Massachusetts
Tests for Educator Licensure® (MTEL®)

Foundations of Reading (190)

PRACTICE TEST

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Version 1.1

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INTRODUCTION

This practice test is a sample test consisting of 100 multiple-choice questions and 2 open-response item assignments.

To assist you in recording and evaluating your responses on 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. Evaluation Information, Sample Responses and Analyses, and a Scoring Rubric are included for the open-response items. Lastly, there is a Practice Test Score Calculation worksheet.

PURPOSE OF THE PRACTICE TEST

The practice test is designed to provide an additional resource to help you effectively prepare for the MTEL Foundations of Reading (190) 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 Guide for each test field. The test objectives are the core of the testing program and a helpful study tool. Before taking or retaking the official test, focus your study time on those objectives for which you wish to strengthen your knowledge.

This practice test may be used as one indicator of potential strengths and weaknesses in your knowledge of the content on the official test. However, because of potential differences in format and difficulty between the practice test and an official MTEL Foundations of Reading (190) test, it is not possible to predict precisely how you might score on an official MTEL Foundations of Reading (190) test. Keep in mind that the subareas for which the test weighting is greatest will receive emphasis on this test. Refer to the Test Information Guide for additional information about how to prepare for the test.

* For tests that have subtests, candidates may take one or both subtests during the four-hour session.

FOUNDATIONS OF READING (190)
PRACTICE TEST

MULTIPLE-CHOICE ANSWER SHEET

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

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

   A. recognize high-frequency words in a text automatically.

   B. combine letter-sounds to decode words.

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

   D. divide written words into onsets and rimes.

2. A teacher is selecting words to use to assess students' ability to segment the individual phonemes in spoken words. Which of the following words would require the highest level of skill with regard to orally segmenting phonemes?

   A. stamp

   B. catch

   C. fudge

   D. chase

3. Which of the following tasks requires the most advanced level of skill along the phonological awareness continuum?

   A. orally segmenting the phonemes in the word *chimp* and then substituting /ŏ/ for /ĭ/ to make a new word, *chomp*

   B. orally segmenting the word *wonderful* into won/der/ful and then tapping the number of syllables in the word

   C. listening to the words *place* and *pluck* and then orally segmenting each word into its onset and rime

   D. listening to the words *fiddle* and *fresh* and then determining that both words begin with the same phoneme, /f/

4. A kindergarten teacher engages a small group of children in the following Say It and Move It activity.

   - The teacher says a two-phoneme word slowly (e.g., *ape*, *bee*, *day*, *eat*, *go*, *she*, *toe*).
   - The children slowly repeat the word.
   - The children move a plain wooden block as they say each phoneme, lining up the two blocks from left to right.

   Once the children demonstrate mastery of this activity, which of the following strategies would be most appropriate for the teacher to use *next* to build the children's phonemic awareness?

   A. writing pairs of words on the board that differ by one phoneme (e.g., *ape, cape*) and pointing out to the children that the second word contains more phonemes than the first

   B. exchanging the plain blocks for alphabet letter blocks and then helping the children do the Say It and Move It activity with relevant letter blocks, using pairs of words that have two and three phonemes (e.g., *go, goat*)

   C. saying a pair of words that differ by one phoneme (e.g., *bee, beach*) and encouraging the children to generate pairs of words that rhyme with the target words (e.g., *tea, teach*)

   D. displaying pictures for a pair of two- and three-phoneme words that differ by a single phoneme (e.g., *toe, toad*) and having the children complete the Say It and Move It activity for each word in the pair

5. **Use the table below to answer the question that follows.**

Line	Target Word	Number of Speech Sounds
1	though	2
2	best	3
3	fresh	5
4	scratch	6

In which line in the table is a word accurately matched to the number of phonemes the word contains?

A. Line 1

B. Line 2

C. Line 3

D. Line 4

6. A prekindergarten teacher asks a small group of children to listen to and repeat what the teacher says. First, the teacher says the word *mop* and then pronounces it as /m/ and [*ŏp*]. Next, the teacher says the word *take* and then pronounces it as /t/ and [*āk*]. This activity is likely to promote the children's phonological awareness primarily by:

A. modeling how to separate the syllables in spoken words.

B. showing them how to segment words into onsets and rimes.

C. promoting their awareness of each phoneme in a spoken word.

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

7. A prekindergarten teacher is reading a storybook to the class so that the children can see the words and pictures while the teacher points to the line of print. This activity best contributes to the children's emergent reading development primarily by:

   A. promoting their development of letter-recognition skills.

   B. helping them recognize the function of spaces between words.

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

   D. promoting their understanding of letter-sound correspondence.

8. Having kindergarten children practice tracing the letters of the alphabet in sand is most appropriate for children who need additional support in:

   A. internalizing the alphabetic principle and letter-sound correspondences.

   B. recognizing that print carries meaning.

   C. understanding the relationship between spoken and written language.

   D. developing letter-formation skills.

9. A kindergarten teacher encourages beginning readers to "write" their own captions beneath their drawings. This practice is most likely to lead to which of the following outcomes?

   A. The children's grasp of the alphabetic principle will be reinforced as they apply phonetic spelling.

   B. The children may become frustrated by the difficulty of the English spelling system and lose interest in writing.

   C. Because of the reciprocity between decoding and encoding, the children's reading progress may be adversely affected by any uncorrected spelling errors.

   D. The children will tend to develop automatic word-recognition skills by engaging in spelling practice.

10. A kindergarten teacher is reading a big book to a group of children. The teacher periodically points to the beginning consonant of selected words and accentuates its initial phoneme as the teacher reads the word aloud. The teacher's practice is most likely to reinforce the children's:

    A. awareness of word boundaries in text.

    B. awareness of letter-sound correspondences.

    C. ability to segment the sounds of spoken words.

    D. ability to apply phonemic blending skills.

11. A fourth-grade student who reads on grade level and consistently performs well on spelling tests that are part of weekly word study activities often misspells the same words, and other familiar words, in everyday writings. The following table shows examples of typical errors the student makes on class writing assignments and in informal notes to friends.

Target Word	Student Spelling
form	from
split	spilt
printed	pinted
dependent	depedent

The student's overall spelling performance suggests that the student would benefit most from a targeted intervention focused on which of the following foundational skills?

A. applying common orthographic rules to inflected words

B. sounding out and blending letter-sounds to decode a word

C. discriminating between consonant and vowel sounds in words

D. segmenting all the phonemes in a word sequentially

12. A first-grade teacher administers a spelling assessment midway through the school year. Afterward, the teacher analyzes students' spelling errors and categorizes the errors according to their most likely cause.

    Phonemic Awareness—The spelling error indicates difficulty perceiving all the sounds in words.

    Code—The spelling error indicates a code-based difficulty (i.e., mastery of specific phonics/morphemic elements and associated orthographic patterns).

    Several students in the class make spelling errors that primarily fall under the category of phonemic awareness. The students' spelling development would benefit most from an intervention focused on promoting their ability to apply which of the following foundational skills?

    A. identifying orally the onset and rime of a series of spoken words

    B. substituting target phonemes in spoken words to create new words

    C. segmenting sequentially all the phonemes that make up a spoken word

    D. blending orally presented phonemes sequentially to produce a target spoken word

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

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

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

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

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

14. Several children in a kindergarten class have mastered orally blending sets of spoken sounds together to make words. Which of the following additional skills demonstrated by the children would best indicate that they are ready to begin instruction in decoding simple words?

    A. identifying key parts of a book consistently, such as the front, back, and title, when prompted by the teacher and pointing to the first page

    B. tracking print directionality with a pointer on a big book of a predictable text after the teacher models reading and tracking the text

    C. identifying letter-sound correspondences consistently for several high-utility letters, such as *a*, *m*, *t*, and *s*, when prompted by the teacher

    D. recalling the letters of the alphabet in sequence when prompted by the teacher using an alphabet banner and the alphabet song

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

    A. Spelling instruction promotes phonological sensitivity by teaching students to break words into onsets and rimes and recognize common phonograms.

    B. Spelling instruction streamlines the reading process by focusing on a finite set of orthographic guidelines, which accelerates students' reading development.

    C. Spelling instruction facilitates students' vocabulary development by introducing them to new grade-level academic words throughout the school year.

    D. Spelling instruction reinforces students' knowledge of phonics patterns, which supports their development of automaticity and ability to construct meaning while reading.

16. In the years since the report by the National Reading Panel (2000) was published, evidence-based research has conclusively documented that which of the following phonics approaches is most effective in promoting beginning readers' reading and spelling development?

    A. teaching students common phonograms or word families that share the same orthographic rime (i.e., ending letter sequence with a common pronunciation)

    B. introducing students to printed words that are likely to be in their oral vocabularies to support them in making effective guesses based on a text's context (e.g., the pictures)

    C. providing embedded phonics or "phonics in context," in which the teacher primarily offers support reading a word when a student cannot read a word in connected text

    D. focusing on grapheme-phoneme correspondences, in which students are taught explicitly to sound out each letter or letter combination in a word and blend the letter-sounds together

17. Which of the following sentences contains a pair of italicized words that differ from each other by one phoneme?

    A. He took off his *cap* before he lay down to take a *nap*.

    B. She walked down the lane to *see* the beautiful deep blue *sea*.

    C. They were *distracted* by the noise as the window shade *retracted*.

    D. After he *bashed* his toe, he sat down for a while and *basked* in the sun.

18. **Use the table below to answer the question that follows.**

Line	Phonics Term	Example Word
1	*l*-controlled vowel	r<u>eal</u>
2	consonant trigraph	scra<u>tch</u>
3	vowel team	st<u>ir</u>
4	consonant blend	mi<u>st</u>ake

In which line in the table is the underlined portion of an example word accurately matched to the term that is used to describe that phonics element?

A. Line 1

B. Line 2

C. Line 3

D. Line 4

19. A second-grade teacher divides the class into small groups and provides a copy of the following instructions to each group. Students work collaboratively to complete the activity. Afterward, each group shares their results with the whole class during a teacher-led discussion.

> Look at the word *fair* in these two sentences:
>
> 1. It isn't *fair* that Juan got an extra scoop of ice cream.
>
> 2. Simon and Mei-Yin went to the *fair* and rode on the merry-go-round.
>
> How are these words the same? How are they different?
>
> Can you think of sentences that show two different ways to use each of the words below?
>
> | | | | |
> |---|---|---|---|
> | **saw** | **bow** | **root** | **run** |
> | **play** | **fly** | **spell** | **wind** |

The activity and related discussion would best promote students' ability to:

A. use semantic and syntactic clues to identify the meaning and pronunciation of homographs.

B. apply structural clues to decode and identify the meaning of printed words.

C. find and use synonyms for common words to expand their receptive and expressive vocabularies.

D. associate related vocabulary words and sort them into meaningful groups.

20. A second-grade teacher regularly reviews spelling patterns previously taught. The teacher also provides students with multiple opportunities to read and write connected text that features words containing the spelling patterns and to engage in word sorts comparing new and previously taught spelling patterns. These types of instructional activities are likely to promote students' reading skills primarily by developing their:

A. skill in identifying and categorizing common word families by their rimes.

B. accuracy and automaticity reading words that follow the target phonics patterns.

C. automatic recognition of and fluency reading texts containing high-frequency words.

D. knowledge of the meaning and usage of common, grade-level vocabulary words.

21. A first-grade teacher periodically administers spelling surveys to help assess students' phonics knowledge. The following tables show one student's performance on a spelling survey midway through the school year and again two months later.

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

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

The student's performance on the second administration of the spelling survey indicates that the student has progressed with respect to which of the following phonics elements?

A. initial and final consonants

B. long-vowel teams and diphthongs

C. consonant digraphs and blends

D. silent *e* and *r*-controlled vowels

22. A third-grade teacher is planning differentiated reading instruction for an entering-level English learner who has grade-level reading skills in a language that uses the Roman alphabet. The teacher could best accelerate the student's progress in reading English by using which of the following approaches?

    A. providing instruction to promote the student's development of the alphabetic principle by drawing explicit connections between oral and written language

    B. supporting the student in identifying consonant sounds that both languages have in common while systematically teaching common English syllable types to introduce English vowel patterns and pronunciations

    C. introducing systematic, explicit phonics skills to the student by showing the student how to sound out and blend the letter-sounds in simple English words

    D. modeling how to use textual and graphic context clues to decode unfamiliar words in texts while providing the student with predictable, illustrated texts to use in practicing context as a word-identification strategy

23. According to basic principles of evidence-based, systematic phonics instruction, which of the following common English letter combinations would be most appropriate for a first-grade teacher to introduce *first*?

