

# Reading Specialist

# PRACTICE TEST



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## INTRODUCTION

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

## PURPOSE OF THE PRACTICE TEST

The practice test is designed to provide an additional resource to help you effectively prepare for the Reading Specialist (802) test. The primary purpose of the practice test is to help you become familiar with the structure and content of the test. It is also intended to help you identify areas in which to focus your studies. Education faculty and administrators of teacher preparation programs may also find this practice test useful as they help students prepare for the official test.

## TAKING THE PRACTICE TEST

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

## INCORPORATING THE PRACTICE TEST IN YOUR STUDY PLAN

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

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

This practice test may be used as one indicator of potential strengths and weaknesses in your knowledge of the content on the official test. However, because of potential differences in format and difficulty between the practice test and an official Reading Specialist (802) test, it is not possible to predict precisely how you might score on an official Reading Specialist (802) test. Keep in mind that the subareas for which the test weighting is greatest will receive emphasis on this test. Refer to the preparation guide for additional information about how to prepare for the test.

READING SPECIALIST  
**PRACTICE TEST**

## MULTIPLE-CHOICE ANSWER SHEET

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

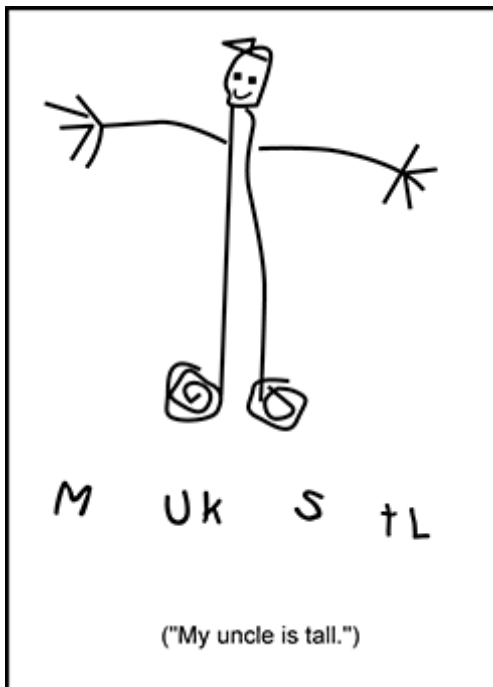
1. In a team meeting, prekindergarten and kindergarten teachers consult with the school's reading specialist about which approach is most effective for teaching the alphabet to young children. According to evidence on how children best learn to recognize and name letters, which of the following approaches should the specialist recommend?
  - A. teaching letter recognition and formation of uppercase letters to mastery before introducing the concept of lowercase forms and then providing supplemental instruction in lowercase letters for those that differ from their uppercase forms
  - B. focusing attention on distinctive features of a given letter, such as a vertical line or a closed curve, and helping children compare the letter to one or more letters with dissimilar features (e.g., comparing i and o)
  - C. categorizing letters of the alphabet into sets of letters that are formed and pronounced in similar ways (e.g., grouping the letters c, e, b, d, and p together) and teaching letter names in sets of five or six letters per week
  - D. introducing the alphabet song with accompanying whole-body movements that correspond to the holistic shapes of each letter before beginning practice in naming randomly ordered sets of letters
  
2. Which of the following strategies for promoting young children's writing development, including their understanding that print conveys a message, would be most effective and developmentally appropriate for a reading specialist to recommend to prekindergarten teachers?
  - A. creating opportunities for children to write or draw meaningfully for a variety of purposes, such as telling a story, communicating with a friend, and making a list
  - B. emphasizing letter-formation skills by having children trace their original sentences scribed by a teacher until they can copy sentences freehand on blank lined paper
  - C. providing age-appropriate prompts that ensure children can write in a variety of genres, including writing explanations, stories, and responses to books
  - D. transitioning children gradually throughout the school year to writing independently for pleasure without emphasizing correct use of letters or print conventions



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

An elementary school reading specialist advises kindergarten teachers to include regular writing opportunities as an integral component of the literacy curriculum. For example, the specialist suggests devoting a short period two to three times per week to journal writing as a time for children to engage in independent writing and drawing in a personal journal.

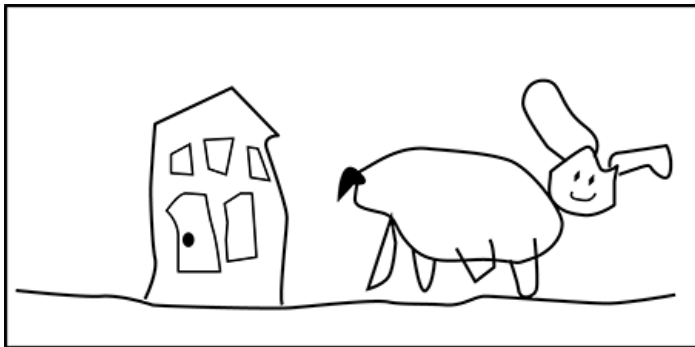
3. The reading specialist supports the teachers in using evidence from the children's journals to draw conclusions about their literacy development. One child includes both a drawing and a written caption in most entries. A representative sample of the child's work is shown below.



The child explained the entry to the teacher by saying, "My uncle is tall!" Which of the following conclusions about the child's development in basic concepts of print is most clearly supported by this performance data?

- A. The child demonstrates awareness of the letter-sound correspondence in print.
- B. The child is not yet aware of the relationship between oral language and print.
- C. The child demonstrates knowledge of key sentence features in print.
- D. The child is not yet aware of the function of letters in print.

4. Early in the school year, the reading specialist suggests that children who are only beginning to develop letter knowledge should be encouraged but not required to include print in their journals. However, they should make an effort to draw pictures of recent events or people important to them with as much detail as possible. In which of the following ways does the drawing activity contribute specifically to children's readiness to write?
- A. by teaching children basic print concepts (e.g., letters form words, which are read left to right and from the top of a page to the bottom)
  - B. by improving children's fine-motor coordination and the strength they will need to create ordered curved and straight lines in letters
  - C. by preparing children to represent ideas with pictures the same way they will one day represent language with print
  - D. by increasing children's stamina to sit for extended periods of time and to attend to all forms of letters on a page
5. One of the children in the class has had limited prior formal or informal literacy experiences and meets individually with the reading specialist to work on emergent literacy skills. The specialist regularly has the child bring their personal journal to the meetings. A typical entry from the child's journal is shown below.



- Given the child's current literacy development, which of the following strategies would be most appropriate for the specialist to use to promote the child's understanding of the function of print?
- A. writing the child's name on a card and asking the child to copy it carefully above their drawing
  - B. thinking aloud about the child's drawing (e.g., "I see a friendly dog and a house") and then sounding out "dog" while writing the word on the page
  - C. showing the child a page from a picture book and suggesting the child try to add some of the letters to their own drawing
  - D. transcribing what the child says about their drawing as a caption and reading it back to the child

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

A reading specialist observes a new prekindergarten teacher read aloud an illustrated big book called *Sugar Snap Peas* to the class. The teacher reads expressively and pauses often to discuss the illustrations with the class. The text of the story is shown below.

I tell Grandma, oh, how I love sugar snap peas! Grandma narrows her eyes, like she does when she is getting an idea.

A few days later, she shows me some seeds. We plant them in a box full of soil on her window sill. Oh, how I love sugar snap peas!

We water the soil every day. For days and days, it just looks like mud.

Finally, the first tiny pea plant comes up! It stretches out its two little leaves in the sun. Oh, how I love sugar snap peas!

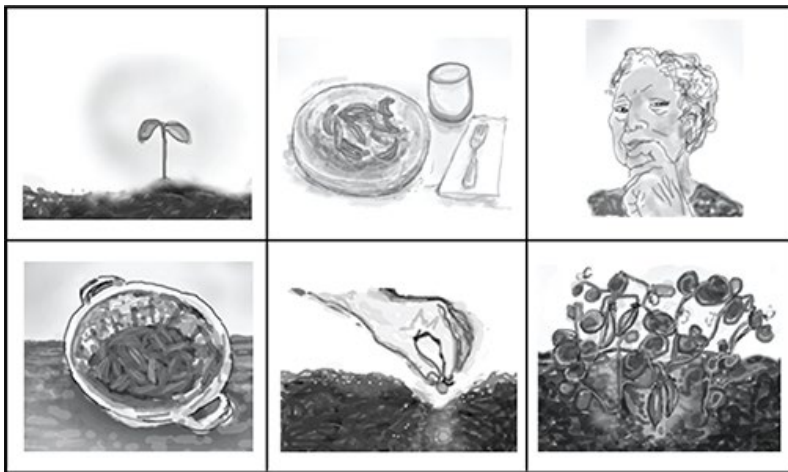
Soon the plants are big, and they have many round leaves. And then, one day, I see little white flowers...and I see sugar snap peas! Oh, how I love sugar snap peas!

Enough for a snack? asks Grandma. She picks some sugar snaps and washes them in the sink. Then she cooks them up and puts some on my favorite blue plate.

Yum! Yum! I tell Grandma. Oh, how I love sugar snap peas! And she tells me, oh, how I love you, my very own sweet pea!

6. The reading specialist suggests strategies the teacher can use during read-alouds to promote knowledge of book-handling skills and print concepts. Which of the following recommendations by the specialist for this text would be developmentally appropriate and promote word awareness?
- A. teaching the children to chant the words they will hear in the text, *Oh, how I love sugar snap peas*, while clapping to every stressed syllable in the refrain and then prompting them to chant the words chorally as they listen to the text
  - B. pausing during the read-aloud and calling on individual children to point out specific decodable words (e.g., *she, me, see*) on each page of the big book, with teacher support as needed
  - C. teaching the children to chime in chorally with the words from the text, *Oh, how I love sugar snap peas*, and then leading them in chanting the refrain during the read-aloud by pointing to each of the component words on the page
  - D. sounding out and writing the words *sugar snap peas* on the board before the read-aloud and then slowing down to sound out these words again when they appear on a page during the read-aloud

7. Which of the following strategies suggested by the reading specialist targets a basic print concept that should be among the earliest taught?
- A. pointing to a question mark or exclamation point at the end of a sentence before reading the sentence aloud
  - B. tracking print from left-to-right by sweeping a pointer under each line of print while reading
  - C. explaining to children while reading aloud that quotation marks indicate that a character is speaking
  - D. noting each separate paragraph on a page before reading the page aloud
8. The reading specialist creates a page for each child that includes copies of six key illustrations taken from the book, presented in random order. In an activity after the read-aloud, the children cut out the pictures from the page, sort the pictures into story sequence, and paste them into a stapled booklet they can keep. Afterward, the children practice "reading" their books to a classmate, using the pictures as a guide. The uncut page of illustrations is shown below.



In addition to providing the children with practice in book-handling skills, this activity reinforces the key print concept that illustrations in a book:

- A. give readers freedom to interpret a printed story as they would like.
- B. tell a reader the directionality of the print.
- C. can appear above or below the printed story or fill an entire page.
- D. correspond to the story conveyed in print.

9. An elementary school reading specialist is working with kindergarten teachers in preparation for the first curriculum night of the new school year. Which of the following activities would be most appropriate for the specialist to suggest the teachers engage parents/guardians in to help them understand the important role phonemic awareness skills play in their child's literacy development?
- A. using a book of familiar rhymes to demonstrate all the different types of activities the teachers and parents/guardians can use to develop children's phonological awareness skills
  - B. having parents/guardians play a game of matching written words that begin or end with the same initial or final sound and then compare this activity to the process of spelling words
  - C. demonstrating to parents/guardians how to match consonant pairs based on how the consonants are produced in the mouth to explain why children typically spell words the way they feel and hear them
  - D. leading parents/guardians in a game in which they listen to a sequence of sounds and try to blend the sounds to make a word and then comparing these skills to the process of decoding
10. A reading specialist conducts a workshop for families of entering kindergartners about the role different genres of books play in children's reading development. One genre of books the specialist shows to parents/guardians are books featuring alliteration, such as "baboons bouncing balls between bags of buttons." Reading aloud books that feature alliteration is most likely to promote development of which of the following foundational literacy skills?
- A. metacognitive awareness
  - B. phonological awareness
  - C. morphemic awareness
  - D. syllable awareness
11. A reading specialist has been working with a group of first-grade students who scored below the 25th percentile in phonemic awareness on the universal screening. Progress-monitoring data indicate that the students can orally segment three-phoneme words and can read regular CVC words. The specialist now wants to help them progress to four-phoneme words that contain an initial consonant blend. The specialist has selected a decodable text for instruction that features target CCVC words such as *frog*. Which of the following prereading activities would be most effective for the specialist to use to support the students' decoding skills by developing their phonemic awareness?
- A. moving discs into Elkonin boxes to segment and blend the sounds in target four-phoneme words they will encounter in the decodable text (e.g., /f/ /r/ /ɔ/ /g/ = *frog*)
  - B. generating lists of rhyming words for target words they will encounter in the decodable text (e.g., *frog, log, jog, hog*)

- C. segmenting target words they will encounter in the decodable text into their onset and rime (e.g., *fr/og*)
  - D. matching pictures of target words that begin with the same initial blend (e.g., *frog* and *frown*, *spot* and *spill*)
12. A reading specialist wants to enable kindergarten teachers to plan appropriate instruction and select appropriate books to support all children's growth as readers by helping the teachers learn how to distinguish between children who are in the partial-alphabetic phase of word recognition and children who are in the full-alphabetic phase. Which of the following characteristics should be a primary consideration in helping identify full-alphabetic readers?
- A. being able to read words that have a unique visual form by recalling and recognizing the words' salient outline/visual features
  - B. being able to apply knowledge of letter-sound relationships to identify the most salient sounds in words (e.g., spelling *nest* with the letters *ns*)
  - C. being able to decode words they have never read before by blending letter-sounds into a recognizable pronunciation/word
  - D. being able to recall and recognize a larger unit of sound (e.g., *-ake*) to read words such as *bake*, *cake*, *fake*, and *take*
13. A reading specialist is working with a small group of first-grade students who benefit from support with letter-sound correspondences. Specifically, they tend to confuse certain consonant sounds when reading CVC words in isolation or in connected text, including /b/ and /p/, /k/ and /g/, /t/ and /d/, and /f/ and /v/. Which of the following approaches would be most appropriate to use to address these confusions?
- A. using an air-writing approach to reinforce print directionality and the distinctive differences that exist between letters when they are printed in isolation or in word context
  - B. identifying letter-sound relationships with a multisensory approach that focuses on how and where a sound is produced in the mouth and whether it is voiced or unvoiced (e.g., prompting, "What do you feel?" "What do you hear?" "What do you see?")
  - C. emphasizing a phoneme-grapheme mapping approach using Elkonin boxes to reinforce phonemic awareness and the spelling of consonant blends and vowel teams
  - D. applying a tactile-kinesthetic approach that involves constructing and deconstructing target words by manipulating magnetic letters to improve the students' motor memory and automaticity in identifying letter-sound relationships

14. A middle school science teacher consults with the school reading specialist about a number of students who are not yet consistently reading multisyllabic Tier Three words in the science textbook. The teacher would like a strategy that would benefit most students so that it can be incorporated into the classroom routine. Which of the following strategies for reading multisyllabic words would be most useful for the specialist to model in disciplinary subjects?
- A. predicting word pronunciation and meaning using context clues explicitly stated in the text
  - B. using sound-by-sound decoding to ensure the pronunciation of all word parts
  - C. applying an approach that analyzes a word's structure by identifying the affixes and root before dividing the word into syllables
  - D. identifying appropriate syllable-division strategies based on consonant-vowel patterns (e.g., VC/CV, V/CV, VC/V, V/V, C +le)

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

A reading specialist is working with a beginning second-grade student who needs support in phonics to improve word recognition and spelling. The following is a written summary the student wrote after listening to a version of the classic fable, *The Rabbit and the Turtle*. A transcript of the summary appears below the student's writing sample. The writing sample shown is representative of the student's spelling performance on daily written assignments.

Turtl and rabbit had a rase becus rabbit cept bragging, so he thot it wud be grate to see who was beter. Rabbit made fun of turtl but rabbit was far ahead, so he tuk a nap and turtl past him. Then rabbit woke up to late and turtl got the ribin.

(Turtle and rabbit had a race because rabbit kept bragging, so he thought it would be great to see who was better. Rabbit made fun of turtle, but rabbit was far ahead, so he took a nap and turtle passed him. Then rabbit woke up too late and turtle got the ribbon.)

15. Given the student's writing sample, the reading specialist could best conclude the student's spelling performance is aligned with which of the following stages of orthographic development?
- A. pre-alphabetic
  - B. partial alphabetic
  - C. consolidated alphabetic
  - D. full alphabetic

16. The reading specialist could best use knowledge of the evidence-based progression of phonics skills and an analysis of the student's current spelling performance to conclude that the student is ready to be introduced to which of the following phonics concepts?
- A. Inflectional endings have a consistent spelling, even though their pronunciation can vary.
  - B. Syllable stress affects vowel pronunciations in multisyllabic words, resulting in some vowels making an indistinct schwa sound.
  - C. Diphthongs are formed when the mouth changes positions from one vowel sound to another.
  - D. The medial consonant is usually doubled in a word with two closed syllables and one medial consonant sound.
17. Given the student's writing sample, which of the following instructional practices would best support the student's spelling development by reinforcing both phonics skills and the orthographic mapping process?
- A. reminding the student to represent each speech sound with a letter when spelling words independently
  - B. having the student use Elkonin boxes to practice spelling words containing common Greek and Latin roots
  - C. teaching the student to recognize and divide syllables in phonetically regular words
  - D. introducing common derivational morphemes and promoting word analysis strategies
18. A reading specialist meets with first-grade teachers during a team meeting to discuss evidence-based practices that promote automatic word recognition. The teachers share examples of the book boxes they have created for individual students to use during independent reading time. The boxes consist of texts students have either read in small-group instruction or have self-selected on topics of interest. According to evidence-based practices, which of the following types of text should the specialist recommend be included in students' book boxes to improve their automatic word recognition?
- A. alliterative alphabet books, nursery rhymes, and rhyming books with predictable text with which students are already familiar
  - B. a wide variety of genres, including at least 50 percent informational texts
  - C. unfamiliar decodable stories and poems that align with phonics patterns the students already know or are currently learning
  - D. texts that include the same words the students have studied during instruction



19. A reading specialist meets with a small group of first-grade students who scored well below the 25th percentile on the midyear oral reading fluency benchmark assessment. The teacher reports that the students have developed sound-symbol associations for most consonants but are confusing short vowels. They also tend to guess when they come to unfamiliar words in connected text rather than trying to apply decoding skills. The specialist plans to use decodable text with the students. Which of the following instructional approaches is most likely to address the students' decoding needs to support their oral reading fluency?
- A. using tactile-kinesthetic techniques with the students, such as tracing and air writing new words they will encounter in their decodable texts
  - B. engaging the students in sound-by-sound blending when initially reading new decodable texts and repeated whisper reading with monitoring and corrective feedback until accurate decoding becomes automatic
  - C. having the students read targeted phonics patterns in word families for extra practice and read a list of words rapidly in succession, one after another
  - D. identifying the pronunciation of letters for the students using multisensory cues that include the position of the articulators in the mouth for each letter-sound relationship and using a mirror to reinforce accurate articulation
20. A reading specialist recommends that upper elementary teachers promote students' oral reading with expression at the passage level to support students' reading comprehension. Which of the following strategies would be most critical for teachers to implement to improve students' prosody and comprehension?
- A. providing sufficient time for students to practice expressive reading on their own without monitoring to gain confidence
  - B. reading informational passages chorally and then inviting various interpretations of the content for discussion purposes
  - C. modeling expressive reading of a selected part of a text and then having students immediately echo read the same selection
  - D. marking informational texts with phrase boundaries for students to follow independently and then with a peer
21. A reading specialist observes that when students mispronounce a word when reading aloud a text, teachers tend to immediately supply a correction. Which of the following strategies for improving teacher feedback would be most appropriate for promoting students' self-correction?
- A. reminding students to use an analogy strategy in which they try to think of another word they know that has a similar spelling (e.g., "If you can read bread, you can read dread.")

- B. providing students with prompts to promote rereading and confirmation (e.g., asking the student to reread the word, asking the student to reread the sentence, asking the student if the word or sentence makes sense as it was read)
- C. monitoring students' oral reading while recording their reading errors and then providing them with the transcript to review and correct at the end of their oral reading
- D. providing students with a specific decoding strategy each time they misread a word in a connected text (e.g., "look up the word's pronunciation in a dictionary," "read the word sound-by-sound," "divide the word into syllables")

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

A reading specialist is implementing a teacher-led repeated-reading activity with a third-grade student who performs below grade-level oral reading fluency benchmarks. First, the teacher reads aloud a decodable passage to the student as the student follows along on a copy of the same passage. Next, the student reads the same passage aloud to the teacher several times. The teacher gives immediate feedback regarding the student's accuracy, rate, and expression.

- 22. One of the benefits to students of participating regularly in repeated-reading fluency activities with the teacher like the one described is that such practice:
  - A. allows students to independently improve the accuracy component of fluency.
  - B. supports students' development and awareness of the importance of prosody.
  - C. focuses students' attention primarily on rate, which can be measured objectively.
  - D. provides students with exposure to a wider selection of grade-level passages.
- 23. When implementing a fluency activity with students who are not yet fluent readers, the reading specialist should be aware that which of the following actions is best aligned with evidence-based practice?
  - A. pairing students with peers who are confident in their reading
  - B. emphasizing increasing students' reading rate over their accuracy and prosody
  - C. minimizing students' accountability for their fluency progress
  - D. providing students with corrective feedback while they read aloud a familiar text

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

An elementary school reading specialist will be working with six fourth-grade students. The specialist plans to monitor the oral reading fluency of the students throughout the school quarter on a biweekly basis using grade-level benchmark passages. The specialist calculates each student's words correct per minute (WCPM) and records the information in a chart, organized from highest to lowest WCPM. The specialist also rates each student on their phrasing and other elements of prosody using an evidence-based fluency scale, with scores ranging from a low of 1 to a high of 4. The results for the beginning-of-intervention baseline assessment are shown in the chart below. The students' names have been substituted with letters.

**Caseload Fluency Snapshot**

**Grade: 4**

**Middle-of-Year (MOY) Benchmarks in Words Correct Per Minute (WCPM):**

90th percentile = 168 WCPM

75th percentile = 143 WCPM

50th percentile = 120 WCPM

25th percentile = 95 WCPM

10th percentile = 71 WCPM

**Prosody Rating:**

1. Reads in a monotone with little sense of phrase boundaries, frequent extended pauses, word-by-word reading, little or no adherence to punctuation, and/or phrasing that does not preserve meaningful syntax.
2. Reads in two or three word phrases giving the impression of choppy reading, inconsistently adheres to punctuation, and uses stress/intonation that is inconsistent in marking the end of sentences and clauses.
3. Reads primarily in longer phrases adhering to punctuation that preserves the syntax of the author, experiences some choppiness caused by difficulties with specific words or structures but overall has reasonable stress/intonation, and expressive interpretation of text is minimal.
4. Reads with good phrasing in mostly clause and sentence units, adhering to punctuation, stress, and intonation and preserving the author's syntax; and reads with expressive interpretation of the text.

