



Preparation Manual

English Language Arts and Reading 7–12 (231)

Overview and Exam Framework

Sample Selected-Response Questions

Sample Selected-Response Answers and Rationales

Sample Literary Analysis Question

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Preparation Manual

Section 3: Overview and Exam Framework English Language Arts and Reading 7–12 (231)

Exam Overview

Exam Name	English Language Arts and Reading 7–12
Exam Code	231
Time	5 hours
Number of Questions	100 selected-response questions and 2 constructed-response questions
Format	Computer-administered test (CAT)

The TExES English Language Arts and Reading 7–12 (231) exam is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 selected-response questions and the two constructed-response questions are based on the English Language Arts and Reading 7–12 exam framework. Questions on this exam range from grades 7–12. Your final scaled score will be based only on scored questions.

The Standards

Standard I

English language arts teachers in grades 7–12 know how to design and implement instruction that is appropriate for each student, reflects knowledge of the Texas Essential Knowledge and Skills (TEKS), integrates all components of the English language arts (i.e., writing, reading, listening/speaking, viewing/representing) and is based on continuous assessment.

Standard II

English language arts teachers in grades 7–12 understand the processes of reading and teach students to apply these processes.

Standard III

English language arts teachers in grades 7–12 understand reading skills and strategies for various types of nonliterary texts and teach students to apply these skills and strategies to enhance their lifelong learning.

Standard IV

English language arts teachers in grades 7–12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse types of literature and to view literature as a source for exploring and interpreting human experiences.

Standard V

English language arts teachers in grades 7–12 understand that writing is a recursive, developmental, integrative and ongoing process and provide students with opportunities to develop competence as writers.

Standard VI

English language arts teachers in grades 7–12 understand how to write effectively for various audiences and purposes and provide students with opportunities to write in a variety of forms and contexts.

Standard VII

English language arts teachers in grades 7–12 understand the structure and development of the English language and provide students with opportunities to develop related knowledge and skills in meaningful contexts.

Standard VIII

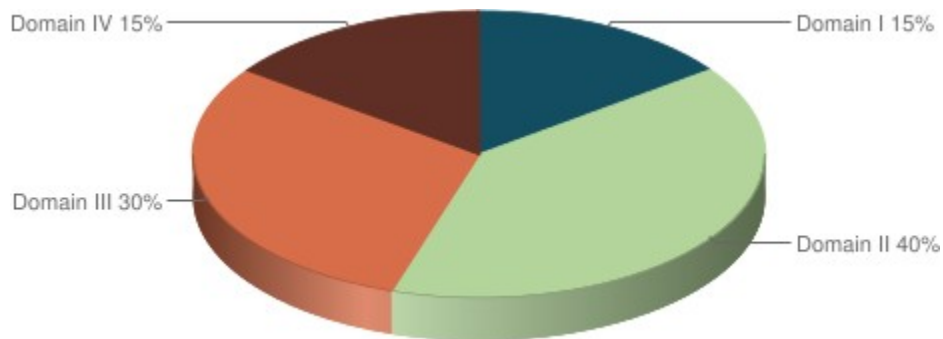
English language arts teachers in grades 7–12 understand oral communication and provide students with opportunities to develop listening and speaking skills.

Standard IX

English language arts teachers in grades 7–12 understand how to interpret, analyze and produce visual images and messages in various media and provide students with opportunities to develop skills in this area.

Domains and Competencies

Domain	Domain Title	Approx. Percentage of Exam	Standards Assessed
I	Integrated Language Arts, Diverse Learners and the Study of English	15%	English Language Arts and Reading 7–12 I, VII
II	Literature, Reading Processes and Skills for Reading Literary and Nonliterary Texts	40%	English Language Arts and Reading 7–12 I–IV
III	Written Communication	30%	English Language Arts and Reading 7–12 I, V–VI
IV	Oral Communication and Media Literacy	15%	English Language Arts and Reading 7–12 I, VIII–IX



The content covered by this exam is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I—Integrated Language Arts, Diverse Learners and the Study of English

Competency 001—The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students’ lives and learning.

The beginning teacher:

- Understands the continuum of language arts skills and expectations for students in grades 7–12, as specified in the Texas Essential Knowledge and Skills (TEKS).
- Understands the importance of integrating the language arts to improve students’ language and literacy.
- Understands the interrelationship between the language arts and other areas of the curriculum and uses this knowledge to facilitate students’ learning across the curriculum.
- Understands relationships among reading, writing, speaking, listening and complex thinking and uses instruction to make connections among them in order to improve performance in each area.
- Understands and teaches how the expressive uses of language (speaking, representing, writing) and the receptive uses of language (listening, reading, viewing) influence one another.

Competency 002—The teacher is aware of the diversity of the student population and provides instruction that is appropriate for all students.

The beginning teacher:

- Knows how individual differences (e.g., in relation to experience, culture, language, attitude, disability) may affect students’ language skills.
- Designs learning experiences and selects materials that respond to and show respect for student diversity.
- Knows strategies for providing reading, writing and oral language instruction for all students, including English-language learners (in accordance with the English Language Proficiency Standards [ELPS]) and students with reading, writing or oral language difficulties and/or disabilities.
- Understands basic processes of first- and second-language acquisition and their impact on learning in the English language arts classroom in accordance with the ELPS.
- Understands how a first language or dialect differences may affect students’ use of English and knows strategies for promoting all students’ ability to use standard English.
- Promotes students’ understanding of the situational nature of language use and the value of knowing and using standard English while fostering pride in their own language background and respect for the language backgrounds of other people.

Competency 003—The teacher understands the structure and development of the English language and provides students with opportunities to develop related knowledge and skills in meaningful contexts.

The beginning teacher:

- A. Demonstrates knowledge of major historical, regional and cultural influences on the ongoing development of the English language (e.g., Anglo-Saxon migrations, emergence of dialects, changing technology).
- B. Understands and teaches how to research word origins and analyze word formation as an aid to understanding meanings, derivations and spellings.
- C. Understands and teaches relationships among words (e.g., homonyms, synonyms, antonyms) and issues related to word choice (e.g., connotative and denotative meanings, multiple-meaning words, idioms, figurative language).
- D. Knows and teaches rules of grammar, usage, sentence structure, punctuation and capitalization in standard English and is able to identify and edit nonstandard usage in his or her own discourse and the discourse of others.
- E. Knows how to provide explicit and contextual instruction that enhances students' knowledge of and ability to use standard English.
- F. Knows and teaches how purpose, audience and register affect discourse.
- G. Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' ability to use the English language effectively.
- H. Uses assessment results to plan and adapt instruction that addresses students' strengths, needs and interests and that builds on students' current skills to increase their proficiency in using the English language effectively.

Domain II—Literature, Reading Processes and Skills for Reading Literary and Nonliterary Texts

Competency 004—The teacher understands reading processes and teaches students to apply these processes.

The beginning teacher:

- A. Understands and promotes reading as an active process of constructing meaning (e.g., knows how readers' backgrounds and experiences influence meaning).
- B. Understands reader response and promotes students' responses to various types of text.
- C. Knows how text characteristics and purposes for reading determine the selection of reading strategies and teaches students to apply skills and strategies for reading various types of texts for a variety of purposes.
- D. Knows how to use, and teaches students to use, word analysis skills (e.g., graphophonics, semantics), word structure (e.g., affixes and roots), word order (syntax) and context for word identification and to confirm word meaning.
- E. Demonstrates an understanding of the role of reading fluency in reading comprehension and knows how to select and use instructional strategies and materials to enhance students' reading fluency.
- F. Knows and applies strategies for enhancing students' comprehension through vocabulary study.
- G. Understands and teaches students comprehension strategies to use before reading (e.g., predicting, recalling prior knowledge), during reading (e.g., note taking, mapping, paired reading) and after reading (e.g., retelling, summarizing, responding).
- H. Understands the role of visualization, metacognition, self-monitoring and social interaction in reading comprehension and promotes students' use of these processes.

- I. Understands levels of reading comprehension and strategies for teaching literal, inferential, creative and critical comprehension skills.
- J. Knows how to intervene in students' reading process to promote their comprehension and enhance their reading experience (e.g., using questioning, guiding students to make connections between their prior knowledge and texts).
- K. Knows how to provide students with reading experiences that enhance their understanding of and respect for diversity and guides students to increase knowledge of cultures through reading.
- L. Knows how to use technology to enhance reading instruction.
- M. Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' reading, such as using reading-response journals.
- N. Uses assessment results to plan and adapt instruction that addresses students' strengths, needs and interests and that builds on students' current skills to increase their reading proficiency.

Competency 005—The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.

The beginning teacher:

- A. Demonstrates knowledge of types of nonliterary texts (e.g., textbooks, newspapers, manuals, electronic texts, memoranda) and their characteristics.
- B. Understands purposes for reading nonliterary texts (e.g., for information, for pleasure), reading strategies associated with different purposes and ways to teach students to apply appropriate reading strategies for different purposes.
- C. Knows strategies for monitoring one's own understanding of nonliterary texts and for addressing comprehension difficulties that arise (e.g., by rereading, using other resources, questioning) and knows how to teach students to use these strategies.
- D. Demonstrates knowledge of skills for comprehending nonliterary texts (e.g., identifying main ideas and supporting details, summarizing, making inferences, drawing conclusions, analyzing historical and contemporary contexts) and knows how to provide students with opportunities to apply and refine these skills.
- E. Understands types of text organizers (e.g., overviews, headings, tables of contents, graphic features) and their use in locating and categorizing information.
- F. Demonstrates knowledge of types of text structure (e.g., chronological order, compare/contrast, cause/effect) and strategies for promoting students' ability to use text structure to facilitate comprehension of nonliterary texts.
- G. Knows strategies for helping students increase their knowledge of specialized vocabulary in nonliterary texts and for facilitating reading comprehension (e.g., creating graphic organizers, using study strategies such as skimming and scanning, note taking and outlining).
- H. Knows how to locate, retrieve and retain information from a range of texts, including interpreting information presented in various formats (e.g., maps, graphs) and uses effective instructional strategies to teach students these skills.
- I. Knows how to evaluate the credibility and accuracy of information in nonliterary texts, including electronic texts, and knows how to teach students to apply these critical-reading skills.
- J. Demonstrates an understanding of the characteristics and uses of various types of research tools and information sources and promotes students' understanding of and ability to use these resources.

- K. Understands steps and procedures for engaging in inquiry and research and provides students with learning experiences that promote their knowledge and skills in this area.
- L. Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' reading of nonliterary texts.
- M. Uses assessment results to plan and adapt instruction that addresses students' strengths, needs and interests and that builds on students' current skills to increase their proficiency in reading nonliterary texts.

Competency 006—The teacher understands literary elements, genres and movements and demonstrates knowledge of a substantial body of literature.

The beginning teacher:

- A. Demonstrates knowledge of genres and their characteristics through analysis of literary texts.
- B. Demonstrates knowledge of literary elements and devices, including ways in which they contribute to meaning and style, through analysis of literary texts.
- C. Demonstrates knowledge of major literary movements in American, British and world literature, including their characteristics, the historical contexts from which they emerged, major authors and their impact on literature and representative works and their themes.
- D. Demonstrates knowledge of a substantial body of classic and contemporary American literature.
- E. Demonstrates knowledge of a substantial body of classic and contemporary British literature.
- F. Demonstrates knowledge of a substantial body of classic and contemporary world literature.
- G. Demonstrates knowledge of a substantial body of young adult literature.
- H. Demonstrates knowledge of various critical approaches to literature.

Competency 007—The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express and support responses to literature.

The beginning teacher:

- A. Demonstrates knowledge of various types of responses to literary texts (e.g., experiential, aesthetic, pragmatic) and encourages a variety of responses in students.
- B. Knows strategies for motivating students to read literature and for promoting their appreciation of the value of literature.
- C. Knows how to draw from wide reading in American, British, world and young adult literature to guide students to explore and select independent reading based on their individual needs and interests.
- D. Knows how to promote students' interest in literature and facilitate their reading and understanding.
- E. Uses technology to promote students' engagement in and comprehension of literature.
- F. Knows strategies for creating communities of readers and for promoting conversations about literature and ideas.
- G. Understands and teaches students strategies to use for analyzing and evaluating a variety of literary texts, both classic and contemporary.
- H. Applies effective strategies for helping students view literature as a source for exploring and interpreting human experience.
- I. Applies effective strategies for engaging students in exploring and discovering the personal and societal relevance of literature.

- J. Promotes students' understanding of relationships among literary works from various times and cultures.
- K. Promotes students' ability to analyze how literary elements and devices contribute to meaning and to synthesize and evaluate interpretations of literary texts.
- L. Knows effective strategies for teaching students to formulate, express and support responses to various types of literary texts.
- M. Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' comprehension of literary texts.
- N. Knows how to use assessment results to plan and adapt instruction that addresses students' strengths, needs and interests and that builds on students' current skills to increase their proficiency in comprehending literary texts.

Domain III—Written Communication

Competency 008—The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.

The beginning teacher:

- A. Understands recursive stages in the writing process (e.g., prewriting, drafting, conferencing, revising, editing, publishing) and provides students with explicit instruction, meaningful practice and effective feedback as they engage in all phases of the writing process.
- B. Understands writing as a process that allows students to construct meaning, examine thinking, reflect, develop perspective, acquire new learning and influence the world around them.
- C. Applies writing conventions, including sentence and paragraph construction, spelling, punctuation, usage and grammatical expression, and provides students with explicit instruction in using them during the writing process.
- D. Applies criteria for evaluating written work and teaches students effective strategies for evaluating their own writing and the writings of others.
- E. Structures peer conference opportunities that elicit constructive, specific responses and that promote students' writing development.
- F. Understands and promotes the use of technology in all phases of the writing process and in various types of writing, including writing for research and publication.
- G. Applies strategies for helping students develop voice and style in their writing.
- H. Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' writing competence.
- I. Uses assessment results to plan and adapt instruction that addresses students' strengths, needs and interests and that builds on students' current skills to increase their writing proficiency.

Competency 009—The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes and contexts.

The beginning teacher:

- A. Understands and teaches the distinguishing features of various forms of writing (e.g., reflective essay, autobiographical narrative, editorial, report, memorandum, summary/abstract, résumé, play, short story,

poem).

- B. Applies and teaches skills and strategies for writing effectively in a variety of forms and for a variety of audiences, purposes and contexts.
- C. Understands and teaches how a writer's purpose and audience define appropriate language, writing style and text organization.
- D. Provides students with explicit instruction, meaningful practice opportunities and effective feedback as the students create different types of written works.
- E. Promotes students' ability to compose effectively (e.g., organizing ideas to ensure coherence, logical progression and support; using precise language to communicate ideas clearly and concisely; writing in a voice and style appropriate to audience and purpose).
- F. Provides students with professionally written, student-written and teacher-written models of writing.
- G. Demonstrates knowledge of factors that influence student writing (e.g., writer's experiences, situational context in which writing occurs, interactions within the learning/writing community, features of various written forms).
- H. Analyzes and teaches the use of literary devices (e.g., imagery, tone, dialogue, characterization, irony, figurative language) in writing.
 - I. Teaches students skills and strategies for using writing as a tool for reflection, exploration, learning, problem solving and personal growth.
- J. Understands and teaches writing as a tool for inquiry, research and learning.
- K. Teaches students to evaluate critically the sources they use for their writing.
- L. Provides instruction about plagiarism, academic honesty and integrity as applied to students' written work and their presentation of information from different sources, including electronic sources.
- M. Understands and teaches students the importance of using acceptable formats for communicating research results and documenting sources (e.g., manuals of style such as the Modern Language Association Handbook [MLA style], the Publication Manual of the American Psychological Association [APA style], and The Chicago Manual of Style [Chicago style]).
- N. Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' writing development.
- O. Uses assessment results to plan and adapt instruction that addresses students' strengths, needs and interests and that builds on students' current skills to increase their writing proficiency.