    A. ir

    B. kn

    C. th

    D. oi

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

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

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

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

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

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

    A. late, great, wait, eight

    B. afraid, obtain, explain, remain

    C. swim, swims, swam, swum

    D. pretest, retest, tested, testing

26. A second-grade teacher frequently conducts spelling inquiry workshops with students to deepen their understanding of various orthographic guidelines. For example, in one inquiry, the teacher gives students a set of words that follow the silent-*e* syllable pattern and that include the inflectional ending *-ing*, *-ed*, or *-s*. Students work with a classmate to sort the base words according to whether the word drops the silent *e* when adding the inflection. After sorting the words, the students must analyze each list to generate a rule describing the conditions that require an *e*-drop. The following is a completed chart by one pair of students.

What is the rule for dropping silent *e*?					
Inflected words WITH an *e*-drop			**Inflected words WITHOUT an *e*-drop**		
shaking	staring	baking	shakes	stares	bakes
shared	biked	hoped	shares	bikes	hopes
smiling	joked	living	smiles	jokes	lives

Some pairs of students, such as the pair whose work is shown, correctly sort the words, but they still cannot generate an orthographic rule for when to drop the silent *e*. The teacher could best support these students by prompting them to:

A. explain how different types of morphemes come together to create more complex words.

B. examine the consonant/vowel patterns of the base words and suffixes on both sides of the chart.

C. describe what feature all the base words had in common before an inflectional suffix was added.

D. identify all the long-vowel and short-vowel pattern words on either side of the chart.

27. A second-grade teacher wants to ensure that students become automatic in recognizing the orthographic patterns they are explicitly taught during decoding instruction. According to evidence-based best practices, which of the following instructional strategies best promotes students' automatic recognition of a new orthographic pattern to support proficient reading?

    A. providing instruction in the new orthographic pattern implicitly when it arises in the context of reading a shared text or it appears in a text selected for comprehension instruction

    B. providing practice with phoneme-grapheme mapping and various reading and spelling activities that focus on words containing the new orthographic pattern

    C. emphasizing the use of the three-cueing systems, especially context clues, to decode words that contain the new orthographic pattern

    D. emphasizing a tactile-kinesthetic approach when introducing new words that follow the new orthographic pattern

28. Which of the following instructional strategies would be most effective in promoting students' decoding of multisyllable words that are not multimorphemic?

    A. giving students opportunities to read literature featuring predictable text containing multisyllable words

    B. teaching students how to divide multisyllable words into syllables according to common syllable types

    C. prompting students to sound out and blend the individual phonemes that compose multisyllable words

    D. developing and reinforcing students' recognition of high-frequency multisyllable words using flash cards

29. A teacher is working with a group of learners who exhibit the following characteristics.

    - The students can accurately read single-syllable words that feature closed, open, and silent-*e* syllables; and vowel-team syllables that make a long-vowel sound.
    - The students can accurately read multisyllable words that feature closed and open syllables.

    Which of the following sets of words includes appropriate types of syllables to provide the students with practice applying their knowledge of syllable types to read decodable multisyllable words?

    A. treadmill, healthy, pleasant

    B. council, county, avoid

    C. table, pickle, candle

    D. reveal, combine, explain

30. A group of first-grade students has mastered reading single-syllable words that follow the closed-syllable patterns VC, CVC, CVCC, and CCVC. The teacher would like to expand students' reading development by teaching them how to read two-syllable words that consist of closed syllables, such as *picnic*, *muffin*, *trumpet*, *pretzel*, *invent*, and *frantic*. The teacher could best promote the students' accurate, efficient reading of this type of word by teaching them to use which of the following decoding strategies?

    A. Look at the vowels in a target word; if they are separated by two consonants, divide the word between the consonants (e.g., muf/fin), and then read each syllable from left to right.

    B. Look for recognizable single-syllable words within a target word (e.g., *muff* in *muffin*, *ant* in *frantic*), and then use that word as a starting point to decode the longer word.

    C. Sound out each of the letters of a target word from left to right, continuing to the end of the word, and then go back and blend the letter-sounds into recognizable syllables.

    D. Sound out and blend the first two letters in a target word; if you recognize the word, then stop, but if not, proceed to the next set of letters until you recognize the word.

31. A fourth-grade student tries to decode the word *accumulate* in a science article by using syllabication skills. In order to read the individual syllables of the word after dividing them correctly, the student would need to be proficient in decoding which of the following syllable types?

    A. silent *e*, closed, vowel team

    B. vowel team, consonant + *le*, silent *e*

    C. closed, open, silent *e*

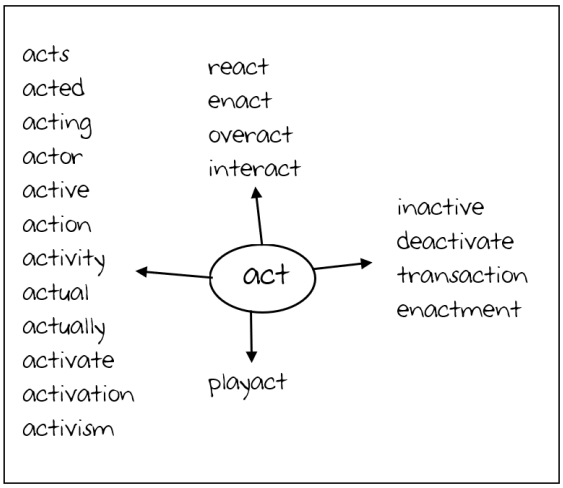
    D. open, silent *e*, vowel team

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

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

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

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



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

    A. morphemic structure.

    B. compound words.

    C. syllable patterns.

    D. Greek roots.

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

A third-grade teacher uses word matrices as a strategy for teaching structural or morphemic analysis skills. The teacher models for students how to create and use a word matrix to generate related words by combining a base word or root with one or more affixes. Following is a word matrix for the base word *move*.

re **un**	**move**	**s** **ing** **ed** **er** **ment**

The teacher supports students in generating the following list of words using this matrix: *moves*, *moving*, *moved*, *mover*, *movement*, *movements*, *remove*, *removes*, *removing*, *removed*, *remover*, *unmoving*, and *unmoved*.

33. Which of the following words that the students generated contains a derivational suffix?

A. moves

B. moving

C. moved

D. mover

34. Two students in the class with a learning disability are successful in generating multimorphemic words when presented with a familiar base word and a simple suffix (e.g., *-s*, *-ed*). However, when presented with a familiar prefix, base word or root, and suffix, they cannot generate any new words, with or without the support of the matrix. Which of the following strategies for differentiating the lesson would be most appropriate for supporting the students' development in structural or morphemic analysis?

    A. allowing the students to construct their own matrices by choosing their own base words or root with which to work and then providing them with a different set of affixes than the ones used in the modeled matrix

    B. emphasizing basic orthographic guidelines related to the addition of affixes with the students rather than trying to promote their understanding of the underlying concept and skills of word construction

    C. having the students begin with a two-box matrix using a few common inflections and then gradually introducing one new derivational affix at a time and explaining how each affix changes the meaning of the base word

    D. providing the students with a greater number of affixes to choose from and allowing them to construct multisyllable nonsense words using the matrix rather than encouraging them to generate words that have meaning

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

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

    B. Development of decoding skills has little effect on the development of reading fluency or reading comprehension.

    C. Reading comprehension contributes to and directly facilitates the development of decoding skills.

    D. Decoding skills are essential for the development of reading fluency to support reading comprehension.

36. A group of third-grade students reads a poem aloud accurately but without much expression. Before asking the students text-dependent questions about the poem's content, the teacher spends time focusing on phrase-cueing. For example, the teacher asks the students to "Read the phrase that tells us _____" or "Identify the phrase that describes _____". After focusing on key phrases, the teacher conducts an expressive oral reading of the poem, focusing on proper pausing and expression, especially with respect to the phrases they discussed. Finally, the teacher leads the students in an expressive choral reading of the poem. Engaging the students in these activities prior to discussing the meaning of the poem demonstrates the teacher's understanding of:

    A. the concept that poetry must be read aloud in order for readers to fully appreciate it.

    B. the importance of accuracy as the foundation of reading fluency and comprehension.

    C. the role of fluency as a bridge between simply decoding a text and comprehending it.

    D. the interrelationships between the three key indicators of oral reading fluency.

37. A second-grade teacher is working with a small group of students to improve their oral reading fluency. As part of lesson planning, the teacher analyzes the students' oral reading errors and plans instruction to address phonics knowledge and skills not yet mastered. The teacher's actions are likely to benefit the students' reading fluency most directly by:

    A. encouraging the students to slow down and decode words letter by letter, a prerequisite of fluent oral reading.

    B. improving the students' reading accuracy, a key component of fluency.

    C. promoting the students' recall of a large number of grade-level words by sight, a prerequisite of fluent oral reading.

    D. focusing the students on increasing their reading rate, a key component of fluency.

38. A second-grade teacher pairs students with appropriate, accessible texts for a paired-reading activity. During the activity, two students sit side by side and take turns reading an entire short text aloud. Over a period of several days, the pairs of students read and reread a large number of accessible texts together. This activity best promotes students' development of:

    A. reading rate and automaticity.

    B. prosodic reading skills.

    C. comprehension skills and strategies.

    D. new phonics skills.

39. A first-grade teacher would like to promote students' development of accurate decoding to support their oral reading fluency and reading comprehension. The teacher could most effectively promote first graders' accuracy by teaching them how to:

    A. use semantic and syntactic context clues in a text for word identification.

    B. apply phonics skills and knowledge of common syllable types and inflections to read words.

    C. memorize sets of grade-level words posted on classroom word walls by theme.

    D. sound out the first letter of a word and then guess the word based on a text's illustrations.

40. An entering second-grade student performs well below benchmarks on the universal screening for oral reading fluency. These results are aligned with the teacher's observation that the student does not read with fluency when reading aloud during daily reading activities. At this stage of reading development, the factor that is most likely disrupting the student's reading fluency is that the student does *not*:

    A. have the phonics knowledge and skills needed to decode the words in the texts.

    B. know the meaning of most of the vocabulary words that appear in the texts.

    C. know how to deconstruct the complex language structures used in the texts.

    D. have sufficient background knowledge related to the texts' topics.

41. A third-grade teacher has students work on their oral reading fluency each day using a repeated-reading approach. Students work with a classmate to take turns reading an assigned grade-level text and timing each other's oral reading fluency rate. Some students in the class are currently participating in Tier 2 interventions to address identified gaps in grade-level decoding skills. The teacher differentiates the repeated-reading activity for these students by selecting texts that are aligned with the decoding skills they have been studying. According to evidence-based best practices, which of the following additional modifications to the activity should the teacher make in order to improve the students' oral reading performance with their assigned text?

    A. providing the individual students with explicit teacher feedback with respect to their reading accuracy and prosody between readings

    B. increasing the amount of time the students spend daily engaged in the repeated oral reading activity by having them read the text ten times

    C. reminding the students to look at the pictures for clues whenever they do not immediately recognize a word in the assigned text

    D. having the students engage in silent reading practice instead of participating in the oral reading activity

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

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

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

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

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

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

A first-grade teacher creates poetry booklets for students to read each day as a morning "warm-up" activity to begin supporting their development of reading fluency. The teacher sequences the poems in the booklets according to phonics patterns and high-frequency words that students have recently learned. At the beginning of each week, the teacher works with small groups of students to ensure that they can read their new poem-of-the-week accurately. For the rest of the week, students practice reading the new poem with a classmate from their group. They also practice reading aloud other poems in the fluency warm-up booklet that they have previously learned.

43. Which of the following rationales best describes the advantage of using poems for fluency practice?

    A. Poems frequently have predictable structures to support phonics development.

    B. Poetry resources are typically abundant in most classroom libraries.

    C. Poetry is meant to be read aloud and reread many times to construct meaning.

    D. Poems can be found in many lengths and address many topics.

44. The teacher has arranged for various adult volunteers to participate during the morning "fluency warm-up." According to evidence-based instruction, the teacher could best use the volunteers to support students' development of prosody by:

    A. providing the volunteers with unfamiliar poems for individual students to practice reading aloud "cold" to a volunteer.

    B. having the volunteers time individual students' oral reading and then show the students how to record and track their own fluency data on a weekly basis.

    C. showing the volunteers how to model appropriate oral reading of a target poem and engage students in echo reading.

    D. asking the volunteers to monitor pairs of students to make sure both students are practicing a target poem and reminding them to take turns, if needed.

45. By halfway through the school year, a majority of students in the class are making good progress reading the poems with fluency. However, a handful of students still read the poems haltingly, word by word, and ignore punctuation. Which of the following explicit, evidenced-based strategies would best transition the students away from word-by-word reading during the daily poetry activity?

