

# Texas Examinations of Educator Standards™ (TEExES™) Program

## Preparation Manual

### English Language Arts and Reading 7–12 (231)



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## About The Test

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

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

The test may contain questions that do not count toward the score. The number of scored questions will not vary; however, the number of questions that are not scored may vary. Your final scaled score will be based only on scored questions.

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## The Domains

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

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## The Standards

### **English Language Arts and Reading 7–12 Standard I**

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

### **English Language Arts and Reading 7–12 Standard II**

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

### **English Language Arts and Reading 7–12 Standard III**

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

### **English Language Arts and Reading 7–12 Standard IV**

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

### **English Language Arts and Reading 7–12 Standard V**

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

### **English Language Arts and Reading 7–12 Standard VI**

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

### **English Language Arts and Reading 7–12 Standard VII**

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

### **English Language Arts and Reading 7–12 Standard VIII**

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

### **English Language Arts and Reading 7–12 Standard IX**

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

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## Domains and Competencies

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

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

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

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

The beginning teacher:

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

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

The beginning teacher:

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

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

The beginning teacher:

- A. Demonstrates knowledge of major historical, regional and cultural influences on the ongoing development of the English language (e.g., Anglo-Saxon migrations, emergence of dialects, changing technology).
- B. Understands and teaches how to research word origins and analyze word formation as an aid to understanding meanings, derivations and spellings.
- C. Understands and teaches relationships among words (e.g., homonyms, synonyms, antonyms) and issues related to word choice (e.g., connotative and denotative meanings, multiple-meaning words, idioms, figurative language).
- D. Knows and teaches rules of grammar, usage, sentence structure, punctuation and capitalization in standard English and is able to identify and edit nonstandard usage in his or her own discourse and the discourse of others.

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- E. Knows how to provide explicit and contextual instruction that enhances students' knowledge of and ability to use standard English.
  - F. Knows and teaches how purpose, audience and register affect discourse.
  - G. Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' ability to use the English language effectively.
  - H. Uses assessment results to plan and adapt instruction that addresses students' strengths, needs and interests and that builds on students' current skills to increase their proficiency in using the English language effectively.

## **Domain II – Literature, Reading Processes and Skills for Reading Literary and Nonliterary Texts**

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

The beginning teacher:

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

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

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

The beginning teacher:

- A. Demonstrates knowledge of types of nonliterary texts (e.g., textbooks, newspapers, manuals, electronic texts, memoranda) and their characteristics.
- B. Understands purposes for reading nonliterary texts (e.g., for information, for pleasure), reading strategies associated with different purposes and ways to teach students to apply appropriate reading strategies for different purposes.
- C. Knows strategies for monitoring one's own understanding of nonliterary texts and for addressing comprehension difficulties that arise (e.g., by rereading, using other resources, questioning) and knows how to teach students to use these strategies.
- D. Demonstrates knowledge of skills for comprehending nonliterary texts (e.g., identifying main ideas and supporting details, summarizing, making inferences, drawing conclusions, analyzing historical and contemporary contexts) and knows how to provide students with opportunities to apply and refine these skills.
- E. Understands types of text organizers (e.g., overviews, headings, tables of contents, graphic features) and their use in locating and categorizing information.

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- F. Demonstrates knowledge of types of text structure (e.g., chronological order, compare/contrast, cause/effect) and strategies for promoting students' ability to use text structure to facilitate comprehension of nonliterary texts.
  - G. Knows strategies for helping students increase their knowledge of specialized vocabulary in nonliterary texts and for facilitating reading comprehension (e.g., creating graphic organizers, using study strategies such as skimming and scanning, note taking and outlining).
  - H. Knows how to locate, retrieve and retain information from a range of texts, including interpreting information presented in various formats (e.g., maps, graphs) and uses effective instructional strategies to teach students these skills.
  - I. Knows how to evaluate the credibility and accuracy of information in nonliterary texts, including electronic texts, and knows how to teach students to apply these critical-reading skills.
  - J. Demonstrates an understanding of the characteristics and uses of various types of research tools and information sources and promotes students' understanding of and ability to use these resources.
  - K. Understands steps and procedures for engaging in inquiry and research and provides students with learning experiences that promote their knowledge and skills in this area.
  - L. Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' reading of nonliterary texts.
  - M. Uses assessment results to plan and adapt instruction that addresses students' strengths, needs and interests and that builds on students' current skills to increase their proficiency in reading nonliterary texts.