WCPM Range	Student Identifier (WCPM, Prosody Rating)
130–139	student A (139, 1)
120–129	student B (128, 2); student C (121, 2)
110–119	student D (119, 2)
90–109	student E (95, 1); student F (109, 2)
71–89	student G (89, 1)

24. According to the data in the chart, which of the following evidence-based practices is most likely to benefit all of the students?
- A. reading decodable text with corrective feedback
  - B. marking phrase boundaries in a text to chunk words into meaningful phrases
  - C. dividing multisyllabic words into recognizable parts
  - D. charting words correct per minute (WCPM) for successive repeated readings of a text
25. The reading specialist analyzes the word-reading errors, pauses, and self-corrections of students E, F, and G and notices the following types of self-corrected errors: initially reading *rowdy* as [rū dē], *grouchy* as [grūn chē], *release* as [rē lāx], and *crowd* as [krūd]. Which of the following evidence-based strategies would most likely improve these students' automatic word recognition and therefore their oral reading fluency rate?
- A. practicing applying morphemic analysis skills
  - B. practicing reading words that end in final stable syllables
  - C. practicing echoing the teacher's modeled fluent reading of texts
  - D. practicing sorting and reading words containing vowel-team syllables
26. The Prosody Rating descriptions in the chart on assessment convey the reciprocal relationship between the prosody component of fluency and reading comprehension primarily because the descriptions:
- A. indicate the qualitative aspects of fluency that encompass how smooth a reader sounds overall when engaged in oral reading.
  - B. explain how a reader's background knowledge can affect both their oral reading fluency and reading comprehension.
  - C. focus on how a high level of oral reading fluency can free up a reader's cognitive resources to devote to comprehension.
  - D. connect a reader's phrasing, stress, and intonation with their ability to interpret the meaning of the text being read.

27. A reading specialist works on a content-area reading unit with a fifth-grade teacher. Over the course of several weeks, students work in small, heterogeneous groups to read, analyze, and write about three or four complex texts. The teacher supports the groups as they complete an outline identifying main ideas and key details from each text. This unit most closely addresses which of the following instructional principles?
- A. Reading well-crafted text is an essential foundation for developing effective writing skills.
  - B. Students should read a diverse set of authentic texts balanced across genres, cultures, and time periods.
  - C. Developing the ability to write well demands regular practice across multiple forms and genres of writing.
  - D. Students should have frequent opportunities for discussing and writing about their readings.

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

As part of a professional development seminar, a high school reading specialist and a group of teachers examine the following passage to analyze aspects of text complexity that may be challenging for students.

I was prepared to refuse your offer, sir, for I had been warned. You are forever after your own ends, many say, and without qualms when it comes to hiding sharp tricks inside soft veils of words. So, when your offer came, I was prepared to say no.

But you are a far sight from the man I expected. Here you stand before me offering your hand, and in return you ask only that I help a needful stranger, someday, someone not yet known to either of us, whom I may have the means to help. You are different, I say. You are not whom I expected.

28. In the passage, which of the following dimensions of text complexity is most likely to present the greatest challenge for high school readers?
- A. the complexity of syntactic structures and figurative language
  - B. the raw word length and morphological complexity of words
  - C. the presence or absence of cohesive elements in the text
  - D. the thematic content and levels of meaning in the text
29. An elementary school reading specialist who is selecting materials for a small-group intervention focused on analyzing poetry begins by identifying several poems that are aligned with the students' instructional content. As a general rule, which of the following questions would be most important to consider when determining the complexity level of poetry?
- A. Is the genre derived from a historic form no longer widely in use?

- B. Are the ideas and themes expressed appropriate to the grade level?
  - C. Is the meaning partly dependent on graphical elements or features?
  - D. Are the rhyme schemes or metrical forms already familiar to the students?
30. A middle school reading specialist is building a resource room library with the goal of including materials that will promote independent reading for pleasure among readers receiving support. Which of the following types of text would be most effective for this purpose?
- A. popular magazines with multiple subject matters and photographs, but limited text
  - B. picture books with appealing illustrations and complex characters and stories
  - C. texts on grade-appropriate topics with compelling prose and appropriate readability
  - D. grade-level short stories with easily recognizable conventions, genres, and predictable plots
31. An elementary school reading specialist is helping a third-grade team select content-area texts to support instruction for students who are not yet consistently decoding grade-level words. Which of the following text profiles would be most appropriate for this purpose?
- A. texts using simple language structures and Tier One vocabulary that focus on concepts matching grade-level content-area standards
  - B. texts that are composed mostly of decodable words and contain very few challenging words, but include a few conceptually key academic words that are repeated several times
  - C. texts that supplement information presented verbally with a wealth of illustrations and other elements, such as tables, maps, and graphs
  - D. texts that reduce cognitive load by simplifying sentences and providing engaging illustrations, but which also include Tier Three academic vocabulary
32. High school students watch segments of a performance of the William Shakespeare play they are reading in class. The students then participate in close readings of key scenes from the play before writing a literary analysis. In addition to promoting students' deep appreciation for a work of literature, this approach also promotes students' comprehension of challenging texts by:
- A. requiring them to identify a clear purpose and a well-defined audience before writing.
  - B. providing them with opportunities to build and expand on their background knowledge.
  - C. ensuring that they read a diverse range of authentic texts balanced across multiple genres.
  - D. having them read well-crafted texts that can serve as models for their own writing.

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

A reading specialist is collaborating with a fifth-grade teacher on a classroom writing unit. Students in the class are assigned to write a narrative essay about a time when they were surprised or impressed when observing someone's response to a challenging situation.

One student's first essay draft appears below.

I didn't know my aunt was so daring. The auditorum was full. All the students and teachers were crowded in. Also the parents were. We sat there for like 2 hours. It was hot! It is finally my sister's turn. She won an award for her science project. She is ready to give her speech. She practised and it was five minutes. Which she plans all along. She made sure it was only 5 minutes. I helped her time it. She talks about what she found out. It is called can adding heat make something move? Then Mr. James gets up. He says Shurya thank you. Shurya looked suprised. Mr. James said what a great project. He was shaking Shurya's hand and is giving her a little nodge. That is when my aunt stood up. She shouted we want to hear the speech. Let Shurya finish! And then a bunch of parents shout let her finish! And so Mr. James sits down. Shurya finishes. Evryone clapped. I think they wouldn't have dared to shout out exept my aunt did first. Then they do it. I was proud of Shurya. And also my aunt!!

33. Which of the following attributes of effective writing does the student demonstrate in this draft?
- A. providing a sense of closure appropriate to the narrated experiences or events
  - B. linking ideas within and across categories by using words, phrases, or clauses
  - C. drawing on characteristics, elements, or features of a traditional literary genre
  - D. conveying events precisely by using descriptive details and figurative language
34. The reading specialist meets individually with the student to identify specific areas of the essay that need revision before providing the student with direct instruction to support the revisions. The student would benefit most from using which of the following techniques when revising this essay?
- A. adjusting language and word choice to conform with genre expectations and the needs of the intended audience
  - B. using a spell-check and grammatical function in word processing software to identify and correct errors in word usage and spelling
  - C. linking opinion and reasons using words, phrases, and clauses to convey ideas clearly to the reader

- D. sequencing events with the use of signal words and paragraphs to indicate flashbacks or parts of the story that are out of sequence
35. The reading specialist makes note of specific gaps in the student's mastery of grade-level writing conventions and skills. Given the evidence in the student's draft, the specialist should provide the student with explicit instruction in which of the following areas?
- A. using conventional spellings of Tier Three vocabulary words consistently
  - B. using parallel structure as a technique for creating coherence in paragraphs
  - C. using punctuation and capitalization conventions to denote direct speech
  - D. using words for numbers from zero to nine and numerals for numbers above nine
36. The reading specialist makes note of specific gaps in the student's mastery of standard English grammar and usage. Given the evidence in the student's draft, the specialist should provide the student with explicit instruction in which of the following grammar conventions?
- A. choosing pronouns that agree with their antecedents with respect to number and function
  - B. choosing between using active and passive verbs depending on the meaning of the sentence
  - C. using various types of adjectival, participial, and prepositional phrases to convey meanings
  - D. using correct verb tense consistently and correcting inappropriate shifts in verb tense
37. Eleventh-grade students are asked to research and write an essay that recounts an important event or moment of decision in the life of a historical figure. The finished essay must include the following information.
1. background information about the historical figure
  2. an account of the pivotal event
  3. a review of primary sources
  4. an analysis of the event's importance in the life of the historical figure and in a broader historical context
- When writing the section of the paper that provides background information on the historical figure, students would benefit most from instruction in which of the following writing modes?
- A. description
  - B. exposition
  - C. analysis



## D. reflection

Use the information below to answer the question that follows.

A school is planning to purchase a computer-based program for teaching keyboarding skills. The reading specialist and the school's technology teacher consult to review the available options and determine which program would be most appropriate for supporting students who demonstrate reading and writing challenges. The chart shown summarizes the key features of each program.

Features	Program A	Program B	Program C	Program D
Has motivating graphics and illustrations	Yes	Yes	No	No
Spoken letter-name prompt option	Yes	Yes	Yes	No
Spoken letter-sound prompt option	No	Yes	Yes	Yes
Target word is visible on-screen to students	Yes	Yes	Yes	No
Scoring feedback that can be disabled	Speed	Accuracy	Speed	Accuracy
On-screen font options	Large- Print Fonts	Bold-Print Fonts	Sans Serif Fonts	Cursive Fonts

38. According to the information in the chart, which program would best support students who are experiencing reading and writing challenges in developing their keyboarding skills?
- A. Program A
  - B. Program B
  - C. Program C
  - D. Program D
39. Several middle school teachers who are new to conducting close reading of complex texts tell the reading specialist that students do not like having to reread the same text. The specialist can best support the teachers in implementing effective evidence-based close reading by recommending which of the following strategies?
- A. pre-teaching or frontloading vocabulary or other aspects of the text that are likely to challenge students
  - B. guiding teachers to set a purpose for each reading (e.g., looking for evidence in response to specific questions)
  - C. switching to scaffolded instruction by asking more questions that check for general understanding and providing direct explanations, as needed
  - D. allowing students to provide evidence from their own experiences to answer questions about a text in order to make lessons more relevant to their own lives

40. A reading specialist wants to introduce an explicit, systematic, and cumulative approach for teaching K–2 students to comprehend narrative text. Which of the following evidence-based approaches to teaching text comprehension is most appropriate for supporting students' understanding of story elements?
- A. using a student-led reciprocal-teaching model with narrative texts (predicting, clarifying, questioning, summarizing)
  - B. determining Question-Answer Relationships (QAR) using a narrative text (answer right there, think and search, author and me, on my own)
  - C. providing students with story maps during reading and modeling how to track and analyze specific content (characters, settings, and events)
  - D. implementing literature circles with narrative texts to develop specific student roles (word wizard, discussion director, super summarizer, connector, passage picker)
41. A reading specialist is comparing discussion frameworks by their features. The specialist wants to model a framework that upper elementary school teachers can use to promote high-quality discussions that prompt readers to reach a deeper understanding of a text by taking a critical-analytic stance. Which of the following frameworks aligns best with this goal?
- A. Question-Answer Relationships
  - B. reader's theatre
  - C. literature circles
  - D. Socratic Seminar

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

A middle school reading specialist shares the following findings with content-area teachers.

An essential aspect of online research is the ability to critically evaluate information. Yet, evidence suggests that adolescent readers often distort or disregard new ideas that contradict their thinking. This results in students revising their online reading path to focus primarily on locating details that confirm what they already believe.

42. Given this information, the reading specialist recommends teachers follow an evidence-based instructional sequence designed to guide students to be more objective in their online research. Which of the following steps would be most appropriate for the teachers to include at the beginning of this process?
- A. teaching students explicitly about the dimensions of critical evaluation, including relevance, accuracy, bias/perspective, and reliability

- B. prompting students to look for evidence that supports their own claims
- C. having students cross-check claims made by an author across multiple websites using an online framework designed for this purpose
- D. selecting and providing sources to support the students' online research projects

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

A reading specialist is modeling an evidence-based vocabulary-learning activity with a third-grade class who is listening to and discussing a narrative text in which the main character is not pleased with their boring life and seeks adventure. The specialist selects the adjective *content* to be the target word in the activity because it is important for analyzing the main character's personality. Some of the planned components of the lesson are listed below.

- Students repeat the word *content* several times.
  - The specialist and students read the word in the story's context.
  - The specialist explains the meaning further using language that is understood by the students.
  - The teacher provides examples and non-examples of the word and then example sentences using the word in a new context.
  - Students work with a classmate to use the word in sentences.
43. According to evidence-based practice, which of the following components would be most important for the reading specialist to add to the vocabulary lesson described to ensure the students can read the target word with understanding?
- A. locating texts the students have read previously in which the author could have used the word *content* to describe a main character
  - B. pointing out the polysemous nature of the word *content* and how context affects both its pronunciation and meaning
  - C. categorizing the word *content* according to whether it is an example of a Tier One, Tier Two, or Tier Three word
  - D. creating an idiom or mnemonic device for remembering the word *content* and its student-friendly meaning

44. According to evidence-based practice, which of the following components would be most important for the reading specialist to emphasize with the classroom teacher to ensure that the vocabulary-learning activity becomes a cumulative process that expands students' vocabulary usage and comprehension?
- A. providing students with opportunities to engage in wordplay, student discourse, and extended writing with the new vocabulary words
  - B. having students enter both the dictionary and student-friendly definition in a personal vocabulary journal
  - C. asking students to write a sentence using the targeted vocabulary and then reading the sentence aloud to a partner
  - D. adding the word to students' spelling homework and posting it on a word wall for adjectives that describe feelings
45. There are several developing-level (intermediate-level) English learners in the class whose home language is a Romance language (e.g., Portuguese, Spanish, French). Which of the following evidence-based strategies would be most appropriate for the reading specialist to recommend the classroom teacher use to further support the students' learning of the target word?
- A. providing a completed word matrix and having students write sentences that feature the word *content* with both a prefix and suffix
  - B. listing alternative everyday words for *content* (e.g., happy, glad) during the component of the lesson that focuses on a student-friendly definition
  - C. explaining that the word *content* is an academic word from Latin and, like many academic words in English, has a cognate in their home languages
  - D. dividing the word *content* into syllables to focus on potential differences between how the word might be pronounced in their home languages
46. After presenting an overview of disciplinary literacy to faculty, a high school reading specialist facilitates a discussion about the specific traits of literacy in each of the major disciplines. Which of the following statements would be most appropriate for the specialist to include when discussing mathematics?
- A. Alternative explanations and interpretations of the data are routinely examined when creating a statement of the problem.
  - B. Observations are central to the discipline and these are analyzed and interpreted within a theoretical framework.
  - C. The context in which the work was produced is considered when interpreting and understanding the content.

- D. Proofs are unusually succinct, relying on bare statements of essential ideas and symbolic representations.
47. A reading specialist works with a small group of students after a social science lesson. With support from the specialist, the students evaluate an editorial piece about the ratification of a constitutional amendment written at the time of the event. Students identify the writer's argument and supporting evidence and assess the soundness of the writer's reasoning. Which of the following steps would be most appropriate for the students to take *next* to evaluate this document in historical context?
- A. rereading the editorial to determine if the writer has offered a way forward, either implicitly or explicitly, and whether any such proposed solution would be practical
  - B. analyzing the tone, the formality or informality of the language used in the piece, and the writer's rhetorical skill to determine the likely educational level of the writer
  - C. establishing the writer's credibility and potential biases by considering the accuracy of the facts included in the piece, any omission of relevant facts, and any use of loaded language
  - D. making an analogy between the issues addressed in the piece and contemporary issues and predicting the position the editorial writer would likely take on the contemporary issues

**Use the information below to answer the four questions that follow.**

As part of a middle school social studies unit about the Paleolithic Age, a reading specialist agrees to demonstrate a whole-class content-area reading lesson using an adapted Reading and Analyzing Nonfiction (RAN) chart. The specialist explains the steps of the RAN strategy that the students will use when reading a passage entitled "Hunter-Gatherer Societies in the Paleolithic Age."

1. Before reading, students note what they think they know about the topic of the passage in column one, "What I Think I Know."
2. During reading, students look for information that confirms items in column one and record their findings in the "Yes" and "No" columns.
3. During reading, students take notes in the "New Knowledge" column about any new information that seems surprising or important to understanding the topic.
4. After reading, students discuss the passage and their notes in the chart. They also consider what they "wonder" about the topic after reading the passage and record that information in the "Wonderings" column.

An excerpt from the RAN chart the students completed during the lesson is shown below.

### Hunter-Gatherer Societies in the Paleolithic Age

What I Think I Know	Yes	No	New Knowledge	Wonderings
They all lived in caves.	✓	Some lived in tents, huts.	They were nomads.	Where in the world did humans live during the Paleolithic Age?
They all helped get food by hunting and gathering nuts, berries.	?	Scientists disagree about how jobs were assigned.	Agriculture leads to settlements and the Neolithic Age.	How did archeologists figure out how jobs were assigned in these groups?
made stone tools	✓		<u>Paleolithic</u> means 'old stone.' The P. Age is when humans made stone tools.	How did the idea of making tools come up?

48. When using the RAN strategy, students formally compose their questions only after reading the text. Which of the following statements best identifies a significant way this practice supports the development of students' disciplinary literacy?
- A. Students' reflective questions are influenced by the discipline-specific information in the passage and developed using their newly acquired knowledge of the subject.
  - B. Students are more likely to engage in a discipline-specific inquiry when they initially encounter a text with a teacher-directed question in mind.
  - C. Students can answer teacher-directed discipline-specific questions before reading and then use information to refine and revise them when formulating their final questions.
  - D. Students' learning experiences are richer and deeper when they are motivated to look for discipline-specific language with which to formulate their questions.
49. During a meeting with the reading specialist, the social studies teacher notes that they plan to build on the specialist's lesson when promoting students' understanding of the field of archeology as it relates to the Paleolithic Age. Which of the following suggestions by the specialist would be most effective for this purpose?
- A. replacing the grade-level passage with a professional journal article examining a recent archeological find or approach to the Paleolithic Age
  - B. focusing the discussion and charting activity related to the "Wonderings" column on determining what students think they know about archeology
  - C. creating a list of facts from the "What I Think I Know" and "New Knowledge" columns and reviewing the passage in small groups to identify evidence that led archeologists to construct those facts
  - D. having students write a journal entry after reading where they list what they learned from the lesson about the work of archeologists

50. For an upcoming project, students are asked to select a research topic of their choice related to the content of the unit. Having students select their research topics primarily enhances their achievement of literacy goals and grade-level learning standard in which of the following ways?
- A. reducing the time students spend in formal instruction and increasing the amount of time the teaching staff can spend working with them individually
  - B. connecting students' development of content-area research skills to their own background knowledge and interests
  - C. focusing students' attention on unusual material or issues of particular complexity, which they identified during reading
  - D. providing students with opportunities to work individually in an environment apart from their peers
51. Following the reading specialist's lesson, the social studies teacher prepares an activity that will address the following question students raised after reading and noted in their RAN chart.
- How did archeologists figure out how jobs were assigned in these groups?
- Which of the following aspects of disciplinary knowledge would be most essential to target as a learning goal in a lesson focused on this question?
- A. Are the archeologists associated with the competing theories biased or unbiased?
  - B. What kinds of data do archeologists use to develop or support a conclusion?
  - C. How are research findings in archeology shared with others in the field?
  - D. What are the primary objects of study in archeology?
52. A reading specialist is assisting second-grade teachers in forming groups for reading instruction based on universal screening data. Several English learners scored in the "no risk" range for code-based skills. According to evidence-based practice, which of the following additional factors should the specialist and teachers consider when making instructional grouping decisions for the English learners in reading?
- A. identifying each student's home language and grouping them according to whether the home language is alphabetic or nonalphabetic
  - B. using decoding measures that focus on multisyllabic words in addition to measures that focus on single-syllable words and syllable types
  - C. ensuring that students who share the same home language are assigned to the same group for reading instruction

- D. supplementing students' decoding and text-reading fluency data with data in the domains of language and reading comprehension
53. As part of a faculty presentation on meeting the literacy needs of all students, an elementary school reading specialist would like to increase awareness among teachers of advantages as well as unique challenges bilingual students (i.e., students fluent in two languages) may experience in the course of their literacy education. Which of the following statements identifies an evidence-based advantage or challenge experienced by readers who are bilingual compared to their monolingual peers?
- A. Bilingual learners' metalinguistic awareness is more advanced than their age-level peers.
  - B. Bilingual learners will need instruction to understand illustrations that are presented in text.
  - C. Bilingual learners' development of separate lexical and syntactic systems for each language may promote their skill in academic vocabulary development.
  - D. Bilingual learners may be more likely to need explicit guidance to negotiate conventions in written or spoken discourse in their home language.
54. A middle school reading specialist recommends that content-area teachers support English learners' vocabulary and concept development in English by using small discussion groups that take advantage of shared home languages. For example, after explicitly introducing a text's new content vocabulary in English (e.g., *flexibility* and *conductivity* for an assignment comparing the properties of metals, plastics, wood, and ceramics), teachers should provide discussion prompts and have students discuss the new terminology and related concepts in their home language. Which of the following statements best explains the evidence-based rationale for the specialist's approach to vocabulary learning?
- A. English learners acquire academic language most effectively when new vocabulary words are introduced implicitly during informal, social interactions.
  - B. English learners who have not yet achieved Cognitive Academic Language Proficiency (CALP) in English can effectively rely on their Basic Interpersonal Communication Skills (BICS) in English to understand new academic vocabulary.
  - C. English learners who have the opportunity to discuss new vocabulary and content in the home language increase the depth of their learning in both the home language and English.
  - D. English learners develop confidence and skill in performing complex academic tasks when they are given responsibility to learn the tasks on their own.
55. Which of the following statements accurately identifies a difference between first- and new-language development?
- A. Age of acquisition affects a new-language learner's phonological proficiency level in the new language, but age of acquisition does not affect phonological proficiency in the first language.



- B. Syntax development in the first language builds on universal grammar and language input, but syntax in a new language is also influenced by the syntax of the first language.
  - C. A first-language learners' word length in expressive vocabulary is limited by their morphological knowledge, but morphology does not directly affect new-language learners' vocabulary.
  - D. Pragmatic competence in interpreting and using nonverbal communication such as gestures is innate in one's first language, but it has to be learned in a new language.
56. Which of the following statements refers to a generalization about language development that is accurate for both first- and new-language learners?
- A. Language learners are able to comprehend language that is more complex than the language they are able to produce themselves.
  - B. A language learner's mean length of utterance increases slowly and very incrementally over an extended period of time.
  - C. A language learner's vocabulary growth is most dependent on direct instruction in a decontextualized setting.
  - D. Language learners use metacognitive processes to develop syntax in the early stages of language acquisition.
57. An elementary school reading specialist is part of a school task force evaluating school protocols for identifying students with learning disabilities. A retrospective review of school data shows that a disproportionately greater percentage of English learners have been identified as having a specific learning disability (SLD) compared to their peers whose home language is English. According to evidence-based practices related to identifying culturally and linguistically diverse students with learning disabilities, which of the following questions would be most relevant for the task force to consider when evaluating the school's identification process?
- A. What consideration is given to alignment between a student's performance on diagnostic assessments and the results from progress-monitoring assessments?
  - B. Are school staff informed about new-language development and prepared to recognize and support English learners' language-learning needs with specialized instructional strategies?
  - C. Are all students closely monitored for adequate language and literacy development or only some student populations?
  - D. Do English learners who need support with grade-level curricula and who are referred for diagnostic assessments have access to an advocate who can communicate effectively with school staff?