    A. shifting the students from poetry to a broader range of narrative and informational texts

    B. establishing a weekly poetry performance to motivate the students to read with more expression

    C. building the students' background knowledge with respect to each poem's theme and literary device

    D. adding phrase-cues to the students' poetry booklets and modeling how to read aloud in phrases

46. A second-grade student demonstrates automaticity decoding grade-level regular and irregular words. However, the student frequently experiences poor text comprehension with informational texts. Which of the following steps should the teacher take *first* to promote the student's reading development?

    A. evaluating the student's ability to apply grade-level phonics and syllabication skills when reading the target texts

    B. determining the rate of the student's phonological processing when reading the target informational texts

    C. evaluating the degree to which the student uses syntactic clues when reading the target informational texts

    D. using questioning to determine the student's vocabulary and background knowledge with respect to the target texts

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

    1. Divide students into pairs.
    2. Have the two students sit back-to-back.
    3. Give a student in each pair a picture of a familiar object to describe.
    4. Have the second student try to name the object based on the description.
    5. If the second student cannot determine the target object, instruct the student describing the object to use more precise language (e.g., describing the object's color, texture, size, use).
    6. The student pairs switch roles and repeat steps 2–5.

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

    A. showing them how to distinguish shades of meaning among words with similar denotations.

    B. developing their ability to categorize words according to their function.

    C. promoting their oral language development and listening comprehension.

    D. encouraging them to develop their oral presentation skills.

48. Students in a fourth-grade class read a text that includes the word *indefensible*, which is unfamiliar to some of them. Which of the following strategies for teaching the word would be most effective in both clarifying the meaning of the word and extending the students' understanding and use of an appropriate word-learning strategy?

    A. asking the students to paraphrase the sentence that contains the word by substituting a synonym for the word

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

    C. modeling for the students how to apply knowledge of morphology to construct the word's meaning and use context to confirm it

    D. using print and digital reference materials to explain the word's meaning to the students before they read the text

49. A fifth-grade teacher is about to begin a new unit on ecosystems, with an emphasis on the movement of matter among the various components of an ecosystem. Which of the following types of vocabulary words from the unit would be most appropriate for the teacher to pre-teach?

    A. words that are conceptually challenging

    B. high-frequency, phonetically irregular words

    C. high-frequency words that have multiple meanings

    D. multisyllable words made of two or more syllable types

50. A fifth-grade student reads the sentence, "After playing with her friends all day, Kaylee did her science homework, her geography project, and her English paper in one fell swoop." The student asks the teacher for support in understanding the meaning of the phrase *one fell swoop*. After explaining the phrase's meaning, the teacher could best deepen and extend the student's understanding of this idiomatic expression by:

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

    B. discussing with the student additional examples of the phrase used in context.

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

    D. showing the student how to create a tree diagram of the structure of the phrase.

51. A sixth-grade teacher is planning explicit instruction to develop students' ability to read and understand sentences that have a complex sentence structure. Which of the following skills would be most effective for the teacher to focus on?

    A. distinguishing between complex sentences that use passive and active voice

    B. deconstructing complex sentences into independent and dependent clauses

    C. identifying common transition words that link ideas in two or more sentences

    D. distinguishing between demonstrative and indefinite pronouns in a sentence

52. Over the course of the school year, a sixth-grade student who had been a fluent, proficient reader in previous years has become increasingly inconsistent in comprehending grade-level literary and informational texts assigned in class. The results of informal, curriculum-based assessments indicate that the student still meets grade-level expectations in vocabulary knowledge, but the student's reading rate and comprehension have dropped below grade-level expectations. The teacher observes that the student does not read smoothly when reading aloud sentences that contain more than one clause, and the student often comments about "getting lost in the sentence." The teacher is also aware that the student tends to choose fiction and graphic novels for independent reading that are written well below grade-level expectations. The student's overall reading profile suggests that the student would likely benefit most from explicit instruction focused on promoting the student's:

    A. understanding of important features of skilled and prosodic oral reading.

    B. ability to deconstruct complex academic language and interpret its meaning.

    C. skill in applying contextual analysis and other word analysis strategies.

    D. development of automaticity recognizing grade-level high-frequency words.

53. A third-grade class that includes several English learners is preparing to read a text about the life cycles of various organisms (e.g., plants, mammals, reptiles). Which of the following teaching strategies would be most effective in promoting the English learners' comprehension of the text?

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

    B. pairing English learners with students whose home language is English and asking the latter to explain any unknown vocabulary

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

    D. giving the students a list of new vocabulary with definitions and having them try to construct original sentences using the words

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

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

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

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

B. using context clues in the sentence to guess the meaning of the word, and then trying out that meaning in the sentence

C. looking up the word in the dictionary, and then paraphrasing the sentence using the dictionary definition

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

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

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

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

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

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

56. A second-grade teacher is reading aloud a literary text to the class. Which of the following post-reading activities would be most likely to promote the students' comprehension of the story by enhancing their literary analysis skills?

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

    B. discussing with the students how the characters in the story respond to major events and challenges

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

    D. having the students freewrite about the story in their reading response journals

57. A fifth-grade teacher plans to use the passage below in a lesson focused on analyzing literary texts.

> Zander told me it didn't matter what the exact rules were, or what was "fair" according to Coach. What mattered most was the team winning against Sagamore and advancing to the next level. "So, okay? You in?" he asked me.
>
> I just looked at him without saying a word. I like Zander. He's funny, smart, popular—everything I'm not. So I wanted to say, *Sure, let's do it.* But I kept seeing Coach's face in my mind, like he was looking me right in the eye. "I don't know," I said slowly. Zander's eyes narrowed and his mouth set firmly shut. *Oh, great,* I thought. *Now I'll have NO friends at school.*

The teacher is planning text-based questions to use in a post-reading discussion about the passage. Which of the following organizing questions would most effectively prompt students' higher-order analysis of this passage?

A. Who says "What matters most is the team winning" and how can you tell?

B. How does the narrator describe the character named Zander and the character referred to as Coach?

C. How does the author use dialogue to advance the plot?

D. How are the narrator's relationships with Zander and Coach similar and yet different?

58. Which of the following strategies would be most appropriate to use to promote second-grade students' ability to analyze key ideas and details in a literary text?

    A. explicitly teaching students the key features and conventions of different literary genres

    B. prompting students to evaluate the significance of a story's setting with respect to its theme

    C. asking students text-dependent *who*, *what*, *where*, *when*, *why*, and *how* questions about story elements

    D. encouraging students to clarify their understanding of a story by reflecting on their personal experiences

59. A fourth-grade teacher is planning a lesson focused on promoting students' recognition of distinguishing features of prose, poetry, and drama. The teacher plans to begin the lesson by having students follow along as the teacher reads aloud three short passages—a chapter from a novel, a narrative poem, and a scene from a play. Afterward, the teacher plans to lead a whole-class discussion about the passages. Which of the following post-reading activities would be most effective in helping the students prepare for the discussion and achieve the lesson's objective?

    A. having students meet in small groups of four or five to consider the question, "Which of the three passages affected you most powerfully?"

    B. asking students to take notes in their literature journals while they reread the three passages silently and then review their notes before the discussion

    C. having pairs of students use a graphic organizer to compare how major story elements such as setting, characters, and plot are conveyed in the three passages

    D. asking individual students to freewrite for two minutes in response to the prompt, "Which of the three passages did you like best, and why?"

60. A second-grade class includes several expanding-level (advanced) English learners. The teacher typically previews a variety of texts to help select appropriate passages for English language arts instruction. Following is an excerpt from one of the texts the teacher is considering.

> Edward's and Jo's eyes met. Edward blinked. "There was a letter on the table a second ago. Where did it go?" Jo asked.
>
> Edward shrugged. "I wouldn't know," he said.
>
> "Don't give me that!" snapped Jo.
>
> Edward could see that his older sister was about to blow a fuse. "No need to bite my head off," he said. "It's got to be here somewhere!" As Jo turned around to scan the room, Edward quickly took the letter from his jacket pocket and chucked it under the table.

The English learners are most likely to need support with which of the following comprehension challenges in this passage?

A. decoding irregularly spelled words such as *wouldn't* and *know*

B. interpreting punctuation and usage associated with written dialogue

C. recognizing less commonly used words such as *blinked* and *shrugged*

D. understanding idiomatic meanings of some words and phrases

61. A fourth-grade class will be comparing the treatment of a similar theme, "family ties," in stories from different countries. After students read the stories independently, the teacher plans to lead close rereadings focused on the influence of culture on the target theme. Which of the following teaching preparation strategies would be most essential and effective for achieving the goals of this lesson?

    A. dividing the stories into coherent parts (e.g., beginning, middle, end) and composing a summary of key ideas or information conveyed in each section

    B. identifying passages key to comprehending the basic plot of each story and particular words or phrases the authors use that might be unfamiliar to students

    C. defining the key story elements in each story (e.g., time, place, characters) and identifying similarities and differences between these aspects of the stories

    D. identifying passages in each story that are essential to understanding the author's perspective and key words or other stylistic choices that convey certain values

62. Which of the following activities would be most effective for a teacher to use to promote students' strategic reading of literary texts?

    A. giving students bookmarks that list reading comprehension strategies with brief descriptions of their features and steps for their use

    B. leading students in frequent small-group discussions and close readings focused on relevant strategies (e.g., skimming, rereading) to use for different academic tasks and purposes

    C. reminding students to practice newly learned strategies (e.g., scanning for specific details) during independent reading and then enter the strategies they used in their reading logs

    D. pairing students with a classmate after a reading assignment and asking them to share which reading comprehension strategies they used

63. Fourth-grade students silently read an assigned text for part of the English language arts block and then meet for a small-group discussion of the text in another part of the block. During the silent reading portion, the teacher instructs students to use stick-on notes to bookmark passages where they make predictions, ask or answer questions, or encounter an unfamiliar word. In addition to anchoring the group discussions in the text, this practice benefits students primarily by increasing their:

    A. silent reading fluency.

    B. metacognitive awareness while reading.

    C. level of reading enjoyment.

    D. ability to concentrate during reading.

64. Some children in a kindergarten class have had limited prior exposure to storybooks read aloud and/or limited prior experiences discussing narrative texts. Their teacher wants to develop their knowledge of story structure. According to evidence-based best practices, which of the following instructional approaches is most likely to accelerate the children's understanding of the causal nature of story events?

    A. teaching story elements explicitly, such as main character, goal or problem, and resolution, as part of the daily read-aloud

    B. rereading favorite stories to children and letting them dress up like the characters

    C. having children practice putting photocopies of pictures taken from storybooks in the order in which they occurred in the book

    D. asking text-dependent questions about the key details in story events

65. A group of fifth-grade students finishes reading a novel written in the first person. The teacher has the students work together to write a new account of a key scene as it might be reported by a different major character. Which of the following questions would be the most appropriate focus of a group discussion following the writing activity?

    A. How does the narrative point of view in a story shape a reader's understanding of events?

    B. How do key structural elements in a narrative work affect the emotional impact of a story?

    C. How does the author use figurative language to foreshadow the resolution in a narrative?

    D. How do descriptive and expository writing affect a reader differently in a narrative text?

66. An entering third-grade student with a specific learning disability demonstrates reading comprehension that is below grade-level expectations. The student can read aloud narrative texts that are aligned with second-grade expectations with accuracy and fluency; however, the student does not consistently remember key details or events after reading the texts. In keeping with evidence-based best practices, which of the following strategies would be most appropriate for the teacher to try *first* to support the student's reading comprehension with literary texts?

    A. providing the student with explicit instruction in story elements using a graphic organizer

    B. engaging the student in repeated oral reading of grade-level texts with explicit teacher feedback

    C. providing the student with explicit instruction and guided practice in grade-level, Tier Three vocabulary

    D. having the student practice reading two- and three-sentence grade-level narrative paragraphs

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

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

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

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

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

68. A fifth-grade teacher gives students a "reading planner" for an informational text that they will be reading independently. The reading planner contains various activities, including prompting students to summarize certain passages, to explain relationships between concepts according to specific information in the text, and to determine the meaning of domain-specific words based on appositives or appositive phrases embedded in the text. This reading planner is likely to be most effective for achieving which of the following instructional purposes?

    A. developing students' ability to read the text evaluatively

    B. supporting students' development of prosodic reading skills

    C. encouraging students to read and interact closely with the text

    D. teaching students to adjust their reading rate based on text complexity

69. A second-grade class is studying a social studies unit focused on geography (e.g., bodies of water, landforms) and its effects on people. So far, the students have learned about lakes, oceans, and bays. As part of the unit, the teacher reads aloud an informational passage that explains why human settlements near rivers historically have succeeded and grown. The teacher pauses regularly to discuss the reading, using a range of text-based questions to prompt discussion and promote students' literal, inferential, and evaluative comprehension. Part of the text appears below.