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

The beginning teacher:

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

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- E. Demonstrates knowledge of a substantial body of classic and contemporary British literature.
  - F. Demonstrates knowledge of a substantial body of classic and contemporary world literature.
  - G. Demonstrates knowledge of a substantial body of young adult literature.
  - H. Demonstrates knowledge of various critical approaches to literature.

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

The beginning teacher:

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

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- M. Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' comprehension of literary texts.
  - N. Knows how to use assessment results to plan and adapt instruction that addresses students' strengths, needs and interests and that builds on students' current skills to increase their proficiency in comprehending literary texts.

### **Domain III – Written Communication**

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

The beginning teacher:

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

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

The beginning teacher:

- A. Understands and teaches the distinguishing features of various forms of writing (e.g., reflective essay, autobiographical narrative, editorial, report, memorandum, summary/abstract, résumé, play, short story, poem).
- B. Applies and teaches skills and strategies for writing effectively in a variety of forms and for a variety of audiences, purposes and contexts.
- C. Understands and teaches how a writer’s purpose and audience define appropriate language, writing style and text organization.
- D. Provides students with explicit instruction, meaningful practice opportunities and effective feedback as the students create different types of written works.
- E. Promotes students’ ability to compose effectively (e.g., organizing ideas to ensure coherence, logical progression and support; using precise language to communicate ideas clearly and concisely; writing in a voice and style appropriate to audience and purpose).
- F. Provides students with professionally written, student-written and teacher-written models of writing.
- G. Demonstrates knowledge of factors that influence student writing (e.g., writer’s experiences, situational context in which writing occurs, interactions within the learning/writing community, features of various written forms).
- H. Analyzes and teaches the use of literary devices (e.g., imagery, tone, dialogue, characterization, irony, figurative language) in writing.
- I. Teaches students skills and strategies for using writing as a tool for reflection, exploration, learning, problem solving and personal growth.
- J. Understands and teaches writing as a tool for inquiry, research and learning.
- K. Teaches students to evaluate critically the sources they use for their writing.
- L. Provides instruction about plagiarism, academic honesty and integrity as applied to students’ written work and their presentation of information from different sources, including electronic sources.
- M. Understands and teaches students the importance of using acceptable formats for communicating research results and documenting sources (e.g., manuals of style such as the Modern Language Association Handbook [MLA style], the Publication Manual of the American Psychological Association [APA style], and The Chicago Manual of Style [Chicago style]).

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- N. Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' writing development.
  - O. Uses assessment results to plan and adapt instruction that addresses students' strengths, needs and interests and that builds on students' current skills to increase their writing proficiency.

#### **Domain IV – Oral Communication and Media Literacy**

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

The beginning teacher:

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

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

The beginning teacher:

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

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## Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the English Language Arts and Reading 7–12 test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as an English Language Arts and Reading 7–12 teacher.

The English Language Arts and Reading 7–12 test is designed to include a total of 100 multiple-choice questions, out of which 80 are scored. These multiple-choice questions are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, compare it with other knowledge you have or make a judgment about it.

The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

Leave no questions unanswered. Your score will be determined by the number of questions for which you select the correct answer(s).

### How to Approach Unfamiliar Question Formats

Some questions include introductory information such as a map, table, graph or reading passage (often called a stimulus) that provides the information the question asks for. New formats for presenting information are developed from time to time. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage. Other tests may allow you to zoom in on the details in a graphic or picture.

Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection multiple-choice questions. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

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For most questions, you will respond by clicking an oval to choose a single answer choice from a list of options. Other questions may ask you to respond by:

- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.
- **Dragging and dropping answer choices into “targets” on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text or graphic.
- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond.

### Question Formats

You may see the following types of multiple-choice questions on the test:

- Single Questions
- Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

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## Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a reading passage, movie clip, graphic, table or a combination of these.

The following question is an example of the single-question format. It tests knowledge of English Language Arts and Reading 7–12 Competency 003: The teacher understands the structure and development of the English language and provides students with opportunities to develop related knowledge and skills in meaningful contexts.