Domain IV—Oral Communication and Media Literacy

Competency 010—The teacher understands principles of oral communication and promotes students' development of listening and speaking skills.

The beginning teacher:

- A. Understands similarities and differences between oral and written language and promotes students' awareness of these similarities and differences.
- B. Understands and helps students understand the role of cultural factors in oral communication.
- C. Facilitates effective student interaction and oral communication, including group discussions and individual presentations.

- D. Understands and teaches various forms of oral discourses (e.g., conversation, group discussion, formal presentation) and their characteristics and provides effective opportunities for practice.
- E. Understands and teaches skills for speaking to diverse audiences for various purposes and provides students with effective opportunities to apply these skills in a variety of contexts.
- F. Understands and teaches strategies for preparing, organizing and delivering different types of oral presentations, including informative and persuasive messages and literary interpretations.
- G. Understands and teaches skills and strategies for using technology in oral presentations.
- H. Understands and teaches strategies for evaluating the content and effectiveness of spoken messages and provides effective opportunities for practice.
- I. Understands and teaches skills for active, purposeful listening in various situations (e.g., skills for note taking, for critically evaluating a speaker's message, for appreciating an oral performance) and provides effective opportunities for practice.
- J. Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' oral communication skills.
- K. Uses assessment results to plan and adapt instruction that addresses students' strengths, needs and interests and that builds on students' current skills to increase proficiency in oral communication.

Competency 011—The teacher understands and teaches basic principles of media literacy and provides students with opportunities to apply these principles in interactions with media.

The beginning teacher:

- A. Understands different types and purposes of media.
- B. Analyzes and teaches about the influence of the media and the power of visual images.
- C. Demonstrates awareness of ethical and legal factors (e.g., copyright, fair use, liability) to consider in the use and creation of media products.
- D. Applies and teaches skills for responding to, interpreting, analyzing and critiquing a variety of media (e.g., advertising, visual images, propaganda, documentaries).
- E. Understands and facilitates the production of media messages (e.g., illustrations, charts, graphs, videos, multimedia presentations).
- F. Guides students to evaluate their own and others' media productions.
- G. Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' media literacy.
- H. Uses assessment results to plan and adapt instruction that addresses students' strengths, needs and interests and that builds on students' current skills to increase their media literacy.

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Section 4: Sample Selected-Response Questions English Language Arts and Reading 7–12 (231)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Domain I—Integrated Language Arts, Diverse Learners and the Study of English

Competency 001—The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.

1. When instructing students about résumé writing, it is most appropriate for the teacher to emphasize the importance of which of the following?

- A. Maintaining a first-person point of view
- B. Highlighting positive personality characteristics
- C. Embellishing the objective and skills sections
- D. Using formal and sophisticated language

Answer _____

2. A teacher instructs students to read a short story on their own and keep track of the major events by listing them in their notebooks as they read. The next day, the teacher asks the students to use their lists to write a summary of the story. A primary benefit of the activity is that it helps students

- A. retain comprehension of literature.
- B. make personal connections with literature.
- C. write creatively when responding to literature.
- D. develop analytical thinking skills about literature.

Answer _____

3. Which of the following assignments best integrates math and expository writing to assess specific skills in both areas?

- A. An argument paper that is either for or against including basic computation in the math curriculum
- B. A research paper about the important contributions of a particular early mathematician
- C. A procedural essay explaining the steps involved in solving a particular math equation

- D. A reflective essay that describes the students' memories of learning math concepts at an early age

Answer _____

4. A high school teacher reads a text aloud to students daily while students follow along with their own copies of the text. By hearing the text read aloud, students gain an understanding of how which of the following elements contributes to the quality of writing?

- A. Themes and motifs
- B. Text structure
- C. Setting and characterization
- D. Sentence structure

Answer _____

Competency 002—The teacher is aware of the diversity of the student population and provides instruction that is appropriate for all students.

5. A seventh-grade English teacher is assessing students' understanding of the persuasive essay by having them complete an in-class persuasive writing assignment. To most appropriately support an English learner (EL) in the class who writes at the advanced level of English-language proficiency, the teacher should provide the student with which of the following?

- A. Simple sentence stems that facilitate the EL's ability to write about familiar concepts
- B. Instructions in the EL's native language when discussing familiar concepts
- C. Complex sentence stems that facilitate the EL's ability to write about abstract concepts
- D. Permission to write about abstract concepts in the EL's native language

Answer _____

6. When giving a seventh-grade class an informational essay to read, a teacher wants to ensure that an English learner (EL) in the class who is reading at the intermediate English-language proficiency level is able to comprehend the language. Which of the following supports will best promote the EL's comprehension while reading?

- A. Providing the EL a word list that gives a familiar synonym for words likely to be unfamiliar
- B. Providing the EL a list of commonly used sentence stems used in informative articles
- C. Having the EL record events that are most important to remember in a graphic organizer
- D. Having the EL illustrate the parts of the article that he or she finds interesting

Answer _____

7. An English learner (EL) speaking at the beginning level of English-language proficiency can be expected to speak with

- A. a variety of sentence structures.
- B. a variety of verb tenses.
- C. abstract ideas and terms.
- D. single words and short phrases.

Answer _____

8. A high school teacher has assigned a novel for students to read outside of class. Which of the following strategies will be most helpful for a student who struggles with basic reading comprehension?

- A. Working with a partner while reading the novel
- B. Watching the film version of the novel before reading the novel
- C. Having extra time to finish reading the novel
- D. Choosing a different novel that is at a lower reading level for the class

Answer _____

9. A seventh-grade teacher assigns the following in-class writing prompt: "Write a descriptive paragraph about a place that is special to you." Which TWO of the following modifications of the assignment will best support an English learner who is writing at the beginning level of English-language proficiency?

- A. Providing the student with a list of descriptive adjectives to use
- B. Allowing the student to dictate a description to another student
- C. Asking the student to list objects found in the place
- D. Having the student draw and label a picture of the place
- E. Having the student copy a teacher-created paragraph

Answer _____

Competency 003—The teacher understands the structure and development of the English language and provides students with opportunities to develop related knowledge and skills in meaningful contexts.

10. From which of the following two languages did eighteenth-century writers, such as Samuel Johnson, borrow words and coin new words using the languages' morphemes?

- A. Contemporary Spanish and Portuguese
- B. Ancient Sanskrit and Phoenician
- C. Classical Greek and Latin
- D. Medieval French and Italian

Answer _____

11. Which of the following activities best helps students learn to use affixes to determine the meaning of unknown vocabulary?

- A. Choosing an affix to study and having students use a dictionary to define words that use the affix
- B. Creating a list of words containing affixes and having students sort them into categories based on like parts
- C. Having students use flash cards to memorize the meaning of common affixes and take a quiz on their meanings
- D. Having students examine a list of words that contain common affixes and write the meaning of each word part

Answer _____

12. Which of the following statements best describes the impact of texting and other social media communications on the evolution of the English language?

- A. The proliferation of automatic spell-check technology is eliminating the need to teach spelling and grammar.
- B. The brief, truncated nature of these communications is leading to changes in punctuation rules.
- C. Literature with complex language, such as that by Shakespeare and Milton, is becoming irrelevant to today's learners.
- D. New words such as "blogosphere" and "unfollow" are becoming accepted parts of the English lexicon.

Answer _____

13. Which of the following activities best allows a teacher to informally assess the reading abilities of English learners (ELs)?

- A. Administering a reading comprehension quiz to the class
- B. Examining students' scores on standardized reading tests
- C. Holding a whole-class discussion about a reading passage
- D. Observing students reading aloud with partners

Answer _____

Domain II—Literature, Reading Processes and Skills for Reading Literary and Nonliterary Texts

Competency 004—The teacher understands reading processes and teaches students to apply these processes.

14. To best help students with comprehension while reading informational texts, a teacher should provide students with instruction in which of the following skills?

- A. Making predictions
- B. Identifying a purpose for reading
- C. Outlining the narrative structure
- D. Recording questions that come to mind

Answer _____

15. An eleventh-grade English teacher is planning a lesson using the poem "The Hollow Men" by T. S. Eliot. The following is an excerpt from the poem.

The eyes reappear
As the perpetual star
Multifoliate rose
Of death's twilight kingdom
The hope only
Of empty men.

Which of the following strategies for word identification and analysis will best help students determine the meaning of "multifoliate"?

- A. Graphophonic
- B. Contextual
- C. Syntactical
- D. Structural

Answer _____

Competency 005—The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.

Questions 16–18 refer to the following information. Sentences are numbered sequentially.

An English teacher asks students to complete a close-reading exercise with the following excerpt from *An Autobiography* (1910) by Catherine Helen Spence.

(1) Sitting down at the age of eighty-four to give an account of my life, I feel that it connects itself naturally with the growth and development of the province of South Australia, to which I came with my family in the year 1839, before it was quite three years old. (2) But there is much truth in Wordsworth's line, "the child is father of the man," and no less is the mother of the woman; and I must go back to Scotland for the roots of my character and Ideals. (3) I account myself well-born, for my father and my mother loved each other. (4) I consider myself well descended, going back for many generations on both sides of intelligent and respectable people. (5) I think I was well brought up, for my father and mother were of one mind regarding the care of the family. (6) I count myself well educated, for the admirable woman at the head of the school which I attended from the age of four and a half till I was thirteen and a half, was a born teacher in advance of her own times. (7) In fact, like my own dear mother, Sarah Phin was a New Woman without knowing it. (8) The phrase was not known in the thirties.

16. Which of the following best describes the purpose of the first sentence in the excerpt?

- A. Describing an anecdote of the speaker's life when moving to South Australia
- B. Using an antithetical statement to contrast the speaker's life with Australia's growth
- C. Including a parenthetical statement about Australia's development
- D. Creating an analogy between the speaker's chronological development and that of South Australia

Answer _____

17. A primary reason for the allusion in sentence 2 is to

- A. explain a purpose for the subject that follows.
- B. demonstrate that the speaker is well-read.

- C. compare the lives of the speaker and Wordsworth.
- D. characterize the speaker's native country.

Answer _____

18. When guiding the students through analyzing the excerpt, the teacher should ensure that students understand how sentences 3–6 are primarily used to describe the speaker's

- A. view of her life's events and milestones.
- B. opinions about issues concerning various women's roles.
- C. character-defining roots and attributes.
- D. family connections and how they evolved over time.

Answer _____

19. Students in a science class are reading a textbook chapter. Which of the following strategies will best support students' comprehension of the chapter?

- A. Studying the characteristics of effective persuasion in the chapter
- B. Examining the various points of view in the chapter
- C. Skimming and scanning the significant text features of the chapter
- D. Comparing and contrasting themes in parallel chapters

Answer _____

Competency 006—The teacher understands literary elements, genres and movements and demonstrates knowledge of a substantial body of literature.

20. Which of the following is a prominent characteristic of Renaissance literature?

- A. Making feelings and emotions a priority over facts and logic
- B. Believing that humankind was capable of earthly perfection
- C. Breaking away from traditional religious, political, and social views
- D. Believing that advances in science would lead to progress for humankind

Answer _____

Competency 007—The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express and support responses to literature.

Questions 21–23 refer to the following information.

A seventh-grade class of advanced readers is reading the novel *Moment Comes* (2013) by Jennifer Bradbury, which is about the partition of India in 1947. During the novel unit, the teacher has the following learning objectives.

1. Students will be able to evaluate how language contributes to meaning in a text.
2. Students will be able to engage in a thematic analysis of a text.
3. Students will understand how literature is relevant to society.

During class, the teacher leads a discussion about the following passage from the novel.

I've seen cars plenty. I've stepped out of the way of them when they come inching up a crowded margh. I've gazed at the faces inside, wondering what it would be like to be wrapped up in so much glass and metal, to have people scurry out of your way, to move without moving.

But being inside it is even better than I ever dreamed. The seat is warm and soft, like the bellies of the goats we kept when I was small. The car jerks and starts as the driver cuts a path through the street. The engine roars like a living thing, announcing it has somewhere to be, someone to carry there.

21. Which of the following discussion questions will best guide students in meeting objective 1?

- A. Why does the narrator first describe being in a car as being "wrapped up in so much glass and metal"?
- B. Can you remember a time when people had to "scurry out of your way"?
- C. What might happen after "the driver cuts a path through the street"?
- D. What type of figurative language does the narrator use in the phrase "The engine roars like a living thing"?

Answer _____

22. Which of the following discussion questions best supports objective 2?

- A. What specific details does the author provide to show how the narrator feels about being in a car for the first time?
- B. What new information does the reader learn about the narrator's past in the passage?
- C. How does the narrator's car ride contribute to a larger idea about how a person's circumstances affect his or her point of view?
- D. Does the author effectively communicate the perspective of the narrator during this scene?

Answer _____

23. Which of the following student responses best demonstrates that a student has met objective 3?

- A. "This passage reminds me of a time when my expectations of an experience did not match the reality."
- B. "This passage makes me visualize my own experiences of riding in cars and makes them feel real."
- C. "This passage makes me realize that not everyone has access to the same experiences that I take for granted."
- D. "This passage reminds me of a passage that I read in another novel about a character experiencing the ocean for the first time."

Answer _____

24. Which of the following is the most effective teacher strategy for promoting student interest in reading?

- A. Having conversations with students about books they have recently read for pleasure
- B. Providing students with extra credit points for the number of pages read
- C. Building a classroom library of books designated as appropriate for the grade level
- D. Giving students daily class time to independently read an assigned novel

Answer _____

Domain III—Written Communication

Competency 008—The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.

25. A teacher is helping a student who struggles with writing coherent essays. The student has chosen a topic for a persuasive essay and has composed a list of reasons to support a position. To continue scaffolding instruction that promotes organization, the teacher should next help the student with which of the following?

- A. Choosing appropriate transitional phrases
- B. Drafting the first body paragraph
- C. Completing an outline of the ideas
- D. Locating appropriate supporting sources

Answer _____

Questions 26–28 refer to the following information.

The paragraph below was written by an eighth-grade student. Sentences are numbered sequentially within the paragraph.

(1) I was indeed going to get a puppy! (2) Having wanted one for so long, my house was completely ready for the arrival of a cocker spaniel we had found out about from the newspaper. (3) I stood at the door peering out anxiously waiting for a sign of my new four legged friend. (4) My father would certainly be home with the puppy soon. (5) Sure enough, after about fifteen minutes, I saw my dad pull into the driveway. (6) I rushed outside. (7) To my surprise there were two puppies in the back seat wagging their tails in excitement. (8) My dad had kept his promise!

26. Which of the following sentences from the paragraph contains a misplaced modifier?

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

Answer _____

27. Which of the following sentences reflects the appropriate comma placement in sentence 7?

- A. To my surprise there were two puppies, in the back seat, wagging their tails in excitement.
- B. To my surprise, there were two puppies in the back seat, wagging their tails, in excitement.
- C. To my surprise, there were two puppies in the back seat wagging their tails in excitement.
- D. To my surprise, there were two puppies in the back seat, wagging their tails in excitement.

Answer _____

28. Which of the following sentences from the paragraph includes two words that a teacher can use to show how to apply hyphenation rules?

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

Answer _____

29. After students in a high school English class complete rough drafts of a persuasive essay, the teacher then has them work in pairs to improve flow. To best help students, the teacher should have them look for areas in each other's essays that exhibit

- A. descriptive details.
- B. shifts between ideas.
- C. varied sentence structure.
- D. biased language.