> Rivers have fresh water. Fish and other wildlife live in and near rivers. The soil near rivers is good for growing crops and grazing animals. But rivers provided towns with more than just what people needed to survive. Moving water provided a source of power that people could harness for industry. And, over time, large rivers became superhighways for travel and trade across great distances.

Which of the following questions about this part of the text would most effectively target students' inferential comprehension?

A. How does living near a river help people meet their most basic survival needs, and where can you find that information in the text?

B. Can you identify the reason why industry benefited from being near moving water?

C. Do you think living near a river makes life easier or more difficult for people, and what information in the text makes you think so?

D. Why are rivers beneficial for activities like growing crops and grazing animals?

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

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

    These questions support students' reading comprehension primarily by prompting them to:

    A. monitor comprehension of informational texts.

    B. identify the theme in expository texts.

    C. draw inferences from informational texts.

    D. analyze points of view in expository texts.

71. A sixth-grade teacher is planning an instructional unit on summarizing informational text. In one lesson, the teacher will show students how to use the graphic organizer shown below to support them in identifying important ideas from an informational passage.

Topic of Passage:		
Main Idea	**Main Idea**	**Main Idea**
Detail	Detail	Detail
Detail	Detail	Detail
Detail	Detail	Detail

Which of the following learning goals would be most essential for the teacher to address in the lesson to develop students' ability to compose an effective summary from these kinds of notes?

A. citing evidence from the passage using direct quotes and paraphrasing

B. developing a personal response to and interpretation of the passage

C. noting unanswered questions that are raised in the passage

D. analyzing the author's stylistic choices in the passage

72. A second-grade teacher frequently reads aloud informational books related to grade-level content in social studies, science, and the arts. The teacher supports students in developing their own questions during and after the read-alouds and then helps them conduct research on their questions using grade-level resources the teacher has collected on these topics. In keeping with evidence-based best practices, providing direct instruction in which of the following aspects of informational text would be most essential to students' success and growing independence in using informational texts for personal research?

    A. using text features to locate specific information in a text

    B. presenting information gained from a text in charts and tables

    C. using an outline to organize collected information in a logical format

    D. distinguishing between implied and explicitly stated information in a text

73. During a series of integrated science and literacy lessons, a third-grade teacher plans to have students read several articles from a children's magazine about new technologies for cleaning up pollution in the oceans. After they read the articles, students will work in small groups to create a graphic organizer comparing and contrasting two of the solutions. To prepare students to integrate information across texts in this activity, which of the following steps would be most essential for the teacher to take?

    A. providing a brief history of the environmental movement in the United States

    B. providing explicit instruction in how to identify the most important points and key details presented in the texts

    C. providing students with opportunities to share their personal responses to the articles

    D. providing explicit instruction in discipline-specific conventions of scientific writing (e.g., use of passive voice, quantitative data)

74. A third-grade teacher periodically reads aloud from a chapter in content-area textbooks using think-aloud while reading. Following is an example.

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

The teacher's practice is most likely to promote students' reading comprehension of informational texts by:

A. modeling for them metacognitive comprehension strategies.

B. giving them an example of fluent oral reading.

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

D. exposing them to new vocabulary in context.

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

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

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

A. outline

B. Venn diagram

C. timeline

D. semantic map

76. A second-grade class includes several students who are developing-level (intermediate) English learners. The teacher is planning to use a whole-class read-aloud to provide instruction in making inferences when reading informational text. Which of the following differentiation strategies would best support students with diverse language abilities in making text-based inferences?

A. inviting the English learners to read the passages that will be used in the lesson in advance and to refer back to the printed copies of the passages during the lesson

B. offering the English learners alternative, literal comprehension-building activities (e.g., "Fill in the blank: The authors said _____. The text was mostly about _____.")

C. collecting a variety of reference materials for the classroom, and making them freely available to the English learners as needed during instruction

D. providing the English learners with sentence frames to scaffold the lesson (e.g., "I think that _____. I think so because I read _____ and because I know that _____.")

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

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

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

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

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

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

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

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

A. evaluating the validity of information on an Internet website

B. previewing a chapter in a content-area textbook

C. synthesizing information from various sources for a research report

D. studying specific facts for a content-area exam

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

> *Text:* Up ahead, Julia saw the overturned boat disappear over the waterfall's edge.
>
> *Student:* "Up ahead, Julie saw the overtired boat (*pauses reading*) overturned boat disappoint over the water's edge (*pauses reading*) disappear over the water's edge."

Given the information provided, the teacher could best address this student's needs by providing targeted, evidence-based instruction focused on:

A. developing the ability to self-monitor reading comprehension.

B. enhancing oral vocabulary development and use of word-learning strategies.

C. improving reading accuracy by attending to all parts of a word.

D. promoting the ability to track connected text.

80. A third-grade student performs below grade-level expectations in word-reading accuracy on informal assessments. Since the majority of the student's errors are with multisyllable words, the teacher plans to provide the student with daily explicit instruction for one week on the use of syllable-division strategies for reading multisyllable words. The teacher will then reassess the student at the end of the trial period. The primary benefit of this approach to informal assessment is that it:

    A. helps the teacher determine whether the student has the potential for improvement with short-term intervention.

    B. provides the teacher with nationally normed benchmarks with which to compare the student's progress.

    C. provides opportunities to engage a student who is not a skilled reader in authentic reading activities.

    D. contributes evidence that can be used to diagnose the student's specific reading disability.

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

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

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

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

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

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

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

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

    C. gives fluctuating scores in different administrations.

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

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

A third-grade teacher notes that students' vocabulary scores on a school-wide standardized achievement test are below the national average and below their performance on the comprehension and decoding subtests.

83. The type of reading assessment described in the scenario that compares students' reading performance to the performance of students in a national sample group can best be categorized as:

    A. summative.

    B. norm referenced.

    C. curriculum based.

    D. benchmark.

84. In response to students' performance on the vocabulary measure, the teacher plans to take a more systematic and robust approach to vocabulary instruction. The teacher's use of the data best underscores the importance of which of the following approaches to reading assessment?

    A. conducting both formal and informal reading-related assessments to plan instruction

    B. demonstrating knowledge of evidence-based strategies for assessing the major components of reading

    C. using results from reading assessments to guide instructional decision making

    D. determining students' current skills with respect to specific state grade-level standards

85. The teacher decides to collect ongoing data related to vocabulary instruction. The teacher records examples of students' use of new vocabulary during class discussions and has students turn in weekly examples of how they use new words in their writing. The teacher also has students maintain a vocabulary journal in which they develop definitions for new Tier Two and Tier Three vocabulary in their own words, make visual representations of word meanings, and analyze changes to a word's form and meaning when affixes are added. This approach to informal assessment benefits literacy instruction primarily by allowing the teacher to:

    A. monitor various dimensions of students' vocabulary development across multiple language modes.

    B. use anecdotal and theoretical data for tracking students' vocabulary learning and evaluating their progress.

    C. monitor students' learning progress in ways that can be easily quantified and charted.

    D. use portfolio assessment to evaluate students' progress in each essential component of reading.

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

A kindergarten teacher regularly elicits oral retellings of stories children have listened to or read as a way to assess their understanding of narrative text structures. The retell protocol the teacher uses has a child retell the story to a stuffed animal, named Storalee, as the teacher records notes and checks off story components. The teacher starts with the prompt, "Tell our friend Storalee the whole story because she has not heard it before." The teacher rates each child's understanding of the text's characters, setting, events, and relationships according to standards-based rubric descriptors for story elements.

86. Which of the following components should be included in the story elements rubric to ensure that the assessment will provide information about children's understanding of the cause-and-effect relationships found in narrative texts?

    A. assigning scores for the number of details about events children provide in their responses (e.g., providing who-what-where information about a story event)

    B. scoring the use of sequence transition words that children use to connect their retelling (e.g., *first*, *next*, *after that*, *finally*)

    C. creating a list of generic questions to use as prompts to ensure that children's retellings are as comprehensive as possible

    D. identifying evidence of children's use of conjunctions (e.g., *because*, *so*, *since*) to connect the character's motivation to actions taken

87. Which of the following strategies would be most appropriate for the teacher to use to differentiate the retelling assessment for children who are advanced readers?

    A. substituting literal comprehension questions for the oral retelling

    B. replacing the fictional narrative text with an informational text to summarize, such as a social studies or science text

    C. recording the children's oral retelling so that they can listen to it later

    D. asking the children to elaborate on specific story elements, such as characters' responses to events and challenges

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

When considering how to support students who are at risk for reading difficulties, an elementary school teacher first tries to align an individual student's profile with one of the following evidence-based reading-difficulty profiles.

Profile 1: The student reads words accurately and efficiently but demonstrates needs in word knowledge and/or comprehension skills.

Profile 2: The student demonstrates needs in decoding and word recognition but has strong word knowledge and comprehension skills.

Profile 3: The student demonstrates needs in decoding and word recognition and also in word knowledge and comprehension skills.

88. One advantage of the teacher keeping these general profiles in mind when considering whether a student may be at risk for reading difficulties is that it helps the teacher:

    A. determine a direction for specific diagnostic probes (e.g., identifying gaps in phonics knowledge using a word-pattern survey).

    B. select a comprehensive intervention that systematically addresses all the essential components of reading.

    C. ensure that an intervention will take into account the interrelationships between reading, writing, listening, and speaking.

    D. incorporate principles of standards-based reading instruction into differentiation and intervention strategies.

89. The teacher is planning progress monitoring for students whose reading performance fits one of the three profiles and who will be receiving differentiated instruction or an intervention to address their identified needs. Which of the following guidelines would be most important for the teacher to follow when planning progress-monitoring for this purpose?

    A. monitoring students' weak skills as well as their strong skills with the same frequency

    B. using standardized, norm-referenced assessment instruments

    C. selecting assessment instruments or techniques that will show even small improvements

    D. emphasizing group-administered assessments over individual assessments

90. According to evidence-based practices, which of the following resources in a first-grade classroom best supports phonics instruction as a major component of reading instruction?

A. decodable texts tied directly to the instructional scope and sequence of skills

B. leveled texts considered to be at students' most accessible reading level

C. predictable-patterned texts that are well supported by pictures

D. themed alphabet books that accurately represent letter-sound relationships

91. A teacher is planning reading instruction for a small group of students who exhibit the following characteristics.

- The students can point accurately to words in predictable texts after listening to and following the teacher reading aloud and tracking the text several times using a big book format.
- The students can identify the beginning and final sounds of simple three-phoneme words presented orally and can sometimes identify a word's medial sound.
- The students have developed sound-symbols associations for the majority of consonant sounds and some vowel sounds.
- The students can read several high-frequency words in simple texts.
- The students can spell words with an accurate beginning consonant sound and sometimes an accurate final consonant sound.

Given these characteristics, the students are most likely beginning to transition to which of the following phases of word reading?

A. partial alphabetic

B. full alphabet

C. consolidated alphabetic

D. consolidated grapho-syllabic

92. Early in the school year, a fifth-grade teacher analyzes the results of a developmental spelling survey to identify students' strengths and needs as spellers. Using this information, the teacher plans whole-group instruction for spelling elements and patterns the majority of students need to learn (e.g., fifth-grade-level prefixes and suffixes). However, some students have not yet mastered earlier spelling elements or patterns, while other students are ready to learn elements that are beyond the scope of the fifth-grade spelling curriculum. Which of the following approaches to spelling instruction would best address this diversity of skills?

    A. expanding the number of spelling elements addressed in whole-group instruction

    B. creating individual spelling lists for each student in the class

    C. providing differentiated spelling homework to the students who vary from the norm

    D. planning differentiated instruction using flexible grouping

93. A second-grade teacher works several times a week with a Tier 2 intervention group. At the beginning of the intervention, all the students in the group had strengths in oral reading fluency and challenges in text comprehension. As instruction proceeds, which of the following actions best aligns with key principles of a Multi-Tiered Systems of Support (MTSS) model of instruction?

    A. providing reading materials written at the most accessible level for the students

    B. adjusting instruction for individual students according to their responses to the intervention

    C. changing materials and resources frequently according to students' interests

    D. following a scripted intervention program verbatim with the students from beginning to end

94. Which of the following statements describes the most important reason for a fourth-grade teacher to assign a variety of high-quality trade books as a component of reading instruction?

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

    B. Reading across genres contributes to students' developing understanding of the structures and features of different texts.