58. Which of the following early childhood diagnoses increases the risk that a child will experience difficulty later in their reading development?
- A. atypical craniofacial features
  - B. nonverbal learning disability
  - C. low oral muscular tone
  - D. articulation and pronunciation difficulties
59. Children who have challenges with nonphonological language skills are most likely to require support in which of the following areas of reading?
- A. fluency
  - B. decoding
  - C. comprehension
  - D. phonemic awareness
60. A child who has been diagnosed with dyslexia may exhibit a higher level of comprehension than word-reading ability primarily for which of the following reasons?
- A. Oral language strengths provide a foundation for understanding texts that may be challenging to decode.
  - B. Long- and short-term memory skills are unrelated to the phonological processes required for accurate decoding.
  - C. The brain processes expressive vocabulary and its orthographic representation simultaneously.
  - D. The brain's visual processing system allows readers to generate the accurate mental pictures required for strong comprehension.
61. A sixth-grade science teacher approaches the reading specialist with concerns about meeting the needs of a student who exhibits strong oral language skills and vocabulary and was recently diagnosed with dyslexia. The student is highly engaged during classroom discussions but is reading significantly below grade-level expectations. Which of the following approaches for meeting this student's needs would be most appropriate for the specialist to recommend?
- A. adapting classroom materials and assignments to include fully decodable texts so that the student can read them independently
  - B. modifying course content to include videos and audiobook versions of informational texts at and above the student's reading level

- C. providing the student with extra assignments written at a lower reading level so that the student does not become bored or frustrated
  - D. allowing the student to complete all assignments with the help of a peer who is reading at or above grade level
62. Which of the following students exhibits traits, that in addition to reading challenges, are commonly experienced as part of a diagnosis of double deficit dyslexia?
- A. a third-grade student who has not yet mastered recalling multiplication facts with automaticity
  - B. a third-grade student who does not yet consistently follow multistep directions given orally
  - C. a first-grade student who cannot yet articulate several unvoiced fricative consonant sounds
  - D. a first-grade student who leaves their seat frequently and does not consistently complete work
63. Which of the following students would most likely be at risk for a later diagnosis of dyslexia?
- A. a kindergarten student possessing limited expressive and receptive vocabulary in both a primary and secondary language
  - B. a second-grade student who has received adequate spelling instruction and is spelling high-frequency and grade-level words phonetically
  - C. a kindergarten student who is having difficulty maintaining focus on assignments and tasks when they are not preferred activities
  - D. a second-grade student who is not making adequate progress in reading despite effective instruction and age-appropriate cognitive skills
64. At the end of the school year, students at each grade level are asked to read aloud a grade-level text that they should be able to read in the 50th percentile range for words correct per minute (WCPM) with 95 percent accuracy. Which of the following types of assessment is being administered?
- A. diagnostic
  - B. dynamic
  - C. norm referenced
  - D. screener

65. An elementary school reading specialist works with classroom teachers to identify students at each grade level who did not make adequate progress to meet midyear benchmarks in various areas of reading. The specialist is concerned that the students are not going to meet end-of-year goals. Which of the following assessment strategies should the specialist use to improve outcomes for the students by the end of the school year?
- A. progress monitoring to gauge the students' progress and then make appropriate adjustments to instruction
  - B. adding summative assessments several times a year to provide additional data on individual students
  - C. implementing norm-referenced tests to be able to compare the students' progress with that of peers from comparable districts
  - D. obtaining standardized scores for the students to obtain a percentile ranking for the students who did not meet the midyear benchmarks
66. A reading specialist asks upper elementary school teachers to share progress-monitoring assessment data for students in various areas of reading. In reviewing the data against midyear benchmark assessment data, the specialist notices that teachers who use progress-monitoring assessments on a regular basis have students with better reading outcomes than teachers who do not regularly administer progress-monitoring assessments. Which of the following attributes of progress-monitoring assessments most likely accounts for this trend?
- A. Progress-monitoring assessments can be administered to a whole class in a single sitting.
  - B. Progress-monitoring assessments can be administered according to a regular schedule.
  - C. Progress-monitoring assessment data can be used to adjust instruction in response to current data.
  - D. Progress-monitoring assessment data can be used to establish baseline data on a student's performance.
67. A reading specialist wants to select an assessment to use midyear to evaluate student learning in various areas of reading development compared to universal grade-level standards or school benchmarks. Which of the following types of assessment is most appropriate for this purpose?
- A. summative
  - B. norm referenced
  - C. progress monitoring
  - D. criterion referenced

68. A high school reading specialist reviews the data for a ninth-grade student. The student has above-average word-recognition skills, including reading multisyllabic words with automaticity. However, the student's performance on both formal and informal assessments of comprehension is below grade-level expectations. Which of the following types of assessment is likely to yield the most useful information about the student's potential for responding to instruction in comprehension?
- A. norm referenced
  - B. summative
  - C. criterion referenced
  - D. dynamic
69. The fifth-grade English language arts teachers in a middle school regularly administer standards-aligned, end-of-quarter assessments in reading comprehension and vocabulary skills (e.g., morphemic analysis). After each test is given, the school's reading specialist supports the teachers in analyzing students' responses item-by-item to tally the number of students who responded to each item correctly. They then analyze the questions that the largest number of students got wrong to discuss implications for instruction. In this scenario, the specialist and teachers use which of the following types of statistical processes to support their analysis?
- A. mode
  - B. standard deviation
  - C. sample size
  - D. mean

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

A reading specialist is reviewing a third-grade student's results on norm-referenced tests as part of a diagnostic assessment. The results are shown below.

Area of Assessment	Subtests	Composite Score	Percentile
Phonological Awareness	<ul style="list-style-type: none"> <li>• Phoneme elision task</li> <li>• Sound blending to form words</li> <li>• Sound matching</li> </ul>	94	35th
Phonological Memory	<ul style="list-style-type: none"> <li>• Memory for digits</li> <li>• Nonword repetition</li> </ul>	79	8th
Rapid Automatic Naming	<ul style="list-style-type: none"> <li>• Rapid color naming</li> <li>• Rapid object naming</li> </ul>	70	2nd

70. The specialist is considering appropriate scaffolds for core reading instruction for this student. Given the data provided, which of the following scaffolds and/or accommodations would be most appropriate?
- A. teaching alternative strategies for word identification that emphasize whole-word recognition rather than decoding
  - B. articulating and repeating the pronunciation of new vocabulary words slowly multiple times
  - C. instruction and repeated practice opportunities for new words/syllable types to build orthographic knowledge
  - D. using colorful picture books for reading instruction instead of decodable texts
71. A reading specialist has joined the staff of a middle school that has recently begun implementing a Multi-Tiered System of Support (MTSS). The principal asks the specialist to review the implementation of the reading program to determine whether an appropriate feedback loop is in place. For this purpose, the specialist will need to obtain information about which of the following factors?
- A. Are teachers using evidence-based instructional practices?
  - B. Is reading instruction being implemented with fidelity?
  - C. Is the curriculum aligned with state reading standards?
  - D. Are teachers engaging in data-based decision making?

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

A team of fourth-grade teachers consults with the school reading specialist because a majority of students are not meeting grade-level expectations in reading comprehension with literary texts they read or are read aloud to them. The specialist conducts informal diagnostic assessments by audio recording students' responses to questions during several class discussions of different texts and by having students respond in writing to various questions about texts they have read or were read aloud to them. The specialist's analysis of the results yields the following trend: students were able to answer questions and demonstrate a general understanding of narrative texts about familiar topics (e.g., friendship), but their performance dramatically decreased for narrative texts about less familiar themes and settings.

72. An analysis of the assessment data suggests that the students would benefit most directly from the teachers systematically supporting students' development in which of the following areas?
- A. distinguishing between different levels of questions
  - B. building language comprehension
  - C. interpreting anaphoric references in connected text

- D. determining a text's overarching mood
73. According to the data, which of the following scaffolds for core instruction should the reading specialist recommend the teachers implement to address students' assessed needs?
- A. using a Question-Answer Relationship (QAR) strategy to teach students how to recognize what types of questions they are being asked
  - B. teaching students reading comprehension exclusively in small groups rather than in both whole-class and small-group formats
  - C. selecting a variety of grade-level texts to build knowledge of relevant vocabulary and narrative structure
  - D. providing students with additional wait time to answer text-based questions about narrative texts
74. Which of the following actions by the reading specialist in response to the data is best aligned with a key component of a Multi-Tiered System of Support (MTSS)?
- A. providing instruction for students who meet grade-level expectations on the end-of-year summative assessment in reading comprehension
  - B. addressing comprehension of narrative texts in grade-level team meetings and professional learning community activities
  - C. administering norm-referenced assessments to students to determine if they are eligible for special education services
  - D. implementing Tier 3 interventions in reading comprehension with all the students in each second-grade class

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

A reading specialist administers a nonsense word assessment to a new student who joined a second-grade class midyear. The student's results on the nonsense word assessment are shown in the two tables below. A check indicates the student pronounced the word correctly. "SC S C " indicates the student self-corrected their reading error. A dash indicates a slight pause between sounds as the student pronounced a word. If the student substituted a real word or words for the nonsense word, the real word(s) the student pronounced is(are) given.

Short Vowels		Long Vowels	
Stimulus	Student Pronunciation	Stimulus	Student Pronunciation
lat	✓	sote	[stöt]
ped	✓	fabe	faybe
sib	✓	foap	[fö-äp]
vun	✓	weam	[w-äm]
fim	✓	glay	[gläg-gê]
hep	[hêp] (SC)	shain	[sh-än]
yot	[y-ô-t]	dright	[drîg-hæt]
rog	✓	hupe	[hûps]
cax	✓	heest	✓

Digraphs/Blends		Other Vowels	
Stimulus	Student Pronunciation	Stimulus	Student Pronunciation
sheg	✓	doit	do it
chab	✓	spoud	[sp-öd]
sost	[stôs]	clar	Carl
whid	[w-î-nd]	foy	[fö-yê]
thuzz	✓	jern	[jîrên]
bruck	✓	moof	✓
cliss	[klîz]	lurst	✓
thrist	thirst	porth	✓
phum	plump	stook	[st-ök]

75. Which of the following ways would be most appropriate for the reading specialist to analyze these data to facilitate instructional planning for this student?

- A. identifying consonant errors the student makes in the initial and final positions of words
- B. distinguishing between contextual errors the student does and does not correct
- C. comparing the student's knowledge of consonant blends with their knowledge of consonant digraphs
- D. determining syllable types/phonics patterns the student knows and does not know

76. According to the assessment evidence provided, the student would benefit most from being grouped with other students who need targeted, explicit instruction in reading and spelling which of the following types of words?

- A. single-syllable words with silent e
- B. multisyllabic words with consonant digraphs



- C. multisyllabic words with long-vowel syllables
  - D. single-syllable words with short vowels
77. The reading specialist notes that the student made similar errors when reading the nonsense words *sost*, *thrist*, *sote*, *clar*, and *jern*. The specialist could best address the student's need indicated by these related reading errors by considering the reciprocal relationship between:
- A. word recognition and spelling.
  - B. phonological awareness and word recognition.
  - C. phonemic awareness and decoding.
  - D. rapid letter-naming speed and decoding.
78. An elementary school reading specialist is leading a team of stakeholders who are evaluating various literacy curriculum materials for potential adoption for core instruction. The specialist reviews the phonics components for beginning readers. Which of the following materials should the specialist recommend be eliminated from consideration because it emphasizes practices that are not evidence based?
- A. Option 1: "Student texts are predictable leveled texts, which promote students' ability to use context to predict words above their phonics knowledge."
  - B. Option 2: "Instruction includes recursive review of phonics skills, including spelling practice."
  - C. Option 3: "Irregular high-frequency words are taught by calling attention to both regular and irregular phoneme/grapheme correspondences."
  - D. Option 4: "Sound-by-sound blending is taught explicitly and practiced daily using decodable texts."
79. According to scientific evidence on eye movements and reading, which of the following statements is accurate?
- A. Proficient readers skip, skim, and sample text.
  - B. Proficient readers process almost every letter in a text.
  - C. Readers can derive meaning from a text without fixing on each word.
  - D. Readers can increase the amount of information they process in a single fixation.

80. A reading specialist uses the Simple View of Reading to provide a theoretical framework for reading instruction practices at the school. Which of the following school practices best aligns with the Simple View of Reading?
- A. implementing targeted instruction sequentially for students by focusing on promoting foundational reading skills in the early grades and text comprehension in later grades
  - B. focusing screening measures on foundational reading skills in the early grades and beginning comprehension screenings once students achieve proficiency in word reading
  - C. grouping students for differentiated reading instruction according to their assessed word-reading skills and using a whole-class format for teaching reading comprehension
  - D. planning interventions for students who need reading support according to the student's specific needs, which may be in decoding, language comprehension, or both

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

A middle school reading specialist is reviewing research on possible instructional materials and practices to implement to improve reading comprehension outcomes for students. The specialist considers the following information.

The Institute of Education Sciences (IES) published a review of 20 years of research on the effectiveness of adolescent literacy programs and practices. The identified programs and practices were limited to middle school settings. The review incorporated 33 studies with a rigorous research design from which causal implications could be drawn. However, only 12 studies were identified as having positive effects on reading comprehension, vocabulary, or general literacy. The review identified the following practices associated with positive outcomes: explicit instruction in reading comprehension, explicit vocabulary instruction, consistent instructional routines, cooperative learning, feedback, fluency building, and writing.

81. Given the information provided about the research studies, which of the following conclusions would be most appropriate for the reading specialist to draw?
- A. The 12 studies with positive outcomes proved cooperative learning significantly increases reading comprehension outcomes.
  - B. The research findings cited in the review are generalizable to high school students.
  - C. Multiple factors may be involved in improving reading comprehension outcomes for students in middle school.
  - D. The findings in the 33 studies have been replicated extensively in other studies.

82. The reading specialist notes that the studies included in the review met rigorous research design criteria. Which of the following criteria would most likely be part of a rigorous research design?
- A. The student groups compared have significant differences before the study begins.
  - B. The overall attrition rate of students participating in the study is low.
  - C. Participants are assigned to groups based on the first letter of their last name.
  - D. Some confounding factors raise concern about the study's outcomes.
83. In addition to considering which practices demonstrated potentially positive outcomes, which of the following practical aspects to implementing a new practice should the reading specialist consider?
- A. examining the intensity and duration of the implementation, the personnel requirements, and professional development requirements
  - B. determining whether a causal relationship between the practice and subsequent changes in students' performance occurred by chance
  - C. comparing the components of each practice to decide which has the most comprehensive approach to literacy instruction
  - D. analyzing the common instructional elements across practices to determine the effectiveness of any one element

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

A reading specialist provides professional development sessions in phonological terms and concepts to early childhood teachers. The specialist introduces an activity in which teachers practice matching the newly learned terms with example words that demonstrate the concept.

Line	Phonology Term	Example Word Pair
1	minimal pair	<u>w</u> rite/ <u>g</u> ite
2	voiced consonant digraph	<u>th</u> in/ <u>th</u> ink
3	syllable onset	<u>te</u> eth/ <u>gr</u> een
4	unvoiced consonant digraph	bran <u>ch</u> / <u>wr</u> ench

84. In which of the following lines in the chart is the phonological term accurately matched to a set of example words?
- A. Line 1
  - B. Line 2

- C. Line 3
  - D. Line 4
85. Which of the following statements provides the most accurate definition of a phoneme?
- A. fundamental speech sounds shared across multiple spoken languages with common roots
  - B. the smallest unit of sound in a language that makes a difference in communication
  - C. a unit of sound produced by restricting the vocal tract in a particular manner and place while the larynx is vibrating
  - D. any sound that is recognizable in a spoken language as having developed and changed over time and which continues to evolve
86. Sentences that contain which of the following structures exemplify the grammatical development associated with academic language that is typically mastered *last*?
- A. dummy subjects (e.g., **It** is snowing.)
  - B. relative pronouns (e.g., This is the boy **whose** dog is lost.)
  - C. irregular plurals (e.g., I have two **mice**.)
  - D. compound predicates (e.g., Frida **skipped** and **hopped**.)
87. A child who has reached the earliest of semantic development milestones would most likely use which of the following sets of words?
- A. the, a, some, many
  - B. why, when, because, so
  - C. shoe, mouth, apple, dog
  - D. must, could, if, then
88. A prekindergarten teacher consults a reading specialist to address concerns about the grammatical language development of a child in the class. Earlier in the year, the child correctly used common irregular past-tense verb forms (e.g., *went*, *ran*, *held*) but now frequently uses incorrect past-tense verbs for the same words (e.g., *wented*, *ranned*, *helded*). Which of the following explanations would be most appropriate for the specialist to provide?
- A. The child may require speech intervention to recognize grammatical errors.
  - B. The child exhibits early signs of a language disability affecting word retrieval.

- C. The child would benefit from explicit, systematic instruction in irregular verbs.
- D. The child is overgeneralizing the morphological rule for marking past tense.

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

As part of an informal assessment of a first-grade student, a reading specialist reads aloud a short narrative text and then discusses the text with the student. A partial transcript from their conversation appears below.

*Teacher:* Can you tell me what happens in this story?

*Student:* Yes.

*Teacher:* Great! Tell me about the story.

*Student:* It's good!

*Teacher:* Do you remember what happened in the story?

*Student:* Uh-huh.

*Teacher:* Tell me what happens first in the story.

*Student:* The chicken named Red gets on the roof!

89. The student's initial responses to the reading specialist's prompts in this part of the conversation most clearly suggest that the student:
- A. is unfamiliar with narrative structure and requires scaffolding to support a retelling.
  - B. may have difficulty processing the teacher's spoken language.
  - C. is unfamiliar with the discourse rules for this kind of teacher-student exchange.
  - D. does not recall specific details from the story.
90. A reading specialist implements a decoding intervention with a third-grade student based on a multisensory structured language approach. The student makes significant progress in oral reading accuracy during the intervention, and their accuracy scores are now consistently above 95%. However, the student's oral reading fluency (words correct per minute [WCPM]) is still below the 25th percentile. Given the reciprocal relationships between various foundational reading skills, the specialist could best gain insight into why the student has not shown the same progress trajectory in fluency as in decoding accuracy by considering the student's performance scores on a normative assessment in which of the following areas?
- A. phonemic awareness
  - B. phonemic decoding
  - C. automatic word recognition

D. oral reading prosody

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

A reading specialist in a technical high school uses the following strategy with students who require support in comprehending and analyzing complex grade-level texts in their academic courses.

- The specialist prepares "think sheets" for assigned texts, which include prompts to elicit students' metacognition (e.g., What do I still have questions about?) that appear next to challenging segments of the text.
- The prompts require the students to reread the segment and provide evidence from the text in their written questions.
- The students also complete a graphic organizer that aligns with the text's organizational structure (e.g., flowcharts for cause and effect) and supports the students in integrating information from various segments of the text.

91. This type of approach is likely to enhance the students' reading comprehension of a complex academic text primarily because the various steps:

- A. guide the students through academic reading and writing tasks step-by-step through the use of teacher think-alouds as scaffolds.
- B. prompt the students to think and write about and synthesize the key parts of the text while they are reading, instead of waiting until the end to answer questions.
- C. provide opportunities for the students to reflect on their reading, evaluate the information, and support their opinions about the text.
- D. encourage the students to integrate the information they read in the text with what they already know about the topic to come to a new understanding of the text.

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

A reading specialist is supporting fourth-grade teachers in implementing a new approach to vocabulary development focused on text analysis. Teachers select small sets of high-utility vocabulary words (e.g., causative and oppositional connectives, or transition words; Tier Two adjectives and verbs used to describe characters and their actions) that occur in grade-level academic texts students will be reading during the school year. The teachers introduce a set of words through explicit instruction in the words' meanings and functions.

Throughout the school year, the specialist supports the teachers in developing oral and written activities and assignments in which students can apply the new vocabulary words in the context of text analysis. Two of the activities are described below.

- Sentence imitation exercises (oral and written): Students imitate sentences from assigned texts that use connectives (e.g., *although, however, even though, meanwhile*) to develop their own sentence complexity when speaking and writing about the texts.
  - Character analysis (oral and written): Students use character trait vocabulary (e.g., *arrogant, unreliable, mischievous, cautious*) and evidence from texts to develop and defend their opinions about characters' actions and motivations when speaking and writing about the texts.
92. This type of approach to teaching vocabulary best demonstrates the reading specialist's understanding of which of the following relationships that contribute to skilled reading?
- A. Comprehension of language and decoding skills are two major constructs that contribute to reading comprehension.
  - B. Speaking and writing about texts using rich academic language are essential to reading comprehension.
  - C. Concept development and vocabulary development are reciprocal processes that mutually reinforce one another.
  - D. Vocabulary knowledge contributes to reading and writing, but not to viewing, speaking, and listening.
93. Which of the following additional types of activities would be most appropriate for the reading specialist to include to further promote vocabulary development as an integral component of text analysis?
- A. teaching students nuanced word meanings and how to reflect on nuanced meanings when evaluating authors' word choices in an assigned text
  - B. asking students to identify examples of compound and complex sentences in an assigned text and in their own writing
  - C. having students identify appositives in an assigned text by circling a word or phrase that is set off by commas and immediately follows a challenging word
  - D. instructing students to underline the descriptive words used in an assigned text and in their own writing

94. The reading specialist adapts this vocabulary approach for use in prekindergarten and kindergarten classes by having teachers introduce grade-appropriate character trait words and the use of connectives in the context of discussions about read-alouds. For example, the specialist models for children how to identify evidence from a story (e.g., what a character does or says) as the teacher reads aloud to match characters with specific character trait words. The specialist also models the use of grade-appropriate connectives (e.g., *because*, *yet*) to support children's discussions about characters' actions and motivations. Using this vocabulary approach in the early childhood grades is likely to benefit children's future reading comprehension primarily because of:
- A. the importance of teaching narrative text structure to support text comprehension.
  - B. the reciprocal relationship between language, speaking, listening, and reading.
  - C. the importance of using modeling as a strategy to teach literacy concepts.
  - D. the reciprocal relationship between background knowledge and reading comprehension.
95. A high school reading specialist is working with content-area teachers to help them consistently integrate reading instruction with content-area instruction. The specialist could best employ which of the following approaches to achieve this goal?
- A. modeling for teachers strategies that support close reading of informational texts
  - B. observing teachers' lessons and then rating them based on their performance
  - C. providing teachers with professional journal articles related to their identified needs
  - D. leading discussion sessions on subject-specific reading with teachers in the district
96. At the beginning of the school year, a second-grade teacher approaches the reading specialist with concerns about a student who is new to the school. The student meets benchmarks for reading grade-level single-syllable words with short and long vowels but does not yet consistently decode two-syllable words that follow basic patterns. The specialist can best respond by taking which of the following actions?
- A. suggesting that the teacher try multiple instructional methods targeting a variety of learning styles and note the student's preference for future planning
  - B. providing the teacher with supplemental materials to enhance classroom instruction and allow for at-home practice of syllable-division skills
  - C. offering to guide the teacher in planning instruction to promote the student's development in recognizing and identifying syllable types
  - D. implementing diagnostic testing to determine if the student has learning disabilities that may be responsible for the challenges described by the teacher



97. A reading specialist can best support classroom teachers in staying current with evidence-based approaches to reading instruction by taking which of the following actions?
- A. inviting teachers from other school districts to host informational sessions in which they share the strategies that they find most effective
  - B. providing in-class modeling of key components of research-based instruction as professional learning for teachers in their classrooms
  - C. supervising teachers in the school to ensure that they are implementing only the most current approaches to instruction
  - D. sharing subscriptions and memberships to national literacy organizations with interested teachers
98. A reading specialist helps oversee the implementation of new, school-wide, evidence-based literacy curriculum materials. Which of the following steps should the specialist take for teachers to successfully implement the new materials?
- A. providing teachers with professional development to build the requisite knowledge and skills needed to implement the materials effectively
  - B. creating seminars for families and stakeholders to inform them of the instructional components and goals of the materials
  - C. assigning mentoring partnerships in which teachers who have experience with similar materials guide less-experienced teachers
  - D. working with individual teachers to design supplemental materials that can be shared across grade levels and content areas
99. An elementary school reading specialist, a team of teachers, and administrators are beginning the process of selecting core instructional materials that align with state English language arts standards and include appropriate grade-level content topics. Which of the following questions should they ask *first* as they evaluate each option?
- A. Do the materials reflect the school's prevailing philosophy about reading instruction and development?
  - B. Are the materials centered around high-interest topics, and do they include illustrations that appeal to reluctant readers?
  - C. Do the materials include extension activities and supplemental materials for all learners?
  - D. Are the materials evidence-based, and do they include both literary and informational texts?