Answer _____

30. A teacher compiles a blog entry that includes excerpts from a variety of news articles that demonstrate multiple opinions about a community issue. The teacher then asks students to read through the blog and write comments that respond directly to three of the statements made in the article excerpts. This activity best supports which of the following steps in the writing process?

- A. Prewriting
- B. Drafting
- C. Revising
- D. Editing

Answer _____

31. The following is an excerpt from a student's essay.

Students are in school to understand, comprehend, and deepen their knowledge. These are important to learning, of course. However, that does not mean that while understanding, comprehending, and deepening their knowledge, they can't have fun. Learning should be fun, entertaining, and enjoyable for

students. In many ways, the act of learning is fun, and so this is what should be emphasized for students.

Which of the following revision strategies would most help the student improve the excerpt?

- A. Eliminating repeated ideas to make a piece of writing more concise
- B. Varying sentence structures within a piece of writing to make the writing more interesting
- C. Reorganizing a piece of writing to add clarity and maintain a single focus
- D. Incorporating personal voice into a piece of writing to make the writing more authentic

Answer _____

32. Which of the following is the best reason for using a portfolio-based program for assessing student writing competencies?

- A. It offers an informal, criterion-referenced method of assessment.
- B. It provides a formal approach because it is characterized by a one-time look at the student's writing.
- C. It allows a teacher to compare competencies between students.
- D. It gives students a chance to reflect on their own progress by making comparisons to their previous work and abilities.

Answer _____

Competency 009—The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes and contexts.

33. The following is an excerpt from a ninth-grade student's narrative.

The ball was a blur of color, and Henry hurtled toward the goal. He positioned himself just in front of it, but he was a moment late. The ball swooshed past him, and the other team bounded about victoriously. Henry sank to the ground in dismay, and the crowd's roar echoed around him.

To best improve the paragraph, the teacher should suggest that the student

- A. use more figurative language to improve the imagery.
- B. vary the sentence structure to improve the flow.
- C. use more specific word choice to improve the imagery.
- D. vary the use of pronouns to improve the flow.

Answer _____

34. When completing a research paper about a current controversy, a student finds an online article that includes information the student would like to cite in the paper. To best ensure that the information is reliable and correct, the student should first

- A. research the author's biographical and historical information.
- B. confirm that the sources in the article's bibliography are based on research and support the article.
- C. research the paper's topic by using books or other offline sources.
- D. confirm that the source's graphics and illustrations support the information stated in the article.

Answer _____

35. Which of the following examples is the best representation of dramatic irony?

- A. The setting of a play is a benefit promoting increased conservation, but everyone in the scene is using plastic cups.
- B. A character in a television show remarks about a hideous-looking creature, "What a beautiful monster!"
- C. The audience of a play sees the main character behind a screen, but the other characters on stage do not.
- D. A character in a play is a doctor smoking a cigarette in front of a "No Smoking" sign outside his hospital.

Answer _____

36. A teacher has students read the following excerpt from the speech "I Have a Dream" (1963) by Martin Luther King, Jr.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

The teacher can best use the excerpt to show how an image can be built through the layering of which of the following types of phrases?

- A. Infinitive
- B. Absolute
- C. Participial
- D. Appositive

Answer _____

Domain IV—Oral Communication and Media Literacy

Competency 010—The teacher understands principles of oral communication and promotes students' development of listening and speaking skills.

37. A teacher assigns small groups of students a series of open-ended questions to assist discussion about the novel they are reading in class. As the groups discuss, the teacher circulates around the room and observes students' oral communication skills. Which of the following behaviors indicates that a student possesses strong oral communication skills?

- A. Asking other group members questions that diverge from the original question
- B. Making comments that build on comments made by other group members
- C. Speaking more frequently than other group members during the discussion
- D. Asking other group members to explain their answers to ensure that each question is answered fully

Answer _____

38. An English teacher starts each class by asking a question about the previous day's lesson or reading. The teacher gives students a few moments to think about the question and then asks one or two students to speak about the question for a few minutes. Throughout the course of the week, each student is asked to respond to a question. As students become more practiced at the strategy, which of the following is the best way to modify it to promote the most active engagement from students?

- A. Encouraging the weakest participants to observe the discussions, suggesting that they learn through listening
- B. Allowing the strongest participants to lead the discussions, ensuring that the content is clearly communicated
- C. Having students evaluate each other's responses during discussion, using a teacher-designed rubric
- D. Having students create the questions, choosing two each class period to use for the day's discussion

Answer _____

39. A teacher begins class by writing a discussion question on the board and having students write a short response to the question on a note card. The teacher then collects the note cards and redistributes them randomly. Each student, in turn, is asked to read the response on the card he or she receives and then talk about that response. A primary benefit of the discussion strategy is that students in the class

- A. become the facilitators of the discussion.
- B. take ownership in creating the discussion topic.
- C. are encouraged to analyze other perspectives.
- D. incorporate research into their responses.

Answer _____

40. Which of the following teacher strategies is the most appropriate first step in helping students to prepare oral presentations?

- A. Sharing the guidelines that will be used to assess the presentation
- B. Teaching students to integrate technology into a presentation
- C. Providing a graphic organizer for students to use to plan the presentation
- D. Encouraging students to practice delivering a presentation

Answer _____

Competency 011—The teacher understands and teaches basic principles of media literacy and provides students with opportunities to apply these principles in interactions with media.

41. During a lesson about media literacy, a teacher has students view an advertisement and consider the question, "Who profits from this message?" The question will best guide students to focus on which part of the advertisement?

- A. Its relevance to their lives
- B. The format of the content
- C. Its ultimate purpose
- D. The targeted audience

Answer _____

42. Which of the following concepts for a political advertisement illustrates the bandwagon technique being used to persuade people to vote for a certain candidate?

- A. A list of the regulations that the candidate has supported is shown scrolling on the screen while a voice-over describes the negative impact of each regulation
- B. A group of individuals are shown leaving their homes to join a crowd parading behind the political candidate, carrying a sign that states "Join us!"
- C. A family is shown eating at a dinner table and laughing while a voice-over describes the political candidate's support of family values
- D. A celebrity is shown speaking in favor of a political candidate at a local charity event, describing how the candidate has been a positive influence

Answer _____

43. A teacher is having students create a digital slide show of images related to a theme of a novel they are reading. Which of the following questions should the teacher direct students to ask themselves first when evaluating an image for use in the slide show?

- A. How trustworthy is the source of the image?
- B. What message does the image convey?
- C. Who is the likely intended audience for the image?
- D. Where in the slide show should the image be sequenced?

Answer _____

Multiple-Competencies Passages

Questions 44–46 refer to the following information.

As an introduction to a unit about how to identify and use particular text structures in reading and writing, a seventh-grade English teacher asks students to read the following excerpt from a government-circulated brochure about poison ivy.

Poison ivy and other poison plant rashes can't be spread from person to person. But it is possible to pick up the rash as a result of plant oil that may have stuck to clothing, pets, garden tools and other items that have come in contact with these plants. The plant oil lingers (sometimes for years) on virtually any surface until it's washed off with water or rubbing alcohol.

The rash will occur only where the plant oil has touched the skin; consequently, a person with poison ivy can't spread it on the body by scratching. It may seem like the rash is spreading if it appears over time instead of all at once. But this is either because the plant oil is absorbed at different rates in different parts of the body or because of repeated exposure to contaminated objects or plant oil trapped under the fingernails. Contact with blisters cannot further spread the rash.

Competency 005—The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.

44. Which of the following text structures does this excerpt best demonstrate?

- A. Cause and effect
- B. Chronological or sequential
- C. Description or list
- D. Compare and contrast

Answer _____

45. Which of the following will best help students recognize the text structure of the excerpt?

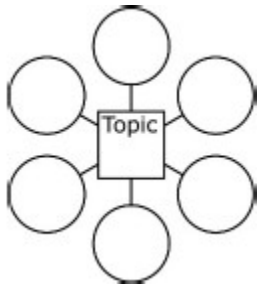
- A. Finding the main idea of the excerpt
- B. Summarizing each paragraph of the excerpt
- C. Identifying signal words in the excerpt
- D. Reading another excerpt on the same topic

Answer _____

Competency 004—The teacher understands reading processes and teaches students to apply these processes.

46. Which of the following graphic organizers is most appropriate to use to create a visual representation of the excerpt during reading?

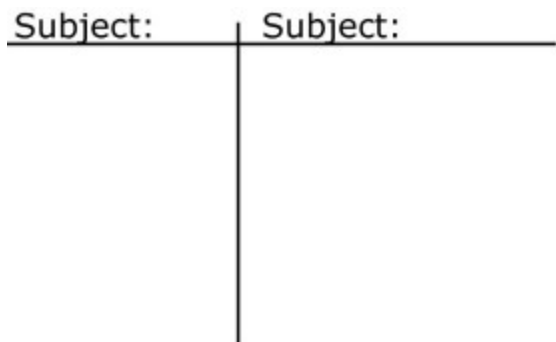
A.

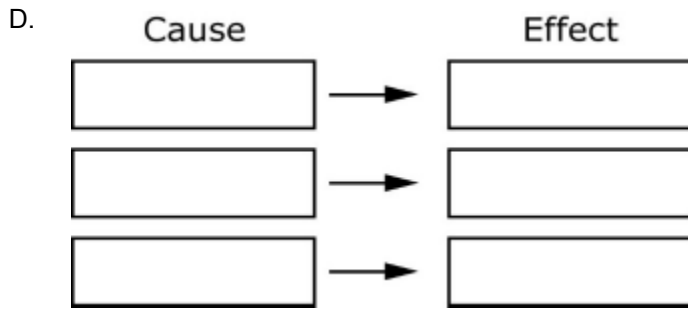


B.

Topic
First
Next
Next
Next
Last

C.





Answer _____

Questions 47–50 refer to the following information.

A high school English class is completing an analysis of the following excerpt from the play *The Glass Menagerie* (1944) by Tennessee Williams.

JIM. Laura, you know, if I had a sister like you, I'd do the same thing as Tom. I'd bring out fellows and—introduce her to them. The right type of boys—of a type to—appreciate her. Only—well—he made a mistake about me. Maybe I've got no call to be saying this. That may not have been the idea in having me over. But what if it was? There's nothing wrong about that. The only trouble is that in my case—I'm not in a situation to—do the right thing. I can't take down your number and say I'll phone. I can't call up next week and—ask for a date.

Competency 004—The teacher understands reading processes and teaches students to apply these processes.

47. Which of the following best states the meaning of "call" as used in the sentence, "Maybe I've got no call to be saying this"?

- A. A specific need or occasion
- B. A visit to someone's house
- C. Using the telephone to contact
- D. Contacting from another room

Answer _____

Competency 006—The teacher understands literary elements, genres and movements and demonstrates knowledge of a substantial body of literature.

48. The many dashes, or pauses, in the speech indicate that Jim is

- A. holding back intense feelings for Laura.
- B. hiding his true thoughts and intentions.
- C. nervous and careful about saying the right thing.
- D. angry and uncomfortable at being put in the situation.

Answer _____

Competency 004—The teacher understands reading processes and teaches students to apply these processes.

49. Which of the following inferences is best supported by the excerpt?

- A. Jim believes he is the right type of boy for Laura.
- B. Laura was never romantically interested in Jim.
- C. Jim does not have a good relationship with his sister.
- D. Tom introduced Jim to his sister as a potential love interest.

Answer _____

Competency 006—The teacher understands literary elements, genres and movements and demonstrates knowledge of a substantial body of literature.

50. During which of the following American literary periods was the play written?

- A. Transcendental
- B. Enlightenment
- C. Romantic
- D. Modern

Answer _____

Preparation Manual

Section 4: Sample Selected-Response Answers and Rationales

English Language Arts and Reading 7–12 (231)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Domain I—Integrated Language Arts, Diverse Learners and the Study of English

Competency 001—The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.

1. When instructing students about résumé writing, it is most appropriate for the teacher to emphasize the importance of which of the following?
- A. Maintaining a first-person point of view
 - B. Highlighting positive personality characteristics
 - C. Embellishing the objective and skills sections
 - D. Using formal and sophisticated language

Answer

Option D is correct because a résumé should be written in formal, professional language and be free of slang or conversational language. **Option A is incorrect** because a professional résumé should remain in the formal third-person format. **Option B is incorrect** because résumés should highlight specific tasks and accomplishments but exclude general, cliché attributes. **Option C is incorrect** because résumés should be concise and to the point and should avoid exaggerating or embellishing any skills.

2. A teacher instructs students to read a short story on their own and keep track of the major events by listing them in their notebooks as they read. The next day, the teacher asks the students to use their lists to write a summary of the story. A primary benefit of the activity is that it helps students
- A. retain comprehension of literature.
 - B. make personal connections with literature.
 - C. write creatively when responding to literature.
 - D. develop analytical thinking skills about literature.

Answer

Option A is correct because this activity helps students to understand the relationship between reading and writing by allowing students to reflect on the story and then create a summary based on their responses. **Option B is incorrect** because the students are not asked to connect literature to their own experiences for this assignment. **Option C is incorrect** because the students are not asked to use creative writing to respond to the story for this assignment. **Option D is incorrect** because the students are primarily being asked to demonstrate summarization of a text based on their initial notes, so a lower-level understanding than analysis is being practiced in this assignment.

3. Which of the following assignments best integrates math and expository writing to assess specific skills in both areas?
- A. An argument paper that is either for or against including basic computation in the math curriculum
 - B. A research paper about the important contributions of a particular early mathematician
 - C. A procedural essay explaining the steps involved in solving a particular math equation
 - D. A reflective essay that describes the students' memories of learning math concepts at an early age

Answer

Option C is correct because in explaining the process of solving a math equation, the students must develop a full understanding of the process; furthermore, explaining the process in writing reinforces the students' understanding of the process as well as their writing skills. **Option A is incorrect** because this assignment is persuasive rather than expository and is not focused on a targeted math skill. **Option B is incorrect** because although this assignment reinforces writing and researching skills, having a mathematician as the topic will not reinforce the students' learning of mathematical concepts. **Option D is incorrect** because although this assignment does tie the two subjects together and reinforce writing skills, it will not necessarily reinforce the math concepts because students may be focusing their writing solely on their difficulties with the concept.

4. A high school teacher reads a text aloud to students daily while students follow along with their own copies of the text. By hearing the text read aloud, students gain an understanding of how which of the following elements contributes to the quality of writing?
- A. Themes and motifs
 - B. Text structure
 - C. Setting and characterization
 - D. Sentence structure

Answer

Option D is correct because seeing and hearing the connection between written and spoken language will help students understand the role of punctuation in writing and can help them better understand different sentence structures. **Option A is incorrect** because the activity does not automatically improve writing about motifs or themes. **Option B is incorrect** because most students will need further instruction to be able to identify and recreate the elements of text structures. **Option C is incorrect** because listening to a text read aloud does not help students gain a better understanding of setting and characterization.

Competency 002—The teacher is aware of the diversity of the student population and provides instruction that is appropriate for all students.

5. A seventh-grade English teacher is assessing students' understanding of the persuasive essay by having them complete an in-class persuasive writing assignment. To most appropriately support an English learner (EL) in the class who writes at the advanced level of English-language proficiency, the teacher should provide the student with which of the following?