    C. Simplified syntax and controlled vocabulary provide necessary scaffolding for students who are not skilled readers.

    D. Reading diverse texts promotes students' development of phonological and phonemic awareness skills.

95. A fifth-grade class silently reads an informational text. In subsequent informal assessments, several students are able to read the text orally with fluency, but they demonstrate poor overall comprehension of the text. The teacher could most appropriately address these students' needs by adjusting future instruction in which of the following ways?

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

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

C. introducing a text's key vocabulary and supporting the students in close reading of key passages

D. emphasizing reading skill-building activities that focus primarily on narrative texts

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

A fifth-grade teacher is planning a literature study focused on how various elements of an author's craft are used to convey a poem's theme. The class includes students with a wide range of reading and language skills, including several advanced readers.

96. In an early lesson, the teacher distributes a simple short poem and a printed copy of the graphic organizer shown below.

title/subject	
author/tone	
imagery	
figurative language	

The teacher has students read the poem twice. First, they read it silently. Then, they follow along as the teacher reads the poem aloud. In keeping with evidence-based best practices in reading instruction, which of the following steps would be most effective for the teacher to implement *next* in this lesson?

A. asking students to complete the portions of the graphic organizer that they understand and then correcting any misunderstandings

B. having students work with a classmate to discuss the poem's theme before they complete the graphic organizer

C. using think-aloud and questioning to complete the graphic organizer on the board with students' support

D. providing students with a copy of a completed graphic organizer for them to use as an example

97. Over the course of the unit, the class reads and analyzes the themes of several, increasingly complex, grade-level poems. Near the end of the unit, the teacher will have students practice literary analysis skills on an unfamiliar grade-level poem. According to evidence-based best practices, which of the following differentiation strategies would be most appropriate for the teacher to use with advanced readers during this lesson?

A. having advanced readers work independently at their own pace while other students work in small, heterogeneous groups to analyze a poem

B. having all students work in small heterogeneous groups to analyze a poem, with advanced readers assigned a leadership role

C. having all students work in small, homogeneous groups to analyze a poem at an appropriate level of complexity for the group

D. having students work independently to analyze a poem, and having students who complete their work early analyze a second poem

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

A third-grade class includes students with delays in foundational reading skills. Two students also have delays in language expression and comprehension. The teacher is considering ways to best support the students' reading development. The teacher would also like to provide appropriate supports for the students during the planned biweekly whole-class close-reading routine, in which the teacher will engage the students in reading and rereading a variety of complex literary and informational passages.

98. The teacher wants to support the students with literacy delays in developing self-confidence and self-efficacy as readers. Which of the following strategies would be most appropriate for this purpose?

    A. instructing the students explicitly in how to use various word-reading and comprehension-repair strategies to solve reading challenges

    B. requiring the students to engage in more independent reading in the classroom and at home

    C. evaluating texts that will be used in reading instruction with the students for text complexity to ensure that the texts are always easily accessible

    D. balancing the students' exposure to authentic literary and informational texts in a diversity of genres

99. Which of the following guidelines for planning effective reading instruction for these students best addresses the evidence-based recommendation that foundational reading skills should be taught in conjunction with building a foundation for reading comprehension?

    A. providing sufficient time for the students to engage in sustained silent reading with self-selected texts in class to practice new skills and strategies independently

    B. using decodable texts to promote the students' ability to read a text with fluency while also selecting complex, grade-level texts for read alouds and text analysis

    C. utilizing state standards from lower grade levels in order to address gaps in the students' reading skills and accommodate their limited reading comprehension

    D. focusing more on modeling oral reading of texts with adequate expression to facilitate the students' comprehension than on developing their decoding or fluency skills

100. Which of the following strategies for differentiating collaborative text-based discussions for the students with language-expression challenges would best enhance their participation in the text-based discussions and their overall language development?

A. having the students discuss texts with each other instead of in a larger group

B. pairing the students with an advanced reader who can model appropriate responses to questions

C. asking the students key-detail questions that have the answers right in the text

D. providing the students with relevant sentence or language frames to scaffold their responses

DIRECTIONS FOR THE OPEN-RESPONSE ITEM ASSIGNMENTS

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

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

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

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

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

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

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

OPEN-RESPONSE ITEM ASSIGNMENT #1

Use the information provided in the exhibits to complete the assignment that follows.

Using your knowledge of **foundational reading skills** (e.g., phonemic awareness, phonics, recognition of high-frequency words, syllabication, morphemic analysis, automaticity, reading fluency [i.e., accuracy, rate, and prosody], self-correcting), write a response of approximately 150–300 words in which you:

- identify one significant *strength* that Olivia demonstrates related to foundational reading skills;
- identify one significant *need* that Olivia demonstrates related to foundational reading skills;
- based on the need you identified, describe an appropriate instructional strategy, activity, or intervention to use with Olivia; and
- explain why the instructional strategy, activity, or intervention you described would be effective for Olivia.

Be sure to cite specific evidence from the information provided to support all parts of your response.

TEACHER RECORD

Midway through the school year, Olivia, a third-grade student, reads aloud a passage from an unfamiliar informational text. As Olivia reads, the teacher notes her performance on a separate copy of the text. Below is the teacher's record of Olivia's oral reading performance.

Key:

(omission) | short pause ← repetition © self-correction

^ insertion || long pause cat/cow substitution (T) told by teacher

dĕs-kī b ĕl-ĕm-ĕns ||(T)

Weather and *climate* are related. Both describe the outdoor elements in a place.

So how do they differ?

A weather report tells you about the | some-here© elements somewhere on one day. What was

ĕx-ăk-lē

the weather in your town yesterday? || You can look up exactly what happened. Want to know if

forest©

it will rain this afternoon? || Check the local weather forecast ← for a pretty good idea. Weather |

forecasts help you find out what to expect in the next day or so.

However, what if you plan to visit your Grandma a few months from now? What kind of

ŭm-bĕll© skēn©

things should you plan to pack? A sweater? An umbrella? Snow boots? Sun screen? ← A weather

report for this week won't help you. You need to look up the climate for the place where

Grandma lives!

Science-tists© dĕs-skī b©

Scientists use weather patterns over many years to describe the climate of a place. A

ĕx-pĕc©

climate report also tells you what kind of weather to expect at different times of year.

upset South of

Does Grandma live in upstate New York? Southern Arizona? ^ Will your visit be

in | December or in August? A climate report will help you decide what to bring!

ORAL READING FLUENCY RUBRIC

Afterward, the teacher calculates Olivia's oral reading fluency (words correct per minute) and accuracy scores. The teacher also assigns Olivia a holistic score of 1–4 in three dimensions of her oral reading performance, with 4 representing the highest score for that dimension. These additional notes are shown below.

Indicator	Score
Words correct per minute	115 wcpm
Accuracy	97%
Pace	3
Prosody	
• Smoothness	2
• Phrasing	3
Notes	
Third-grade 50th percentile midyear benchmark is 97 wcpm.	

OPEN-RESPONSE ITEM ASSIGNMENT #2

Use the information provided in the exhibits to complete the assignment that follows.

Using your knowledge of **reading comprehension** (e.g., vocabulary knowledge; knowledge of academic language structures, including conventions of standard English grammar and usage; application of literal, inferential, or evaluative comprehension skills; use of comprehension strategies; application of text analysis skills to a literary or informational text, including determining key ideas and details, analyzing craft and structure, or integrating knowledge and ideas within a text or across texts), write a response of approximately 150–300 words in which you:

- identify one significant *strength* that James demonstrates related to one of the reading comprehension factors listed;
- identify one significant *need* that James demonstrates related to one of the reading comprehension factors listed;
- based on the need you identified, describe an appropriate instructional strategy, activity, or intervention to use with James; and
- explain why the instructional strategy, activity, or intervention you described would be effective for James.

Be sure to cite specific evidence from the passage and the student's oral response to support all parts of your written response.

READING PASSAGE

As part of an informal reading comprehension assessment, James, a third-grade student, reads a passage from the children's novel *The Mighty Miss Malone* by Christopher Paul Curtis. The teacher explains that the story is about the experiences of a 12-year-old girl, Deza Malone, and her family. The teacher has James read from a passage in which Deza's brother, Jimmie, is singing the national anthem before a baseball game begins. James reads the passage aloud fluently and accurately, then the teacher gives him the opportunity to reread the passage silently. Following is the passage that James read.

When I'm writing or reading a book, everything else around me disappears. Father says it's because I've settled into what I'm doing, the same way my brother Jimmie does when he's singing.

Clarice hopped up and down, waving and yelling, "Jimmie! Yoo-hoo! Over here!"

I knew Jimmie couldn't hear her. He was settling into his song.

He cleared his throat, took three deep breaths, held the last one, then sang,

"Oh, say, can you see . . ."

I'm not sure what's more surprising about the first notes of any song Jimmie sings—what it does to me, or the changes it brings in Jimmie.

I have to close my eyes, just like he does. I can't tolerate anything that would interfere with hearing his voice.

Listening to Jimmie brings to mind how Father used to swing me around and around by my wrists until everything became a blur, and even though I knew he was holding me, I felt like if I didn't hang on as tight as I could I'd fly off into the sky like a arrow [*sic*].

And it seems like Jimmie makes himself larger and larger as he sings. If I opened my eyes I'd see he'd grown so much that he was filling every square inch of the park. No room would be able to hold him, chairs and rugs would get crowded up against the walls.

His voice always stayed light and high-pitched and soft, but it was strong in a way that let on that there were stories behind each word.

"By the dawn's early light . . ."

It felt like those words were asking you something and telling you something and blaming you for something, all at the same time.

"What so proudly we hailed

At the twilight's last gleaming . . ."

He finished the anthem,

". . . And the home of the brave."

There was no sound from the baseball diamond or the bleachers or the people bunched around the picnic table. Then a explosion [*sic*] of cheers and a huge throwing-up of hands.

STUDENT RESPONSE

After James finishes reading the passage silently, the teacher asks him some questions about what he has read. Below is a transcript of their conversation.

Teacher: What is this passage about?

James: It's about… I don't know. Not much happens, really. It's just, you know, the narrator saying what she's thinking.

Teacher: Interesting. What is the narrator thinking about?

James: It's kind of dreamy. Maybe it is a dream.

Teacher: What makes you say that?

James: She tells how she'll be doing something, like she's reading, and suddenly everything disappears.

Teacher: Mm, right—at the beginning. Take a look (*pointing to the first paragraph*). What is the narrator describing?

James: (*looking over the passage*) She's reading a book. Then she settles into it. Is she, like, settling into bed? And she starts dreaming?

Teacher: Hmm. What does she say about Jimmie in here? How are they alike?

James: They both have the dreaming thing, where everything disappears.

Teacher: Tell me, what is the main idea the narrator wants the reader to understand in this passage?

James: I don't know.

Teacher: Where does the passage take place?

James: Well, first the narrator is in bed reading, and then they go somewhere else.

Teacher: What's the main event in the passage?

James: Jimmie singing.

Teacher: Uh-huh. What does the narrator say about Jimmie's singing?

James: She needs to close her eyes to concentrate on it. Then she starts thinking about her dad swinging her around.

Teacher: Why does she think about that just when she's concentrating on Jimmie singing?

James: That's what I mean. It's like a dream the way the story flips around. She's reminded of her dad swinging her around and then he *is* swinging her around.

Teacher: What feeling is she describing?

James: She thinks she's going to fly off.

Teacher: When Jimmie is singing?

James: Yeah. She thinks … she dreams he's getting bigger and bigger like a giant, and he crowds stuff against the walls.

Teacher: How does the passage end?

James: Jimmie finishes singing, and there's an explosion, and the people start throwing stuff. Kind of weird! Maybe the explosion was just in her dream?

Excerpt(s) from THE MIGHTY MISS MALONE by Christopher Paul Curtis, copyright © 2012 by Christopher Paul Curtis. Used by permission of Wendy Lamb Books, an imprint of Random House Children's Books, a division of Penguin Random House LLC. All rights reserved.

PRACTICE TEST RESULTS

PRACTICE TEST RESULTS OVERVIEW

The practice test provides valuable information regarding your preparedness for the MTEL Foundations of Reading (190) test. In this section, you will find information and tools to help you determine your preparedness on the various sections of the test.

MULTIPLE-CHOICE QUESTIONS

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 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.

OPEN-RESPONSE ITEMS

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

TOTAL TEST

Practice Test Score Calculation information is provided to help you estimate your score on the practice test. Although you cannot use this practice test to precisely predict how you might score on an official MTEL Foundations of Reading (190) test, you may be able to determine your degree of readiness to take an MTEL test at an operational administration. No passing score has been determined for the practice test.