100. When evaluating and selecting instructional materials for reading interventions in an elementary school, the reading specialist should prioritize materials that:
- A. use technology to provide students with both instruction and review.
  - B. use evidence-based strategies to support differentiated instruction.
  - C. include multiple workbooks for readers at all reading levels.
  - D. were developed using a collection of texts on high-interest topics.

## DIRECTIONS FOR THE OPEN-RESPONSE ITEM ASSIGNMENTS

The directions shown below represent what you will see on the actual test. For the purposes of this practice test, you will be able to type your written responses in the boxes provided on the answer key.

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

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

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

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

- **Purpose:** the extent to which the response achieves the purpose of the assignment
- **Subject Knowledge:** appropriateness and accuracy in the application of subject knowledge
- **Support:** quality and relevance of supporting evidence
- **Rationale:** soundness of argument and degree of understanding of the subject area

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

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

## OPEN-RESPONSE ITEM ASSIGNMENT #1

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

101. A reading specialist is assessing the reading performance of a second-grade student using the results from two different assessments: (1) a record of the student's performance reading aloud a passage from a grade-appropriate text; and (2) a record of the student's performance reading aloud from a grade-appropriate word list.

Given the assessment results provided in the exhibits and your knowledge of **foundational reading skills** (e.g., phonemic awareness skills, phonics skills, recognition of high-frequency words, syllabication skills, morphemic analysis skills, automaticity, reading fluency [including use of context for confirmation or self-correction]), write a response of approximately 150–300 words in which you:

- identify **one** significant *strength* the student demonstrates in the area of foundational reading skills, citing specific evidence to support your conclusion;
- identify **two** significant *needs* the student demonstrates in the area of foundational reading skills, citing specific evidence to support your conclusion;
- describe **one** evidence-based instructional strategy to address one or both of the student's identified *needs* in the areas of foundational reading skills you have identified; and
- explain why the evidence-based instructional strategy you selected is likely to be effective in building on and improving the student's foundational reading skills.

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



Printed Word	Student's Oral Response
sorely	?
gain	✓
braver	/b/ /r/ [äv]
shifted	/s/ [hif]
crowded	/c/ /r/ [ow] [d]
fake	✓
troops	troop
cute	✓
could	✓
washing	was [hin]

**Key:**  
✓ = immediate recognition  
+ = pause, then recognition  
? = no recognition  
printed word = substitution

## OPEN-RESPONSE ITEM ASSIGNMENT #2

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

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

- identify **one** significant *strength* the student demonstrates in the area of reading comprehension, citing specific evidence to support your conclusion;
- identify **two** significant *needs* the student demonstrates in the area of reading comprehension, citing specific evidence to support your conclusion;
- describe **one** evidence-based instructional strategy to address the student's identified *need* in the area of reading comprehension you have identified; and
- explain why the evidence-based instructional strategy you selected is likely to be effective in building on and improving the student's reading comprehension.

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

### Exhibit: Passage and Student Summary

A reading specialist is assessing the reading performance of an eleventh-grade student. The specialist plans to use summarization and text-based and inferential questioning to assess the student's reading comprehension. The specialist begins by having the student read aloud the passage below from *Walden* by Henry David Thoreau. The student reads the passage accurately and fluently.

What shall I learn of beans or beans of me? I cherish them, I hoe them, early and late I have an eye to them; and this is my day's work. It is a fine broad leaf to look on. My auxiliaries are the dews and rains which water this dry soil, and what fertility is in the soil itself, which for the most part is lean and effete. My enemies are worms, cool days, and most of all woodchucks. The last have nibbled for me a quarter of an acre clean. But what right had I to oust johnswort and the rest, and break up their ancient herb gardens? Soon, however, the remaining beans will be too tough for them, and go forward to meet new foes.

When I was four years old, as I well remember, I was brought from Boston to this my native town, through these very woods and this field, to the pond. It is one of the oldest scenes stamped on my memory. And now to-night my flute has waked the echoes over that very water. The pines still stand here older than I; or, if some have fallen, I have cooked my supper with their stumps, and a new growth is rising all around, preparing another aspect for new infant eyes. Almost the same johnswort springs from the same perennial root in this pasture, and even I have at length helped to clothe that fabulous

landscape of my infant dreams, and one of the results of my presence and influence is seen in these bean leaves, corn blades, and potato vines.

After the student finishes reading the passage, the specialist says, "Summarize for me what the passage is about." Shown below is a transcript of the student's oral response.

The author likes beans. He has always liked beans since he was four. He lives in the woods now I think. He grows the beans there, but worms and woodchucks eat them. The cold days aren't good for them either. But he feels bad about the woodchucks because something happened with johnswort. And he plays the flute by the water in the woods and cooks with pine stumps.

### **Exhibit: Conversation Transcript**

Following the student's oral summarization of the passage, the reading specialist asks the student some questions about what the student has read. A transcript of their conversation is shown below.

*Reading Specialist:* What are some things that the author learns from beans?

*Student:* He learns about growing beans and vegetables and having a garden.

*Reading Specialist:* What do you think "auxiliaries" means in the sentence, "My auxiliaries are the dews and rains which water this dry soil"?

*Student:* Maybe it means an enemy? He says the worms are his enemies.

*Reading Specialist:* He says that the auxiliaries, the dew and rains, water the dry soil. Could those clues help you determine the meaning of the word?

*Student:* Oh! The soil is dry, and then it gets watered. So, maybe "auxiliaries" means helpers?

*Reading Specialist:* The author says, "I have at length helped to clothe that fabulous landscape of my infant dreams." What do you think he means?

*Student:* I'm not sure. He talks about a baby being there when he cooks his supper, too. I don't know why he put clothes on the landscape. It's pretty confusing.

*Reading Specialist:* What new foes, or enemies, do you think the beans will meet when they become tough?

*Student:* Probably different types of weather, like snow, or animals that are like woodchucks.

*Reading Specialist:* What do you think the author means by "a new growth is rising all around, preparing another aspect for new infant eyes"?

*Student:* Maybe that next year he'll grow more beans for the baby to see?



# PRACTICE TEST RESULTS

## **PRACTICE TEST RESULTS OVERVIEW**

The practice test provides valuable information regarding your preparedness for the Reading Specialist (802) test. In this section, you will find information and tools to help you determine your preparedness on the various sections of the test.

### **Multiple-Choice Questions**

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

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

### **Open-Response Items**

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

### **Total Test**

Practice Test Score Calculation information is provided to help you estimate your score on the practice test. Although you cannot use this practice test to precisely predict how you might score on an official Reading Specialist (802) test, you may be able to determine your degree of readiness to take a test at an operational administration. No passing score has been determined for the practice test.

## MULTIPLE-CHOICE QUESTION ANSWER KEY WORKSHEET

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
1	001	B	<p>Answer B is correct because according to convergent research, pointing out distinctive features of letters and starting with high contrast comparisons will best promote children's recognition and identification of individual letters. These features include slants, curves, crosses, and open or closed lines. To draw attention to the distinctive features, it is critical that they are presented so that they can be compared (e.g., how does <i>f</i> differ from <i>p</i>). Furthermore, similar letters that may be visually confused (e.g., <i>m</i> and <i>n</i>) should not be introduced simultaneously. Answers A and D are incorrect because they do not align with evidence on how children best learn to recognize and name letters. Answer C is incorrect because generally letter sounds and the way those sounds are articulated are not introduced simultaneously with letter recognition and naming.</p>		
2	001	A	<p>Answer A is correct because the activity described contributes to children's writing development by helping them to learn the function of writing or drawing. Through this conceptual knowledge, prekindergarten children learn that print is meaningful and that it can communicate stories, ideas, and information. Answers B, C, and D are incorrect because they are not developmentally appropriate activities for prekindergarten children, nor do they focus on children's understanding that print conveys meaning.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
3	001	A	<p>Answer A is correct because the journal entry provides evidence that the child demonstrates awareness of letter-sound correspondence in print. The child is able to explain what the entry says, and each word is represented by letter-sound correspondences that make sense based on the most salient sounds in the word. The spacing between words clearly indicates the word boundaries. Answers B, C, and D are incorrect because they are not supported by evidence in the journal entry. Answer B is incorrect because the child is clearly aware of the relationship between oral language and print as the child tells the teacher word for word what the sentence says. Answer C is incorrect because the key sentence features of punctuation and consistency with capitalization are not evident in the language sample. Answer D is incorrect because the child demonstrates awareness of the alphabetic principle that words are made up of sounds that can be represented in print.</p>		
4	001	C	<p>Answer C is correct because having the children communicate their ideas on paper, with pictures and/or print, develops children's understanding that a purpose for writing is to communicate and share ideas. Answers A, B, and D are incorrect because they do not support the reading specialist's suggestion that "children who are only beginning to develop letter knowledge should be encouraged but not required to include print in their journals." Answer A is incorrect because the focus of the journal writing is not to teach basic print concepts. Answer B is incorrect because improving fine-motor skills for printing letters does not build children's understanding that writing is a way to share their ideas. Answer D is incorrect because increasing children's stamina for sitting is not relevant to the scenario or the specialist's goal.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
5	001	D	<p>Answer D is correct because it describes a Language Experience Approach (LEA) to understanding the function of print. The central principle of LEA is to use the child's own vocabulary, language, and experiences to create texts, making reading more meaningful to the child. The reading specialist transcribes what the child says about their drawing and reads it back to the child. Because the reading specialist incorporates the child's own experiences and own language, the child will typically find it easier to read than texts composed by others. Creating a piece of writing cooperatively models the function of print and can be used to reinforce concepts of print. Answers A and C are incorrect because neither activity explicitly links print to meaning or demonstrates the function of print. Answer B is incorrect because this approach does not connect the child's oral language use to the function of print since the specialist, rather than the child, is providing the oral language.</p>		
6	001	C	<p>Answer C is correct because the activity directly contributes to promoting word awareness, which is the target skill. For children to practice the developmentally appropriate skill of matching speech to print, they need to know the refrain by heart. Next, the teacher must demonstrate matching each spoken word to its representation in the text that occurs when the teacher points to each word as it is chanted. Answers A and D are incorrect because they do not directly address the speech-to-print match that promotes word awareness and are not developmentally appropriate for students who need to develop word awareness. Answer B is incorrect because it focuses on high-frequency word recognition with words that are not decodable for children at this developmental phase of reading.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
7	001	B	Answer B is correct because tracking print from left-to-right is among the earliest concepts of print children need to learn. The strategy described provides children with a visual cue about the left-to-right directionality of how print is read. Answer A is incorrect because pointing out the punctuation at the end of the sentence is drawing attention to the proper inflection needed when reading aloud and for comprehending the meaning intended by the author that are secondary skills to introduce when teaching beginning reading. Answer C is incorrect because it involves teaching dialogue that is a convention of print that comes later in reading development. Answer D is incorrect because when children are learning to read, it is unlikely that they will encounter paragraphs in the early texts they will be reading aloud.		
8	001	D	Answer D is correct because the sequencing of illustrations from story events described reinforces a key print concept—illustrations in a book correspond to the story conveyed in print. The children would not be able to do the activity had they not heard the story, so the relationship between the words and the pictures is relevant. Answer A is incorrect because this activity would not support the concept that illustrations connect to the printed story. Answers B and C are incorrect because illustrations are not related or tied to the directionality of print or its location on a page.		
9	002	D	Answer D is correct because presenting parents/guardians with the unfamiliar task of blending isolated phonemes to make words allows them to experience the complex process beginning readers use when decoding words phoneme by phoneme. Answer A is incorrect because this approach focuses on the broader phonological awareness skill of rhyming. Answer B is incorrect because this activity places the focus on graphemes, rather than phonemes. Answer C is incorrect because the mechanics of how sound is articulated for speech production would not help parents understand the importance of phonemic awareness.		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
10	002	B	<p>Answer B is correct because alliteration comes after rhyming on the continuum of increasing complexity of phonological awareness skills. It is followed by segmenting sentences and syllables, blending and segmenting compound words and onset and rime, and finally, blending and segmenting phonemes. Answer A is incorrect because metacognitive awareness is the understanding of one's own thinking. Answer C is incorrect because morphemic awareness is the understanding of the smallest units of meaning in the English language, such as base words, roots, and affixes. Answer D is incorrect because the activity promotes understanding of alliteration, not syllables.</p>		
11	002	A	<p>Answer A is correct because the progress-monitoring data indicates the students can orally segment three-phoneme words. Since decoding depends on a student's ability to perceive individual phonemes in words and to segment and blend back phonemes, the activity described in answer choice A would be most appropriate for helping students progress to decoding CCVC words. Elkonin boxes develop phoneme awareness skills by providing visual and tactile-kinesthetic cues to scaffold students as they segment a word into individual phonemes. The student listens to a word and moves a token into a box as they say each phoneme in sequence. Letters can also be substituted for the tokens to make the connection to spelling. Answers B and C are incorrect because generating rhyming words and identifying onset and rime support students' phonological awareness, not phonemic awareness. Answer D is incorrect because the students in the scenario are decoding CVC words accurately, so matching pictures would not build on their current decoding skills.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
12	003	C	<p>Answer C is the correct response because a key characteristic of a full-alphabetic reader is skill in applying letter-sound knowledge to decode unknown words by blending letter-sounds into a recognizable pronunciation of a word. Typically, readers in the full-alphabetic phase of word learning development can decode closed syllable words. A is incorrect because it describes behaviors from the pre-alphabetic stage of development before children use their letter-sound knowledge to read words. Answer B is incorrect because it describes word spelling behaviors that are typical in the partial alphabetic phase of word learning development when children use only some of the letters to represent a word. Answer D is incorrect because it describes reading behaviors typical of the consolidated phase of word learning development when readers demonstrate automaticity as the brain recognizes combinations of several letters.</p>		
13	003	B	<p>Answer B is correct because the first-grade students described in the scenario are confusing consonant sounds that share similar articulatory features (e.g., /f/ fuh and /v/ vuh are both produced by obstructing the airstream with the top teeth on the bottom lip. The only distinguishing characteristic is /v/ vuh is voiced and /f/ fuh is unvoiced). All four of the consonant confusions presented share the same articulatory positions with the voicing being the only distinguishing feature. Therefore, a multisensory approach as described in Answer B that encourages articulatory feedback with multisensory prompting regarding what students see and feel as well as what they hear is warranted. Answer A is incorrect because the students' confusion originates in their challenges in identifying letter-sound correspondence caused by the similarity of how and where the voiced and unvoiced sounds are produced in the mouth rather than a visual confusion with similarly shaped letters. Answers C and D are incorrect because the students described in the scenario are demonstrating confusion with voiced and unvoiced consonant pairs, not with phonemic awareness.</p>		



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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
14	003	C	<p>Answer C is correct because research supports the efficacy of training readers to improve reading comprehension and spelling by using a morphemic approach that analyzes the meaningful parts of a word (roots, prefixes, and suffixes) to pronounce and derive the meaning of an unknown word. Using a morphemic analysis approach in the context of science not only aids in pronouncing the word but provides scaffolding to the meaning. Answers A and D are incorrect because they do not provide reliable or efficient means for reading unknown multisyllabic words. Answer B is incorrect because it ignores the morphemic structure of most of the Tier Three words in a science curriculum.</p>		
15	003	D	<p>Answer D is correct because the student can represent all the phonemes in a word with a corresponding grapheme. However, the student is not aware of all the spelling conventions typically learned in a later phase of development. These spelling conventions include the consonant+le syllable (<i>turtle</i>), consonant doubling (<i>bragging, rabbit, better</i>), and spelling generalizations for letters with a hard and soft pronunciation (letter c is not typically used before the vowel e in a one syllable word –<i>cept/kept</i> c e p t slash k e p t ). Answer A is incorrect because students in the pre-alphabetic stage of development do not typically represent phonemes with letters in their writing. In the pre-alphabetic phase of the development of word reading, students lack knowledge of the alphabetic principle that words are made up of sounds that can be represented by letters. Answer B is incorrect because students in the partial alphabetic stage of word reading development do not represent all the phonemes in words when they write—they typically produce a partial spelling of the most salient sounds in a word (e.g., initial and final phonemes). Answer C is incorrect because students in the consolidated stage of orthographic development would use more of the spelling conventions previously mentioned. In the consolidated phase of word reading development, students possess knowledge of larger letter-sound units such as syllables and morphemes to read and spell words.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
16	003	D	<p>Answer D is correct because there is evidence in the student's spelling that they do not currently double the consonant in a word with two closed syllables and one medial consonant sound (e.g., rabit, beter, ribin, braging). Since the student demonstrates competence in spelling single closed syllable words, it would be reasonable to explain consonant doubling for words with two closed syllables and one medial consonant sound. Answer A is incorrect because given the writing sample in the scenario, there is no evidence that the spelling concept of inflectional endings needs to be immediately taught. Answers B and C are incorrect because spelling schwas and spelling diphthongs are skills that are much farther along the continuum of spelling development than the student's current areas of need.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
17	003	C	<p>Answer C is correct because the student demonstrates a one-to-one correspondence in representing phonemes in words with letters in the writing sample. However, the student does not match the phonemes to graphemes seen in spelling (e.g., <i>rased/race</i>, <i>grate/great</i>, <i>becus/because</i>, <i>turtl/turtle</i>). This question asks what kind of instruction reinforces both phonics skills and the orthographic mapping process to support the student's spelling development. According to phase theory (Ehri, 2014), students need practice to segment words into grapho-phonemic and grapho-syllabic units to facilitate orthographic mapping. The process of orthographic mapping will bond the spellings, pronunciations, and meanings of specific words in memory. Teaching the student explicitly and systematically to recognize and pronounce syllable patterns (e.g., open, closed, silent-e, vowel digraph teams, r-controlled, diphthong vowel teams, consonant +le) for the phonetically regular words will allow students to segment pronunciations into phonemes and match them to graphemes seen in spellings. With practice, students will recall these syllable patterns to produce the correct spellings of words. Recognizing syllable types helps students learn to spell words correctly and gain knowledge of spelling generalizations. Learning the rules for syllable division promotes the fluent and accurate reading and spelling of multisyllabic words. Once students apply syllable division strategies, they can more accurately pronounce and spell each syllable according to its syllable pattern (e.g., C +le spelling in a word like <i>turtle</i>). Answer A is incorrect because the student is already representing each speech sound with a letter. Answers B and D are incorrect because they address the derivational stage of spelling development that occurs several stages after where the student currently functions according to evidence in the writing sample.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
18	004	C	<p>Answer C is correct because decodable texts have a highly controlled vocabulary, and most of the words in a text align with phonics patterns a reader has learned to decode. When decodable texts, as described in Answer C, are available to students in their classrooms, the students can quickly see the connection between learning letter-sounds and segmenting words and blending sounds to read a text independently. Readers who are successful reading decodable texts develop confidence and an interest in reading. This practice builds accuracy and automaticity—critical components of fluent reading. Decodable texts function as a scaffold to support readers as they sound out and practice words containing learned phonics patterns, a process that research shows is essential to increasing the number of words recognized automatically by sight (Ehri, 2014). As students build their knowledge and automaticity in use of phonics skills, they are more likely to apply these decoding strategies in new ways when reading unfamiliar words (i.e., self-teaching hypothesis [Share, 1999]). Answers A and B are incorrect because these types of texts do not align with the research that addresses how to improve automatic word recognition. Answer D is incorrect because it does not address improving the recognition of unfamiliar words.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
19	004	B	<p>Answer B is correct because this approach addresses both the students' vowel confusion and their tendencies to resort to guessing rather than decoding when encountering an unfamiliar word. Explicitly teaching students sound-by-sound blending builds their understanding of the process of decoding words. Additionally, this approach also addresses students' vowel confusions with monitoring and corrective feedback as they engage in repeated whisper readings. Answer A is incorrect because tracing or air writing whole words will not promote the students' ability to decode the individual phonemes within words. Answer C is incorrect because connected text provides students with a better opportunity to practice their decoding skills using learned phonics patterns while making meaning and developing oral reading fluency. Answer D is incorrect because the scenario does not state that students are having difficulty with either articulation or pronunciation, and this approach would not support the students' accurate decoding.</p>		
20	004	C	<p>Answer C is correct because convergent research indicates that most modeling expressive reading for a selected part of text and then having students echo read the same selection immediately after is an evidence-based component of improving prosody. Moreover, improving prosody impacts comprehension. In echo reading, the teacher reads a portion of text while the student or students follow along in the text. After the teacher finishes reading the text, the students echo it by reading the same section of text. This type of reading prosody activity builds oral fluency and provides practice with word recognition for academic vocabulary. Answers A and D are incorrect because effective fluency instruction requires teacher modeling and immediate teacher feedback. Answer B is incorrect because for choral reading to be an effective strategy, teachers must first model reading the passage aloud to students.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
21	004	B	<p>Answer B is correct because providing students with prompts to encourage them to reread and confirm if their pronunciation is accurate is most likely to promote students' self-correction. This type of approach, as described in Answer B, gives readers a chance to work out the word on their own. It focuses students' attention on accurately reading short segments of text because students tend to pay more attention to meaning and make fewer errors when they spend time carefully reading a segment of text. When they request help, students can be provided with prompts to use effective word reading strategies. Gradually, with this type of approach, readers will incorporate strategies and become meaning-based readers. Answers A and D are incorrect because the coach is providing the strategy, so the reader does not have the opportunity to initiate the self-correction. Answer C is incorrect because delayed feedback does not promote self-correction to make meaning in real time when the reader is engaged with the text independently.</p>		
22	004	B	<p>Answer B is correct because in repeated-reading activities, such as the one described in the scenario, the teacher is providing a model of prosody when the passage is read aloud, and the student follows along in the text. Next, the teacher provides feedback on expression, a component of prosody, when the student reads, which further demonstrates the importance of prosody to the student. Answer A is incorrect because this repeated-reading fluency activity, as described, is not an independent activity for the student. The teacher listens to the student read and gives accuracy feedback to the student. Answer C is incorrect because the student's attention is focused on more than rate. Answer D is incorrect because the scenario states that decodable passages are used for the repeated reading rather than a wide selection of grade-level passages.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
23	004	D	<p>Answer D is correct because evidence-based practice suggests that providing students with corrective feedback is an essential component to the repeated reading of text to increase students' oral reading fluency. The primary reason for this is that accuracy and prosody are components of fluency that also impact rate. Feedback on accuracy and prosody increases the success of repeated-reading practice.</p> <p>Answer A is incorrect because pairing a student with a peer who is confident in their oral reading provides this student with a model of more fluent reading but would not directly impact the student's ability and would not be an example of evidence-based practice. Answer B is incorrect because accuracy should be prioritized over reading rate. Answer C is incorrect because students should be involved in setting fluency goals.</p>		
24	004	B	<p>Answer B is correct because according to the data in the chart, marking phrase boundaries in a text to chunk words into meaningful phrases is likely to benefit all the students because they <i>all</i> received low prosody ratings of 2 or less. Students A, B, and C have WCPM scores that place them above the 50th percentile, so their difficulties most likely have to do with prosody and not accuracy or rate. A primary component of prosody is appropriate phrasing that allows students to gain meaning from what they read. Marking phrase boundaries that makes the text sound more like talking is an evidence-based strategy to address this aspect of prosody. Following evidence-based practice, the reading specialist would most likely use text appropriate to students' phonics knowledge for students performing well below the 50th percentile for WCPM. Answers A and C are incorrect because the data provided in the chart does not specify whether students' low WCPM scores were the result of a lack of accuracy when decoding. Answer D is incorrect because the majority of the students are near, at, or above the 50th percentile benchmark expectation for WCPM.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
25	004	D	<p>Answer D is correct because most student errors were in the pronunciation of vowel teams that included vowel digraphs (rele<del>a</del>se) and vowel diphthongs (rowdy, grouchy). Sorting words into syllable types (vowel digraphs and vowel diphthongs) along with practice reading the sorted words multiple times would improve automatic word recognition for these syllable types. Answers A and B are incorrect because these strategies do not address the errors students made. Answer C is incorrect because it does not address the pronunciation errors that demonstrate incomplete orthographic knowledge that is necessary for automatic word recognition; students need practice accurately decoding words to achieve automaticity.</p>		