- A. Simple sentence stems that facilitate the EL's ability to write about familiar concepts
- B. Instructions in the EL's native language when discussing familiar concepts
- C. Complex sentence stems that facilitate the EL's ability to write about abstract concepts
- D. Permission to write about abstract concepts in the EL's native language

Answer

Option C is correct because complex sentence stems would aid the EL in writing about abstract concepts in the same manner that a native English speaker might write, which is an appropriate goal for an EL writing at the advanced level of English-language proficiency. **Option A is incorrect** because the use of simple sentence stems is appropriate for a beginner and/or intermediate EL but not for an advanced EL. **Option B is incorrect** because this is a beginning-level accommodation, and the teacher should no longer be giving a student who is an advanced EL instructions in his or her native language. **Option D is incorrect** because the student should not be using native language, except in the earliest stage of the beginning proficiency level.

6. When giving a seventh-grade class an informational essay to read, a teacher wants to ensure that an English learner (EL) in the class who is reading at the intermediate English-language proficiency level is able to comprehend the language. Which of the following supports will best promote the EL's comprehension while reading?

- A. Providing the EL a word list that gives a familiar synonym for words likely to be unfamiliar
- B. Providing the EL a list of commonly used sentence stems used in informative articles
- C. Having the EL record events that are most important to remember in a graphic organizer
- D. Having the EL illustrate the parts of the article that he or she finds interesting

Answer

Option A is correct because providing word lists of synonyms will ensure that ELs will not have to struggle to understand unknown words; they will be better able to understand the content of the informational text. **Option B is incorrect** because providing ELs with a list of commonly used sentence stems might help them in writing, but it will not help them with comprehension during reading. **Option C is incorrect** because to complete a graphic organizer, an EL would have to understand the content of the text. **Option D is incorrect** because while illustrating is a good strategy, it does not help develop language comprehension.

7. An English learner (EL) speaking at the beginning level of English-language proficiency can be expected to speak with

- A. a variety of sentence structures.
- B. a variety of verb tenses.
- C. abstract ideas and terms.

- D. single words and short phrases.

Answer

Option D is correct because an EL at the beginning level of English-language proficiency mainly speaks using short words and phrases about recently practiced, memorized, or highly familiar material. **Options A, B, and C are incorrect** because these skills are too advanced for an EL at the beginning level of English-language proficiency.

8. A high school teacher has assigned a novel for students to read outside of class. Which of the following strategies will be most helpful for a student who struggles with basic reading comprehension?

- A. Working with a partner while reading the novel
- B. Watching the film version of the novel before reading the novel
- C. Having extra time to finish reading the novel
- D. Choosing a different novel that is at a lower reading level for the class

Answer

Option B is correct because seeing the film version helps provide needed context and a basic plot outline; it will also help the student distinguish the different characters so that when reading the novel, the student will already have a basic understanding and can use this background knowledge to develop a deeper understanding. **Option A is incorrect** because working with a partner does not ensure that the student will be able to comprehend the text, and this strategy places too much responsibility on the partner to help the struggling student. **Option C is incorrect** because while providing extra time is an acceptable modification, it does not automatically improve comprehension. **Option D is incorrect** because allowing the student to read a text at a lower level does not help improve the student's comprehension of the text unless the teacher provides additional support.

9. A seventh-grade teacher assigns the following in-class writing prompt: "Write a descriptive paragraph about a place that is special to you." Which TWO of the following modifications of the assignment will best support an English learner who is writing at the beginning level of English-language proficiency?

- A. Providing the student with a list of descriptive adjectives to use
- B. Allowing the student to dictate a description to another student
- C. Asking the student to list objects found in the place
- D. Having the student draw and label a picture of the place
- E. Having the student copy a teacher-created paragraph

Answer

Option C is correct because at the beginning level of language proficiency, the student should be able to complete a simple list of objects. **Option D is correct** because this modification allows the student to use the language skills that have already been acquired and provides appropriate language practice for the student. **Option A is incorrect** because while providing adjectives can help some students improve their writing, providing a list of adjectives without helping the student understand the meaning of the words will not help the student; furthermore, at this level of language proficiency, the student may lack the grammar knowledge to correctly use the adjectives. **Option B is incorrect** because at the beginning level of language proficiency, the student will lack

the language skills to verbalize a description. **Option E is incorrect** because copying a teacher-created paragraph does not help support an English learner's writing skills.

Competency 003—The teacher understands the structure and development of the English language and provides students with opportunities to develop related knowledge and skills in meaningful contexts.

10. From which of the following two languages did eighteenth-century writers, such as Samuel Johnson, borrow words and coin new words using the languages' morphemes?

- A. Contemporary Spanish and Portuguese
- B. Ancient Sanskrit and Phoenician
- C. Classical Greek and Latin
- D. Medieval French and Italian

Answer

Option C is correct because during the eighteenth century, adoption of Greek and Latin words into English became increasingly popular, as did the practice of inventing new words based on these ancient languages. **Options A, B, and D are incorrect** because though these languages have influenced English, they were not significant influences during this time.

11. Which of the following activities best helps students learn to use affixes to determine the meaning of unknown vocabulary?

- A. Choosing an affix to study and having students use a dictionary to define words that use the affix
- B. Creating a list of words containing affixes and having students sort them into categories based on like parts
- C. Having students use flash cards to memorize the meaning of common affixes and take a quiz on their meanings
- D. Having students examine a list of words that contain common affixes and write the meaning of each word part

Answer

Option D is correct because this activity will develop students' understanding of how affixes create meaning in a word and will build their knowledge of the meanings of common affixes. **Option A is incorrect** because although this activity will build students' understanding of the chosen affix, focusing on one affix is not sufficient. Students require knowledge of a variety of affixes in order to effectively determine meanings of unknown words. **Option B is incorrect** because although this activity will build students' understanding of word parts, simply sorting the words into like categories does not teach the meaning of the affixes or how they translate into creating meaning in other words. **Option C is incorrect** because although this activity will develop students' knowledge of the meaning of several affixes, memorizing affixes without a word-based context is not an effective way to teach students to analyze how the word parts create meaning in words.

12. Which of the following statements best describes the impact of texting and other social media communications on the evolution of the English language?

- A. The proliferation of automatic spell-check technology is eliminating the need to teach spelling and grammar.
- B. The brief, truncated nature of these communications is leading to changes in punctuation rules.
- C. Literature with complex language, such as that by Shakespeare and Milton, is becoming irrelevant to today's learners.
- D. New words such as "blogosphere" and "unfollow" are becoming accepted parts of the English lexicon.

Answer

Option D is correct because dictionaries including *Oxford* and *Webster's* have added new words stemming from social media communication, such as "selfie" and "mash-up." **Option A is incorrect** because while auto-correct technologies can help to fix spelling errors, the fundamentals of grammar and spelling are still vital for students to learn. **Option B is incorrect** because although proper punctuation is often not included in brief, informal communications, rules for punctuating sentences have not changed. **Option C is incorrect** because the themes in complex literature are timeless and relevant regardless of how the language evolves and changes.

13. Which of the following activities best allows a teacher to informally assess the reading abilities of English learners (ELs)?

- A. Administering a reading comprehension quiz to the class
- B. Examining students' scores on standardized reading tests
- C. Holding a whole-class discussion about a reading passage
- D. Observing students reading aloud with partners

Answer

Option D is correct because this activity allows the teacher to move around the room and listen to many students reading and speaking without the use of a formal assessment. **Option A is incorrect** because a reading comprehension quiz is a formal assessment. **Option B is incorrect** because while standardized tests measure students' performance at a particular point in the year, standardized tests of English do not usually reflect ELs' true abilities; informal assessments provide a more well-rounded picture of their skills. **Option C is incorrect** because although a whole-class discussion provides a teacher with a picture of the whole-class level of understanding of the passage, this activity is not effective for assessing an individual student's ability level. Also, this activity is focused on speaking rather than reading.

Domain II—Literature, Reading Processes and Skills for Reading Literary and Nonliterary Texts

Competency 004—The teacher understands reading processes and teaches students to apply these processes.

14. To best help students with comprehension while reading informational texts, a teacher should provide students with instruction in which of the following skills?

- A. Making predictions
- B. Identifying a purpose for reading
- C. Outlining the narrative structure
- D. Recording questions that come to mind

Answer

Option D is correct because asking oneself questions while reading informational text promotes metacognition and higher-level comprehension of the text. **Option A is incorrect** because making predictions is generally a prereading strategy and would not specifically help a student while reading expository text. **Option B is incorrect** because setting a purpose for reading is primarily a prereading strategy. **Option C is incorrect** because informational texts have a different organizational pattern and structure than narrative texts, so there is no reason to learn about the narrative structure.

15. An eleventh-grade English teacher is planning a lesson using the poem "The Hollow Men" by T. S. Eliot. The following is an excerpt from the poem.

The eyes reappear
As the perpetual star
Multifoliate rose
Of death's twilight kingdom
The hope only
Of empty men.

Which of the following strategies for word identification and analysis will best help students determine the meaning of "multifoliate"?

- A. Graphophonic
- B. Contextual
- C. Syntactical
- D. Structural

Answer

Option D is correct because the most effective word identification strategy involves analyzing the prefix "multi" and the root "folio." **Option A is incorrect** because it requires students to determine meaning based on the sounds of the phonemes and does not provide sufficient information to decode the meaning of the word. **Option B is incorrect** because though the word "rose" does provide some contextual clues to the meaning of the word and supports the conclusion that the word has something to do with plants, it does not provide sufficient context to adequately decode the complete meaning of the word. **Option C is incorrect** because although the student can use syntactical analysis to determine that the word is an adjective, knowing the part of speech is not going to help the student determine the meaning of the word.

Competency 005—The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.

Questions 16–18 refer to the following information. Sentences are numbered sequentially.

An English teacher asks students to complete a close-reading exercise with the following excerpt from *An Autobiography* (1910) by Catherine Helen Spence.

(1) Sitting down at the age of eighty-four to give an account of my life, I feel that it connects itself naturally with the growth and development of the province of South Australia, to which I came with my family in the year 1839, before it was quite three years old. (2) But there is much truth in Wordsworth's line, "the child is father of the man," and no less is the mother of the woman; and I must go back to Scotland for the roots of my character and Ideals. (3) I account myself well-born, for my father and my mother loved each other. (4) I consider myself well descended, going back for many generations on both sides of intelligent and respectable people. (5) I think I was well brought up, for my father and mother were of one mind regarding the care of the family. (6) I count myself well educated, for the admirable woman at the head of the school which I attended from the age of four and a half till I was thirteen and a half, was a born teacher in advance of her own times. (7) In fact, like my own dear mother, Sarah Phin was a New Woman without knowing it. (8) The phrase was not known in the thirties.

16. Which of the following best describes the purpose of the first sentence in the excerpt?
- A. Describing an anecdote of the speaker's life when moving to South Australia
 - B. Using an antithetical statement to contrast the speaker's life with Australia's growth
 - C. Including a parenthetical statement about Australia's development
 - D. Creating an analogy between the speaker's chronological development and that of South Australia

Answer

Option D is correct because the speaker is comparing her life to South Australia's chronological development. **Option A is incorrect** because the main purpose of the sentence is not a short amusing story, although it does open the rest of the paragraph up to doing so. **Option B is incorrect** because Spence's moving with her family and the development of Australia are not being sharply contrasted. **Option C is incorrect** because no parenthesis, or information included as an aside, is part of sentence 1.

17. A primary reason for the allusion in sentence 2 is to
- A. explain a purpose for the subject that follows.
 - B. demonstrate that the speaker is well-read.
 - C. compare the lives of the speaker and Wordsworth.
 - D. characterize the speaker's native country.

Answer

Option A is correct because the allusion is used to introduce the subject that follows, a description of how she is a product of her upbringing and like her mother. **Option B is incorrect** because even though she alludes to a famous literary text, her main purpose is to illustrate her point, not show that she is well-read. **Options C and D are incorrect** because she is not drawing a comparison of her life to Wordsworth or characterizing her native country through the use of the allusion.

18. When guiding the students through analyzing the excerpt, the teacher should ensure that students understand how sentences 3–6 are primarily used to describe the speaker's

- A. view of her life's events and milestones.
- B. opinions about issues concerning various women's roles.
- C. character-defining roots and attributes.
- D. family connections and how they evolved over time.

Answer

Option C is correct because the point of these sentences is to discuss her parents and forebears from whom she has derived various attributes. **Options A and B are incorrect** because the sentences do not focus on specific life events or opinions about women's issues. **Option D is incorrect** because the family connections mentioned are not primarily mentioned to highlight their evolution; rather, the sentences demonstrate how particular attributes have been passed down to her.

19. Students in a science class are reading a textbook chapter. Which of the following strategies will best support students' comprehension of the chapter?

- A. Studying the characteristics of effective persuasion in the chapter
- B. Examining the various points of view in the chapter
- C. Skimming and scanning the significant text features of the chapter
- D. Comparing and contrasting themes in parallel chapters

Answer

Option C is correct because text features give the reader a quick glimpse of the content of the text that follows. **Option A is incorrect** because persuasive writing is unlikely to be found in a science textbook chapter. **Option B is incorrect** because a science textbook would not be written with varying points of view. **Option D is incorrect** because theme is most often studied in literary texts, not science texts.

Competency 006—The teacher understands literary elements, genres and movements and demonstrates knowledge of a substantial body of literature.

20. Which of the following is a prominent characteristic of Renaissance literature?

- A. Making feelings and emotions a priority over facts and logic
- B. Believing that humankind was capable of earthly perfection
- C. Breaking away from traditional religious, political, and social views
- D. Believing that advances in science would lead to progress for humankind

Answer

Option B is correct because believing that humankind was capable of earthly perfection is a prominent characteristic of Renaissance literature. **Option A is incorrect** because making feelings and emotions take priority over facts and logic is a prominent characteristic of Romantic literature. **Option C is incorrect** because breaking away from traditional religious, political, and social views is a prominent characteristic of Modernism. **Option D is incorrect** because believing that advances in science would lead to progress for humankind is a prominent characteristic of the Enlightenment.

Competency 007—The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express and support responses to literature.

Questions 21–23 refer to the following information.

A seventh-grade class of advanced readers is reading the novel *Moment Comes* (2013) by Jennifer Bradbury, which is about the partition of India in 1947. During the novel unit, the teacher has the following learning objectives.

1. Students will be able to evaluate how language contributes to meaning in a text.
2. Students will be able to engage in a thematic analysis of a text.
3. Students will understand how literature is relevant to society.

During class, the teacher leads a discussion about the following passage from the novel.

I've seen cars plenty. I've stepped out of the way of them when they come inching up a crowded margh. I've gazed at the faces inside, wondering what it would be like to be wrapped up in so much glass and metal, to have people scurry out of your way, to move without moving.

But being inside it is even better than I ever dreamed. The seat is warm and soft, like the bellies of the goats we kept when I was small. The car jerks and starts as the driver cuts a path through the street. The engine roars like a living thing, announcing it has somewhere to be, someone to carry there.

21. Which of the following discussion questions will best guide students in meeting objective 1?

- A. Why does the narrator first describe being in a car as being "wrapped up in so much glass and metal"?
- B. Can you remember a time when people had to "scurry out of your way"?
- C. What might happen after "the driver cuts a path through the street"?
- D. What type of figurative language does the narrator use in the phrase "The engine roars like a living thing"?

Answer

Option A is correct because this question prompts students to analyze the impact of this description in contrast to the later description of the seat being "warm and soft" like the "bellies of the goats." **Option B is incorrect**

because this question asks students to make a text-to-self connection rather than analyze the impact of the use of language and devices. **Option C is incorrect** because this question asks students to make a prediction rather than analyze how the device affects meaning in the passage. **Option D is incorrect** because this question is designed to have students identify the type of figurative language rather than understand how it contributes to meaning in the passage.