MULTIPLE-CHOICE QUESTION ANSWER KEY WORKSHEET

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

MULTIPLE-CHOICE QUESTION ANSWER KEY WORKSHEET (CONTINUED)

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

MULTIPLE-CHOICE QUESTION ANSWER KEY WORKSHEET (CONTINUED)

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

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

_____ of 100 multiple-choice questions

MULTIPLE-CHOICE QUESTION PRACTICE TEST EVALUATION CHART

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

Subarea I: Foundations of Reading Development

Objective 0001: Demonstrate knowledge of principles and evidence-based instructional practices for developing language and emergent literacy skills, including phonological and phonemic awareness, concepts of print, and the alphabetic principle.
1B_____ 2A_____ 3A_____ 4D_____ 5A_____ 6B_____ 7C_____ 8D_____ 9A_____ 10B_____ **11D_____ 12C_____ 13C_____ _____/13**

Objective 0002: Demonstrate knowledge of principles and evidence-based instructional practices for developing beginning reading skills, including phonics, high-frequency words, and spelling.
14C_____ 15D_____ 16D_____ 17A_____ 18B_____ 19A_____ 20B_____ 21D_____ 22B_____ **23C_____ 24C_____ _____/11**

Objective 0003: Demonstrate knowledge of principles and evidence-based instructional practices for developing word analysis skills and strategies, including syllabication, structural or morphemic analysis, and orthographic skills.
25D_____ 26B_____ 27B_____ 28B_____ 29D_____ 30A_____ 31C_____ 32A_____ 33D_____ **34C_____ _____/10**

Objective 0004: Demonstrate knowledge of principles and evidence-based instructional practices for developing reading fluency at all stages of reading development.
35D_____ 36C_____ 37B_____ 38A_____ 39B_____ 40A_____ 41A_____ 42D_____ 43C_____ **44C_____ 45D_____ _____/11**

Subarea I (Objectives 0001–0004) Total _____/45

MULTIPLE-CHOICE QUESTION PRACTICE TEST EVALUATION CHART (continued)

Subarea II: Development of Reading Comprehension

Objective 0005: Demonstrate knowledge of principles and evidence-based instructional practices for promoting academic language development, including vocabulary development.
46D_____ 47C_____ 48C_____ 49A_____ 50B_____ 51B_____ 52B_____ 53C_____ 54C_____ 55A_____ _____/10

Objective 0006: Demonstrate knowledge of principles and evidence-based instructional practices for promoting comprehension and analysis of literary texts.
56B_____ 57D_____ 58C_____ 59C_____ 60D_____ 61D_____ 62B_____ 63B_____ 64A_____ 65A_____ 66A_____ 67C_____ _____/12

Objective 0007: Demonstrate knowledge of principles and evidence-based instructional practices for promoting comprehension and analysis of informational texts.
68C_____ 69C_____ 70D_____ 71A_____ 72A_____ 73B_____ 74A_____ 75C_____ 76D_____ 77B_____ 78B_____ _____/11

Subarea II (Objectives 0005–0007) Total _____/33

MULTIPLE-CHOICE QUESTION PRACTICE TEST EVALUATION CHART (continued)

Subarea III: Reading Assessment and Instruction

Objective 0008: Apply knowledge of principles and evidence-based best practices for assessing reading development.
79C_____ 80A_____ 81B_____ 82C_____ 83B_____ 84C_____ 85A_____ 86D_____ 87D_____ **88A_____ 89C_____ _____/11**

Objective 0009: Apply knowledge of principles and evidence-based best practices of reading instruction.
90A_____ 91A_____ 92D_____ 93B_____ 94B_____ 95C_____ 96C_____ 97C_____ 98A_____ **99B_____ 100D_____ _____/11**

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

OPEN-RESPONSE ITEM EVALUATION INFORMATION

How Open-Response Items Are Scored

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

How to Evaluate Your Practice Responses

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

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

Compare your practice responses to the Sample Responses to determine whether your responses are more similar to the strong or weak responses. Also review the Analyses on those pages and the Scoring Rubric to help you better understand the characteristics of strong and weak responses. This evaluation will help you identify specific problems or weaknesses in your practice responses.

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

Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR SUBJECT TESTS

Performance Characteristics:

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

Scoring Scale:

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

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

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

Olivia is midway through the third grade. Olivia's teacher asks her to read a passage aloud. While Olivia reads, her teacher writes notes about Olivia's oral reading skills.

Olivia has a strength in the area of self-correcting her reading errors while she reads. She corrected herself seven times. A few examples are when she read some-here and then right away corrected the word to somewhere, when she read forest and then corrected it to forecast, and when she read skēn and then corrected it to screen. For forecast and screen, she reread the words before them (weather before forecast and sun before screen), and then she corrected the words so that they would make sense. This shows she has strong decoding skills because she can use context clues well.

Olivia has difficulty reading some of the words. She pauses before reading the words instead of reading the words right away. This pausing causes her to have difficulty remembering the text or story. The words she paused before were place, elements, and forecasts.

Olivia needs to learn these words by practicing saying them aloud often without pausing before them. She should then practice reading them in a story or passage that includes these words. This would be an effective strategy for learning these and other words she does not know. Not having to pause so often while reading words in a text will help her remember the text and improve her comprehension.

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

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

Purpose: The candidate attempts to fulfill the purpose of the assignment; however, they are only able to partially accomplish this. The candidate identifies an accurate foundational reading skill strength in the area of self-correcting and supports it with evidence from the prompt. The candidate is unable to identify a foundational reading skill need or offer accurate supporting evidence, stating incorrectly that the need is pausing to read a word. Additionally, the candidate does not provide an appropriate evidenced-based intervention to support Olivia and does not provide an explanation of why the intervention would be effective.

Subject Matter Knowledge: The first paragraph demonstrates some subject matter knowledge in foundational reading skills by stating that Olivia presents with a strength in self-correcting her reading errors by using context clues. However, the conclusion the candidate draws ("This shows she has strong decoding skills because she can use context clues well") demonstrates a serious misunderstanding of decoding. The second paragraph also reveals inaccurate and inappropriate application of subject matter knowledge in identifying a foundational reading skills need. The candidate states that Olivia has difficulty reading some of the words because "she pauses before reading the words instead of reading the words right away." The candidate provides inaccurate and inappropriate evidence from the prompt. The third paragraph reveals an inaccurate and inappropriate application of subject matter knowledge regarding an evidence-based intervention to directly and effectively address a foundational reading skill need.

Support: The candidate provides accurate evidence taken directly from the prompt to support the strength the candidate identifies. Evidence provided for the foundational reading skill strength includes the following: "A few examples are when she read some-here and then right away corrected the word to somewhere, when she read forest and then corrected it to forecast, and when she read skēn and then corrected it to screen. For forecast and screen, she reread the words before them (weather before forecast and sun before screen), and then she corrected the words so that they would make sense." Regarding a foundational reading need, the candidate provides an inaccurate and inappropriate need and supportive evidence. Evidence of this is as follows: "Olivia has difficulty reading some of the words. She pauses before reading the words instead of reading the words right away. This pausing causes her to have difficulty remembering the text or story. The words she paused before were place, elements, and forecasts." The intervention described is inaccurate and inappropriate. It is not an evidence-based strategy and does not include direct teacher instruction. The candidate offers no explanation or support for the instructional strategy and instead simply states that it would be effective: "This would be an effective strategy for learning these and other words she does not know."

Rationale: The candidate's very limited knowledge of both the foundational reading need and an appropriate, evidence-based strategy reflects a limited, poorly reasoned understanding of the topic of foundational reading skills and yields a weak rationale with no support.

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

Olivia is a third-grade student. Her teacher asks her to read an unfamiliar informational text aloud. Her teacher writes a record of Olivia's responses. Based on this record of Olivia's reading, she has a strength and a need in the area of foundations skills.

Olivia has strong reading fluency skills. She has strengths in how many words per minute (115) she is able to read, her accuracy rate (97%), her reading pace (3), and her reading phrasing (3). Olivia has an issue with her reading smoothness (2); however, this is not causing a problem with her overall fluency or reading.

Olivia has needs in the area of reading longer words with many syllables. She has difficulty reading the word completely. She reads part of a word or guesses at the word. She misreads or does not read the middle or end of a word. Some examples of the words she does not completely read are some here for somewhere, forest for forecast, upset for upstate, and science tists for scientists.

Olivia should be reminded by her teacher that she needs to read the whole word and to remember to break down words into smaller chunks. Her teacher can show her how the words that she had difficulty reading, such as somewhere, forecast, and upstate are made up of two smaller words (some and where, for and cast, up and state). Olivia can practice finding words that are made up of two smaller words in her reading books and practice saying the two parts together as a whole word. This would be effective because it will help Olivia to remember to read both parts of the word.

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

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

Purpose: The candidate attempts to fulfill the purpose of the assignment; however, they are only able to partially accomplish this. The candidate identifies a foundational reading skill strength in the area of reading fluency. This is partially accurate. The evidence from the prompt only partially supports the foundational reading skill strength. The candidate identifies an appropriate foundational reading skill need in the area of reading all parts of multisyllable words. However, the candidate identifies a strategy that is neither appropriate, nor an evidenced-based intervention to address the foundational reading skill need and offers a limited statement about the effectiveness of the strategy.

Subject Matter Knowledge: The first paragraph demonstrates the candidate's partial subject matter knowledge in the foundational reading skills area of fluency. While some of the evidence provided is relevant, the statement about the student's smoothness is not accurate: "…this is not causing a problem with her overall fluency or reading." The second paragraph also reveals a partially accurate application of subject matter knowledge in identifying a general foundational reading skills need in reading longer multisyllable words. The candidate provides some appropriate evidence from the prompt but does not analyze the evidence in order to identify a more appropriate instructional strategy. The third paragraph reveals a partially accurate, partially appropriate application of subject matter knowledge in focusing on reminding Olivia to read the whole word and to break longer words into chunks. However, the strategy the candidate provides for breaking up longer words ("…somewhere, forecast, and upstate are made up of two smaller words [some and where, for and cast, up and state]") could only be applied to compound words and therefore would not be an effective strategy for decoding most multisyllable words in this or any grade-level text. In addition, the candidate inaccurately identifies forecast as being made up of the words for and cast, which indicates a limited understanding of morphemic analysis. This paragraph demonstrates a limited and only partially accurate understanding of strategies for decoding multisyllable words. Other than in the description of the strength, the response includes few examples of the use of appropriate foundational reading terminology.

Support: The foundational reading skill strength in the area of reading fluency is supported by evidence from the prompt that is partially accurate. Evidence provided for the foundational reading skill strength includes the following: "Olivia has strong reading fluency skills. She has strengths in how many words per minute (115) she is able to read, her accuracy rate (97%), her reading pace (3), and her reading phrasing (3). Olivia has an issue with her reading smoothness (2); however, this is not causing a problem with her overall fluency or reading." This last statement about Olivia's reading fluency in the area of prosody, which includes smoothness, is inaccurate. Olivia's choppy reading due to decoding difficulties could affect comprehension. Regarding the foundational reading need, the candidate provides a partially accurate need and supportive evidence. Evidence provided for the foundational reading skill need includes the following: "Olivia has needs in the area of reading longer words with many syllables. She has difficulty reading all syllables in the word completely. She reads part of a word or guesses at the word. She misreads or does not read the middle or end of a word. Some examples of the words she does not completely read are some here for somewhere, forest for forecast, upset for upstate, and science tists for scientists." The candidate supports the instructional strategy with an example of how to teach the strategy; however, the instructional strategy described has limited utility, and the example is not evidence based (e.g., "Olivia can practice finding words that are made up of two smaller words in her reading books and practice saying the two parts together as a whole word"). The candidate does not use knowledge of reading development or reading instruction to support their explanation for why the strategy they identified would be effective: "This would be effective because it will help Olivia to remember to read both parts of the word."

Rationale: The candidate's partially accurate description and support in identifying the foundational reading skill strength and need, poorly reasoned selection and partially inaccurate description of an instructional strategy, and limited examples of the accurate application of foundational reading skills subject matter and terminology reflect a limited, partial understanding of the topic of foundational reading skills and yields a weak rationale.

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

Olivia demonstrates evidence of a significant strength in applying basic phonics skills to decode single-syllable and most two-syllable words accurately and automatically (e.g., words containing regular closed syllables [months, visit], silent-e syllables [related, decide], r-controlled syllables [report, patterns], and vowel-team syllables [boots, week], including less common vowel teams [ea pronounced as short e in weather and sweater; au in August]. She also pauses at syllable junctures when decoding yesterday, afternoon, and Arizona, which suggests awareness of basic syllable-division strategies.