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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
26	015	D	<p>Answer D is correct because text reading prosody refers to the extent to which readers use appropriate intonation, phrasing, and pausing that makes reading sound more like speech. Research consistently demonstrates a reciprocal relationship between prosody and reading comprehension. This answer accurately completes the question's stem to reflect this relationship. A key component in the prosody rating descriptions has to do with phrasing, stress, and intonation that help preserve the author's intent. Meaning is conveyed through syntax, phrasing, and where the stress and intonation should occur. Prosody also enables the segmentation of text that aids the memory process needed for reading comprehension. Thus, prosody is essential for reading comprehension, and comprehending the text likewise facilitates phrasing, intonation, and stress. When students reread text in response to grappling with interpreting the meaning, they become more accurate with the prosody elements. Likewise, when they use prosody correctly, they are more likely to gain understanding of the subtle meanings within the text. The syntactic and semantic knowledge needed for text comprehension also facilitates assignment of word stress, prediction of sentence structure, and therefore prosodic reading of text: hence, a reciprocal relationship. Answer A is incorrect because it does not address the reciprocal relationship between prosody and comprehension. Answer B is incorrect because the chart provides no information on students' background knowledge. Answer C is incorrect because while some of the students demonstrate appropriate rates or read very quickly, the prosody ratings indicate that it is unlikely they are reading with strong comprehension.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
27	005	D	<p>Answer D is correct because the reading specialist has fifth-grade students read and analyze several content-area complex texts at varying reading levels. This directly addresses the guiding principle #4 of the Massachusetts <i>Curriculum Framework for English Language Arts and Literacy</i> that states "Students should be exposed to complex and challenging texts at their grade level and above, with extra support and scaffolding as needed, reflecting high expectations for all students." Understanding a complex text depends on students first gaining a general understanding of a text. In the scenario, the teacher provides scaffolded support as students complete an outline to identify main ideas and key details. Answers A, B, and C are incorrect because they are not the guiding principles that align with the scenario as described.</p>		
28	005	A	<p>Answer A is correct because the dimensions of text complexity in the passage that are most likely to present the greatest challenge are the qualitative dimensions of syntactic structures and figurative language. The passage contains complex sentences with clauses (e.g., You are forever after your own ends, many say, and without qualms when it comes to hiding sharp tricks inside soft veils of words). It also contains figurative language that cannot be interpreted literally (e.g., inside soft veils of words) and depends on an understanding of metaphors, similes, and idiomatic expressions. Answer B is incorrect because the length and morphological complexity of the words in the passage would not be challenging to high school students. Answer C is incorrect because there are common cohesive elements present in the passage (e.g., conjunctions <i>and</i>, <i>but</i>, <i>so</i>, <i>when</i>). Answer D is incorrect because it can be assumed the passage is related to the thematic content.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
29	005	B	<p>Answer B is correct because a poem might seem appropriate in word, phrase, or sentence length, while at the same time the idea or theme is developmentally inappropriate. As with other genres, quantitative measures do not take into consideration the qualitative dimension of an expressed idea or theme. A text could meet the grade-level criteria of readability, but the topic could be too sophisticated for students at a particular grade level. The content and the reader should be factored in when considering the complexity level of poetry as with any other genre. Answers A and C are incorrect because the question started with "As a general rule..." and these answer choices did not necessarily apply to poems in general. Answer D is incorrect because poems with familiar or unfamiliar rhyme schemes and metrical forms may also have varying levels of complexity.</p>		
30	005	C	<p>Answer C is correct because readability levels are important when choosing texts for students to read independently. Appropriate readability levels provided in Answer C suggest students will be able to read the words and handle the sentence length and sentence complexity. Texts on grade-appropriate topics suggest students will have the background knowledge needed to understand the text. Compelling prose addresses piquing and holding students' interest, which is important for motivating independent reading. These three factors combine to make the type of texts given in Answer C accessible and of interest to students. Answers A, B, and D are incorrect because the texts are either too easy or too hard. Answer A is incorrect because it offers limited opportunities to read text since magazines consist primarily of photographs. Answer B is incorrect because it offers picture books, which as described, may not have readability levels appropriate for independent reading. Answer D is incorrect because grade-level short stories are not necessarily at students' independent reading levels, the plot predictability of these stories suggests they might be of low interest to students, and students who are receiving support may find grade-level materials inaccessible.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
31	005	B	<p>Answer B is correct because the most appropriate text would include words that the student can decode or recognize along with a limited number of conceptually key academic words that are repeated. Decodable text contains phonics patterns and concepts students have learned and are able to decode. Text that includes repetition of key academic words provides students with multiple opportunities to apply strategies to pronounce the words and add them to their sight word vocabularies. This type of text is known to improve oral reading fluency for disciplinary passages. If words are decodable, students can read text that is more syntactically complex with scaffolded support through a close reading approach. Answers C and D are incorrect because they don't directly address the need for the student to have texts to read on their own to extend both knowledge and exposure to more complex text. Answer A is incorrect because it is essential that students are exposed to Tier Two and Three vocabulary as part of content-area instruction.</p>		
32	005	B	<p>Answer B is correct because the scenario describes scaffolded opportunities for students to grapple productively with complex texts. Participating in a close reading of key scenes of the play and collaborative discussions promote students' social-emotional learning by giving them a chance to examine aspects of the author's craft and engage in literary analysis that is likely enhanced even further by viewing the film. Opportunities to struggle productively with challenging texts serve to generate content for writing facilitated by or as a product of social-emotional learning that occurs during the close reading and discussions about the text. Answer A is incorrect because the activity described in the scenario does not support students' ability to write for a specific audience. Answer C is incorrect because the scenario describes students reading one specific play by Shakespeare. Answer D is incorrect because it is unlikely students would write texts for which they could use Shakespeare's plays as a model.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
33	006	A	<p>Answer A is correct because the student did provide a sense of closure appropriate to the narrated experience. The student was tasked with writing a narrative about observing someone who handled a challenging situation. The student conveys a narrative with a convoluted structure but provides closure at the end: "Shurya finishes. Evryone clapped. I think they wouldn't have dared to shout out except my aunt did first. Then they do it. I was proud of Shurya. And also my aunt!!" Answer B is incorrect because the student did not demonstrate evidence of linking ideas within or across categories by using words, phrases, or clauses. The student relayed their experiences from a recent science presentation they attended and stayed on this topic without relating it to other topics or ideas. Answer C is incorrect because the student did not demonstrate evidence of drawing on characteristics, elements, or features of a traditional literary genre. Answer D is incorrect because the student conveyed events using general and simple language and used very little descriptive and figurative language.</p>		
34	006	D	<p>Answer D is correct because providing signal words and paragraph structure where it is needed would be the most effective way to address the student's needs. The student would benefit from an organizational strategy such as sequencing events with the use of signal words and employing paragraphs to indicate flashbacks or parts of the story that are out of sequence to make the narrative more coherent. Answer A is incorrect because it is more effective and efficient to address the text structure and provide coherence rather than focusing on other revisions and edits. Answer B is incorrect because spell check and grammatical function can be thwarted with the existing structural problems. Answer C is incorrect because it is not an opinion piece and improving sentence structure would more logically follow employing an organizational strategy.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
35	006	C	<p>Answer C is correct because it identifies the need for using proper punctuation and capitalization conventions to denote speaking within quotation marks. There are several places where the student did not meet the standard for this convention: "Mr. James said what a great project"; "She shouted we want to hear the speech. Let Shurya finish!"; "And then a bunch of parents shout let her finish!" In all these examples, the student did not include quotation marks or capitalize the first word of what was said. Answer A is incorrect because Tier Three vocabulary words, or those words generally found in content area texts, are unlikely to be used in a narrative writing piece. Answer B is incorrect because the writing sample does not require parallel structure to be coherent. Answer D is incorrect because this writing convention about using words for numbers versus using numerals is of minor importance and should not be the focus of instruction.</p>		
36	006	D	<p>Answer D is correct because the student was not consistent in how verb tenses were used. Most of the narrative was in past tense, but the student shifted to present tense inappropriately at least eight times (e.g., "She <u>won</u> an award for her science project. She <u>is</u> ready to give her speech. She <u>practiced</u> and it was five minutes. Which she <u>plans</u> all along."). The student would benefit from explicit instruction and practice in recognizing and correcting shifts in verb tense. Answer A is incorrect because the writing sample shows evidence of correct pronoun antecedent agreement. Answer B is incorrect because there is no evidence in the writing sample provided that the student is using the passive voice. Answer C is incorrect because as evidenced in the writing sample, the student requires instruction in foundational writing skills before taking on more complex concepts such as using various types of adjectival, participial, and prepositional phrases to convey meanings.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
37	006	B	Answer B is correct because exposition is a key literary device to introduce background information to a reader. The exposition chapter or subheading in the essay will provide important information about the background of the historical figure to provide the reader with an understanding of how the person's early life motivated their decisions or influenced how they became famous. Answers A, C, and D are incorrect because they are writing modes better suited to other parts of the essay (i.e., other subtitled sections).		
38	006	C	Answer C is correct because Program C has the most options likely to promote skills students need to improve their reading and writing. The ability to disable the speed scoring factor encourages students to instead focus on accuracy. The letters in sans serif fonts (e.g., Comic Sans) may appear less crowded, which some students with dyslexia or dysgraphia prefer. The speech options promote independence in using letter-sound relationships to decode and encode. Graphics and illustrations may distract from learning the skills needed to overcome reading and writing challenges. Answer A is incorrect because graphics are unnecessary and may be distracting to students, and it does not have the option of letter sounds as a support. Answer B is incorrect because it has unnecessary graphics and the option to disable accuracy would not support students' development of keyboarding skills. Answer D is incorrect primarily because it lacks the support of having the target word visible to students while they are typing.		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
39	007	B	<p>Answer B is correct because the intent of a close reading routine is to reread the text carefully and purposefully. As students engage in close reading, they focus on what the author says, what the words mean, and what the structure of the text tells them. Students often resist rereading texts, so by setting a purpose for the rereading (e.g., to look for evidence to support a claim, consider the author's word choice) students are more likely to engage and stay focused when rereading. Close reading engages readers at deeper meaning levels with complex text. Answers A and C are incorrect because they are not strategies for close reading and they do not have a primary focus on facilitating the rereading of the text to gain a deeper understanding. Answer D is incorrect because it describes an activity in which students' background knowledge is used to support their understanding of a text.</p>		



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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
40	007	C	<p>Answer C is correct because a story grammar approach to literary analysis provides students with a framework in which to analyze the interactions of the characters within the context of the story setting and events. It is a systematic and cumulative approach that aligns with research in how children's narrative language skills develop. Story grammar analysis focuses on the macrostructure of stories as having certain components or elements (e.g., character/setting, initiating event, internal response, plan, attempts to carry out the plan, consequence, story resolution). As children progress through the stages of narrative development, their retellings of stories contain more of the story components. This approach also teaches microstructure, the language that produces cohesion between the elements and conveys story relationships and characters' motivations. The approach is explicit in identifying the story elements and teaching the language to convey those elements and the relationships between the elements. Answers A and B are incorrect because student-led reciprocal-teaching model and Question-Answer Relationships approaches would be better suited for addressing students' overall comprehension of the narrative text rather than its story elements specifically. Answer D is incorrect because assigning students specific roles during reading does not directly support their understanding of story elements.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
41	007	D	<p>Answer D is correct because Socratic Seminars are formal discussions that require students to take a critical-analytic stance. During Socratic Seminars, a leader (often a teacher) initiates a group discussion by asking an open-ended question with the goal of deeply understanding a text. Students engage in critical thinking, contemplate the comments of others, and share their own thoughts. Students must reason, explore concepts, and evaluate their own beliefs for inaccuracies. Answers A and C are incorrect because although they are other discussion frameworks that engage students in seeking deeper meaning from a text, they do not require the critical-analytic stance. Answer B is incorrect because reader's theatre does not require discussion of a text.</p>		
42	007	A	<p>Answer A is correct because teaching digital literacy begins with teaching students how to locate and evaluate information online. Research demonstrates that students often lack the knowledge to evaluate whether information online is relevant to their topic, comes from a credible source, and is trustworthy. For this reason, teaching students about critical evaluation is the <i>first</i> step toward addressing the findings shared in the scenario. The <i>first</i> step is defining and discussing the accepted dimensions of critical evaluation—relevance, accuracy, bias/perspective, and reliability—which provide a common language for further instruction. Answers B, C, and D are also evidence-based practices, but they are incorrect as a <i>first</i> step that addresses the problem described in the scenario</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
43	007	B	<p>Answer B is correct because <i>content</i> is a polysemous word, and its pronunciation is determined by its meaning in context. In the context of the lesson presented in the scenario, the word <i>content</i> functions as an adjective and means satisfied or pleased. Students would need to know about the two ways to pronounce <i>content</i> and which pronunciation is for the adjective and which is for the noun.</p> <p>Answer A is incorrect because a single exposure to a word is unlikely to lead to deep understanding. Answer C is incorrect because categorizing which tier of vocabulary the word belongs to would not promote students' understanding of its meaning. Answer D is incorrect because multiple exposures to a word as well as opportunities to use it in a variety of settings, not idiom or mnemonic devices, lead to understanding of a word's meaning.</p>		
44	007	A	<p>Answer A is correct because students need to share accountability to use new words in their own writing and speaking assignments. Research consistently shows that effective vocabulary instruction must not only introduce students to key vocabulary words, but it must also provide repeated exposures and opportunities for students to use words.</p> <p>Students need to see new words as many times as possible, in as many different contexts as possible, to ensure words permanently enter their lexicons. Answers B, C, and D are incorrect because they offer students only isolated interactions with the newly introduced words and do not provide opportunities for students to engage with the words meaningfully while reading, writing, and speaking.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
45	007	C	<p>Answer C is correct because the teacher explains that the word <i>content</i> is an academic word from Latin, which raises the students' awareness of cognates. Children can be taught cognates as early as preschool, and as the children progress in grade levels, they can be introduced to more sophisticated cognates and those that have multiple meanings in both languages, such as <i>content</i>. Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. Many academic words in English with Latin origins are cognates with words from Romance languages. Research shows that students benefit from cognate awareness, but this awareness must be explicitly taught. Cognate awareness benefits students because they can often access unfamiliar academic terms in English by associating them with their cognate equivalent or by using knowledge of one language to unlock word meanings in another language. However, researchers have found that the recognition of cognates is not an automatic process. The English word <i>content</i> has Spanish (<i>contento, contenta</i>), Portuguese (<i>contente</i>), and French (<i>contenu</i>) cognates. Answers A and B are incorrect because neither approach provides scaffolding with which to build on and expand the students' current understanding. Answer D is incorrect because syllable division strategies do not directly support vocabulary acquisition.</p>		
46	008	D	<p>Answer D is correct because a mathematical proof is a logical way in which a statement is demonstrated to be true. It is a succinct structured argument that follows a set of logical steps. Answer D contains accurate descriptors of the language used in a mathematical proof. Therefore, it is a statement appropriate in mathematical discussions. Answers A and B are incorrect because these statements describe the traits of literacy as they relate to science. Answer C is incorrect because this statement describes the traits of literacy as they relate to history.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
47	008	C	<p>Because historical writings were created by people whose opinions and experiences influenced their point of view, Answer C is correct. The first step in evaluating a primary source document is to establish the writer's credibility and potential biases. Such an evaluation is accomplished by considering which statements in the piece can be considered factual and what relevant facts were omitted. Omitting facts that potentially lead to a different conclusion presents a bias in and of itself. Finally, the author's word choice must be considered since word choice can convey a bias toward the topic or opinion rendered. Answer A is incorrect because it describes analyzing a problem-solution relationship and not the soundness of the writer's reasoning. Answers B and D are incorrect because they do not directly pertain to evaluating the document in terms of its soundness and reasoning and describe evaluating the author instead.</p>		
48	008	A	<p>Answer A is correct because the "Wonderings" part of the Reading and Analyzing Nonfiction (RAN) strategy is applied after students have read about the topic and not before. This is because in following the practices of a disciplinary field, researchers typically raise questions during and after they explore a topic, not just before. It is difficult for students to generate questions about a topic they have no background knowledge of. After reading, students are more apt to use disciplinary terms and language in their questioning. Some of these terms surfaced in the questioning column (i.e., "Wonderings") in the RAN chart presented in the scenario (e.g., "Paleolithic Age," "archeologists," "humans"). Answers B and C are incorrect because they do not reflect the methodology or rationale of the RAN strategy. Answer D is incorrect because the focus of composing questions is not on searching for discipline-specific language but on fueling the next step toward further research raised in the questions. The motivation comes from the broadening of students' knowledge base in the other steps of the RAN process.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
49	008	C	<p>Answer C is correct because the teacher wants to have students find out more about the field of archeology as it relates to the Paleolithic Age. Following the RAN process, students should add facts to the "What I Think I Know" column because they have advanced their starting point for prior knowledge in the previous lesson with the reading specialist. Then as a class, they can identify evidence that led archeologists to construct those facts under the "New Knowledge" column. In this way, the teacher is practicing the initial steps in the RAN process after observing the model provided by the reading specialist. Students can also identify subtopics for which there is more information available. These categories help students sift through and organize their research notes to promote their understanding of the field of archeology as it relates to the Paleolithic Age. Students continue to work to revise their notations to reflect their growing knowledge and new evidence to support the previous statement made. The interactions with new knowledge allow students to also confirm information in the "Yes" column related to the statements of prior knowledge. This process conveys the importance of factual accuracy to ensure that student researchers are responsible for confirming their prior knowledge, providing evidence, and citing sources. Answer A is incorrect because professional journal articles would be extremely challenging for middle school students to comprehend. Answer B is incorrect because the "Wonderings" column is intended to set a purpose for reading and does not directly promote students' understanding of the content. Answer D is incorrect because summarizing in individual journals does not promote the robust discussion and deep analysis of the content that leads to student understanding.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
50	008	B	<p>Answer B is correct because according to the principles of learning with a RAN strategy, learning does not stop with gathering, recording, and evaluating facts. It is stimulated by taking the next step toward further research that comes from the "Wonderings" about the facts students abstracted together from the text. Having students select their research topics from the "Wonderings" column directly connects to the knowledge generated from analyzing what they read—so-called new prior knowledge—and to their own interests. Answer A is incorrect because having students select their own research topics would not impact the quantity or quality of their instruction. Answers C and D are incorrect because they do not directly connect to the "Wonderings" column or place value on student-led inquiry.</p>		
51	008	B	<p>Answer B is correct because the question posed most directly connects to promoting students' understanding of the field of archeology as it relates to the Paleolithic Age and the "Wonderings" column shown in the scenario ("How did archeologists figure out how jobs were assigned in these groups?"). The question pertains directly to thinking like an archeologist by thinking of the kind of data they use to support a conclusion—how to go about finding an answer. Answers A, C, and D are incorrect because they do not specifically pertain to the students' question "How did archeologists figure out how jobs were assigned in these groups?".</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
52	009	D	<p>Answer D is correct because convergent research shows that most English learners develop code-based skills that are equally as accurate and fluent as those of their monolingual peers. They tend to develop foundational word-reading skills to age- or grade-appropriate levels. However, text-reading fluency may not be a reliable indicator of reading comprehension for English learners. In general, English learners have an instructional profile that requires intensive instruction in meaning-based skills, even when code-based skills are proficient. English learners who score in the average range on measures of oral reading fluency typically still need support for English vocabulary knowledge and reading comprehension skills. Therefore, supplementing the students' decoding and text-reading fluency data with data in the domains of language and reading comprehension is relevant and necessary to inform grouping and instruction. Answers A, B, and C are incorrect because they do not reflect the research pertaining to the scenario described in the question stem. The students in the scenario require additional assessment to provide information about their language and reading comprehension. Answers A and B focus on word-reading factors, while Answer C suggests students be grouped by their language proficiency level alone; however, English learners can have uneven development in language domains.</p>		