22. Which of the following discussion questions best supports objective 2?

- A. What specific details does the author provide to show how the narrator feels about being in a car for the first time?
- B. What new information does the reader learn about the narrator's past in the passage?
- C. How does the narrator's car ride contribute to a larger idea about how a person's circumstances affect his or her point of view?
- D. Does the author effectively communicate the perspective of the narrator during this scene?

Answer

Option C is correct because this question prompts students to not only determine what is said but analyze how what is said in the passage relates to a theme of the text. **Option A is incorrect** because this question asks students to identify certain details that support a given idea rather than to analyze theme in the text. **Option B is incorrect** because this question merely asks students to identify the information found in the passage rather than to analyze theme in the text. **Option D is incorrect** because this question can be answered with a single word; furthermore, this question asks for an opinion rather than an analysis of the theme of the text.

23. Which of the following student responses best demonstrates that a student has met objective 3?

- A. "This passage reminds me of a time when my expectations of an experience did not match the reality."
- B. "This passage makes me visualize my own experiences of riding in cars and makes them feel real."
- C. "This passage makes me realize that not everyone has access to the same experiences that I take for granted."
- D. "This passage reminds me of a passage that I read in another novel about a character experiencing the ocean for the first time."

Answer

Option C is correct because this response shows how the student has gained an understanding of a different perspective and realized that different societies and cultures and even individuals have different experiences. **Option A is incorrect** because this response shows the personal relevance of the passage rather than the societal relevance. **Option B is incorrect** because this response shows that the student is paying attention to the style and literary devices, but it does not show that the student is relating the passage to society or cultivating a different perspective. **Option D is incorrect** because the student is making a text-to-text connection with this response rather than seeing how this passage can inform or influence a perspective about others.

24. Which of the following is the most effective teacher strategy for promoting student interest in reading?

- A. Having conversations with students about books they have recently read for pleasure
- B. Providing students with extra credit points for the number of pages read
- C. Building a classroom library of books designated as appropriate for the grade level
- D. Giving students daily class time to independently read an assigned novel

Answer

Option A is correct because by supporting discussions of books read for pleasure, the teacher encourages students to take a greater interest in reading. **Option B is incorrect** because research has shown that external motivations such as rewards can decrease students' internal motivation. **Option C is incorrect** because a classroom library should be balanced with books of varying difficulty levels to provide appropriate choices for all learners. **Option D is incorrect** because while providing in-class reading time is an effective strategy, allowing students choice over the books they read promotes motivation.

Domain III—Written Communication

Competency 008—The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.

25. A teacher is helping a student who struggles with writing coherent essays. The student has chosen a topic for a persuasive essay and has composed a list of reasons to support a position. To continue scaffolding instruction that promotes organization, the teacher should next help the student with which of the following?

- A. Choosing appropriate transitional phrases
- B. Drafting the first body paragraph
- C. Completing an outline of the ideas
- D. Locating appropriate supporting sources

Answer

Option C is correct because an outline will best help a student who has already brainstormed ideas to organize those ideas prior to writing a first draft. **Option A is incorrect** because although choosing transitional phrases will help students write more-fluent and better-organized drafts, students need to outline the sequence of ideas before generating transitions between them. **Option B is incorrect** because helping students with drafting should occur after they have outlined their ideas. **Option D is incorrect** because while locating sources may help the student strengthen the position, the step is more related to gaining more support rather than organizing the ideas.

Questions 26–28 refer to the following information.

The paragraph below was written by an eighth-grade student. Sentences are numbered sequentially within the paragraph.

(1) I was indeed going to get a puppy! (2) Having wanted one for so long, my house was completely ready for the arrival of a cocker spaniel we had found out about from the newspaper. (3) I stood at the door peering out anxiously waiting for a sign of my new four legged friend. (4) My father would certainly be home with the puppy soon. (5) Sure enough, after about fifteen minutes, I saw my dad pull into the driveway. (6) I rushed outside. (7) To my surprise there were two puppies in the back seat wagging their tails in excitement. (8) My dad had kept his promise!

26. Which of the following sentences from the paragraph contains a misplaced modifier?

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

Answer

Option B is correct because, due to the misplaced modifier, "Having wanted one for so long, my house was completely ready for the arrival of a cocker spaniel we had found out about from the newspaper," seems to say that the house wanted the cocker spaniel. **Options A, C, and D are incorrect** because they do not contain misplaced modifiers.

27. Which of the following sentences reflects the appropriate comma placement in sentence 7?

- A. To my surprise there were two puppies, in the back seat, wagging their tails in excitement.
- B. To my surprise, there were two puppies in the back seat, wagging their tails, in excitement.
- C. To my surprise, there were two puppies in the back seat wagging their tails in excitement.
- D. To my surprise, there were two puppies in the back seat, wagging their tails in excitement.

Answer

Option D is correct because the commas are correctly placed. The first comma is following an introductory phrase, and the second comma is used to set off a modifying phrase that is not necessary for understanding the meaning but provides important information. **Option A is incorrect** because this sentence is missing a comma after the introductory phrase. Also, there is an inappropriate comma after "puppies" because "in the back seat" is part of the independent clause. **Option B is incorrect** because there should not be a comma after "tails" because "in excitement" is necessary information for completing the participial phrase. **Option C is incorrect** because there should be a comma after "seat" because "wagging their tails in excitement" is a modifying phrase that is not necessary for understanding the meaning of the sentence.

28. Which of the following sentences from the paragraph includes two words that a teacher can use to show how to apply hyphenation rules?

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

Answer

Option C is correct because a hyphen should be used in "four-legged," the adjective that comes before the noun "friend." **Options A, B, and D are incorrect** because none of the words in these sentences are structured with two adjectives preceding a noun to act as a single idea.

29. After students in a high school English class complete rough drafts of a persuasive essay, the teacher then has them work in pairs to improve flow. To best help students, the teacher should have them look for areas in each other's essays that exhibit

- A. descriptive details.
- B. shifts between ideas.
- C. varied sentence structure.
- D. biased language.

Answer

Option B is correct because a shift in concept would require a transition to improve flow. **Option A is incorrect** because descriptive details enhance an essay but do not necessarily require transitional phrases. **Option C is incorrect** because while varied sentence structure is important, adding transitions is not the way to create the variations. **Option D is incorrect** because while biased language would be present in a persuasive essay, it would not cue the addition of transitions.

30. A teacher compiles a blog entry that includes excerpts from a variety of news articles that demonstrate multiple opinions about a community issue. The teacher then asks students to read through the blog and write comments that respond directly to three of the statements made in the article excerpts. This activity best supports which of the following steps in the writing process?

- A. Prewriting
- B. Drafting
- C. Revising
- D. Editing

Answer

Option A is correct because the blog activity will help students begin generating specific and targeted ideas for prewriting. **Option B is incorrect** because while the ideas generated from the activity might be later applied to drafting, the strategy best supports prewriting. **Options C and D are incorrect** because the activities do nothing to promote modifying of ideas or application of grammar, usage and mechanics, which are entailed in the revising and editing steps.

31. The following is an excerpt from a student's essay.

Students are in school to understand, comprehend, and deepen their knowledge. These are important to learning, of course. However, that does not mean that while understanding, comprehending, and deepening their knowledge, they can't have fun. Learning should be fun, entertaining, and enjoyable for students. In many ways, the act of learning is fun, and so this is what should be emphasized for students.

Which of the following revision strategies would most help the student improve the excerpt?

- A. Eliminating repeated ideas to make a piece of writing more concise
- B. Varying sentence structures within a piece of writing to make the writing more interesting
- C. Reorganizing a piece of writing to add clarity and maintain a single focus

- D. Incorporating personal voice into a piece of writing to make the writing more authentic

Answer

Option A is correct because ideas such as "understand, comprehend, and deepen their knowledge" are unnecessarily repeated. **Option B is incorrect** because the student is already using a variety of sentence structures. **Option C is incorrect** because the student maintains focus on one topic. **Option D is incorrect** because the student's voice is evident in the excerpt.

32. Which of the following is the best reason for using a portfolio-based program for assessing student writing competencies?

- A. It offers an informal, criterion-referenced method of assessment.
- B. It provides a formal approach because it is characterized by a one-time look at the student's writing.
- C. It allows a teacher to compare competencies between students.
- D. It gives students a chance to reflect on their own progress by making comparisons to their previous work and abilities.

Answer

Option D is correct because a portfolio-based assessment is an informal assessment that allows for personal reflection. **Option A is incorrect** because a portfolio-based assessment is not criterion-referenced. **Option B is incorrect** because a portfolio-based assessment is neither formal nor is it a one-time look at the writing. **Option C is incorrect** because a portfolio-based assessment is neither formal in nature nor does it reference other students' writing.

Competency 009—The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes and contexts.

33. The following is an excerpt from a ninth-grade student's narrative.

The ball was a blur of color, and Henry hurtled toward the goal. He positioned himself just in front of it, but he was a moment late. The ball swooshed past him, and the other team bounded about victoriously. Henry sank to the ground in dismay, and the crowd's roar echoed around him.

To best improve the paragraph, the teacher should suggest that the student

- A. use more figurative language to improve the imagery.
- B. vary the sentence structure to improve the flow.
- C. use more specific word choice to improve the imagery.
- D. vary the use of pronouns to improve the flow.

Answer

Option B is correct because all of the sentences are compound, which makes the paragraph a little monotonous to read. **Option A is incorrect** because figurative language is used well. **Option C is incorrect** because word

choice and imagery are used appropriately. **Option D is incorrect** because all of the pronouns are used correctly.

34. When completing a research paper about a current controversy, a student finds an online article that includes information the student would like to cite in the paper. To best ensure that the information is reliable and correct, the student should first

- A. research the author's biographical and historical information.
- B. confirm that the sources in the article's bibliography are based on research and support the article.
- C. research the paper's topic by using books or other offline sources.
- D. confirm that the source's graphics and illustrations support the information stated in the article.

Answer

Option B is correct because if the sources listed in the bibliography are research-based and support the article, the author is likely to be discussing reliable information. **Option A is incorrect** because knowing the biographical information might be helpful, but it will not confirm the reliability or correctness of the source. **Option C is incorrect** because having students use offline sources first may not give them the most current information. **Option D is incorrect** because evaluating the graphics is important to comprehension but not to confirming the reliability of the article's information.

35. Which of the following examples is the best representation of dramatic irony?

- A. The setting of a play is a benefit promoting increased conservation, but everyone in the scene is using plastic cups.
- B. A character in a television show remarks about a hideous-looking creature, "What a beautiful monster!"
- C. The audience of a play sees the main character behind a screen, but the other characters on stage do not.
- D. A character in a play is a doctor smoking a cigarette in front of a "No Smoking" sign outside his hospital.

Answer

Option C is correct because the statement portrays an example of the audience knowing something that the characters do not. This is an element of dramatic irony that often makes theater engaging. **Options A and D are incorrect** because these statements portray examples of contradictory situations, or situational irony. **Option B is incorrect** because the statement portrays an example of verbal irony, when the intent of the spoken message is directly opposite of what is said.

36. A teacher has students read the following excerpt from the speech "I Have a Dream" (1963) by Martin Luther King, Jr.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

The teacher can best use the excerpt to show how an image can be built through the layering of which of the following types of phrases?

- A. Infinitive
- B. Absolute
- C. Participial

D. Appositive

Answer

Option C is correct because King uses participial phrases to describe the current state of Mississippi. Participial phrases begin with a present or past participle and act as adjectival phrases. **Option A is incorrect** because infinitive phrases, those consisting of the root of the verb preceded by "to" and any modifiers or complements associated with it, are not present in the excerpt. **Option B is incorrect** because absolute phrases, which modify the entire sentence and not just a word within it, are not present. **Option D is incorrect** because appositive phrases, in which a word is renamed or amplified in a phrase following it, are not present.

Domain IV—Oral Communication and Media Literacy

Competency 010—The teacher understands principles of oral communication and promotes students' development of listening and speaking skills.

37. A teacher assigns small groups of students a series of open-ended questions to assist discussion about the novel they are reading in class. As the groups discuss, the teacher circulates around the room and observes students' oral communication skills. Which of the following behaviors indicates that a student possesses strong oral communication skills?

- A. Asking other group members questions that diverge from the original question
- B. Making comments that build on comments made by other group members
- C. Speaking more frequently than other group members during the discussion
- D. Asking other group members to explain their answers to ensure that each question is answered fully

Answer

Option B is correct because a student who is able to both orally discuss and build on group members' comments is showing strong oral communication skills as a speaker and a listener. **Option A is incorrect** because a student who asks questions that diverge from the original question is not demonstrating the listening element of oral communication skills. **Option C is incorrect** because a student who speaks more frequently may actually be demonstrating poor oral communication skills. Listening and responding to others' comments are better indicators that the student has strong oral communication skills. **Option D is incorrect** because ensuring that each question is answered in depth is not an indicator of a student's strength in oral communication; it is more an indicator of how critically a group is thinking on the whole.

38. An English teacher starts each class by asking a question about the previous day's lesson or reading. The teacher gives students a few moments to think about the question and then asks one or two students to speak about the question for a few minutes. Throughout the course of the week, each student is asked to respond to a question. As students become more practiced at the strategy, which of the following is the best way to modify it to promote the most active engagement from students?

- A. Encouraging the weakest participants to observe the discussions, suggesting that they learn through listening
- B. Allowing the strongest participants to lead the discussions, ensuring that the content is clearly communicated

- C. Having students evaluate each other's responses during discussion, using a teacher-designed rubric
- D. Having students create the questions, choosing two each class period to use for the day's discussion

Answer

Option D is correct because having all students create the questions, from which the teacher selects two to ask each class period, provides students with an opportunity to practice writing relevant questions and to see how effective questions generate group discussion. By first modeling effective questioning and then having students practice it, the teacher promotes active engagement. **Option A is incorrect** because encouraging the weakest students to only observe eliminates them from active engagement. **Option B is incorrect** because having the strongest students lead the discussions does not require active engagement from everyone. **Option C is incorrect** because having students evaluate one another does not build on the strategy, and it will likely lead to discouraging students from participating.

39. A teacher begins class by writing a discussion question on the board and having students write a short response to the question on a note card. The teacher then collects the note cards and redistributes them randomly. Each student, in turn, is asked to read the response on the card he or she receives and then talk about that response. A primary benefit of the discussion strategy is that students in the class

- A. become the facilitators of the discussion.
- B. take ownership in creating the discussion topic.
- C. are encouraged to analyze other perspectives.
- D. incorporate research into their responses.

Answer

Option C is correct because the strategy allows students to reflect and comment on someone else's ideas. **Option A is incorrect** because the teacher is facilitating the discussion. **Option B is incorrect** because the discussion topic was created by the teacher. **Option D is incorrect** because students are not conducting research about the topic.

40. Which of the following teacher strategies is the most appropriate first step in helping students to prepare oral presentations?

- A. Sharing the guidelines that will be used to assess the presentation
- B. Teaching students to integrate technology into a presentation
- C. Providing a graphic organizer for students to use to plan the presentation
- D. Encouraging students to practice delivering a presentation

Answer

Option A is correct because providing the guidelines helps students understand the expectations as they are preparing their presentations. **Option B is incorrect** because although technology can enhance a presentation, students preparing their first presentation should focus on the elements of an effective presentation and the basic elements that will be assessed. **Option C is incorrect** because while a graphic organizer is a helpful tool for planning a presentation, the students should know the guidelines for the presentation before they can complete

the organizer in order to meet the assessment criteria. **Option D is incorrect** because although practicing a presentation improves delivery, students must first understand the guidelines and develop the presentation.