### **Example 1**

1. As a word identification strategy, structural analysis would be most effective in helping students determine the meaning of which of the following words?
  - A. Sartorial
  - B. Wisteria
  - C. Haberdasher
  - D. Bibliophile

### **Suggested Approach**

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

As you read this question, recall that structural analysis is the technique of dividing an unfamiliar word into parts to help determine its meaning. Now look at the response options and consider how structural analysis might be applied to the word presented in each option.

The word presented in option A is sartorial. The word sartorial refers to men’s clothing and the work of tailors. The word’s root, *sartor*, derives from a Latin word meaning “to patch” and is not found in many common English words. Dividing the word sartorial into parts is therefore unlikely to provide students with significant clues about the word’s meaning.

The word presented in option B is wisteria, which refers to a type of climbing vine. The word derives from the surname of an eighteenth-century American anatomist, Casper Wistar. Dividing the word wisteria into parts would not provide students with any significant clues about its meaning.

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The word presented in option C is haberdasher, which refers to a person who sells items such as hats, shirts and gloves. The word derives from the Middle English word haberdashere, and dividing the word haberdasher into parts provides no significant clues about its meaning.

The word presented in option D is bibliophile. The word bibliophile refers to a person who loves books. One approach to analyzing this word is to divide it into two parts: biblio, derived from the Greek word for “books,” and phile, from the Greek word for “loving.” Students are likely to be familiar with the root biblio through knowledge of the common English word bibliography and may therefore infer that bibliophile relates to books or other reading materials. Students may also have encountered phile in words such as Anglophile, meaning a person who loves English culture. In this way, structural analysis can provide students with significant clues about the meaning of the word bibliophile.

For students, structural analysis would be effective in analyzing only one of the four words presented in the response options, the word bibliophile. **The correct response is option D.**

The following question is also an example of the single-question format, but it has more than one correct response. It tests knowledge of English Language Arts and Reading 7–12 Competency 003: The teacher understands the structure and development of the English language and provides students with opportunities to develop related knowledge and skills in meaningful contexts.

### **Example 2**

2. A middle school English teacher projects the following sentence on the board for an editing exercise with the class.

**After I fall in the mud my school uniform was the most dirty it has ever been.**

The sentence can best be used to demonstrate correction of which of the following errors?

**More than one choice is correct. Select ALL choices that apply.**

- A. Using commas correctly
- B. Using consistent verb tense
- C. Correcting commonly misspelled words
- D. Correcting subject-verb agreement
- E. Using comparative and superlative forms

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### ***Suggested Approach***

The question states, “More than one choice is correct. Select ALL choices that apply.” Therefore, you should be prepared to make more than one selection. First, read the question carefully. For this particular question, you should focus on the sentence provided by the teacher and make an attempt to identify the errors that are present. While the sentence has several errors that need to be corrected, some of the usage is acceptable.

Option A, Using commas correctly, **should** be selected. A comma should be added after the introductory clause “After I fall in the mud.”

Option B, Using correct verb tense, **should** be selected. The sentence incorrectly uses the present tense verb “fall” in the introductory clause. It should be the past tense form, “fell.” The intent of the sentence as well as the other verbs used in the sentence, “was” and “has ever been” both reflect the past tense.

Option C, Correcting commonly misspelled words, **should not** be selected. All of the words are correctly spelled in the sentence.

Option D, Correcting subject-verb agreement, **should not** be selected. The singular subject, “my school uniform” is appropriately matched with the singular verb “was.”

Option E, Using comparative and superlative forms, **should** be selected. “Most dirty” is an attempt at the comparative form of the adjective “dirty.” In this sentence, the correct form would be superlative, because more than two things are being compared (“it has ever been”), and this would be accurately written as “the dirtiest it has ever been.”

The exercise would be good for modeling how to edit for correct comma usage, correct verb tense and correct superlative formation. **The correct responses are options A, B and E.**

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

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The following question is another example of the single-question format with more than one correct response. It tests knowledge of English Language Arts and Reading 7–12 Competency 006: The teacher understands literary elements, genres and movements and demonstrates knowledge of a substantial body of literature.

**Example 3**

3. Read the name and author of each English literary text in the left column of the chart. For each text and author, mark the box underneath the literary period during which the text was written. You must select a literary period for each text.

	The Medieval Period	The Renaissance Period	The Romantic Period	The Modern Period
<i>Macbeth</i> by William Shakespeare				
<i>Emma</i> by Jane Austen				
<i>Ulysses</i> by James Joyce				
<i>The Canterbury Tales</i> by Geoffrey Chaucer				

**Suggested Approach**

The question states, “For each text and author, mark the box underneath the literary period during which the text was written.” Therefore, this question has more than one correct answer.