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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
53	009	A	<p>Answer A is correct because convergent research shows that bilingual learners demonstrate an advantage in advanced metalinguistic awareness when compared to their age-level monolingual peers. Metalinguistic awareness is the ability to attend to and reflect on the properties of language and manipulate the structure of language. Metalinguistic awareness has a subset of skills related to formal components of language: phonological, morphological, syntactic, and lexical awareness. The bilingual or multilingual experience requires speakers of more than one language to attend to the form, in addition to the message, of the two or more languages they speak. This results in increased metalinguistic awareness that can support a variety of language content learning (e.g., using cognates to build academic language). Answer B is incorrect because bilingual learners benefit from visual information when it is included as part of a lesson or content-area instruction. Answers C and D are incorrect because they are not accurate statements about bilingual learners according to research or practice.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
54	009	C	<p>Answer C is correct because research shows that when English learners translate English texts into their home language for discussion purposes, English reading comprehension improves. This approach supports students' development of metalinguistic awareness—their understanding of how both languages work, including commonalities and differences. When students work collaboratively translating a text, they recognize the text's microstructure, including vocabulary and figurative language. At the same time, they also make connections to the narrative structure of stories (e.g., central message, plot, character development) and informational text structures (e.g., main ideas). This process builds language proficiency in both English and the home language. Further, it promotes the recognition of cognates, or words that look or sound similar in two languages and have similar meaning. Four types of language transfers are likely to occur when students have this opportunity: (1) transfer of conceptual elements, (2) transfer of metacognitive and metalinguistic strategies, (3) transfer of pragmatics (e.g., turn-taking in conversation), and (4) transfer of specific linguistic elements (e.g., cognates and morphemes). Answers A and D are incorrect because they do not describe an evidenced-based rationale for using structured small-group discussions between peers who speak the same home language. Answer B is incorrect because students who have achieved Basic Interpersonal Communication Skills (BICS) by definition do not yet consistently use the academic vocabulary that students who have achieved Cognitive Academic Language Proficiency (CALP) in English may use consistently.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
55	009	B	<p>Answer B is correct because a person learning a new language already possesses a complete linguistic system. Knowledge is transferred from the first language (L1) to the new language (L2), which may affect such things as word order (e.g., in English, adjectives come before the noun, but in other languages adjectives sometimes come after the noun). An English learner often follows the word order of their first language (e.g., "day sunny" instead of "sunny day") and may make errors in the new language that are related to syntactic rules in their first language. In first-language development, this transfer does not happen because it is not necessary. Syntax development in the first language builds on universal grammar and language input. Answers A, C, and D are incorrect because they are not accurate statements concerning the differences between first- and new-language development.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
56	009	A	<p>Answer A is correct because receptive language is the understanding of the words and expressions of others that children begin to develop even before they start talking in any languages. Expressive language is a child's ability to express themselves verbally and includes vocabulary, grammar, sentence structure, and how they use language to communicate. As both first-and new-language learners improve their language skills, they typically understand more than they can say. For example, children may be able to follow complex verbal directions, while their expressive language skills may include still speaking in one- or two-word utterances or using gestures instead of words. For new-language learners, the period of only receptive language development may be referred to as "the silent period," a time when children might follow directions but use only gestures to communicate. Answers B and D are incorrect because they are not accurate statements about language learners or language-learning processes. Answer C is incorrect because language learners develop vocabulary most proficiently when they have multiple exposures to and opportunities to use newly learned vocabulary in various settings and conversations.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
57	009	B	<p>Answer B is correct because an important factor in the success of English learners is understanding their needs in terms of English language development in addition to meeting general curriculum standards. This includes specialized instructional strategies for providing "comprehensible input" (e.g., visual representations) and integrating language development into all curriculum activities. The school staff need knowledge about stages of new-language development so that language behaviors that are typical of students as they reach each language proficiency level are not mistakenly judged to be deficient. At the same time, the staff also need to be aware that research indicates that English learners tend to develop code-based skills with similar accuracy and fluency rates as their monolingual peers, so significant delays should not be expected or ignored. Answers A and C are incorrect because they do not address the importance of specialized instruction. Answer D is incorrect because an advocate works with students who have already been diagnosed with a learning disability and would not have an impact on the number of students who are identified with a learning disability.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
58	010	D	<p>Answer D is correct because studies of reading ability in children with speech sound disorders (SSD) suggest at least a subgroup of these children have reading difficulties. This risk increases for children who also have language impairment (LI). Vocabulary knowledge is a mediating factor in predicting how well children with SSD can decode words and comprehend what they read. Children with SSD with and without LI should be assessed periodically to determine how their speech and language skills are impacting reading development. Research suggests that for younger students, building vocabulary may aid in both decoding and reading comprehension skills for children with SSD<sup>1</sup>. Answers A, B, and C are incorrect because these diagnoses are not associated with later difficulties in reading development. Answer A is incorrect because differences in facial structure do not impact learning. Answer B is incorrect because a nonverbal learning disability typically causes challenges with motor, visual-spatial, and social skills. Answer C is incorrect because low oral muscular tone causes difficulty with accuracy when producing speech sounds.</p> <p>(Language, Speech, and Hearing Services in Schools (Online): Washington Vol.44, Iss. 4 (Oct 2013): 360–373)</p>		
59	010	C	<p>Answer C is correct because challenges in nonphonological language skills (e.g., morphology, vocabulary, syntax) would directly impact reading comprehension. In comparison, children identified with dyslexia typically have intact nonphonological language skills. Answers A, B, and D are incorrect because they are not a primary challenge factor that would identify a child as having challenges with nonphonological language skills. Answer A is incorrect because oral reading fluency requires accuracy and automaticity when decoding and results from strong phonological skills. Answer B is incorrect because accurate decoding requires phonemic awareness skills and is therefore a phonological language skill. Answer D is incorrect because phonemic awareness is a skill within the continuum of phonological awareness skills.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
60	010	A	<p>Answer A is correct because dyslexia is a neurobiological condition that originates from a deficit in the processing of the phonological components of language and is not related to cognitive abilities. Students with dyslexia often have significant strengths in their oral language, vocabulary, and higher-level thinking skills; therefore, students with dyslexia often comprehend texts at a significantly higher level than those texts they are able to decode. Answer B is incorrect because deficits in long- and short-term memory interfere with the decoding process and do not result in strong comprehension skills. Answer C is incorrect because although the brain may process vocabulary and its orthographic representation simultaneously, this neurological process does not explain why a child with dyslexia presents with discrepancies between reading comprehension and word-reading ability. Answer D is incorrect because the visual processing system processes information through the eyes and is not related to the mental imagery created by readers.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
61	010	B	<p>Answer B is correct because the student who was recently diagnosed with dyslexia exhibits strong oral language skills and vocabulary and is highly engaged during classroom discussions. This suggests that modifications as described in Answer B would be the most appropriate as they provide an alternate route to access course content with sources that are more likely to be at the student's higher listening comprehension level. Students with dyslexia typically comprehend text at a much higher listening level than their reading level. Video and audio resources provided above the student's reading level will allow the student to use a relative strength to pursue knowledge and prevent secondary effects of dyslexia (i.e., reduced reading experience that impedes the growth of vocabulary and background knowledge). Answers A, C, and D are incorrect because they do not provide access to information at a more challenging level. Answer A is incorrect because texts that are fully decodable would not be engaging or provide information at the level the student is able to comprehend. Answer C is incorrect because providing extra work to students is not an example of modifying or adapting the curriculum materials to meet the needs of an individual student. Answer D is incorrect because providing a peer to assist the student with assignments is highly unrealistic and unlikely to build on the student's strong oral language skills and vocabulary.</p>		



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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
62	010	A	<p>Answer A is correct because a diagnosis of double deficit dyslexia would mean a student has deficits in both phonological processing and naming speed. While phonological processing deficits would interfere with decoding words, naming speed difficulty would affect gains in sight word reading (automaticity) and text-reading fluency. While naming speed is not related to accuracy-based measures, it has a strong relationship with timed measures of word reading. Answer A is correct because recalling multiplication facts with automaticity is also dependent on naming speed. Answer B is incorrect because difficulty following multistep directions suggests an auditory processing disorder or challenges with executive function skills. Answer C is incorrect because speech articulation difficulties are unrelated to a diagnosis of dyslexia. Answer D is incorrect because attention challenges, while sometimes occurring comorbidly with a diagnosis of dyslexia, are not a primary indicator of dyslexia.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
63	010	D	<p>Answer D is correct because "[d]yslexia dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge" (definition of dyslexia adopted by the International Dyslexia Association [IDA], 2003). The second-grade student described in Answer D has several of these characteristics: limited reading development despite effective classroom instruction and age-appropriate cognitive skills. Answers A and C are incorrect because the student descriptions do not align with characteristics of dyslexia. Answer B is incorrect because a typically developing second-grade student would still have incomplete orthographic knowledge that could result in the phonetic spelling of high-frequency words or grade-level vocabulary with spelling patterns that are irregular and/or regular patterns they have not yet learned.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
64	011	D	<p>Answer D is correct because the assessment described in the scenario is a fluency screener, which is a brief assessment that determines the students' oral reading fluency rate in terms of a words-correct-per-minute score and an accuracy percentage that can be compared to the 50th percentile score—an established benchmark for proficiency. Screening instruments, or screeners, are used to identify whether students are at risk in a particular literacy domain or whether they have hit an established benchmark for proficiency. Answer A is incorrect because a diagnostic assessment is an assessment of multiple components of reading used to address an individual student's areas of strengths and needs. Answer B is incorrect because a dynamic assessment predicts a student's potential for change and allows for a teaching trial during an assessment period. Answer C is incorrect because norm-referenced tests are used to compare with a normative group (e.g., SAT and ACT).</p>		
65	011	A	<p>Answer A is correct because in order to improve students' outcomes, it is essential to adjust instruction based on data. Interim assessments are administered periodically to assess students' progress toward meeting end-of-the-year goals and to determine whether students are on track to reach benchmarks. Since these assessments are given at timely intervals throughout the school year, they can be used to plan or adjust instruction. Answer B is incorrect because summative assessments indicate the progress students have made in a given area and are not the most appropriate choice for informing differentiated instruction. Answers C and D are incorrect because both norm-referenced and standardized tests compare students to one another and would not be suitable for informing differentiated instruction.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
66	011	C	<p>Answer C is correct because progress-monitoring (PM) assessments allow for testing over time with multiple data points with the same type of measure for the purpose of gauging growth on a learning trajectory. PM assessments improve student outcomes by providing data that reveal each student's response to instruction. Teachers who progress monitor are likely to have better student outcomes because they can identify how well a student is doing and adjust aspects of instruction accordingly. Teachers who use progress-monitoring measures for their students are focused on what individual students need rather than a one-size-fits-all approach to instruction. Answer A is incorrect because the ability to administer an assessment to a whole class in a single sitting makes the assessment easy to implement but would not explain why progress-monitoring assessments benefit student learning. Answer B is incorrect because, although regular progress monitoring is critical for informing instruction, this aspect alone would not directly impact student learning outcomes. Answer D is incorrect because establishing baseline data is only the first step in using data effectively to inform instruction.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
67	011	A	Answer A is correct because in the scenario, the reading specialist wants an assessment to evaluate student learning in meeting standards/benchmarks, which best aligns with a summative assessment. A summative assessment summarizes students' progress at the end of a unit, semester, or some other time and is administered after learning has taken place. Answers B, C, and D are incorrect because they are not outcome assessments used as a measure of progress toward meeting a standard. Answer B is incorrect because a norm-referenced test compares students' performance to that of their peers. Answer C is incorrect because a progress-monitoring assessment is a brief measure, given at regular intervals, of a particular skill that is the target of instruction or intervention. Answer D is incorrect because criterion-referenced assessments measure students' understanding of a set of arbitrary predetermined criteria, benchmarks, or standards.		
68	011	D	Answer D is correct because the question asks for an assessment that will yield information about the student's potential for responding to instruction. A dynamic assessment is one that predicts a student's potential for change. It involves several steps: (1) gathering baseline data, (2) teaching and recording the amount of scaffolding the student needed, and (3) retesting the student and charting improvement. This process is time consuming but can help the specialist find a technique that works for improving comprehension. Dynamic assessment provides information about the student's potential for responding to intervention. Answer A is incorrect because norm-referenced assessments compare individual test scores to those of one's peers. Answer B is incorrect because summative assessments are designed to measure learning outcomes after instruction. Answer C is incorrect because criterion-referenced assessments measure students' understanding of a set of arbitrary predetermined criteria, benchmarks, or standards.		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
69	011	A	Answer A is correct because teachers want to calculate the mode to support their analysis of questions missed by the greatest number of students. The mode is the value with the most frequent occurrence. Questions that are missed by many students could reflect either misunderstandings that occurred during instruction or instruction that did not go far enough to teach the content. Answer B is incorrect because standard deviation refers to how test data is distributed in relation to the mean. Answer C is incorrect because sample size refers to the number of participants in a research study. Answer D is incorrect because deriving the mean would tell the teachers the average score of all the students tested.		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
70	012	C	<p>Answer C is correct because when naming speed is slow (2nd percentile), the build-up of visual-orthographic word representations (words recognized with automaticity) may be impaired because of limited formation of associations between visual and phonological representations that typically occurs during decoding. During the decoding process, phonological word representations must be segmented so that the individual graphemes can be associated with their corresponding phonemes. The speed impairment in getting from visual representations (graphemes) to phonological representation (phonemes) also occurs in a rapid naming task. Performance on a rapid naming test can predict that a student will need more learning trials to compensate for the speed impairment. Therefore, for this student, increasing the number of exposures to new words and syllable types will be critical to building orthographic knowledge. For a student without these difficulties, it might take only a few times decoding a new word before it becomes a sight word. But for this student, it might take 30 or more times decoding a word before it becomes a sight word. Difficulty with phonological memory subtests (8th percentile) is also predictive of reading difficulties. Answer A is incorrect because convergent research confirms that proficient readers decode all words and word parts (with increasing automaticity) and do not rely on whole-word recognition. Answer B is incorrect because it is not an evidence-based approach. Further, the assessment data provided do not suggest the student has challenges with vocabulary learning. Answer D is incorrect because picture books would not support the student's acquisition of reading skills.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
71	012	D	The MTSS Implementation Drivers are "the organizational systems that leaders create in order for interventions to take place." The key components provide a multi-tiered system of support and include the use of evidence-based practices across all tiers, the monitoring of implementation fidelity, the use of robust data and assessment systems, and the use of standards-driven curriculum and instructional models. When a feedback loop is in place, there are tools to circle back with educators to learn more about how well they are doing with evidence-based practice. It is intertwined with database decision making. The feedback loop provides evidence about the effectiveness of instructional practices with students. The data-based decision making, Answer D, is essential to knowing how all the MTSS Implementation Driver components are working. Data-based decision making is important when thinking about intervention and in measuring the success of the curriculum. Answers A, B, and C are incorrect because without teachers engaging in data-based decisions, as part of the feedback loop, it would be hard to evaluate the other components.		
72	012	B	Answer B is correct because the scenario suggests students are having difficulty with narrative texts that have unfamiliar themes and settings. Texts with unfamiliar themes and settings would likely have vocabulary and language descriptions that are also unfamiliar to the students, so building students' language comprehension around the context of the narrative would aid comprehension. Answer A is incorrect because the assessment described in the scenario suggests students could answer questions about familiar themes, so it is not an issue with question levels. Answers C and D are incorrect because the scenario does not suggest students have difficulty interpreting anaphoric references or determining overarching mood.		



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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
73	012	C	<p>Answer C is correct because according to the data, the best scaffold for core instruction would be using a variety of grade-level texts to build knowledge of relevant vocabulary and narrative text structure so that the students can analyze texts with less familiar narrative themes and settings. Knowledge of narrative text structure (i.e., story grammar) facilitates text comprehension by providing students with a process to analyze characters and their reactions to story events and follow causal chains that lead to a story resolution. Story grammar knowledge helps students make predictions and understand character motivations. Additionally, as students build grade-level vocabulary, they will become more independent in reading texts with less familiar themes and settings. Answer B is incorrect because in the scenario described, core instruction should be supplemented by, but not replaced with, Tier 2 intervention. Answers A and D are incorrect because they are targeted strategies, and the specific needs of students in regard to comprehension are established by the assessment data in the scenario.</p>		
74	012	B	<p>Answer B is correct because it addresses a key component of the MTSS to plan professional development aligned with student data. Using grade-level team meetings and professional learning communities allows for a consistent way to implement comprehension strategies and monitor students' responses to the implementation of new strategies. Answer A is incorrect because students who have met grade-level expectations do not typically require instruction from the reading specialist. Answer C is incorrect because a norm-referenced assessment is an inappropriate step for students who have not yet received any targeted intervention. Answer D is incorrect because Tier 3 interventions are implemented after students have received Tier 1 and Tier 2 interventions.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
75	012	D	<p>Answer D is correct because it uses syllable types or phonics patterns to organize this information. As an example, the student data clearly demonstrate the student can read most closed syllables with or without digraphs but does not read words with vowel teams. Research confirms that students make the most progress when they are instructed based on their current orthographic knowledge and what they still need to learn. Research also supports a developmental scope and sequence for phonics instruction based on syllable types. Answer A is incorrect because most student errors were on vowel pronunciation, so identifying consonant errors the student makes in the initial position of words would not provide information for instruction. Answer B is incorrect because in a nonsense word assessment, there is no context. Answer C is incorrect because it would not yield relevant information to facilitate instructional planning for this student.</p>		
76	012	A	<p>Answer A is correct because based on the assessment evidence provided, the student would benefit most from being grouped with other students who need explicit instruction in single-syllable words with silent e because the student had errors on all the silent e words. Typically, in a phonics scope and sequence, silent e is the first syllable pattern instructed after closed syllables. Answers B, C, and D are incorrect because the assessment data do not provide evidence to support these targets. Answer B is incorrect because the evidence provided does not suggest the student cannot read multisyllabic words with consonant digraphs. Answer C is incorrect because before the student can read multisyllabic words with long-vowel syllables, they would need to learn to read single syllables with long vowels. Answer D is incorrect because the student can already read single-syllable words with short vowels.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
77	015	C	<p>Answer C is correct because the errors the student made on the words <i>sost</i>, <i>thrist sote</i>, <i>clar</i>, and <i>jern</i> had in common the transposition of sounds from one part of the word to another ([stös]/sost, thirst/thrist, [stöt]/sote, carl/clar, and [jrën]/jern). Transposing phonemes or switching their position when pronouncing a word is an example of how phonemic awareness can impact decoding. One aspect of phonemic awareness is the perception of individual phonemes in words in sequence or the order that they occur in the word. In the example provided, the student blends the phonemes out of sequence during the process of decoding. Graphemes become concrete representations of the sounds once students have letter-sound correspondences. Guiding students to decode one-syllable words sequentially and sound-by-sound can improve phonemic awareness. Phonemic awareness is needed to decode words, and the process of decoding words reinforces phonemic awareness. The benefit of incorporating graphemes when building phonemic awareness (e.g., in a spelling activity) has been substantiated both for beginning readers and students of any age who have weaknesses in phonemic awareness skills. Answers A, B, and D are incorrect because they do not express a reciprocal relationship that explains the errors in phoneme sequencing that occurred when the student read the stated words.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
78	013	A	<p>Answer A is correct because it describes materials that do <i>not</i> align with the science of teaching reading. Option 1 includes predictable texts that promote guessing words from context and would go against scientific evidence regarding how reading develops in the brain and the need for beginning readers to learn to systematically decode words. Convergent research since the National Reading Panel Report (2000) has shown strong advantages of systematic and cumulative synthetic approaches to phonics instruction that (1) emphasizes hearing and identifying phonemes in all positions of one-syllable words, (2) teaches the letter-sound correspondences, (3) has students synthesize words by blending the sounds of each of the graphemes, and (4) includes recursive practice in decodable text and spelling. Answers B, C, and D would align with a synthetic phonics approach, so they are incorrect choices because the committee <i>should</i> be looking for these phonics components in new materials to teach beginning readers.</p>		
79	013	B	<p>Answer B is correct because reading is accomplished with letter-by-letter processing of every word, and fluent readers process every letter. This helps readers distinguish the difference between words (e.g., <i>barn</i> from <i>bran</i>). Skillful readers process all the details of printed words and connect them to the individual phonemes that make up a spoken word. Answers A and C are incorrect because eye movement studies have confirmed that skillful readers do not skip words or use context to recognize words. Answer D is incorrect because it does not align with scientific evidence.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
80	013	D	<p>Answer D is correct because according to the Simple View of Reading—a widely accepted theoretical framework validated by a body of research studies—reading has two basic components: word recognition (decoding) and language comprehension. The Simple View is written as a multiplication equation (Decoding × Language Comprehension = Reading Comprehension [<math>D \times LC = RC</math>]) because anything multiplied by 0 results in zero. To have reading comprehension, one must be able to read the words and comprehend the language that is read. If either skill is absent, there is no reading comprehension. Therefore, intervention for struggling readers is most effective when it addresses students' specific weaknesses that may be either in decoding, language comprehension, or both. Answers A and B are incorrect because students require instruction and monitoring for both code-based and meaning-based skills throughout their school years. Answer C is incorrect because it does not take into account both the code-based and meaning-based needs of individual students or plan for these needs based on data.</p>		
81	013	C	<p>Answer C is correct because the research review identified seven instructional practices associated with improved reading comprehension in middle school. These seven factors could be described as multiple factors. Answer A is incorrect because the 12 studies did not prove cooperative learning increases reading comprehension—it was associated with positive reading comprehension outcomes. Answer B is incorrect because the identified programs and practices were limited to middle school, so there is no evidence in the review to support generalizing the findings to high school. Answer D is incorrect because it states a conclusion that cannot be drawn from the research review, which does not mention any replication studies or reviews.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
82	013	B	<p>Answer B is correct because researchers must retain a majority of participants in a study in order to maintain a rigorous research design. Rigorous research design criteria should include a low attrition rate for participants—meaning that a high number of participants who start a study, finish the study. Answer A is incorrect because significant differences between student groups would not be considered a valid criterion when constructing a rigorous research design. Answer C is incorrect because assigning participants to groups based on an arbitrary factor such as the first letter of their last name describes randomization in research design. Answer D is incorrect because confounding factors are those that affect the dependent variable in a research design.</p>		
83	013	A	<p>Answer A is correct because it suggests the reading specialist would examine the feasibility of each requirement to implement the practice with fidelity. If the reading specialist wants to consider implementing a new practice from the research review, it would be important to determine if the intensity, duration, personnel, and professional development requirements are feasible for the school or district where the implementation will occur. Answer B is incorrect because causal relationships in real-world settings are complex, and statistical interactions of variables are assumed to be pervasive. Causal relationships typically emerge from controlled experiments. Answers C and D are incorrect because these statements do not pertain to the practical aspects of implementing a new practice.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
84	014	D	<p>Answer D Line 4 is correct because both words <i>branch</i> and <i>wrench</i> end with the unvoiced consonant digraph <i>ch</i>. A consonant digraph is a grapheme where two letters spell one sound. Answers A, B, and C are incorrect because the example does not match the phonology term. A minimal pair is when two words differ by only one sound that changes both the pronunciation and the meaning (e.g., <u>p</u>each and <u>t</u>each). <i>Write</i> and <i>rite</i> have different spellings for the same sound /r/. The digraph <i>th</i> may be either voiced or unvoiced. It is unvoiced in the words <u>th</u>in and <u>th</u>ink and voiced in the words <i>this</i> and <i>that</i>. For the syllable onsets to be correct, the underlined portion would be as follows: <u>t</u>eeth, <u>g</u>reen. The onset is the consonant sound(s) of a single-syllable word before the vowel. The rime is the part of a word including the vowel and the letters that follow it—typically a final consonant sound or sounds. Not all words have onsets.</p>		
85	014	B	<p>Answer B is correct because a phoneme is the smallest unit of sound that distinguishes one word from another. For example, the words <i>bat</i> and <i>pat</i> differ by one phoneme in the initial position, while <i>cell</i> and <i>sell</i> C E L L and S E L L , although they are spelled differently, consist of the same three phonemes. Answer A is incorrect because although phonemes may be shared across languages, this does not define the role of a phoneme within a language. Answer C is incorrect because it describes the manner of producing a consonant sound. Answer D is incorrect because it describes the evolution of spoken language.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
86	014	B	<p>Answer B is correct because a relative pronoun is a word that refers to a noun and embeds or conjoins a clause to the rest of a sentence via subordination. Common relative pronouns include <i>who, whoever, whom, whose, what, whatever, which, whichever, that</i>. Relative pronouns are important for the construction of relative clauses because they link relative clauses to the rest of the sentence (e.g., <i>This is the boy <b>whose</b> dog is lost</i> whose is in boldface to signify it as a relative pronoun. ). Sentences with relative pronouns are more complex than simple sentences with only a verb and a noun or pronoun as a subject, and competence in using relative pronouns comes late in a child's development of syntax and grammar. It is a structure that is part of and essential to narrative discourse. Reference cohesion is critical to children's narratives, and the success telling and/or retelling a story is considered part of academic language. Answer A is incorrect because this type of simple sentence structure is used by children in the early stages of language development. Answers C and D are incorrect because while they contain more complex language structures than answer A, they are nonetheless syntactical structures that develop early in childhood.</p>		
87	014	C	<p>Answer C is correct because during the earliest stage of language development, children are most likely to say single words that label things they want. They refer to people, objects, and events of interest. Some words are approximations of adult words (e.g., "baba" for bottle). At this stage of development, children may use one word for many things (e.g., "kitty" to refer to all animals). The words in this list are all nouns (<i>shoe, mouth, apple, dog</i>), so they fit this expectation. Answers A, B, and D are incorrect because they include words that are only used in multiword utterances or phrases; therefore, they would not be produced in the earliest stage of language development when children's expressive language consists of single words.</p>		