Competency 011—The teacher understands and teaches basic principles of media literacy and provides students with opportunities to apply these principles in interactions with media.

41. During a lesson about media literacy, a teacher has students view an advertisement and consider the question, "Who profits from this message?" The question will best guide students to focus on which part of the advertisement?
- A. Its relevance to their lives
 - B. The format of the content
 - C. Its ultimate purpose
 - D. The targeted audience

Answer

Option C is correct because this aspect of media literacy deals with the motives of the networks, publishers, or authors of the media message and their ability to make a profit by capturing an audience for either loyalty or advertisement space and revenue. This guiding question looks beyond the basic motives of persuading, informing, or entertaining and focuses on how a message may have been influenced by ego, ideology, or money. **Option A is incorrect** because this aspect of media literacy prompts students to evaluate whether the message pertains to them. **Option B is incorrect** because this aspect of media literacy focuses on the way in which the message is constructed or delivered. **Option D is incorrect** because this aspect of media literacy explores which people the message is intended for.

42. Which of the following concepts for a political advertisement illustrates the bandwagon technique being used to persuade people to vote for a certain candidate?
- A. A list of the regulations that the candidate has supported is shown scrolling on the screen while a voice-over describes the negative impact of each regulation
 - B. A group of individuals are shown leaving their homes to join a crowd parading behind the political candidate, carrying a sign that states "Join us!"
 - C. A family is shown eating at a dinner table and laughing while a voice-over describes the political candidate's support of family values
 - D. A celebrity is shown speaking in favor of a political candidate at a local charity event, describing how the candidate has been a positive influence

Answer

Option B is correct because this advertisement depicts the bandwagon effect of people following the leader, and thus being made to feel they made the right choice by joining the crowd. **Option A is incorrect** because this advertisement resonates more with a name-calling propaganda technique. **Option C is incorrect** because this advertisement depicts a plain folks technique, appealing to a stereotypical, average voter. It also utilizes some aspects of glittering generalities by making reference to "family values." **Option D is incorrect** because this advertisement primarily utilizes testimonials, in which a spokesperson speaks positively about a product, in this case the candidate.

43. A teacher is having students create a digital slide show of images related to a theme of a novel they are reading. Which of the following questions should the teacher direct students to ask themselves first when evaluating an image for use in the slide show?

- A. How trustworthy is the source of the image?
- B. What message does the image convey?
- C. Who is the likely intended audience for the image?
- D. Where in the slide show should the image be sequenced?

Answer

Option B is correct because evaluating the message communicated by the image will help students determine whether the image is relevant to the novel's theme. **Option A is incorrect** because while the trustworthiness of the source may be a secondary consideration, students' primary focus should be on whether the image conveys the intended theme. **Option C is incorrect** because while students should select images that will convey the intended theme to the audience of their slide show, it is not critical for them to consider the photographer or artist's intended audience. **Option D is incorrect** because students should ask this question later in the process after they have selected the images they will include in the slide show.

Multiple-Competencies Passages

Questions 44–46 refer to the following information.

As an introduction to a unit about how to identify and use particular text structures in reading and writing, a seventh-grade English teacher asks students to read the following excerpt from a government-circulated brochure about poison ivy.

Poison ivy and other poison plant rashes can't be spread from person to person. But it is possible to pick up the rash as a result of plant oil that may have stuck to clothing, pets, garden tools and other items that have come in contact with these plants. The plant oil lingers (sometimes for years) on virtually any surface until it's washed off with water or rubbing alcohol.

The rash will occur only where the plant oil has touched the skin; consequently, a person with poison ivy can't spread it on the body by scratching. It may seem like the rash is spreading if it appears over time instead of all at once. But this is either because the plant oil is absorbed at different rates in different parts of the body or because of repeated exposure to contaminated objects or plant oil trapped under the fingernails. Contact with blisters cannot further spread the rash.

Competency 005—The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.

44. Which of the following text structures does this excerpt best demonstrate?

- A. Cause and effect

- B. Chronological or sequential
- C. Description or list
- D. Compare and contrast

Answer

Option A is correct because the text has a cause-and-effect structure, demonstrating the cause of the poison ivy rash—"the oils from the poison ivy plant"—and then how to avoid spreading poison ivy — "washing off with water or rubbing alcohol." **Option B is incorrect** because the content of the text is not being told in a particular time order as a narrative excerpt would. **Option C is incorrect** because while some description is given, there is not a primary emphasis on descriptive details. **Option D is incorrect** because similarities and differences are not identified.

45. Which of the following will best help students recognize the text structure of the excerpt?

- A. Finding the main idea of the excerpt
- B. Summarizing each paragraph of the excerpt
- C. Identifying signal words in the excerpt
- D. Reading another excerpt on the same topic

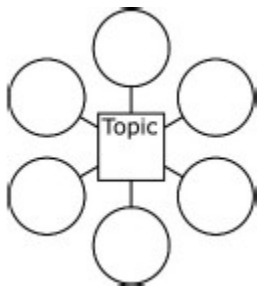
Answer

Option C is correct because identifying signal words and phrases within the text, such as "consequently," "therefore," "as a result of," and "because," will help students recognize the cause-and-effect elements of the paragraphs. **Option A is incorrect** because finding the main idea of the excerpt will help with comprehension, but it does not help with identifying the text structure. **Option B is incorrect** because summarizing will only condense what is said in each paragraph and will not lead to identifying the structure of the passage. **Option D is incorrect** because reading another excerpt may further students' knowledge on the same topic, but it will not help students to identify the structure of this excerpt.

Competency 004—The teacher understands reading processes and teaches students to apply these processes.

46. Which of the following graphic organizers is most appropriate to use to create a visual representation of the excerpt during reading?

A.



Questions 47–50 refer to the following information.

A high school English class is completing an analysis of the following excerpt from the play *The Glass Menagerie* (1944) by Tennessee Williams.

JIM. Laura, you know, if I had a sister like you, I'd do the same thing as Tom. I'd bring out fellows and—introduce her to them. The right type of boys—of a type to—appreciate her. Only—well—he made a mistake about me. Maybe I've got no call to be saying this. That may not have been the idea in having me over. But what if it was? There's nothing wrong about that. The only trouble is that in my case—I'm not in a situation to—do the right thing. I can't take down your number and say I'll phone. I can't call up next week and—ask for a date.

Competency 004—The teacher understands reading processes and teaches students to apply these processes.

47. Which of the following best states the meaning of "call" as used in the sentence, "Maybe I've got no call to be saying this"?

- A. A specific need or occasion
- B. A visit to someone's house
- C. Using the telephone to contact
- D. Contacting from another room

Answer

Option A is correct because Jim is wondering whether he has any specific need or occasion for the remark he is making. **Option B is incorrect** because the use of "phone" and "call up" imply that Jim will not call Laura on the telephone but do not imply that he will not visit her. **Option C is incorrect** because Jim is referring to the need or occasion to make a certain remark, not the act of talking on the telephone. **Option D is incorrect** because Jim does not use any words that imply that he will yell from another room.

Competency 006—The teacher understands literary elements, genres and movements and demonstrates knowledge of a substantial body of literature.

48. The many dashes, or pauses, in the speech indicate that Jim is

- A. holding back intense feelings for Laura.
- B. hiding his true thoughts and intentions.
- C. nervous and careful about saying the right thing.
- D. angry and uncomfortable at being put in the situation.

Answer

Option C is correct because Jim is trying to mend a situation gone wrong by trying to let Laura down easy. Since the situation is personal and slightly awkward, Jim is very slow and deliberate about his word choice, as indicated by the pauses. **Option A is incorrect** because Jim shows no indication of any feelings for Laura other than sympathy. **Option B is incorrect** because Jim shows every indication of being honest with Laura, even uncomfortably so. **Option D is incorrect** because while Jim may be slightly uncomfortable, he is calm and is speaking slowly; he shows no anger.

Competency 004—The teacher understands reading processes and teaches students to apply these processes.

49. Which of the following inferences is best supported by the excerpt?

- A. Jim believes he is the right type of boy for Laura.
- B. Laura was never romantically interested in Jim.
- C. Jim does not have a good relationship with his sister.
- D. Tom introduced Jim to his sister as a potential love interest.

Answer

Option D is correct because Jim says that he would introduce the "right type of boys" to Laura if he was her brother, and "that may not have been the idea . . . but what if it was?" This implies that Tom's purpose in inviting Jim over was to introduce Jim as a potential love interest for Laura. **Option A is incorrect** because Jim says "he made a mistake about me," implying that he is not "the right type" of boy for Laura, as Tom thought. **Option B is incorrect** because the stage direction "faintly" implies that Laura may very well have been romantically interested in Jim and is disappointed that he won't call again. **Option C is incorrect** because no information is given about Jim's relationship with Laura.

Competency 006—The teacher understands literary elements, genres and movements and demonstrates knowledge of a substantial body of literature.

50. During which of the following American literary periods was the play written?

- A. Transcendental
- B. Enlightenment
- C. Romantic
- D. Modern

Answer

Option D is correct because the play was written in 1944, making it a work from the Modern period. **Option A is incorrect** because the Transcendental movement took place in the nineteenth century. **Option B is incorrect** because the Enlightenment was an eighteenth-century movement. **Option C is incorrect** because the Romantic movement took place in the nineteenth century.

Preparation Manual

Section 5: Sample Literary Analysis Question English Language Arts and Reading 7–12 (231)

The first constructed-response question presents two thematically-related literary passages and asks you to identify the passages' shared themes and analyze the literary devices and techniques used by the two authors to develop those themes. Although each Literary Analysis question presents a different pair of literary passages, the directions for each Literary Analysis question are the same.

General Directions

Plan to use approximately 60–90 minutes to complete this question.

Read the constructed-response question carefully before you begin to write your response to ensure that you address all components. Think about how you will organize what you plan to write.

The final version of your response should conform to the conventions of standard English. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work. You may, however, use citations when appropriate.

Sample Literary Analysis Question

The passages below address similar topics. They convey themes that are related through their similarities and/or through their differences. In an essay to be read by an educator in the field of English, write an analysis of the two passages. Support your analysis with textual evidence. Your analysis should:

- identify and discuss themes that connect the two passages; and
- explain how the authors use literary elements and/or literary devices in each excerpt to develop and support these themes.

I. “Who Burns for the Perfection of Paper” (1993), a poem by Martín Espada

At sixteen, I worked after high school hours
at a printing plant
that manufactured legal pads:
Yellow paper
5 stacked seven feet high
and leaning
as I slipped cardboard
between the pages,
then brushed red glue
10 up and down the stack.
No gloves: fingertips required
for the perfection of paper,
smoothing the exact rectangle.
Sluggish by 9 P.M., the hands
15 would slide along suddenly sharp paper,
and gather slits thinner than the crevices
of the skin, hidden.

Then the glue would sting,
hands oozing
20 till both palms burned
at the punchclock.

Ten years later, in law school,
I knew that every legal pad
was glued with the sting of hidden cuts,
25 that every open lawbook
was a pair of hands
upturned and burning.

Source: "Who Burns for the Perfection of Paper," from CITY OF COUGHING AND DEAD RADIATORS by Martin Espada.
Used by permission of W.W. Norton & Co, Inc.

II. Excerpt from *Hard Times* (1854), a novel by Charles Dickens

The excerpt below describes the fictitious setting of the novel, an industrial city called Coketown.

It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood it was a town of unnatural red and black....It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves forever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye, and vast piles of buildings full of windows where there was a rattling and a trembling all day long, and where the piston of the steam engine worked monotonously up and down like the head of an elephant in a state of melancholy madness. It contained several large streets all very like one another, and many small streets still more like one another, inhabited by people equally like one another, who all went in and out at the same hours, with the same sound upon the same pavements, to do the same work, and to whom every day was the same as yesterday and tomorrow, and every year the counterpart of the last and the next.

These attributes of Coketown were in the main inseparable from the work by which it was sustained; against them were to be set off, comforts of life which found their way all over the world, and elegancies of life which made, we will not ask how much of the fine lady, who could scarcely bear to hear the place mentioned. The rest of its features were voluntary, and they were these....Fact, fact, fact, everywhere in the material aspect of the town;...what you couldn't state in figures, or show to be purchasable in the cheapest market and salable in the dearest, was not, and never should be, world without end, Amen.

Literary Analysis Sample Responses and Rationales

Score Point 4

The common theme uniting the poem "Who Burns for the Perfection of Paper" by Martin Espada and the excerpt taken from Charles Dickens' novel *Hard Times* is that of the invisibility of labor that goes into the goods we take for granted. They differ greatly however in the perspective presented. Whereas Dickens' omniscient narrator tends to reinforce the distance between work and the finished product — his "fine lady," for instance, "could scarcely bear to hear... mentioned" a place like Coketown — Espada's first person narrator uses metaphor to unite the pain of labor and the legal pads and law books that every law student makes use of. Dickens' description of Coketown appears to be more concerned with emphasizing the dehumanizing nature of industrial toil, while Espada, by personifying the worker's finished product as a pair of stinging hands, wants us to see the individual and his pain.

Dickens' concern with the dehumanizing nature of industrial labor is evident in the following lines describing the Coketown streets: "inhabited by people equally like one another, who all went in and out at the same hours, with the same sound upon the same pavements, to do the same work, and to whom every day was the same as yesterday and tomorrow, and every year the counterpart of the last and the next." The repetition and alliteration in Dickens' prose in these lines helps to underline the daily tedium and monotony of the lives lived in Coketown. Sameness is emphasized by the repeated use of the very word the "same" and the unchanging nature of life in Coketown is underlined by tying "every day" to "every year." Espada, on the other hand, tends to individualize the worker in his pain in such lines as, "Then the glue would sting,/hands oozing/till both palms burned/at the punchclock." When these palms are returned to in the poem's final lines — "I knew ...that every open lawbook/was a pair of hands/upturned and burning" — Espada is inviting us to contemplate the individual who suffers while providing us with the goods we enjoy. This is very different from the perspective presented by Dickens, who asks us to consider the devastating impact of industrial labor on the community as a whole, a community which is thoroughly lacking in any individuality at all.

Both authors want us to see the distance between the privileged who enjoy the finished product and the workers. Dickens' workers will never enjoy the "comforts" and "elegancies" which they help to create and the "fine" ladies who do enjoy them do not want to be disturbed by thoughts of the suffering and exploitation that make their luxuries possible. Espada's narrator, however, does leave the factory and achieves a position which allows him to enjoy the luxuries of the modern world, as referenced by the legal pad and the law book. His first-hand experience on the factory floor enables him to make connections that others can't or won't. To others the law book is simply a law book; for Espada's narrator it marks the distance between the uneducated who toil and suffer and the educated who take that suffering for granted. Despite his reformist bent, Dickens' narrator seems to be much more pessimistic about the prospects of his workers. Unlike Espada's narrator, they will not leave the factory or hold in their hands its products. They are victims of a market, comprising both the "cheapest" and the "dearest," that keeps them imprisoned in the unchanging "material aspect" of the town, "a world without end."

