meet one another are their birthdays and their ages. From the time a child learns to speak, she has been taught how to count her age on her fingers and tell people how old she is. When a seven-year-old kindergartner reveals his or her age, peers often respond nastily, asking why that student was held back or even calling the student dumb or stupid. Teachers know this terrible teasing can be a part of growing up, but districts can prevent much of it by saying no to redshirting and requiring all students to enter school at the same age.

A second reason why redshirting should not be permissible is that it is often children from wealthy families who are kept home with nannies or even enrolled in prestigious preschools rather than entering kindergarten on schedule. This gives these students an enormous advantage in school and later life because they are better prepared to succeed in a classroom setting or learning environment. Conversely, underprivileged children are routinely forced to enter kindergarten on time or even early due to a lack of resources for child care at home. Any effort to make sure that all students, regardless of socioeconomic background, enter school at the same age and time will go a long way toward ensuring equal-opportunity education.

Lastly, the difficulty of a teacher's job is vastly underestimated, but it can be made easier with a more homogeneous classroom. The factors that teachers must balance in order to make their classrooms function are as numerous as the students in those classrooms. Ensuring that a wide range of ages within a teacher's classroom is not one more difficulty she must deal with will help teachers achieve their primary goal: educating all students equally. In terms of child development, one year can be the difference between being able to keep up in the class reader and not being able to sound out the words on the page. District policies should enable educators to teach to the entire class whenever possible so that they don't have to prepare more than one lesson plan for each of the subjects they teach.

*(continued)*

It is true that Americans prefer to have options at every turn. If they could, some would want all aspects of their lives to be a never-ending, unlimited buffet of choices. Education, however, at least the age at which children are required to start kindergarten, should not be a choice. In order to preserve the American ideal of equality, a value that freedom of choice is predicated upon, school districts must end the practice of redshirting. Redshirting leads to stigmatization, gives an unfair advantage to children of the wealthy, and imposes an additional and unnecessary burden on teachers. Let's stand against this practice today.

## ANALYSIS FOR SECOND STRONG RESPONSE TO COMPOSITION EXERCISE

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

**Appropriateness:** The response addresses the assignment fully, beginning with a clear statement in the first paragraph ("Whether or not to redshirt kindergarteners, however, should not be left up to individuals or sets of parents in the same way that the legal driving age should not"). The response also uses appropriate formal language and style for the given audience of educated adults, the purpose of writing a composition, and the occasion of taking a test for teacher licensure.

**Mechanical Conventions:** The response shows mastery of mechanical conventions (e.g., spelling, punctuation, and capitalization). Commas are found in the right places throughout the response, such as in paragraph two ("When a seven-year-old kindergartener reveals his or her age, peers often respond nastily, asking why that student was held back or even calling the student dumb or stupid"). Both simple and complex words such as "ostracizing" in paragraph two are spelled correctly throughout the response.

**Usage:** Usage and choice of words, such as in paragraph four ("vastly underestimated," "homogeneous classroom," and "factors that teachers must balance in order to make their classrooms function are as numerous as the students"), are careful and precise, describing accurately and succinctly what is being explained.

**Sentence Structure:** Sentence structure is effective and free of errors. The response shows a variety of both short and long sentences, such as in paragraph five ("Education, however, at least the age at which children are required to start kindergarten, should not be a choice. In order to preserve the American ideal of equality, a value that freedom of choice is predicated upon, school districts must end the practice of redshirting. Redshirting leads to stigmatization, gives an unfair advantage to the children of the wealthy, and imposes an additional and unnecessary burden on teachers. Let's stand against this practice today").

**Focus and Unity:** The response clearly states a main idea and/or point of view in paragraph one ("The U.S. public education system, to which all people have equal access, should also begin at the same time for each student to avoid stigmas, unfair advantages, and difficulties for the people who make the system work: the teachers"). Focus and unity are maintained throughout the response, with the paragraphs addressing the introduced topics in order and refocusing on the position that redshirting should not be permissible.

**Organization:** The response exhibits control in the organization of ideas. Each paragraph addresses only one of the topics stated in the first paragraph, and the response uses transitions at the beginning of paragraphs three and four ("A second reason," "Lastly") to signal the shift in topics. The response also uses clear transitions within paragraphs, such as in paragraph two ("Conversely"), to maintain connections from one sentence to the next.

**Development:** The response develops the response fully by providing ample statements of appropriate depth, specificity, and accuracy. Each paragraph develops one idea for several sentences and includes specifics, such as in paragraph three ("kept home with nannies or even enrolled in prestigious preschools") and paragraph four ("the difference between being able to keep up in the class reader and not being able to sound out the words on the page").

## 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 and Short-Answer Section	
Enter the total number of multiple-choice questions you answered correctly:	<u>29</u>
Enter the total number of points (0 to 14) for the short-answer section:	<u>8</u>
	=====
Add these two numbers:	37
Use Table 1 below to convert that number to the score and write your score in <b>Box A</b> :	<b>A:</b> <input style="width: 50px;" type="text" value="118"/>

Open-Response Section	
Enter the number of points (1 to 4) for your writing summary exercise:	<u>3</u>
Enter the number of points (1 to 4) for your composition exercise:	<u>3</u>
Use Table 2 below to convert those two numbers to the score and write your score in <b>Box B</b> :	<b>B:</b> <input style="width: 50px;" type="text" value="128"/>

Total Practice Test Score (Estimated MTEL Score)	
Add the numbers in <b>Boxes A and B</b> to estimate your MTEL score:	<b>A + B =</b> <input style="width: 50px;" type="text" value="246"/>

## YOUR SCORE

### Practice Test Score Calculation Worksheet: Communication and Literacy Skills: Writing

Table 1:

Number of Multiple-Choice Questions Correct Plus Short-Answer Points	Estimated MTEL Score	Number of Multiple-Choice Questions Correct Plus Short-Answer Points	Estimated MTEL Score
0 to 10	50	29 to 31	103
11 to 13	58	32 to 34	110
14 to 16	65	35 to 37	118
17 to 19	73	38 to 40	125
20 to 22	80	41 to 43	133
23 to 25	88	44 to 46	140
26 to 28	95	47 to 49	148

Table 2:

Number of Open-Response Question Points		Estimated MTEL Score
Summary	Composition	
1	1	83
1	2	99
1	3	114
1	4	130
2	1	90
2	2	106
2	3	121
2	4	137
3	1	97
3	2	112
3	3	128
3	4	143
4	1	103
4	2	119
4	3	134
4	4	150

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

**Multiple-Choice and Short-Answer Section**

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

Enter the total number of points (0 to 14) for the short-answer section: \_\_\_\_\_

Add these two numbers: \_\_\_\_\_

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 writing summary exercise: \_\_\_\_\_

Enter the number of points (1 to 4) for your composition exercise: \_\_\_\_\_

Use Table 2 above to convert those two numbers 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** to estimate your MTEL score:      **A + B =**