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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
88	014	D	<p>Answer D is correct because it involves overgeneralizing the morphological rule for marking past tense. In the earlier stage of language development, the child in the scenario was most likely using an irregular form of a verb imitatively as part of a word or phrase that was heard since common action words are typical of early vocabulary. However, once a child's language progresses in syntax to using a past tense marker, it is typical for children between the ages of 3 and 5 years to overgeneralize the rules for constructing regular past tense verbs (adding <i>-ed</i>) to irregular verbs (e.g., <i>goed, eated, ranned</i>). Answer A is incorrect because the child is exhibiting an error that is common during language development and would not require speech intervention. Answer B is incorrect because overgeneralizing does not indicate that the child is exhibiting early signs of a language disability affecting word retrieval. Answer C is incorrect because overgeneralizing is typical of expected development and would not warrant concern or intervention in irregular verbs.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
89	014	C	<p>Answer C is correct because the exchange between the teacher and the student suggests a pragmatic misunderstanding. The student did not seem familiar with the expectations for the prompt "Can you tell me what happens in this story?" At first, the student quite literally answers the question the teacher asks in the prompt, "Yes." The teacher's expectation is for the child to understand what occurs in a retelling discourse—starting at the beginning of the story and telling the events in sequence. So the teacher shifts to another prompt: asking what happens first. The student responds to this prompt by telling an event in the story. The discourse that occurs between the teacher and student does suggest the student is unfamiliar with discourse rules for retelling a story in response to questions that are typical of classroom discourse. Answer A is incorrect because the information in the scenario does not provide enough of an exchange to know if the student is unfamiliar with narrative structure. Answer B is incorrect because the student does not exhibit difficulty processing spoken language because they are able to answer the questions posed. Answer D is incorrect because the student does recall a specific detail from the story when given a different prompt.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
90	015	C	<p>Answer C is correct because the student described in the scenario has responded to multisensory structured language instruction and is able to decode words accurately. However, the student performs in the 25th percentile on oral reading fluency measures. This suggests difficulty with automaticity or recognizing enough words by sight to aid in reading words, phrases, and sentences at an adequate rate. A normative assessment of rapid naming speed would provide insight into the processing speed necessary to recognize words. Research evidence suggests that a rapid naming speed subtest of a normative assessment taps into the same processes needed to rapidly recognize words—connecting visual representations to phonological representations. Answers A and B are incorrect because the student demonstrates accurate decoding and phonemic awareness skills. Answer D is incorrect because oral reading prosody is not measured with a normative assessment and is dependent on success with automatic word recognition.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
91	015	B	<p>Answer B is correct because the students are set up to independently analyze the text and to synthesize information as they go along prompted by text-dependent questions that require students to reread and use evidence from the text to answer with written responses. This promotes attention to what the text says and likely promotes making inferences to fill in missing information because students are actively engaged in the text. The graphic organizer further supports students to independently reorganize and synthesize information from different parts of the text by creating a visual record of what they read, thought, and paraphrased into their own words. Answer A is incorrect because this approach requires students to work independently prior to receiving properly scaffolded teacher-led instruction regarding how to analyze text and synthesize information as they read. Answer C is incorrect because students require direct instruction to build comprehension of complex academic text reading, which this approach assumes they are already capable of doing independently. Answer D is incorrect because this approach does not support students in independently analyzing and synthesizing the text, which is the teacher's objective.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
92	015	B	<p>Answer B is correct because it connects speaking and writing, using rich academic language, to reading comprehension. Academic language functions (e.g., inferring, informing, persuading, analyzing) are examples of specific uses of language to accomplish academic tasks. Knowledge of and facility with academic language functions enable students to understand and communicate content. Recognizing and knowing how to use signal words (causative or adversative) or transition words enable readers to read and understand complex academic texts. The approach described in the scenario integrates language and content instruction, which facilitates reading comprehension. Explicitly teaching new vocabulary and how to use all four language skills—listening and speaking to imitate, speaking about characters using character trait vocabulary, reading to locate evidence, and writing using rich academic language—facilitates reading comprehension. Answer A is incorrect because it describes the Simple View of Reading, and the specialist's approach does not target both decoding and language comprehension in this scenario. Answer C is incorrect because the scenario is primarily addressing students' vocabulary development. Answer D is incorrect because vocabulary knowledge contributes to all language modes.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
93	015	A	<p>Answer A is correct because it describes the process of examining the author's craft by reflecting on the nuanced meanings of an author's word choice. This strategy is an integral part of text analysis in a close reading routine and expands vocabulary by introducing students not only to synonyms, but subtle differences in word meanings. Text analysis through close reading can address how nuanced word meanings capture the exact feeling, emotion, or intent an author wants to convey. A closer look at some of the words an author chooses and considering how the word choice paints a picture in the reader's mind will expand students' understanding of the meaning of text vocabulary and lead to a deeper level of meaning in understanding a text. Answers B, C, and D are incorrect because they require the students to identify an element of the text but do not introduce strategies that promote text analysis or serve to develop student vocabulary skills.</p>		
94	015	B	<p>Answer B is correct because the description of the vocabulary approach with kindergarten students supports the reciprocal relationship between language, speaking, listening, and reading. This approach incorporates all of the components that support the reciprocal relationship between the four components of language. Teaching character trait words and connectives in the context of a discussion involves speaking and listening. Identifying evidence from the story involves listening and reading during a read-aloud while the discussion component involves listening and speaking. The reciprocal relationship between language, speaking, listening, and reading suggests that these acts all reinforce and promote each other's development. Answer A is incorrect because the lesson did not focus on narrative text structure. Answer C is incorrect because the specialist modeled the use of connectives in discussions and not a strategy to teach a literacy concept. Answer D is incorrect because background knowledge was not a focus of the lesson as described in the scenario.</p>		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
95	016	A	Answer A is correct because teacher modeling is an essential component of teaching both students and adult learners. Content-area teachers may not be as proficient in providing strategies that specifically promote students' reading and comprehension skills, and the reading specialist can support them best by modeling these strategies for them. Answer B is incorrect because providing performance-based ratings is not an effective means to introduce or explain new reading instruction strategies to content-area teachers. Answer C is incorrect because providing professional journal articles to teachers does not encourage collaboration between content-area teachers and the reading specialist, nor does it provide teachers opportunities to practice a new skill. Answer D is incorrect because discussions on subject-specific reading would not directly support the teachers' use of reading instruction in their classrooms.		
96	016	C	Answer C is correct because collaborating with the teacher about how to best provide targeted reading instruction is an example of effective coaching and mentorship. Answer A is incorrect because the student's learning preferences should not be the primary consideration when planning evidence-based instruction. Answer B is incorrect because this approach does not provide direct support or instruction to either the teacher or the student. Answer D is incorrect because diagnostic testing would not be an appropriate first step for a student who is meeting other grade-level benchmarks.		

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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
97	016	B	Answer B is correct because modeling key components of research-based instruction supports classroom teachers by providing effective mentorship while helping them stay current on evidence-based practices in reading instruction. Answer A is incorrect because the strategies shared by teachers from other school districts may not be current, evidence-based practices in reading instruction. Answer C is incorrect because supervising teachers, rather than collaborating with or mentoring them, does not support their development and understanding of current, evidence-based approaches to reading instruction. Answer D is incorrect because subscriptions and memberships to national literacy organizations would not directly support teachers' development and understanding of current, evidence-based approaches to reading instruction.		
98	016	A	Answer A is correct because teachers may not have the requisite skills to ensure that the evidence-based literacy curriculum materials are being implemented with fidelity. Answer B is incorrect because families and stakeholders interact with curriculum materials indirectly and are not responsible for their implementation. Answer C is incorrect because while some teachers may have experience with similar materials, they may not be sufficiently proficient in their use to train less-experienced teachers to implement the materials effectively and with fidelity. Answer D is incorrect because designing supplemental materials does not support or ensure the successful implementation of the core materials.		



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

Question Number	Objective Number	Correct Response	Related Objectives and Rationale	Your Response	
				Correct?	Incorrect?
99	016	D	Answer D is correct because ensuring that materials are evidence-based and support students' wide reading of both literary and informational texts should be the primary considerations when selecting core instructional materials. Answer A is incorrect because reading instruction philosophies are often subjective, and selection of materials should be guided by empirical evidence instead. Answer B is incorrect because while materials with high-interest topics or appealing illustrations can prove motivating to some students, they may not support evidence-based instruction. Answer C is incorrect because supplementary materials have little value if they do not reflect and support evidence-based instruction.		
100	016	B	Answer B is correct because reading interventions should be evidence based, and it is critical that instructional materials selected for reading interventions in an elementary school support evidence-based differentiated instruction. Answer A is incorrect because evidence-based differentiated instruction should be provided by the reading specialist, not technology-based instructional programs. Answer C is incorrect because workbooks and supplemental materials are not an essential component of evidence-based instructional materials. Answer D is incorrect because while texts with high-interest topics may motivate and engage students, they may not be appropriate for supporting evidence-based instruction.		

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

\_\_\_\_\_ of 100 multiple-choice questions

## MULTIPLE-CHOICE QUESTION PRACTICE TEST EVALUATION CHART

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

### Subarea I: Foundational Literacy Development

**Objective 0001: Demonstrate knowledge of concepts of print and evidence-based practices for explicit, systematic, and cumulative instruction aligned to grade-specific standards in this area.**

1B \_\_\_\_\_ 2A \_\_\_\_\_ 3A \_\_\_\_\_ 4C \_\_\_\_\_ 5D \_\_\_\_\_ 6C \_\_\_\_\_ 7B \_\_\_\_\_ 8D \_\_\_\_\_

\_\_\_\_\_/8

**Objective 0002: Demonstrate knowledge of phonological awareness and evidence-based practices for explicit, systematic, and cumulative instruction aligned to grade-specific standards in this area.**

9D \_\_\_\_\_ 10B \_\_\_\_\_ 69A \_\_\_\_\_ 11A \_\_\_\_\_

\_\_\_\_\_/3

**Objective 0003: Demonstrate knowledge of the role of phonics in word recognition and spelling and evidence-based practices for explicit, systematic, and cumulative instruction aligned to grade-specific standards in these.**

12C \_\_\_\_\_ 13B \_\_\_\_\_ 14C \_\_\_\_\_ 15D \_\_\_\_\_ 16D \_\_\_\_\_ 17C \_\_\_\_\_

\_\_\_\_\_/6

**Objective 0003: Demonstrate knowledge of ways to promote reading fluency at the word, sentence, and passage levels; and evidence-based practices for explicit, systematic, and cumulative instruction aligned to grade-specific standards in this area.**

18C \_\_\_\_\_ 19B \_\_\_\_\_ 20C \_\_\_\_\_ 21B \_\_\_\_\_ 22B \_\_\_\_\_ 23D \_\_\_\_\_ 24B \_\_\_\_\_

25D \_\_\_\_\_

\_\_\_\_\_/8

**Subarea I (Objectives 0001–0004) Total \_\_\_\_\_/25**

**MULTIPLE-CHOICE QUESTION  
PRACTICE TEST EVALUATION CHART (continued)**

**Subarea II: Literacy Components and Instructional Resources**

**Objective 0005: Demonstrate knowledge of ways to evaluate and select appropriate curriculum and print/digital texts.**

27D \_\_\_\_\_ 28A \_\_\_\_\_ 29B \_\_\_\_\_ 30C \_\_\_\_\_ 31B \_\_\_\_\_ 32B \_\_\_\_\_

\_\_\_\_\_/6

**Objective 0006: Demonstrate knowledge of ways to promote writing skills and evidence-based practices for explicit, systematic, and cumulative instruction aligned to grade-specific standards in this area.**

33A \_\_\_\_\_ 34D \_\_\_\_\_ 35C \_\_\_\_\_ 36D \_\_\_\_\_ 37B \_\_\_\_\_ 38C \_\_\_\_\_

\_\_\_\_\_/6

**Objective 0007: Demonstrate knowledge of evidence-based practices for providing explicit, systematic, and cumulative instruction in comprehension, vocabulary, speaking and listening, and research skills aligned to grade-specific standards in the Massachusetts Curriculum Framework for English Language Arts and Literacy and the Massachusetts Digital Literacy and Computer Science Standards.**

39B \_\_\_\_\_ 40C \_\_\_\_\_ 41D \_\_\_\_\_ 42A \_\_\_\_\_ 43B \_\_\_\_\_ 44A \_\_\_\_\_ 45C \_\_\_\_\_

\_\_\_\_\_/7

**Objective 0008: Demonstrate knowledge of evidence-based practices for literacy across content areas (reading and writing processes that are common across disciplines), including disciplinary literacy (literacy to engage in reading and writing processes unique to each academic discipline).**

46D \_\_\_\_\_ 47C \_\_\_\_\_ 48A \_\_\_\_\_ 49C \_\_\_\_\_ 50B \_\_\_\_\_ 51B \_\_\_\_\_

\_\_\_\_\_/6

**Subarea II (Objectives 0005–0008) Total \_\_\_\_\_/25**

**MULTIPLE-CHOICE QUESTION  
PRACTICE TEST EVALUATION CHART (continued)**

**Subarea III: Literacy Assessment and Evaluation**

**Objective 0009: Demonstrate the ability to identify strengths, challenges, and concurrent factors in literacy among culturally and linguistically diverse student populations.**

52D \_\_\_\_\_ 53A \_\_\_\_\_ 54C \_\_\_\_\_ 55B \_\_\_\_\_ 56A \_\_\_\_\_ 57B \_\_\_\_\_

\_\_\_\_\_/6

**Objective 0010: Demonstrate the ability to identify strengths, challenges, and concurrent factors in literacy among students with reading difficulties or disabilities.**

58D \_\_\_\_\_ 59C \_\_\_\_\_ 60A \_\_\_\_\_ 61B \_\_\_\_\_ 62A \_\_\_\_\_ 63D \_\_\_\_\_

\_\_\_\_\_/6

**Objective 0011: Demonstrate knowledge of the purposes, attributes, strengths, limitations, and administration of various types of assessment.**

64D \_\_\_\_\_ 65A \_\_\_\_\_ 66C \_\_\_\_\_ 67A \_\_\_\_\_ 68D \_\_\_\_\_ 69A \_\_\_\_\_

\_\_\_\_\_/6

**Objective 0012: Demonstrate the ability to use assessment data to identify students at risk for reading difficulties and to inform appropriate instruction, and apply knowledge of the structure and purposes of flexible multi-tiered systems to support the needs of all students.**

70C \_\_\_\_\_ 71D \_\_\_\_\_ 72B \_\_\_\_\_ 73C \_\_\_\_\_ 74B \_\_\_\_\_ 75D \_\_\_\_\_ 76A \_\_\_\_\_

\_\_\_\_\_/7

**Subarea III (Objectives 0009–0012) Total \_\_\_\_\_/25**

**MULTIPLE-CHOICE QUESTION  
PRACTICE TEST EVALUATION CHART (continued)**

**Subarea IV: Theoretical, Professional, and Language Foundations**

**Objective 0013: Demonstrate and apply knowledge of evidence-based concepts of language and literacy development, including how the brain learns to read and neurobiological and/or cognitive impacts on reading development.**

78A \_\_\_\_\_ 79B \_\_\_\_\_ 80D \_\_\_\_\_ 81C \_\_\_\_\_ 82B \_\_\_\_\_ 83A \_\_\_\_\_

\_\_\_\_\_/6

**Objective 0014: Demonstrate knowledge of the components of language and evidence-based practices for explicit, systematic, and cumulative instruction aligned to grade-specific standards that develop students' language acquisition.**

84D \_\_\_\_\_ 85B \_\_\_\_\_ 86B \_\_\_\_\_ 87C \_\_\_\_\_ 88D \_\_\_\_\_ 89C \_\_\_\_\_

\_\_\_\_\_/6

**Objective 0015: Demonstrate knowledge of the reciprocal relationships of language and literacy components that contribute to skilled reading.**

26D \_\_\_\_\_ 77C \_\_\_\_\_ 90C \_\_\_\_\_ 91B \_\_\_\_\_ 92B \_\_\_\_\_ 93A \_\_\_\_\_ 94B \_\_\_\_\_

\_\_\_\_\_/7

**Objective 0016: Demonstrate knowledge of culturally responsive collaborative leadership and adult learning theories and strategies.**

95A \_\_\_\_\_ 96C \_\_\_\_\_ 97B \_\_\_\_\_ 98A \_\_\_\_\_ 99D \_\_\_\_\_ 100B \_\_\_\_\_

\_\_\_\_\_/6

**Subarea IV (Objectives 0010–0016) Total \_\_\_\_\_/25**

# OPEN-RESPONSE ITEM EVALUATION INFORMATION

## How Open-Response Items Are Scored

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

## How to Evaluate Your Practice Responses

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

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

Compare your practice responses to the Sample Responses to determine whether your responses are more similar to the strong or weak responses. Also review the Analyses on those pages and the Scoring Rubric to help you better understand the characteristics of strong and weak responses. This evaluation will help you identify specific problems or weaknesses in your practice responses. Further information on scoring can be found in the preparation guide at [www.ct.nesinc.com](http://www.ct.nesinc.com).

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

# SCORING RUBRIC FOR THE READING SPECIALIST TEST

## Performance Characteristics:

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

## Scoring Scale:

Score Point	Score Point Description
<b>4</b>	<p><b>The "4" response reflects a thorough knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial, accurate, and appropriate application of subject matter knowledge.</li> <li>• The supporting evidence is sound; there are high-quality, relevant examples.</li> <li>• The response reflects an ably reasoned, comprehensive understanding of the topic.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects an adequate knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a generally accurate and appropriate application of subject matter knowledge.</li> <li>• The supporting evidence is adequate; there are some acceptable, relevant examples.</li> <li>• The response reflects an adequately reasoned understanding of the topic.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited, poorly reasoned understanding of the topic.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a weak knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no appropriate or accurate application of subject matter knowledge.</li> <li>• The supporting evidence, if present, is weak; there are few or no relevant examples.</li> <li>• The response reflects little or no reasoning about or understanding of the topic.</li> </ul>
<b>U</b>	<b>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</b>
<b>B</b>	<b>There is no response to the assignment.</b>



## **FIRST SAMPLE WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1**

The student presented with a significant strength in being able to automatically read grade-level high frequency words throughout the passage. Some of the many high frequency words the student was able to read correctly were the following: was, one, the, around, their, not, where, would, there and then.

One need the student has is not reading word endings. They did not read the ending parts in the words playground, swings, excited, fairly and contest. A second need is that the student paused often after each letter and before many words. Two examples of these are when he read the words "p-l-a-g-r" for playground and "s-u-d-n-l" for suddenly. The student paused between the words school and where, were and happy, and he and joined, and many more words. The student paused before the letters and between the words instead of reading right through them.

The student needs to learn to read these words right away by practicing saying them aloud and often without pausing before them. The student should practice reading the words from a list and then in a story that includes these words. This would be an effective strategy for learning these and other words they do not know. This would be effective because not having to pause while reading words in a text will help improve the student's comprehension skills.

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

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

**Purpose:** The candidate attempts to fulfill the purpose of the assignment; however, the candidate is only able to partially accomplish this. The candidate identifies a foundational reading skill strength in the area of being able to automatically read grade-level high-frequency words throughout the passage. This is a significant and accurate foundational strength that is supported by evidence in the passage. One need identified is that the student is not reading word endings. This is an accurate need and is also supported by evidence in the passage. A second need is that the student paused often after each letter and between two words several times. The candidate provides evidence of the student's needs; however, the second need of pausing is not a correct foundational reading skill need. The candidate has a nonevidence-based and inappropriate intervention to address the second cited need that would not be effective in addressing the student's actual foundational skill needs.

**Subject Matter Knowledge:** The first paragraph demonstrates the candidate's subject matter knowledge in the area of foundational reading skills. There is an accurate identification of a strength in knowledge of high-frequency words. This is accurately supported by a number of correct examples. The evidence from the response supports a partial understanding of the student's foundational reading skill needs. One need identified is that the student is not reading word endings. This is an accurate need and is also supported by evidence in the passage. A second need is that the student paused often after each letter and between several words. The candidate provides evidence of the student's needs; however, the second need of pausing is not a correct foundational reading skill need. Pausing to apply decoding skills, such as the use of syllabication to decode a word, is a strength. The candidate addressed an inaccurate need. The candidate has not provided evidence of direct and explicit instruction by a reading specialist using an evidence-based intervention to address the correct need. The intervention described would not be effective in addressing the student's actual foundational skill need.

**Support:** The foundational reading skill strength in the area of reading high-frequency words is accurate. The student is able to automatically read grade-level high-frequency words throughout the passage. The candidate provides many high-frequency words the student was able to read correctly "such as the words was, one, the, around, their, not, where, would, there and then." Regarding the student's two foundational reading skill needs, the candidate provides one accurate need and supportive evidence. The description of this need and evidence is as follows: "One need the student has is not reading word endings. They did not read the ending parts in the words playground, swings, excited, fairly and contest." The other need identified and the evidence for it are inaccurate and are as follows: "A second need is that the student paused often after each letter and before many words. Two examples of these are when he read the words 'p-l-a-g-r' for playground and 's-u-d-n-l' for suddenly. The student paused between the words school and where, were and happy, and he and joined, and many more words. The student paused before the letters and between words instead of reading right through them." The pausing is likely related to a weakness in automaticity decoding words with endings in single and multisyllabic words. The student is pausing to attempt to decode the words. The intervention is not accurate or appropriate. The candidate has not provided evidence of direct and explicit instruction by a reading specialist. There is not an evidence-based intervention to address the actual need. The intervention described would not be effective in addressing the student's foundational skill need of not reading word endings.

**Rationale:** The candidate presents with appropriate knowledge of the student's foundational reading skill strength. The candidate is able to accurately identify one of two foundational reading skill needs. The candidate has identified and chosen an incorrect second foundational skill need to develop. Additionally, the candidate has not described an appropriate evidence-based intervention such as direct and explicit instruction by a reading specialist to address the actual need of not reading word endings, or why this would be effective. This response reflects a limited, partial understanding of the topic of foundational reading skills and yields a weak rationale.

## **SECOND SAMPLE WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1**

The student was administered assessments to determine one of their foundational reading skills strengths, and two of their foundational reading skills needs. A significant strength noted was the student's ability to decode single syllable words. Examples of the single syllable words the student was able to read correctly were first, kids, look, line, door, out and won.

A foundational skill need the student is presenting with is not reading the endings or suffixes in words. There were many times when the student only read the base word without the suffix. Some of the examples of this are when the student read fair for fairly, walk for walking, and win for winner.

The student would benefit from working in a small group with the reading specialist and other students who have the same foundational reading difficulty. The reading teacher would have the students read aloud from their reading texts. Then when the students do not correctly read words containing endings or suffixes, the teacher would have them write the word down and practice reading the word aloud first by itself and then correctly in the text.

This would be an effective strategy for learning these and other words containing endings or suffixes. This would be effective because it will help improve the student's comprehension skills.

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

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

**Purpose:** The candidate attempts to fulfill the purpose of the assignment. This has been only partially achieved. The candidate is able to identify a significant foundational reading skill strength in the area of decoding single-syllable words. This is an accurate foundational reading skills strength that is supported by evidence in the passage. One significant foundational skill need the student is presenting with is not reading the endings or suffixes in words. This is an accurate need and is also supported by evidence from the passage. The candidate has not identified a second foundational reading skills need; therefore, the prompt has not been completely answered, which contributes to the partiality of the candidate's response. The candidate has also not provided an evidence-based and appropriate intervention to address the student's identified need in the area of not reading the endings or suffixes in words. The intervention described would not be effective in addressing the student's foundational reading skill area of need.

**Subject Matter Knowledge:** The first paragraph demonstrates the candidate's subject matter knowledge in the area of foundational reading skills. There is an identification of a strength in the student's ability to decode single-syllable words. This is accurately supported by a number of correct examples. The evidence in the response supports a partial understanding of the student's foundational reading skill needs. One need identified is that the student is not reading the endings or suffixes in words. This is an accurate need and is also supported by evidence from the passage. The candidate has not provided a required identification of the student's second foundational reading skills need. The candidate has provided an incorrect intervention to address the student's need. The candidate has not provided evidence of direct and explicit instruction by a reading specialist using an evidence-based intervention to address the correct need. The intervention described would not be effective in addressing the student's identified foundational skill need of not reading the endings or suffixes in words.

**Support:** The foundational reading skill strength in the area of the student's ability to decode single-syllable words is accurate. The candidate provides many examples of the single-syllable words the student was able to correctly read such as "were, first, kids, look, line, door, out and won." The candidate is able to identify one of the student's foundational reading skill needs, which is the student's difficulty reading the endings or suffixes in words. The candidate provides the following information and examples to support this need: "There were many times when the student only read the base word without the suffix. Some of the examples of this are when the student read fair for fairly, walk for walking, and win for winner." The candidate has not identified the student's second foundational reading skill need. The candidate has not provided evidence of direct and explicit instruction by a reading specialist. The candidate has provided an incorrect intervention to address the student's need. The candidate has not provided evidence of direct and explicit instruction by a reading specialist using an evidence-based intervention to address the student's need. The intervention described would not be effective in addressing the student's identified foundational skill need of not reading the endings or suffixes in words.