The simplicity of Espada's poetry contrasts greatly with Dickens' florid prose. Dickens' use of simile and metaphor sets up Coketown as a kind of second nature created by humans. But this nature is unnatural, terrifying and ill. Colossal serpents writhe but are unable to uncoil, remaining turned in upon themselves. An elephant pounds its head in "melancholy madness." These figures suggest a town that defies the laws of the natural world, a town that sickens itself through its unnatural creations. Dickens emphasizes this state elsewhere, as well. In the "unnatural red and black" of the buildings, in the "black canal," in the purple river with the "ill-smelling dye," in the "rattling and trembling" buildings, Dickens shows us a second nature that poisons and destroys all who come into contact with it. Dickens makes this all very vivid by evoking sights and scents and even action in the form of the trembling buildings and the mad elephant. Espada's narrator, on the other, barely describes his work environment at all, aside from the seven foot high stack of yellow paper. He begins by giving us a brief account of his daily work, largely using simple language and, for the most part, eschewing figurative language. It is as if Espada wants to conjure the drudgery of his work by using plain, straightforward language and short, choppy lines. About midway through the first stanza, however, Espada suddenly shifts tone and his language becomes more figurative: "No gloves: fingertips required/for the perfection of paper,/smoothing the exact rectangle./Sluggish by 9 P.M., the hands/would slide along suddenly sharp paper,/and gather slits thinner than the crevices/ of the skin, hidden." Espada's first real use of figurative language — the "perfection of paper" — imparts central significance to the paper and the demands it makes on the narrator. From there we have hands that grow "sluggish" and paper that suddenly becomes sharp. Espada's imagery here tends to crystallize the work as an encounter between hands and the exacting demands of the "perfection of paper." Unlike Dickens' sick and trembling second nature, this is a quiet environment, the paper silently but effectively assailing its victim, the stinging cuts accumulating along with the pain. These differences, I think, highlight the different approaches of the two authors to the theme of the invisibility of labor. Espada's more individualized account is contemplative and asks us to contemplate as well. Dickens' account of a community ensnared within a terrifying new nature is angrier and more fearful.

Rationale for the Score of 4

This outstanding response addresses the assigned task clearly and thoroughly. The opening paragraph sets up a nuanced discussion by identifying “the invisibility of labor that goes into the goods we take for granted” as a central, overarching theme connecting the two passages but then undercutting this connection by emphasizing that the passages “differ greatly . . . in the perspective presented.” Going well beyond simply identifying or describing the use of literary elements and devices, the response integrates its discussion of literary elements and devices into its larger discussion of theme, offering specific, well-chosen examples and well-reasoned analysis of the different ways particular elements and devices are used to explore the shared themes. This exemplary, well-written and well-developed response earns a score of 4 by demonstrating a comprehensive understanding of the assignment and accurate and effective application of appropriate content knowledge.

Score Point 3

Martin Espada’s poem “Who Burns for the Perfection of Paper” is a poem written in 1993 and Dickens’s *Hard Times* is a novel written in 1854, so they’re obviously pretty different in terms of literary devices but they do talk about similar topics. The two passages address similar topics and convey related themes about the suffering of factory workers.

In the Espada poem, he talks about working in a printing plant when he was 16. The poem is written in the past tense from the perspective of an older person who no longer works in a factory. In some ways this doesn’t seem much like a poem at all: instead of talking about love in flowery language, he’s talking about gluing legal pads together and getting really bad paper cuts. The poem’s lack of rhyme, its syntax, and its ordinary diction make it seem more like prose than poetry. In fact, if you remove the line breaks, much of the poem reads like prose. In the first stanza the author gives a lot of concrete details: “Yellow paper / stacked seven feet high / and leaning / as I slipped cardboard / between the pages / then brushed red glue / up and down the stack.” The diction here is very ordinary and realistic and objective like the writer is just reporting facts. Given the mundane setting and subject, the plain style and lack of figurative language seems fitting.

The second half of the first stanza describes his memories of the physical effects of the work. Small factual details like “red glue,” “No gloves,” and “Sluggish by 9 PM” suddenly seem important. Even though he’s only 16, he’s working late on a school night and he’s getting tired. Because he couldn’t wear gloves, “the hands / would slide along suddenly sharp paper, / and gather slits thinner than the crevices / of the skin, hidden. / Then the glue would sting, / hands oozing. . .” While the color of the glue seemed incidental before, the image of glue-covered “hands oozing” with “red glue” now evokes blood and helps the reader imagine his suffering. This part of the poem also uses alliteration to emphasize and link certain words. For example, the repetition of the “p” in “perfection,” “paper,” and “punchclock” links terms that represent things that the factory valued more than it valued him.

The second stanza takes place “ten years later, in law school.” The legal pads and law books he uses now are a daily reminder of the pain he suffered in the legal pad factory. This stanza seems more like a typical poem in that it uses metaphors and figurative language. He says that the legal pad “was glued with the sting of hidden cuts” which reminds us that, figuratively at least, they’re glued together with blood. He also uses a metaphor to compare “every open lawbook” to “a pair of hands / upturned and burning.” Even though he has escaped the factory, he can’t escape the memory of the pain he suffered.

While Espada’s poem is written from a first-person point of view, the excerpt from Dickens’s *Hard Times* has a third-person narrator who seems to be describing the setting of Coketown from a distance to an audience that has never seen a sight like this. Maybe that is why this piece of prose uses more poetic devices than Espada’s poem does. Dickens spends more of his time painting a picture of the sights, sounds and smells of the city than the people.

For example, the narrator’s use of the metaphor “serpents of smoke” helps outsiders visualize the smoke and adds a sinister quality to the smoke through snakes’ association with poison and Satan. The unnatural image of a “river that ran purple with ill-smelling die” also effectively emphasizes the extremity of the pollution here. He uses a simile to compare the motion of a steam engine to “the head of an elephant in a state of melancholy madness.” The first paragraph uses really long sentences that all begin with the same way (“It was,” “It had,” “It contained”). This repetition along with the use of words like “interminable,” “forever and ever” emphasize the endless and unchanging misery that Coketown represents.

All he says about the people is that they were “equally like one another” and that they led monotonous lives that never changed. However, given the smoky, smelly, noisy, noxious environment that Dickens has described, the fact that these nameless people are trapped there to suffer forever is reminiscent of Hell. In the next paragraph we’re presented with the irony that the factories and workers of this Hell produce the “comforts. . . and elegancies of life.” Although he sets up a juxtaposition between the squalor of Coketown and the luxuries it produces, he also firmly but indirectly links the “fine lady” who so enjoys the “elegancies of life” with the horror of Coketown. The fact that she “could scarcely bear to hear the place mentioned” suggests both guilt and indifference. Rather than directly accusing his audience of playing a role in the creation of Coketown, Dickens uses the anonymous “fine lady” to represent all the people who thoughtlessly contribute to the suffering of others.

Both Espada and Dickens draw our attention to the suffering of the working class and link that suffering to the goods these workers produce. In that way, both writers force their readers to confront their complicity in the suffering of others.

Rationale for the Score of 3

This response presents a generally competent analysis that identifies and discusses the theme of the suffering of factory workers conveyed in both passages and explains some of the literary elements and devices the writers use to develop and support this theme. While the theme presented is not discussed extensively in the introduction, the response continues to explore the theme throughout its discussion of the two passages and stays focused on this theme throughout the response. The response demonstrates the ability to apply content knowledge that is generally appropriate and accurate. For example, although the discussion of Espada’s style may suggest a somewhat narrow definition of poetry, it demonstrates knowledge of poetic elements and conventions and the ability to use literary terms appropriately. Although the Espada paragraph spends quite a bit of time describing the unpoetic style of Espada’s poetry, the significance of the style to the theme is eventually explained. The identification and discussion of literary devices and elements in both texts and the use of specific literary terms is generally accurate; however, not all points are precisely and effectively explained (e.g., “The first paragraph uses really long sentences that all begin with the same way” or the failure to discuss the significance of Dickens’ elephant simile). Thus, while the response generally provides sufficient support and reasoning for its analysis, there are some exceptions. Because the response generally demonstrates the ability to accurately and appropriately apply the content knowledge addressed in the question, it earns a score of 3.

Score Point 2

The Espada poem and the excerpt from *Hard Times* by Charles Dickens both use imagery, alliteration and other devices to describe life in and around factories.

Most of the Espada poem is set in a factory that makes legal pads. Two colons are used in the first stanza to prepare the reader for the list of images that will follow. The first list of images sets the basic scene of the narrator working in the factory: “Yellow paper stacked seven feet high and leaning as I slipped cardboard between the pages, then brushed the red glue up and down the stack.” Then the writer zooms in like a movie camera to focus just on the narrator’s bare hands: “No gloves: fingertips required.” Rather than just saying that the paper cut his hands, he uses a metaphor: “hands would slide along suddenly sharp paper, and gather slits.” Espada also uses alliteration and consonance of the “s” sound within these images, like the sound of paper being folded and sifted.

The second stanza is set ten years later in law school, but the legal pads he uses remind him of the factory and how his hands burned. For Espada, legal pads and law books symbolize pain: “every open lawbook was a pair of hands upturned and burning.”

Hard Times is set in an industrial city called Coketown. Where Espada’s description acts like a movie camera, Dickens is like a painter focused on the colors of his palette. He describes “red brick,” “unnatural red and black,” and “a river that ran purple.” These colors paint a picture of the pollution in Coketown. Dickens also uses alliteration to imitate the hissing of

smokestacks. He uses a simile when he says: “the piston of the steam engine worked monotonously up and down like the head of an elephant in a state of melancholy madness.”

Just like Espada, Dickens changes his focus in his second paragraph. He turns away from the ugly picture he has just painted and focuses instead on more pleasant images: “comforts of life,” “elegancies,” and a “fine lady.” By ending with “Amen,” the narrator seems to be showing relief and gratitude that he no longer has to think about something as unpleasant as Coketown.

Rationale for the Score of 2

This response demonstrates some relevant content knowledge in its discussion of the two passages, but it is limited overall in addressing the assigned task. The opening sentence recognizes that both passages “describe life in and around factories,” but the response makes little effort beyond this to identify or discuss thematic connections between the works. As such, the response focuses much more heavily on the shared setting than it does on theme. Despite this limitation, the response does demonstrate some relevant content knowledge in its discussion of setting. Several examples of each writer’s use of literary elements and devices to establish setting are provided, and literary terms (e.g., “stanza,” “images,” “alliteration,” “simile”) are often used correctly. However, because these examples aren’t developed and connected to a discussion of theme, their effectiveness and relevance are limited. The response accurately points out literary devices, but it provides very little analysis of the purpose or effect of these devices or their relation to the writers’ themes. This weakness in support and analysis is particularly notable when the response attempts to move beyond identification and description. For example, the final paragraph misinterprets the tone of the passage and greatly misrepresents the narrator’s attitude toward Coketown. Despite the generally strong writing and accurate identification of literary devices, this response earns a score of 2 due to its limitations in addressing the components of the question.

Score Point 1

Both the poem and the excerpt give the reader a feeling for how people who worked in factories had pain and hard times.

Espada talks about how things are really bad for him when he worked in a factory and that it was worse than being in school. His hands would be burned and hurt by the glue and the cuts he would get on his hands at the factory. He also is a lawyer now and he has a much better life, one that also uses paper.

Dickens talks about a town with many factories and how it is sad and depressing on one end. Then he gives a clear picture about how there are riches and happiness on the other, and that it is possible that the two worlds never meet. He gives a lot of examples of how bad it is in the town and how good it is for the “elegant” people.

It’s not fair to have such a divided world between people who have to work and people who don’t. But these two writings show how both lives are there.

Rationale for the Score of 1

This response does attempt to identify a thematic connection between the two passages by stating that they both “give the reader a feeling for how people who worked in factories had pain and hard times,” but the discussion of theme is vague and limited. The brief discussion of the two passages suggests no more than a basic and superficial comprehension of the passages and provides little or no relevant support to develop a discussion of theme. The response also fails to provide any relevant discussion of literary elements or devices. Because the response demonstrates little or no knowledge or understanding of content knowledge addressed in the question as it relates to the test framework for TExES English Language Arts and Reading 7–12, the response earns a score of 1.

Performance Characteristics for the Literary Analysis Question

The rubrics created to evaluate your responses to the constructed-response questions are based on the following criteria:

Purpose	The extent to which the candidate responds to the components of the question in relation to relevant content knowledge addressed in the test framework for TExES English Language Arts and Reading 7–12.
Demonstration of Knowledge	The extent to which the knowledge demonstrated is accurate and effectively applied in relation to relevant content knowledge addressed in the test framework for TExES English Language Arts and Reading 7–12.
Support	Quality and relevance of supporting details in relation to relevant content knowledge addressed in the test framework for TExES English Language Arts and Reading 7–12.
Rationale	Soundness of reasoning and depth of understanding demonstrated in relation to relevant content knowledge addressed in the test framework for TExES English Language Arts and Reading 7–12.
Written Expression	The extent to which the response is appropriate for the specified audience and conforms to conventions of standard English for paragraphing, sentence structure, usage and mechanical conventions in relation to relevant content knowledge addressed in the test framework for TExES English Language Arts and Reading 7–12.

Score Scale for the Literary Analysis Question

Each rater will use the criteria described in the scoring rubric to assess the overall quality of the response and assign a score on a scale of 1–4. Each of the four score points on the scoring scale represents a different level of overall proficiency in demonstrating the content knowledge and skills required by the assigned question. The scoring rubric describes typical characteristics of responses at each score point. Although the score assigned corresponds to one of the score points, individual responses may include attributes of more than one score point.

Score Point	Score Point Description
4	<p>The “4” response demonstrates thorough knowledge and understanding of content knowledge addressed in the question as it relates to the test framework for TExES English Language Arts and Reading, 7–12.</p> <ul style="list-style-type: none"> • The response fully addresses all components of the question. • The content knowledge demonstrated is accurate, appropriate and effectively applied. • The response provides strong support with specific, relevant details. • The response reflects clear, logical reasoning and a comprehensive understanding of the assignment. • The response is written effectively for the specified audience and is largely free of flaws in paragraphing, sentence structure, usage and mechanical conventions.
3	<p>The “3” response demonstrates general knowledge and understanding of content knowledge addressed in the question as it relates to the test framework for TExES English Language Arts and Reading 7–12.</p> <ul style="list-style-type: none"> • The response addresses most or all components of the question. • The content knowledge demonstrated is generally accurate, appropriate and effectively applied; minor problems in accuracy or effectiveness of application may be evident.

	<ul style="list-style-type: none"> • The response provides sufficient support with some relevant details. • The response reflects sufficient reasoning and a general understanding of the assigned topic. • The response is written appropriately for the specified audience, but it may have some flaws in paragraphing, sentence structure, usage and mechanical conventions.
2	<p>The “2” response demonstrates limited knowledge and understanding of content knowledge addressed in the question as it relates to the test framework for TExES English Language Arts and Reading 7–12.</p> <ul style="list-style-type: none"> • The response addresses at least some of the components of the question. • The content knowledge demonstrated is limited and/or applied with limited effectiveness; significant inaccuracies may be evident. • The response provides limited support with few relevant details, or the support given is partially irrelevant. • The response reflects limited reasoning and a partial understanding of the assigned topic. • The response may not be appropriate for the specified audience and/or may contain distracting errors in paragraphing, sentence structure, usage and mechanical conventions.
1	<p>The “1” response demonstrates little or no knowledge or understanding of content knowledge addressed in the question as it relates to the test framework for TExES English Language Arts and Reading 7–12.</p> <ul style="list-style-type: none"> • The response addresses few, if any, of the components of the question. • The content knowledge demonstrated is weak, ineffectively applied and/or largely inaccurate. • The response provides little or no support, or the support given is mostly irrelevant. • The response reflects weak reasoning and little or no understanding of the assigned topic. • The response is inappropriate for the specified audience and maybe severely flawed by errors in paragraphing, sentence structure, usage and mechanical conventions.
0	<p>A score of 0 will be assigned to responses that are not scorable for any of the following reasons:</p> <ul style="list-style-type: none"> • completely blank • off topic/off task • primarily in a language other than English • too short or do not contain a sufficient amount of original work to score

Note: Your written response should be your original work, written in your own words and not copied or paraphrased from some other work.