Olivia has a significant need regarding accurately and automatically decoding longer or more complex multisyllable words, such as scientists, describes, forecast, upstate, and umbrella. She does not apply her knowledge of syllables through the whole word, even when a word contains syllable types she successfully decodes elsewhere (e.g., open/silent e in de/cide, de/scribe). Instead, she guesses after decoding the first syllable of an unfamiliar word, and then has to go back to correct the error. This affects her prosody (e.g., her smoothness score is 2).

An appropriate strategy for Olivia would be to have her first identify the syllable types in an unfamiliar multisyllable word from left to right (sci/en/tists = open/closed/closed; de/scribe = open/silent e). Then, have her decode each syllable and blend them together to decode the whole word. The teacher should explicitly model blending the syllables and provide Olivia with guided practice applying this strategy.

This approach would be effective for Olivia because it builds on her knowledge of syllable types and syllable-division patterns and provides her with a structured routine for applying that knowledge throughout challenging multisyllable words, rather than relying on guessing. This will improve her oral reading fluency by increasing her decoding accuracy and making her oral reading less choppy. Improved fluency will support her reading comprehension.

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

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

Purpose: The candidate fully responds to the charge of the prompt by pointing to significant foundational reading skills. A strength in understanding the foundational reading skills in the areas of phonics, syllable types, and syllable-division strategies, and a significant need in the foundational reading skills of decoding complex multisyllable words are identified and supported thoroughly with evidence from the prompt. The candidate identifies an appropriate instructional strategy and provides a reasoned explanation for why the strategy would be effective.

Subject Matter Knowledge: All paragraphs demonstrate the candidate's subject matter knowledge of foundational reading skills. The first paragraph demonstrates the candidate's subject matter knowledge in the areas of basic phonics skills regarding decoding single-syllable and most two-syllable words, the different syllable types and syllable-division techniques. The second paragraph reveals the candidate's subject matter knowledge in the areas of decoding longer or more complex multisyllable words, applying syllabication to read through all of a word**,** and the effect not applying these skills has on fluency, specifically prosody, and ultimately comprehension. The comments are appropriate to a third grader who needs to further develop her application of syllabication skills to reading unknown multisyllable words. The third paragraph reveals the candidate's understanding of an appropriate intervention to directly and effectively address the foundational reading skill need. The fourth paragraph reveals the candidate's understanding of the interrelationships between decoding accuracy, fluency, and reading comprehension.

Support: Support is ample throughout the response. The candidate provides pertinent evidence from the prompt both by paraphrasing information and quoting it directly. The explanations supply the context that is needed to understand how the foundational reading skills and the examples are related. Evidence provided for the foundational reading skill strength includes the following: "words containing regular closed syllables [months, visit], silent-e syllables [related, decide], r-controlled syllables [report, patterns], and vowel-team syllables [boots, week], including less common vowel teams [ea pronounced as short e in weather and sweater; au in August]. She also pauses at syllable junctures when decoding yesterday, afternoon, and Arizona, which suggests awareness of basic syllable-division strategies." Evidence provided for the foundational skill need includes the following: "She does not apply her knowledge of syllables through the whole word, even when a word contains syllable types she successfully decodes elsewhere (e.g., open/silent e in de/cide, de/scribe). Instead, she guesses after decoding the first syllable of an unfamiliar word, and then has to go back to correct the error. This affects her prosody (e.g., her smoothness score is 2)." The candidate chooses an appropriate evidence-based intervention, and fully discusses how the intervention will be effective in addressing the identified foundational reading skill need.

Rationale: This response reflects a comprehensive knowledge of foundational reading skills. It is ably reasoned. It goes beyond a simple discussion of the reading/decoding skills of phonics, syllable types, and syllable-division strategies, and a significant need in the foundational reading skill of decoding complex multisyllable words by discussing ways to improve oral reading fluency by increasing decoding accuracy, which will support reading comprehension.

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

Olivia has a significant foundational reading skills strength in the area of automaticity reading high-frequency words, such as about, know, what, place, different, should, kind, and thing. Olivia also decodes inflectional suffixes accurately and automatically (related, happened, months, things, patterns). Even in the word elements, which she misreads, she reads the inflection correctly.

Olivia's significant need related to foundational skills is in decoding words that contain two-letter (br, ct, nt, st) and three-letter (scr) consonant blends in all positions in a word. For example, she decodes screen as skēn (initial position); describe as dĕs-kīb and umbrella as ŭm-bĕll (blend in medial position); elements as ĕl-ĕm-ĕns and expect as ĕx-pĕc (final position). This could be caused by a need in phonemic segmentation—the ability to perceive all the sounds in a word. Although Olivia self-corrects some of these, her lack of automaticity reading blends affects her fluency (e.g., smoothness score, 2).

Olivia requires direct instruction to address this need. An appropriate instructional activity would be to use Elkonin boxes to build her phonemic awareness skills. In this activity, the teacher says a word with a consonant blend, and Olivia moves a token into a box for each sound/phoneme she hears. Once it is evident that Olivia can perceive all the phonemes in words with blends, the teacher should reinforce the speech-to-print connection by transitioning to grapheme tiles instead of tokens. Each grapheme tile represents a single phoneme, so digraphs such as th or ea appear on a single tile, while blends such as br must be represented by two tiles, b and r.

This phoneme-grapheme mapping activity would be effective because it would teach Olivia to attend to and segment all the graphemes in syllables containing blends. This would result in improved decoding accuracy and fluency, which supports reading comprehension.

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

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

Purpose: The candidate fully responds to the charge of the prompt by pointing to significant foundational reading skills. A significant foundational skills strength in the areas of reading high-frequency words and words with inflectional suffixes, and a significant foundational skills need in the areas of phonemic segmentation and decoding words that contain blends are identified and supported thoroughly with evidence from the prompt.

Subject Matter Knowledge: All paragraphs immediately demonstrate the candidate's subject matter knowledge of foundational reading skills. The first paragraph demonstrates the candidate's subject matter knowledge in the areas of reading high-frequency words and decoding words with inflectional suffixes accurately and automatically. The second paragraph reveals the candidate's subject matter knowledge in the area of phonemic segmentation and decoding words that contain two- and three-letter consonant blends in all positions in a word. The comments are appropriate to a third grader who needs to further develop foundational skills in the area of phonemic segmentation and decoding words that contain two- and three-letter consonant blends. The third paragraph reveals the candidate's understanding of an appropriate evidence-based intervention to directly and effectively address the foundational reading skill needs. The fourth paragraph demonstrates the candidate's understanding of the interrelatedness between various essential components of reading.

Support: Support is ample throughout the response. The candidate provides pertinent evidence from the prompt both by paraphrasing information in the exhibits and quoting it directly. The explanations supply the context that is needed to understand how the foundational reading skills and the examples are related. The candidate includes an analysis of the need. Evidence provided for foundational skill strengths include the following: "Olivia has a significant foundational reading skills strength in the area of automaticity reading high-frequency words, such as about, know, what, place, different, should, kind, and thing. Olivia also decodes inflectional suffixes accurately and automatically (related, happened, months, things, patterns). Even in the word elements, which she misreads, she reads the inflection correctly." Evidence provided for the foundational skill need includes the following: "Olivia's significant need related to foundational skills is in decoding words that contain two-letter (br, ct, nt, st) and three-letter (scr) consonant blends in all positions in a word. For example, she decodes screen as skēn (initial position); describe as dĕs-kīb and umbrella as ŭm-bĕll (blend in medial position); elements as ĕl-ĕm-ĕns and expect as ĕx-pĕc (final position). This could be caused by a need in phonemic segmentation—the ability to perceive all the sounds in a word. Although Olivia self-corrects some of these, her lack of automaticity reading blends affects her fluency (e.g., smoothness score, 2)." The candidate describes an appropriate, evidence-based intervention and fully discusses how the intervention will be effective in addressing the foundational reading skill need.

Rationale: This response reflects a comprehensive knowledge of foundational reading skills. It is ably reasoned. It goes beyond a simple discussion of the reading/decoding skills of reading high-frequency words and decoding words with inflectional suffixes, and of a significant need in the foundational reading skills of phonemic segmentation and decoding words with consonant blends. It includes discussion of a strategy for teaching how to segment all the phonemes/graphemes in spoken/written words and why this would result in improved decoding accuracy, fluency, and reading comprehension.

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

James is a third-grade student who is asked to read a passage from a children's novel aloud, then to himself. His teacher follows this with asking James some questions about the passage.

James displays a strength in the area of literal comprehension skills. He understands what is actually written in the passage. James is able to understand that the narrator is talking about dreams and dreaming. He gives examples of this when answering the teacher's questions. James says that what the narrator is thinking about is "…kind of dreamy. Maybe it is a dream. She tells how she'll be doing something, like she's reading and suddenly everything disappears. She's reading a book. Then she settles into it…and she starts dreaming."

James has a need in the area of vocabulary. He does not understand that words can have more than one meaning. An example of this is James's understanding of the word explosion. In the last sentences in the passage, "There was no sound from the baseball diamond…Then an explosion of cheers and a huge throwing-up of hands," the word explosion means suddenly everyone started to cheer and clap loudly. James thinks that there is a real explosion, a bang or a blast like when something is blown up. He says, "Jimmie finishes singing, and there's an explosion, and the people start throwing stuff."

James's teacher should teach James about words that have more than one meaning. He could use the dictionary to look up a list of words the teacher gives him and find two meanings for each of the words and write them in his notebook. He should use the words in sentences showing the word's two meanings. This will help increase his vocabulary when reading texts.

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

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

Purpose: The candidate attempts to fulfill the purpose of the assignment; however, they are only able to partially accomplish this. The candidate identifies an accurate reading comprehension strength in the area of literal comprehension; however, the candidate is unable to provide the appropriate evidence to support this strength. The candidate identifies a partially accurate reading comprehension need in the area of vocabulary by pointing out James's misinterpretation of the word explosion, but then inaccurately attributes this to a lack of awareness of multiple-meaning words. As a result, the candidate describes an inappropriate instructional strategy and provides a limited explanation of why the strategy would be effective.

Subject Matter Knowledge: The first paragraph contributes nothing to the response. It only paraphrases the information in the prompt's introduction. The second paragraph reveals the candidate's limited, partial subject matter knowledge in reading comprehension. Although the candidate is able to identify an appropriate reading comprehension strength in literal comprehension, the candidate is unable to provide the appropriate evidence from the prompt to support this reading comprehension strength. Instead, the candidate inaccurately focuses on James's discussion of the role of dreaming in the text. The third paragraph reveals the candidate's limited subject matter knowledge in the area of vocabulary and literary analysis in that the candidate does not recognize James's need in vocabulary is caused by a lack of awareness or understanding of the use of figurative language. The fourth paragraph demonstrates the candidate's lack of understanding of an appropriate intervention to support James's reading comprehension development.

Support: The candidate is unable to provide accurate, appropriate evidence from the prompt to support the reading comprehension strength the candidate identified. The inaccurate evidence the candidate cites is as follows: "(James) understands what is actually written in the passage. James is able to understand that the narrator is talking about dreams and dreaming. He gives examples of this when answering the teacher's questions. James says that what the narrator is thinking about is '… kind of dreamy. Maybe it is a dream. She tells how she'll be doing something, like she's reading and suddenly everything disappears. She's reading a book. Then she settles into it…and she starts dreaming.'" The candidate provides support for the reading comprehension need the candidate identified; however, both the identified need and the evidence provided demonstrate a lack of understanding of the use of figurative language in literary texts. Evidence provided for the comprehension need includes the following: "He does not understand that words can have more than one meaning. An example of this is James's understanding of the word explosion. In the last sentences in the passage, 'There was no sound from the baseball diamond…Then an explosion of cheers and a huge throwing-up of hands,' the word explosion means suddenly everyone started to cheer and clap loudly. James thinks that there is a real explosion, a bang or a blast like when something is blown up. He says, 'Jimmie finishes singing, and there's an explosion, and the people start throwing stuff.'" In the fourth paragraph, the candidate provides support for their identified instructional strategy, but neither the strategy nor the explanation of why the strategy would be effective are grounded in accurate subject matter knowledge.

Rationale: The candidate's limited subject matter knowledge is reflected in all parts of the response. The candidate partially identifies an appropriate reading comprehension strength and need but selects inappropriate evidence to support them. The candidate identifies an inappropriate instructional strategy and provides limited explanation of why it would be effective. The overall response is poorly reasoned and yields a weak rationale.

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

James demonstrates a comprehension strength when he reads the passage aloud fluently and accurately. James is able to understand some vocabulary words in the passage. These include the words tolerate, interfere, and narrator. He read that the narrator "…can't tolerate anything that would interfere with hearing his (Jimmie's) voice." When asked by his teacher what the narrator says about Jimmie's singing, James replies, "She needs to close her eyes to concentrate on it." He understands that the narrator needs to close her eyes because she does not want anything to interfere or get in the way of her listening to Jimmie sing.