**Rationale:** The candidate presents with appropriate knowledge of the student's foundational reading skill strength. The candidate accurately identified one, not two as asked for, foundational reading skill need. The candidate has not described an appropriate intervention that would include direct and explicit instruction by a reading specialist to address the need of not reading the endings or suffixes in words. The intervention described would not effectively address the student's need. This response reflects a limited, partial understanding of the topic of foundational reading skills and yields a weak rationale.

## **FIRST SAMPLE STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1**

A second-grade student was given reading assessments to determine strengths and needs in the area of foundational reading skills. The results of the assessments reveal that the student presents with a strength in automatically and consistently decoding words with a final-e, or words that are of the syllable type of CVCe C V C E , i.e., the silent e/long vowel word type. Examples of the words the student read correctly were side, line, prize in the passage, and fake in the word-reading assessments.

The student evidenced a need in the area of reading words with suffixes. The student often dropped the ending consonants or suffixes off of single-syllable words. This was seen when the student read "swin" for swings, "shou" for shouts and "wash" for washing in the word assessment. Another area of need that the student demonstrated was accurately reading words with inflected endings which are used to show tense, number, or possession. The student read "fair" for fairly, "walk" for walking and "troop" for troops.

To address the student's need to attend to suffixes in single syllable words and inflected endings, the reading specialist would provide the student with explicit, individualized instruction. An evidence-based intervention that the reading specialist would utilize would be to provide tiles with a base word written on them to which the student adds tiles with suffixes on them to create a variety of words containing suffixes. The reading specialist would work with the student and have them read and write the words. The reading specialist and student would discuss how the words and possible meanings change with the addition of the suffix.

This activity would be effective because it would help the student to attend to the suffixes, increasing decoding accuracy and automaticity resulting in improved reading foundational skills, and as a result, fluency and reading comprehension.

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

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

**Purpose:** The candidate fully responds to the charge of the prompt by pointing to one significant strength and two significant needs in the area of foundational reading skills. A significant foundational skills strength is in the area of decoding words with a final-e, or words that are of the syllable type of CVCe, i.e., the silent e/long vowel word type. Two foundational skills needs in the areas of leaving off ending consonants or suffixes of single-syllable words and reading words with inflected endings are identified and supported thoroughly with evidence from the prompt.

**Subject Matter Knowledge:** All paragraphs immediately demonstrate the candidate's subject matter knowledge of foundational reading skills. The first paragraph demonstrates the candidate's subject matter knowledge in the decoding words with a final-e, or words that are of the syllable type of CVCe, i.e., the silent e/long vowel word type words. The second paragraph reveals the candidate's subject matter knowledge in the areas of decoding ending consonants or suffixes in single-syllable words and reading words with inflected endings. The comments are appropriate to a second grader who needs to further develop foundational skills in the areas of decoding ending consonants or suffixes in single-syllable words and reading words with inflected endings. The third paragraph reveals the candidate's understanding of an appropriate evidence-based intervention to directly and effectively address the foundational reading skill weaknesses.

**Support:** Support is ample throughout the response. The candidate provides pertinent evidence from the prompt in their own words and by quoting it directly. The explanations supply the context that is needed to understand how the foundational reading skills and the examples are related. The candidate includes an analysis of the need. Evidence provided for foundational skill strengths include the following: "The results of the assessments reveal that the student presents with a strength in automatically and consistently decoding words with a final-e, or words that are of the syllable type of CVCe, i.e., the silent e/long vowel word type. Examples of the words the student read correctly were side, line, prize in the passage, and fake in the word-reading assessments." Evidence provided for the foundational skill needs include the following: "The student evidenced a need in the area of reading words with suffixes. The student often dropped the ending consonants or suffixes off of single-syllable words. This was seen when the student read 'swin' for swings, 'shou' for shouts and 'wash' for washing in the word assessment. Another area of need that the student demonstrated was accurately reading words with inflected endings which are used to show tense, number, or possession. The student read 'fair' for fairly, 'walk' for walking and 'troop' for troops." The candidate chooses an appropriate evidence-based intervention, and fully discusses how the intervention will be effective in addressing the foundational reading skill needs described.

**Rationale:** This response reflects a comprehensive knowledge of foundational reading skills. It is ably reasoned. It goes beyond a simple discussion of decoding words with a final-e, or words that are of the syllable type of CVCe, i.e., the silent e/long vowel word type, and of foundational reading skill areas of decoding ending consonants or suffixes in single-syllable words and reading words with inflected endings. It includes discussion of an evidence-based method for teaching the student how to attend to and develop automaticity in decoding suffixes: "An evidence-based intervention that the reading specialist would utilize would be to provide tiles with a base word written on them to which the student adds tiles with suffixes on them to create a variety of words containing suffixes. The reading specialist would work with the student and have them read and write the words. The reading specialist and student would discuss how the words and possible meanings change with the addition of the suffix. This activity would be effective because it would help the student to attend to the suffixes, increasing decoding accuracy and automaticity resulting in improved reading foundational skills, and as a result, fluency and reading comprehension."

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

The student's performance indicated that they have a foundational reading skills strength in the area of automatically reading grade-level regularly/phonetically and irregularly/non-phonetically spelled, high frequency words. They were able to read the following high frequency words in the passage: first, look, looking, around, their, there, was, with, were and would with automaticity.

The student demonstrated a significant need in the foundational reading skills area of decoding words containing the consonant digraph "sh." This was evident when the student attempted to read the words, shout and shouting for which they read "s-h-ou," the word shifted for which they read "s [hif]," and the word washing for which they read "was [hin]." A second area of need was the student's difficulty using context cues to confirm if what they read made sense with the content of the passage. An example of this was when the student reread a section of a sentence, "He walked back to the side of the school..." and did not use the words in this section to correct the decoding errors, "w-walked b-c," they made during their first attempt at reading the sentence.

An evidence-based intervention that would address the student's area of need in decoding the consonant digraph "sh" is for the reading specialist to provide the student with explicit, individualized instruction. An activity to address this would be to use Elkonin boxes to visually connect that two letters can make a single sound, in this case the digraph "sh." When using Elkonin boxes, they listen to a word such as wish, and move a token into a box for each sound /w/, /short i/ and /sh/. The student would move tokens into three boxes, one for each of the three sounds. It is important for this second-grade student to be able to see the letters that make up the consonant digraph "sh" and connect the written symbol to the sound /sh/. The specialist would model how to read words containing the digraph "sh." The student would practice reading and spelling words containing the digraph "sh" individually, and then read these words in texts.

This activity would be effective because it would help the student to attend to the type and number of sounds in a word resulting in improved reading foundational skills, fluency and reading comprehension.

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

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

**Purpose:** The candidate fully responds to the charge of the prompt by pointing to one significant strength and two significant needs in the area of foundational reading skills. A significant foundational skills strength is in the area of automatically reading grade-level high-frequency words.

**Subject Matter Knowledge:** All paragraphs immediately demonstrate the candidate's subject matter knowledge of foundational reading skills. The first paragraph demonstrates the candidate's subject matter knowledge reading grade-level high-frequency words. The second paragraph reveals the candidate's subject matter knowledge in the areas of decoding words containing the consonant digraph "sh," and using context cues to confirm if what is read is accurate or made sense in keeping with the content of the passage. The comments are appropriate to a second grader who needs to further develop foundational skills in the areas of decoding words containing the consonant digraph "sh," and using context cues to confirm if what is read is accurate or made sense in keeping with the content of the passage. The third paragraph reveals the candidate's understanding of an appropriate evidence-based intervention to directly and effectively address the foundational reading skill needs.

**Support:** Support is ample throughout the response. The candidate provides pertinent evidence from the prompt in their own words and by quoting it directly. The explanations supply the context that is needed to understand how the foundational reading skills and the examples are related. The candidate includes an analysis of the need. Evidence provided for foundational skill strengths include the following: "The student's performance indicated that they have a foundational reading skills strength in the area of automatically reading grade-level regularly/phonetically and irregularly/non-phonetically spelled, high frequency words. They were able to read the following high frequency words in the passage: first, look, looking, around, their, there, was, with, were and would with automaticity. The student demonstrated a significant need in the foundational reading skills area of decoding words containing the consonant digraph 'sh.' This was evident when the student attempted to read the words, shout and shouting for which they read 's-h-ou,' the word shifted for which they read 's [hif],' and the word washing for which they read 'was [hin].' A second area of need was the student's difficulty using context cues to confirm if what they read made sense with the content of the passage. An example of this was when the student reread a section of a sentence, 'He walked back to the side of the school...!' and did not use the words in this section to correct the decoding errors, 'w-walked b-c wa walked b c ,' they made during their first attempt at reading the sentence." The candidate chooses an appropriate evidence-based intervention and fully discusses how the intervention will be effective in addressing the foundational reading skill needs described.

**Rationale:** This response reflects a comprehensive knowledge of foundational reading skills. It is ably reasoned. It goes beyond a simple discussion of decoding words containing the consonant digraph "sh," and using context cues to confirm if what is read is accurate or made sense in keeping with the content of the passage. It includes a discussion of an evidence-based method for teaching the student how to attend to and develop automaticity in decoding words containing the consonant digraph "sh": "This activity would be effective because it would help the student to attend to the type and number of sounds in a word resulting in improved reading foundational skills, fluency and reading comprehension."



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

An eleventh-grade student read aloud a passage as part of a reading comprehension assessment conducted by a reading specialist. The results of the assessment showed a comprehension strength in the area of using contextual clues to infer the meaning of an unknown word, "auxiliaries." When the student was asked what the word meant, they initially gave an inaccurate meaning. When reminded by the specialist to look back at the sentence containing the word, the student did and was able to use the other words in the sentence to understand the meaning of the word as used in the sentence.

The student's need is their difficulty accurately retelling what the passage was about. The student described what happened in the story in very literal terms. The student did not understand what the author was saying or the meaning of the words the way the author used them to tell the story.

The student would benefit from working individually with the reading specialist. The reading specialist would use an evidence-based intervention that would address the student's comprehension need of not understanding what the author was saying or the meaning of the words the way the author used them in the passage. The intervention could be reminding the student to go back to the story to use the other words in the sentences containing the words the student does not understand and/or to learn what the author is saying and to understand the meaning of the words the way the author uses them.

This would be effective for improving the student's vocabulary and comprehension skills.

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

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

**Purpose:** The candidate attempts to fulfill the purpose of the assignment, but this has been only partially achieved. The candidate is able to identify an accurate comprehension strength: with the specialist's reminders and support, the student is able to use context clues to determine the meaning of an unknown word. The candidate identifies a comprehension need that the student is interpreting every statement in the text too literally and that the student has difficulty "understanding what the author was saying or the meaning of the words the way the author used them in the passage." The candidate does not name the comprehension factors with which the student has difficulty, i.e., inferential comprehension/interpreting figurative language. The candidate does not provide evidence from the passage to support the need. The candidate does not provide an evidence-based and appropriate intervention to address the student's identified need. The intervention described would not be effective in addressing the student's comprehension need.

**Subject Matter Knowledge:** The first paragraph demonstrates the candidate's subject matter knowledge in the area of comprehension skills. There is an identification of a comprehension strength in the student's ability to, with the specialist's reminders and support, use context clues to determine the meaning of an unknown word. Other than stating the unknown word, there is little evidence cited from the passage to support this. The comprehension need is described but not named (i.e., inferential comprehension/interpreting figurative language). The candidate does not provide evidence from the passage to support the need. The candidate does not provide an evidence-based and appropriate intervention to address the student's identified need. The intervention requires direct instructional techniques, e.g., pre-teaching of vocabulary, modeling of textual analysis, using contextual cues. The described intervention would not be effective in addressing the student's comprehension need.

**Support:** Other than stating the unknown word, there is little evidence cited from the passage to support the comprehension strength. The comprehension need is described but not named (i.e., inferential comprehension/interpreting figurative language). The candidate does not provide evidence from the passage to support the need. The candidate does not provide an evidence-based and appropriate intervention to address the student's identified need.

**Rationale:** The candidate does not present appropriate knowledge of one of the student's comprehension strengths. The candidate accurately describes, but does not name the comprehension need. The candidate cites little to no evidence from the passage to support the descriptions of the student's comprehension strength and need. The candidate does not describe an appropriate intervention that would include direct and explicit instruction by a reading specialist using evidence-based techniques and methodologies to teach the comprehension skills needed. The intervention described would not effectively address the student's comprehension need. This response reflects a limited, partial understanding of the topic of comprehension skills and yields a weak rationale.

## **SECOND SAMPLE WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2**

The results of the assessment showed that the student presented with a comprehension strength in being able to read the passage accurately and fluently. This means the student has the foundational reading skills needed to be able to do this.

The results of the student's answers to the reading specialist's comprehension questions revealed that the student has a comprehension need in the area of understanding the figurative language (words and phrases) used in the text. The student interprets the information literally. For example, the student is asked a question about what the student thinks "I have helped to clothe that fabulous landscape of my infant dreams" means. The student answers that the person in the passage is talking about a real baby. He thinks that "I have helped to clothe that fabulous landscape of my infant dreams" means that there is a baby living in the home in the passage. The student responds to the question by saying "I'm not sure. He talks about a baby being there when he cooks his supper, too."

The student would benefit from the reading specialist working directly with them to learn the difference between comprehending literal language which describes something directly, and figurative language which describes something not directly but by referring or comparing it to something else. The reading specialist can teach the student the different types of figurative language. The student can then be directed to find and highlight examples of figurative language in texts.

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

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

**Purpose:** The candidate attempts to fulfill the purpose of the assignment, but this has been only partially achieved. The candidate identifies an inaccurate comprehension strength when stating "the student presented with a comprehension strength in being able to read the passage accurately and fluently." This was already stated in the prompt and is a foundational skill, not a comprehension strength. The candidate identifies an accurate comprehension need when stating that the student has a need in the area of understanding the figurative language (words and phrases) used in the text and that the student interprets the information literally. The candidate provides evidence from the passage to support the need. The candidate provides an accurate description of the difference between literal vs. versus figurative language. The candidate describes what the specialist should teach the student regarding literal vs. versus figurative language use by an author. The candidate does not provide a description of explicit and evidence-based interventions to teach the difference between the two and to teach the student the five common types of figurative language to address the student's identified need. In addition, the candidate does not provide a statement regarding the effectiveness of the intervention in addressing the student's comprehension need.

**Subject Matter Knowledge:** The first paragraph demonstrates the candidate's lack of subject matter knowledge in the area of comprehension skills. There is no identification of a comprehension strength. The comprehension need described is accurate, and the candidate provides accurate and appropriate evidence from the passage to support the need. The candidate does not provide evidence-based and appropriate interventions to address the student's identified need. The candidate does not provide a statement regarding the effectiveness of the intervention in addressing the student's comprehension need.

**Support:** There is an inaccurate comprehension strength and no evidence is cited. The candidate accurately describes the student's comprehension need and gives sound evidence as follows: "The results of the student's answers to the reading specialist's comprehension questions revealed that the student has a comprehension need in the area of understanding the figurative language (words and phrases) used in the text. The student interprets the information literally. For example, the student is asked a question about what the student thinks 'I have helped to clothe that fabulous landscape of my infant dreams' means. The student answers that the person in the passage is talking about a real baby. He thinks that 'I have helped to clothe that fabulous landscape of my infant dreams' means that there is a baby living in the home in the passage. The student responds to the question by saying, 'I'm not sure. He talks about a baby being there when he cooks his supper, too.'" The candidate does not provide a statement regarding the effectiveness of the intervention in addressing the student's comprehension need.

**Rationale:** The candidate does not present appropriate knowledge of one of the student's comprehension strengths. The candidate accurately describes the student's comprehension need and provides sound evidence to support this need. The candidate provides an accurate description of the difference between literal vs. versus figurative language. The candidate describes what the specialist should teach the student regarding literal vs. versus figurative language use by an author; however, the candidate does not provide a description of explicit and evidence-based interventions to teach the difference between the two and to teach the student the five common types of figurative language to address the student's identified need. The candidate does not provide a statement regarding the effectiveness of the intervention in addressing the student's comprehension need. This response reflects a limited, partial understanding of the topic of comprehension skills and yields a weak rationale.

## **FIRST SAMPLE STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2**

A reading specialist is assessing the reading comprehension of an eleventh-grade student. The student reads aloud a passage, verbally summarizes and responds to the specialist's questions regarding the student's comprehension of what they read.

The results of the assessments indicate that the student presents with a comprehension strength in the area of literal comprehension. The student is able to recall and report details taken directly from the passage. The details he describes in his summary include, "He grows beans there, but worms and wood chucks eat them" and "The cold days aren't good for them either."

The student demonstrated a need in comprehending the main idea in the passage. He did not understand what the author had learned while working in the garden and observing what was happening with nature. He did not pick up on the idea that by creating the garden it disturbed the plants that were there. The evidence for this main idea was when the author said, "But what right had I to oust johnswort and the rest, and break up their ancient herb gardens?"

An appropriate intervention to help the student develop their comprehension of the main ideas in texts would be for the reading specialist to provide direct and explicit instruction regarding using a graphic organizer to find and record the main idea and supporting details. The reading specialist would work with the student and model filling out a graphic organizer by reading one paragraph at a time using a think-aloud method to determine the main idea and supporting details and writing the information on the organizer. They would practice this many times until the student can use this strategy independently.

This intervention is effective in improving comprehension because it provides a system for finding, visually organizing and creating a record of the main idea and supporting details.

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

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

**Purpose:** The candidate fully and thoroughly responds to the charge of the prompt by pointing to one significant strength and one significant need in the area of reading comprehension skills, as well as providing a high-quality, evidence-based intervention that will be effective in addressing the student's comprehension need.

**Subject Matter Knowledge:** All paragraphs immediately demonstrate the candidate's subject matter knowledge of reading comprehension skills. The second paragraph demonstrates the candidate's subject matter knowledge identifying that the student presents with a comprehension strength in the area of literal comprehension. There is high-quality evidence to support this strength. The third paragraph reveals the candidate's subject matter knowledge identifying that the student evidences a need in comprehending the main idea in the passage. There is high-quality evidence to support this comprehension need. The fourth and fifth paragraphs reveal the candidate's thorough understanding of an appropriate evidence-based intervention to directly and effectively address the student's reading comprehension skill need and teaches the student a strategy to be applied to current and future reading assignments.

**Support:** Support is ample throughout the response. The candidate provides pertinent evidence from the prompt in their own words and by quoting it directly. The explanations supply the context that is needed to understand how the reading comprehension skills and the examples are related. The candidate provides pertinent evidence of the student's strength in the area of literal comprehension. The evidence to support this strength includes the following: "The student is able to recall and report details taken directly from the passage. The details he describes in his summary include, 'He grows beans there, but worms and wood chucks eat them' and 'The cold days aren't good for them either.'" The candidate provides pertinent evidence of the student's need in the area of comprehending the main idea in the passage. The evidence to support this need includes the following: "He did not understand what the author had learned while working in the garden and observing what was happening with nature. He did not pick up on the idea that by creating the garden it disturbed the plants that were there. The evidence for this main idea was when the author said, 'But what right had I to oust johnswort and the rest, and break up their ancient herb gardens?'" The candidate chooses an appropriate evidence-based intervention and discusses how the intervention will be effective in addressing the comprehension skill needs described.

**Rationale:** This response reflects a comprehensive, thorough knowledge of reading comprehension skills. It is fully and ably reasoned. It includes a thorough discussion of a multistep, evidence-based method for addressing the student's comprehension need, and how the strategy is effective and can be used for current and future reading assignments.

## **SECOND SAMPLE STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2**

The results of the assessment revealed a comprehension strength in the area of identifying the main idea of the story at a very literal level. The student's understanding of the passage is that it is about growing beans in the author's garden. The evidence for this can be found in the student's summary when the student says "The author likes beans. He has always liked beans since he was four....He grows the beans there, but worms and woodchucks eat them. The cold days aren't good for them either."

The student's comprehension need is that he has difficulty with identifying and interpreting figurative language. Figurative language is a way of expressing ideas that does not use words' literal meanings. Figurative language uses figures of speech, such as similes and metaphors, to suggest pictures/images or to create feelings, etc. An example that the student does not understand figurative language is when the student is unable to understand the sentence, "I have at length helped to clothe that fabulous landscape of my infant dreams." The student interprets this literally and says it might be about a baby. The student was not able to infer that the author was using figurative language to express his love for the land since he was little and creating a mental picture of his planting and taking care of the land.

To teach the student about figurative language, the reading specialist will provide direct and explicit instruction about what figurative language is. A list of the different types with an example of each will be given to the student to use regularly. The specialist will model for and then guide the student in identifying and interpreting examples of figurative language in mentor texts and when appropriate literature until the student is independently able to do this.

This intervention is effective in improving the student's ability to identify and interpret figurative language leading to improved inferential comprehension skills and can be applied to current and future reading assignments.

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

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

**Purpose:** The candidate fully and thoroughly responds to the charge of the prompt by pointing to one significant strength and one significant need in the area of reading comprehension skills, as well as providing a high-quality, evidence-based intervention that will be effective in addressing the student's comprehension need.

**Subject Matter Knowledge:** All paragraphs demonstrate the candidate's thorough subject matter knowledge of reading comprehension skills. The first paragraph demonstrates the candidate's subject matter knowledge identifying that the student presents with a comprehension strength in the area of identifying the main idea of the story at a very literal level. There is high-quality evidence to support this strength. The second paragraph reveals the candidate's subject matter knowledge identifying that the student shows evidence of a comprehension need in identifying and interpreting figurative language. There is high-quality evidence to support this comprehension need. The third and fourth paragraphs reveal the candidate's thorough understanding of an appropriate evidence-based intervention to directly and effectively address the student's reading comprehension skill need and teaches the student a strategy to be applied to current and future reading assignments.

**Support:** Support is ample throughout the response. The candidate provides pertinent evidence from the prompt in their own words and by quoting it directly. The explanations supply the context that is needed to understand how the reading comprehension skills and the examples are related. The candidate provides pertinent evidence of the student's strength in the area of identifying the main idea of the story at a very literal level. The evidence to support this strength includes the following: "The student's understanding of the passage is that it is about growing beans in the author's garden. The evidence for this can be found in the student's summary when the student says 'The author likes beans. He has always liked beans since he was four...He grows the beans there, but worms and woodchucks eat them. The cold days aren't good for them either.'" The candidate provides pertinent evidence of the student's need with identifying and interpreting figurative language. The evidence to support this need includes the following: "An example that the student does not understand figurative language is when the student is unable to understand the sentence, 'I have at length helped to clothe that fabulous landscape of my infant dreams.' The student interprets this literally and says it might be about a baby. The student was not able to infer that the author was using figurative language to express his love for the land since he was little and creating a mental picture of his planting and taking care of the land."

The candidate chooses an appropriate evidence-based intervention and discusses how the intervention will be effective in addressing the comprehension skill need described.

**Rationale:** This response reflects a comprehensive, thorough knowledge of reading comprehension skills. It is fully and ably reasoned. It includes a thorough discussion of a multistep, evidence-based method for addressing the student's ability to identify and interpret figurative language leading to improved inferential comprehension skills, and can be applied to current and future reading assignments.



## PRACTICE TEST SCORE CALCULATION

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

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

### How to Calculate Your Practice Test Score

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

#### SAMPLE

##### Multiple-Choice Section

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

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

##### Open-Response Section

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

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

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

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

##### Total Practice Test Score (Estimated Score)

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

## Practice Test Score Calculation Worksheet: Reading Specialist

Table 1:

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

Table 2:

Number of Open-Response Question Points	Estimated Score
2	31
3	36
4	41
5	46
6	50
7	55
8	60

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

**Multiple-Choice Section**

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

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

**Open-Response Section**

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

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

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

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

**Total Practice Test Score (Estimated Score)**

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