Preparation Manual

Section 6: Sample Writing Assessment and Pedagogy Question

English Language Arts and Reading 7–12 (231)

The second constructed-response question presents a student’s draft response to an in-class writing assignment and asks you to complete three assessment tasks related to the draft. Although each Writing Assessment and Pedagogy CR question presents a different student draft, the task directions for each question are the same.

General Directions

Plan to use approximately 45–60 minutes to complete this question.

Read the constructed-response question carefully before you begin to write your response to ensure that you address all components. Think about how you will organize what you plan to write.

The final version of your response should conform to the conventions of standard English. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work. You may, however, use citations when appropriate.

Sample Writing Assessment and Pedagogy Question

Read the following writing assignment and student response carefully before beginning your assessment.

In a tenth-grade English class, a teacher assigns the following 45-minute in-class writing assignment to assess students’ skills in persuasive writing.

Think about a school policy that you would like to see changed or implemented. Then write a letter to the school principal that explains the policy and makes a case for why you think it should be changed or implemented. Be sure to:

- **State your position clearly**
- **Organize your argument appropriately**
- **Support your position with specific reasons and examples**
- **Choose your words carefully**

The following is one student’s response to the assignment.

Dear Ms. Santiago,

I think that the school’s new ban on student’s using cell phones is total overkill. Don’t get me wrong, everyone knows that we had a problem. Before the ban, the halls were so clogged with kids texting and

talking on their phones that nobody could make it to class on time. Even the kids who with no phones! Then there was that girl last year who fell down the steps in the science wing and broke her leg because she was texting her boyfriend instead of looking where she was going. Could have been worse, I guess, she could of been driving! Hopefully she learned her lesson.

If the situation in the halls wasn't bad enough, it was probably even worse in class. First, people were late a lot, like I mentioned before. Also, even though teachers tell us all the time to turn are phones off or they would confusate them, but they would be ringing or buzzing all the time anyway which was pretty distracting. Plus you could always see kids texting on the sly in class or checking their phones every five seconds. Once during a history test, Mr. Peters caught this kid in the back row using his phone and asked him what he thought he was doing. He said, "oh, I couldn't remember what the Federalist Papers were, so I was just using my phone to research it." Unbelievable! So it's pretty clear why teachers want to ban cell phones from the classroom.

But even though I totally feel your pain I think, a total ban is way too extreme. You should compromise and let us to use our phones during lunch. Or maybe just let us text and stuff during lunch but not make calls. This would still keep the teachers happy because it wouldn't interrupt class, but it would make students happy too because it drives most of us crazy not to be able to text or check messages the entire day. It would probably make the cafeteria quieter since we'd all be busy texting and stuff instead of talking. That would make the teachers on lunch duty a little less cranky and, let's face it, that can only be a good thing.

TASK 1

Identify **one** significant strength of the student's response and explain how it contributes to the response's overall effectiveness. Be sure to provide specific examples from and references to the response to support your assessment. Do **not** discuss the student's ability with the conventions of standard written English (e.g., grammar, usage, mechanics).

TASK 2

Identify **one** significant weakness of the student's response and explain how it interferes with the response's overall effectiveness. Be sure to provide specific examples from and references to the response to support your assessment. Do not discuss the student's errors in the conventions of standard written English (e.g., grammar, usage, mechanics).

TASK 3

Describe **one** specific, appropriate instructional activity that you, as the English teacher, would implement to address the significant weakness of the student's response that you identified in Task 2. Be sure to explain how the activity would address the particular weakness you identified and why you think the activity would be effective.

Writing Assessment and Pedagogy Sample Responses and Rationales

Combined Score of 6

TASK 1

A significant strength of the paper is the use of specific details to support the statements made. The student supports claims made for why the phones were banned, "...there was that girl last year who fell down the steps in the science wing and broke her leg because she was texting her boyfriend instead of looking where she was going." Furthermore, when defending their compromise of allowing phone use at lunch, the student also gives a meaningful, concrete image, stating that this action could "make the cafeteria quieter since we'd all be busy texting." By providing concrete examples the student demonstrates an awareness of how smaller details can support broad statements.

TASK 2

One of the significant weaknesses in this response is the failure to pay attention to issues of the specific audience. An effective argument takes note of the intended audience (in this case, the school principal) and chooses details of language and syntax that will appeal to the audience and not offend. In this response, some of the vocabulary is either clichéd or colloquial and thus will not speak to an educated audience such as the school principal. For example, “overkill” in the first line is too colloquial for this audience. In the last paragraph, the writer employs “and stuff” twice in an attempt to cover several contingencies with vague language. Phrases such as “I totally feel your pain,” “I think,” and “drives most of us crazy” might be appropriate in comments to the student writer’s peers, but they are not effective when addressing a principal. Other colloquialisms such as “let’s face it” in the next to last line of the third paragraph as well as vague phrases like “late a lot” in the second line of the second paragraph distract the reader. The concluding comment that maligns lunch room monitors by calling them “cranky” is not a way to make friends and win an argument.

TASK 3

To help this student, as well as other students in the class, pay more attention to audience and understand how word choice and tone contribute to their ability to persuade, students should complete an exercise that requires them to write to different audiences on the same topic. For example, a prompt might read:

“Assume that you need a temporary supplement to your allowance of \$10.00 to purchase a ticket to an opening of a new film based on a novel you and many of your friends have read. Consider various people in your life to ask for a loan.”

1. Your mother who you believe will be sympathetic because she has read the book and thought it was fantastic.
2. Your older brother who now has a job, has a track record of supporting you when you need a friend, and loves going to the movies.
3. Your next-door neighbor who often asks you to babysit and who has a track record of paying you well for your service.

Write a three-sentence request for a small loan to each of the three people, explaining why you need the money. Use vocabulary, sentence structure, and details that will make it nearly impossible for each of them to turn down your request.”

This activity will be especially effective if students are asked to share their responses and discuss why the particular requests to each person will or will not likely be persuasive the particular person. Through the short writing activity, followed up by a discussion, students will learn to choose their words and language more carefully and according to their particular audience.

Rationale for a Combined Score of 6

This response earns full credit on all three tasks.

The response to Task 1 states a significant strength, “the use of specific details to support the statements made.” The response then gives several effectively supporting examples from the student response. The response provides a clear assessment, explaining HOW the examples contribute to the persuasiveness and effectiveness of the writing: “By providing concrete examples the student demonstrates an awareness of how smaller details can support broad statements.”

The response to Task 2 clearly identifies “the failure to pay attention to issues of the specific audience” as a significant weakness and explains how this weakness threatens the effectiveness of the response as a whole by making it less persuasive to its audience. The response supports its assessment by identifying and discussing several specific, concrete examples from the text that illustrate the student’s use of “vocabulary [that] is either clichéd or colloquial and thus will not speak to an educated audience such as the school principal.”

The response to Task 3 identifies and describes a specific, appropriate instructional activity that is clearly relevant to the weakness identified in Task 2. The response goes beyond its general claim that “students should complete an exercise that requires them to write to different audiences on the same topic” to provide a detailed and well-considered sample prompt. The response makes a thorough and convincing case for the relevance and effectiveness of the activity.

Combined Score of 3

TASK 1

The student in this writing piece takes the position that there should not be a school ban on students’ use of cell phones. A strength in the piece is that the student gives a number of examples of why a ban should exist which indicates an awareness of the opposing perspective, the perspective of the school principal.

TASK 2

A significant weakness in this student’s persuasive piece is the writer does not provide strong evidence (reasons) for why students should be allowed to have cell phones in school. The writer states that the classroom would be quieter if the use of phones wasn’t permitted during instruction and that teachers would be happier. However, these reasons are probably not important enough to convince the principal.

TASK 3

To address the specific weakness described in Task 2, an English teacher could introduce the use of a pro-con chart to help the writer generate ideas and begin to organize the piece. On this two-column graphic organizer a writer would list the benefits of his or her position in the pro side and the reasons against the writer’s position in the con side.

Rationale for a Combined Score of 3

The response to Task 1 earns partial credit. Although the response does identify a relevant strength, its explanation and support of its assessment is not presented effectively. The response identifies the student’s inclusion of “a number of examples of why a ban should exist” as evidence of “an awareness of the opposing perspective” and implies that this awareness improves the response’s ability to persuade its audience. However, the response fails to provide specific examples from the student response that effectively illustrate how this awareness of counter positions contributes to the overall effectiveness of the student’s response.

The response to Task 2 earns partial credit. The response identifies a potentially significant weakness (“the writer does not provide strong evidence (reasons) for why students should be allowed to have cell phones in school”). However, to earn full credit, the explanation of why the response’s reasons are weak and what would constitute stronger ones would need to be better supported. For example, the response does not explain why reasons such as “the classroom would be quieter” and “teachers would be happier” are weaker and less valid than the unnamed “important” reasons that the candidate mentions.

The response to Task 3 earns partial credit. This response identifies a very specific instructional activity, but offers only a brief explanation of why the teacher’s introduction of a “pro-con chart to help the writer generate ideas and begin to organize the piece” is an appropriate tool to address the weakness identified in Task 2 or why it would be effective. The response offers some description of how this tool is related to improving the student’s lack of good reasons by explaining that the student would use the chart to organize positives and negatives for the writer’s position but doesn’t offer a convincing case that this tool would help improve the student’s ability to identify “specific,” “valid” or “strong” reasons.

Combined Score of 0

TASK 1

The word choice selected by the student is well-written. The student is convincing because of that.

TASK 2

It's hard to follow the wording and to know for sure what the student is trying to say sometimes. The student talks about problems with using cell phones at school, but then the student tries to come back around and say that there should not be a ban on cell phones. Also, the student needs to be careful of some grammar problems.

TASK 3

One instructional strategy that I would use as the teacher is have the student use a graphic organizer. Then the student will be better able to plan what he is going to say.

Rationale for a Combined Score of 0

The response to Task 1 earns no credit. The response seems to be trying to identify “word choice” as a significant strength of the response, but the lack of any additional development or explanation makes it impossible to judge whether this is a significant or relevant strength. This complete lack of explanation and support precludes awarding even partial credit to the response.

The response to Task 2 earns no credit. Despite attempting to describe two different weaknesses, the response fails to provide any relevant explanation to support the identification of a relevant weakness. The first two sentences attempt to criticize the response’s clarity or focus, a potentially relevant weakness, but the description provided is too unclear to constitute an identification of a significant weakness. The second attempt to identify a weakness (“the student needs to be careful of some grammar problems”) is also irrelevant given the specific instruction against discussing grammar included in the task directions.

The response to Task 3 earns no credit. Although the response attempts to address the weakness it poorly identified in Task 2, the instructional strategy suggested by the candidate is general and the response offers little or no evidence to support or explain how the “graphic organizer” will address the weakness from Task 2. If the significant weakness is that the student speaks in a confusing way, how will the graphic organizer specifically address this problem?

Performance Characteristics for the Writing Assessment and Pedagogy Question

The rubrics created to evaluate your responses to the constructed-response questions are based on the following criteria:

Purpose	The extent to which the candidate responds to the components of the question in relation to relevant content knowledge addressed in the test framework for TExES English Language Arts and Reading 7–12.
Demonstration of Knowledge	The extent to which the knowledge demonstrated is accurate and effectively applied in relation to relevant content knowledge addressed in the test framework for TExES English Language Arts and Reading 7–12.
Support	Quality and relevance of supporting details in relation to relevant content knowledge addressed in the test framework for TExES English Language Arts and Reading 7–12.
Rationale	Soundness of reasoning and depth of understanding demonstrated in relation to relevant content knowledge addressed in the test framework for TExES English Language Arts and Reading 7–12.
Written Expression	The extent to which the response is appropriate for the specified audience and conforms to conventions of standard English for paragraphing, sentence structure, usage and mechanical conventions in relation to relevant content knowledge addressed in the test framework for TExES English Language Arts and Reading 7–12.

Score Scale for the Writing Assessment and Pedagogy Question

The scoring scale for the writing assessment and pedagogy question is 0–6. Each rater uses the scoring criteria described in the three task-level rubrics to assess the degree to which the task responses demonstrate proficiency in fulfilling the performance requirements for each task. Each task response is given full credit (+2 points), partial credit (+1 point) or no credit (+0 points). The rater then adds together the points earned for each task and assigns a single combined score between 0 and 6. This score represents the candidate’s overall proficiency in demonstrating the content knowledge and skills required by the assigned question.

Task-Level Rubrics and Combined Score Descriptions for Constructed-Response Question #2: Writing Assessment and Pedagogy	
Task 1 Rubric	
Full credit (+2 pts)	Clearly and correctly identifies a significant strength of the response and provides an effective and well-supported explanation of how it contributes to the response’s overall effectiveness.
Partial credit (+1 pt)	Identifies a significant strength of the response and provides at least some relevant explanation of and support for its assessment.
No credit (+0 pts)	Does not correctly identify/explain a relevant strength of the response and/or provides no relevant explanation of or support for its assessment.
Task 2 Rubric	
Full credit (+2 pts)	Clearly and correctly identifies a significant weakness of the response and provides an effective and well-supported explanation of how it interferes with the response’s overall effectiveness.
Partial credit (+1 pt)	Identifies a significant weakness of the response and provides at least some relevant explanation of and support for its assessment.
No credit (+0 pts)	Does not correctly identify/explain a relevant weakness of the response and/or provides no relevant explanation of or support for its assessment.
Task 3 Rubric	
Full credit (+2 pts)	Describes a specific, appropriate instructional activity that clearly addresses the weakness identified in task 2 and provides a convincing, well-supported explanation of why it would be effective.
Partial credit (+1 pt)	Describes an instructional activity that addresses the weakness identified in task 2 and provides at least some relevant explanation of why it would be effective.
No credit (+0 pts)	Does not describe/explain a relevant instructional activity to address the weakness identified in task 2 and/or provides no relevant explanation for the activity’s relevance or effectiveness.

Combined Score Descriptions

After applying the task-level rubrics to the three task responses, the rater will add together the points earned for each of the three task responses to determine the combined score (0–6) for the writing assessment and pedagogy question.

6	A combined score of 6 is awarded when all three task responses earn full credit.
5	A combined score of 5 is awarded when any two task responses earn full credit and the other task response earns partial credit.
4	<p>A combined score of 4 is awarded when:</p> <ul style="list-style-type: none"> • any two task responses earn full credit and the remaining task response earns no credit; <p>OR</p> <ul style="list-style-type: none"> • any one task response earns full credit and the other two task responses earn partial credit.
3	<p>A combined score of 3 is awarded when:</p> <ul style="list-style-type: none"> • any one task response earns full credit, another task response earns partial credit, and the remaining task response earns no credit; <p>OR</p> <ul style="list-style-type: none"> • all three task responses earn partial credit.
2	<p>A combined score of 2 is awarded when:</p> <ul style="list-style-type: none"> • any one task response earns full credit and the other two task responses earn no credit; <p>OR</p> <ul style="list-style-type: none"> • any two task responses earn partial credit and the remaining task response earns no credit.
1	A combined score of 1 is awarded when any one task response earns partial credit and the other two task responses earn no credit.
0	<p>A combined score of 0 is awarded when at least one of the three task responses attempts to respond to the assigned task but all three task responses earn no credit.</p> <p>A score of 0 will also be assigned when all three task responses are not scorable. A response is considered not scorable when it is:</p> <ul style="list-style-type: none"> • completely blank; • off topic/off task; • primarily in a language other than English; or • too short or does not contain a sufficient amount of original work to score.