James presents with a need in the area of knowing the main idea and details in the passage. With much prompting from his teacher, James is able to identify the main idea of the passage, which is Jimmie's singing. James's answers to the teacher's questions focus most of the time on his understanding that the selection is about the narrator's dreaming and dreams.

James would benefit from being given a set of question words, who, when, where, what, how, and why, to use as he reads a text. For example, the teacher could put these questions on a bookmark for James to always keep with him when he is reading something.

This strategy will be effective in helping James determine the main idea and details in a text to improve his overall comprehension.

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

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

Purpose: The candidate attempts to fulfill the purpose of the assignment; however, they are only able to partially do this. The candidate is able to identify an appropriate reading comprehension strength in the area of vocabulary and supports it with appropriate evidence from the text. The candidate is somewhat accurate in identifying James's reading comprehension need as being able to independently understand the main idea of the passage; however, the candidate does not provide adequate support for this need. The candidate describes an instructional strategy that would be appropriate in supporting a student who needs minimal support in literal comprehension; however, James's significant need is in inferential comprehension not literal comprehension. Finally, the response does not provide an explanation of why the strategy would be effective for James.

Subject Matter Knowledge: The response provides evidence of a limited or partial understanding of subject matter knowledge. The first paragraph demonstrates some subject matter knowledge about the role of fluency and vocabulary knowledge in reading comprehension. The second paragraph demonstrates knowledge of the importance of identifying the main idea in a text, but it does not provide evidence that the candidate understood the text's main idea nor does it provide evidence that the candidate can accurately identify a student's comprehension need. The third paragraph focuses on wh- question words and accurately relates them to literal comprehension of a text. However, the instructional strategy described includes no explicit instruction but only provides the student with a bookmark reminder of wh- questions to ask oneself while reading. In addition, the strategy is inappropriate for James because his significant area of need does not relate to literal comprehension. Finally, the candidate's rationale for the instructional strategy does not demonstrate any subject matter knowledge because it does not include an explanation of why the strategy would be effective.

Support: The candidate provides pertinent evidence from the prompt in the first paragraph of the response by paraphrasing information from the prompt and by quoting it directly. Evidence provided for the comprehension strength includes the following: "James is able to understand some vocabulary words in the passage. These include the words tolerate, interfere, and narrator. He read that the narrator '…can't tolerate anything that would interfere with hearing his (Jimmie's) voice.' When asked by his teacher what the narrator says about Jimmie's singing, James replies, 'She needs to close her eyes to concentrate on it.' He understands that the narrator needs to close her eyes because she does not want anything to interfere or get in the way of her listening to Jimmie sing." Regarding the comprehension need, the candidate does not provide sufficient evidence from the prompt to support the identified need. The response provides no explanation or support for the identified instructional strategy.

Rationale: The response reflects limited knowledge of both the student's reading comprehension need and the importance of explicit instruction in an evidence-based intervention. The response overall reflects a limited, poorly reasoned understanding of the topic of reading comprehension and yields a weak rationale.

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

James demonstrated a significant strength in understanding academic vocabulary. For example, his responses demonstrated understanding of several Tier Two words in the text (tolerate, interfere, explosion), and he accurately used the Tier Two words mentions, concentrate, and confused in his responses. In addition, he demonstrated understanding of basic Tier Three terminology (narrator, main idea, main event).

James demonstrated a significant need understanding figurative language. For example, he demonstrated literal understanding of the word explosion and the expression "a huge throwing-up of hands" (meaning applause) in his response, "Jimmie finishes singing and there's an explosion and the people start throwing stuff…." He also demonstrated literal understanding of the metaphor Deza uses (her father swinging her around) to describe her feelings when listening to Jimmie sing. James says, "It's like a dream the way the story flips around. She's reminded of her dad swinging her around and then he is swinging her around." James does not understand the metaphor that Jimmie's singing gives Deza a soaring feeling.

James would benefit from explicit teaching about figurative language. The lessons should include explanations and examples of types of figurative language (e.g., metaphors, similes) and how authors use them as part of their craft. The teacher should model how to distinguish literal from figurative language by using the context in a narrative to determine the meaning of specific words and phrases. The teacher should support James in interpreting examples of figurative language in various texts and have him practice developing metaphors and similes in his own narrative writing and poetry.

This strategy would be effective because learning to interpret figurative language would improve James's text analysis skills by supporting him in making inferences about the feelings and actions of characters in literary texts. Using figurative language in his own writing would reinforce his learning.

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

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

Purpose: The candidate fully responds to the charge of the prompt by pointing to significant reading comprehension skills. A significant strength in understanding academic vocabulary and a significant need in understanding figurative language are identified and supported thoroughly with evidence from the prompt. The candidate describes an appropriate instructional strategy and provides a reasoned explanation of why it would be effective.

Subject Matter Knowledge: The first paragraph demonstrates the candidate's knowledge about reading comprehension skills in the area of vocabulary knowledge and Tiered words, in particular. The second paragraph reveals subject matter knowledge in the area of understanding types of figurative language (e.g., metaphors, similes) and how authors use them as part of their craft. The comments are appropriate to a third grader who comprehends texts at a literal level but is unable to understand at a deeper level of comprehension. The third paragraph reveals the candidate's understanding of an appropriate intervention to directly and effectively address the reading comprehension need identified. The fourth paragraph demonstrates the candidate's understanding of the contribution of inferential thinking in literary analysis and the importance of facilitating and reinforcing reading comprehension through writing.

Support: Support is ample throughout the response. The candidate provides pertinent evidence from the prompt through the use of paraphrasing and by quoting information directly. The explanations supply the context that is needed to understand how the reading comprehension skills and examples are related. The candidate provides paraphrased support from the prompt for James's identified strength in the area of vocabulary knowledge. Evidence provided for the comprehension strengths includes the following: "…his responses demonstrated understanding of several Tier Two words in the text (tolerate, interfere, explosion), and he accurately used the Tier Two words mentions, concentrate, and confused in his responses. In addition, he demonstrated understanding of basic Tier Three terminology (narrator, main idea, main event)." The candidate provides both paraphrased and quoted support from the prompt for James's identified need in the area of understanding types of figurative language and how authors use them as part of their craft. Evidence provided for the comprehension need includes the following: "… he demonstrated literal understanding of the word explosion and the expression 'a huge throwing-up of hands' (meaning applause) in his response, 'Jimmie finishes singing and there's an explosion and the people start throwing stuff….' He also demonstrated literal understanding of the metaphor Deza uses (her father swinging her around) to describe her feelings when listening to Jimmie sing. James says, 'It's like a dream the way the story flips around. She's reminded of her dad swinging her around and then he is swinging her around.' James does not understand the metaphor that Jimmie's singing gives Deza a soaring feeling." The candidate identifies an appropriate evidence-based intervention and fully discusses how the intervention will be effective in addressing the reading comprehension need.

Rationale: This response reflects a comprehensive knowledge of various components of reading comprehension. It is ably reasoned. It goes beyond a simple discussion of the understanding of a strength in academic vocabulary and a need in comprehension of figurative language. It discusses ways to improve learning how to interpret figurative language to understand inferences about the feelings and actions of characters in literary texts leading to the use of figurative language in James's own writing to enhance his learning.

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

James's strength is in literal comprehension, describing information explicitly stated in the text. For example, when asked about the main event, James accurately answers, "Jimmie singing." When the teacher asks, "What does the narrator say about Jimmie's singing?" James states correctly, "She needs to close her eyes to concentrate on it. Then she starts thinking about her dad swinging her around."

James's significant need is to use comprehension strategies, specifically self-questioning and rereading, when comprehension breaks down. For example, he misunderstood what happened when the crowd burst into loud cheers after Jimmie's song. James focused on the word explosion and thought there was an actual explosion. This confused him, but he did not reread for clarification. He also misunderstood when Deza reminisced about her dad swinging her around. As a result, James missed the main idea Deza is conveying about how Jimmie's singing makes her feel.

James requires direct instruction in self-questioning and rereading. First, explicitly model how a reader asks questions and then looks for textual evidence when something is confusing. For example: Is Deza's dad swinging her now, or is this a memory? What evidence in the text clarifies this? ("Listening to Jimmie brings to mind how Father used to swing me around..."). Was there a real explosion? What does the text say? ("explosion of cheers"). Next, provide James with lots of guided practice asking his own questions about texts and rereading for clarity.

This instruction would provide James with an effective and efficient strategy for supporting his comprehension of complex texts. Self-questioning would help him identify a text's confusing parts so that he can reread relevant details to clarify what is happening. These strategies will improve James's text comprehension and support his ability to make appropriate inferences about characters' actions and feelings.

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

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

Purpose: The candidate fully responds to the charge of the prompt by pointing to significant reading comprehension skills. A significant strength in literal comprehension and a significant need in use of comprehension strategies, specifically self-questioning and rereading when comprehension breaks down, are identified and supported thoroughly with evidence from the prompt. The candidate describes an appropriate, evidence-based strategy for addressing the student's identified need, and then provides a well-reasoned explanation of why the strategy would be effective for James.

Subject Matter Knowledge: The first paragraph demonstrates the candidate's knowledge about reading comprehension skills in the area of literal comprehension and identification of main idea and details. The second paragraph reveals subject matter knowledge in the area of applying the comprehension strategies self-questioning and rereading when comprehension breaks down. The comments are appropriate to a third grader who understands at a literal level but is unable to employ comprehension strategies to assist with comprehension of misunderstood textual information. The third paragraph reveals the candidate's understanding of an appropriate use of direct instruction, modeling, and guided practice in applying self-questioning and rereading to clarify and deepen comprehension. The fourth paragraph provides specific reasons why the identified strategy would be effective for James.

Support: Support is ample throughout the response. The candidate provides pertinent evidence from the prompt through paraphrasing and quoting the prompt directly. The explanations supply the context that is needed to understand how reading comprehension and the examples are related. Evidence provided for the comprehension strength includes the following: "For example, when asked about the main event, James accurately answers, 'Jimmie singing.' When the teacher asks, 'What does the narrator say about Jimmie's singing?' James states correctly, 'She needs to close her eyes to concentrate on it. Then she starts thinking about her dad swinging her around.'" Evidence provided for the comprehension need is as follows: "… he misunderstood what happened when the crowd burst into loud cheers after Jimmie's song. James focused on the word explosion and thought there was an actual explosion. This confused him, but he did not reread for clarification. He also misunderstood when Deza reminisced about her dad swinging her around. As a result, James missed the main idea Deza is conveying about how Jimmie's singing makes her feel." The candidate identified an appropriate evidence-based intervention and fully discusses how the intervention will be effective in addressing the reading comprehension need.

Rationale: This response reflects a comprehensive knowledge of various components of reading comprehension. It is ably reasoned. It goes beyond a simple discussion of the understanding of a strength in literal comprehension and a need in application of comprehension strategies of self-questioning and rereading when comprehension breaks down. It discusses how self-questioning would help James identify a text's confusing parts so that he can reread relevant details to clarify what is happening, which will result in improved comprehension and support his ability to make appropriate inferences about characters' actions and feelings.

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.

Multiple-Choice Section

Enter the total number of multiple-choice questions you answered correctly: 72

Use Table 1 below to convert that number to the score and write your score in **Box A**: **A:** 211

Open-Response Section

Enter the number of points (1 to 4) for your first open-response question: 3

Enter the number of points (1 to 4) for your second open-response question: 3

======

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

Use Table 2 below to convert that number to the score and write your score in **Box B**: **B:** 52

Total Practice Test Score (Estimated MTEL Score)

Add the numbers in **Boxes A and B** for an estimate of your MTEL score: **A + B =** 263

Practice Test Score Calculation Worksheet: Foundations of Reading

Table 1:

Number of Multiple-Choice Questions Correct	Estimated MTEL Score	Number of Multiple-Choice Questions Correct	Estimated MTEL Score
0 to 25	108	61 to 65	177
26 to 30	117	66 to 70	185
31 to 35	125	71 to 75	194
36 to 40	134	76 to 80	202
41 to 45	142	81 to 85	211
46 to 50	151	86 to 90	219
51 to 55	159	91 to 95	228
56 to 60	168	96 to 100	237

Table 2:

Number of Open-Response Question Points	Estimated MTEL Score
2	36
3	40
4	44
5	48
6	52
7	56
8	60

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

Multiple-Choice Section

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

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

Open-Response Section

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

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

======

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

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

Total Practice Test Score (Estimated MTEL Score)

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

ACKNOWLEDGMENTS

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