Read the name and author of each of the literary texts in the four boxes in the left-hand column. Then, using your knowledge of British literary periods, select the period that the description best matches and mark that column. The authors in this question are well-known for their writings and these texts are considered important texts of the time period.

The first text is *Macbeth* by William Shakespeare and the Renaissance Period of England should be selected. During the Renaissance Period, approximately 1500–1660, Queen Elizabeth of England contracted William Shakespeare to write his plays.

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

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The second text, *Emma* by Jane Austen, should have the Romantic Period selected. The text was officially published in 1815, which falls within the Romantic period, the late eighteenth century through the crowning of Queen Victoria in 1837.

The third text, *Ulysses* by James Joyce, falls within the Modern Period. The modern period, early to mid-twentieth century, is marked by authors who experimented with form and style, such as James Joyce.

The fourth text, *The Canterbury Tales* by Geoffrey Chaucer, is the most prominent text to come out of the Medieval Period, estimated to be from around 1100–1500. Chaucer wrote the tales over a period of years, approximately 1387–1400.

The correct response for this question would have the marks shown below.

	The Medieval Period	The Renaissance Period	The Romantic Period	The Modern Period
<i>Macbeth</i> by William Shakespeare		✓		
<i>Emma</i> by Jane Austen			✓	
<i>Ulysses</i> by James Joyce				✓
<i>The Canterbury Tales</i> by Geoffrey Chaucer	✓			

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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## Clustered Questions

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material can be a reading passage, graphic, table or any other information necessary to answer the questions that follow.

You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

- Strategy 1** Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.
- Strategy 2** Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.
- Strategy 3** Use a combination of both strategies. Apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the questions first” strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the questions, you should read it carefully and critically. You may want to note its important points to help you answer the questions.

As you consider questions that are set in educational contexts, try to enter into the identified teacher’s frame of mind and use that teacher’s point of view to answer the questions that accompany the stimulus. Be sure to consider the questions only in terms of the information provided in the stimulus — not in terms of your own experiences or individuals you may have known.

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.



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## Example

### Read the information below; then answer the questions that follow.

A teacher is planning to use the following excerpt from a tenth-grade student's personal narrative for a class discussion about effective writing.

(1) The clouds gathered quickly over the school. (2) They were a heavy blanket pushing in on my emotions. (3) I stared down at my final exam. (4) I knew it was my enemy. (5) I looked out the window in the hope of some reprieve. (6) The Sun could have been my salvation, but it refused to shine.

Now you are prepared to respond to the two questions associated with this stimulus. The first question tests knowledge of English Language Arts and Reading 7–12 Competency 009: The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes and contexts.

1. The teacher could best use the excerpt to model effective inclusion of which of the following types of figurative language?
  - A. Simile
  - B. Metaphor
  - C. Alliteration
  - D. Onomatopoeia

### Suggested Approach

Consider carefully the information presented in the stimulus, including the statement before the paragraph explaining that the sample of student writing will be used by a teacher during a class discussion about effective writing. Then read and consider this first question, which asks which type of figurative language the teacher can best use the student writing to model.

When considering option A, simile, the candidate should look for instances in the paragraph in which the student figuratively compares two seemingly unlike things using the words "like" or "as." There are no examples of simile present in the paragraph.

When considering option B, metaphor, the candidate should look for instances in the writing in which two seemingly unlike things were compared, **without** the use of the words "like" or "as." There are examples of metaphor present in the paragraph.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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When considering option C, alliteration, the candidate should look for instances in the writing where words are chained together in phrases that have the same sound repeated in the beginnings of the words. There are no examples of alliteration present in the paragraph.

When considering option D, onomatopoeia, the candidate should look for instances when the author includes words that, when spoken aloud, imitate the actual sounds made by or associated with its referent; for example, "Achoo," or "Meow." There are no examples of onomatopoeia present in the paragraph.

In this way, analysis of the four options should lead you to select **option B as the best response**, because the effectiveness of the student paragraph relies partly on the writer's use of metaphor but not of the other options of simile, alliteration or onomatopoeia. The writer uses sentences 1 and 2 to draw a comparison between the clouds gathering over the school and a "blanket pushing on my emotions." Also, in sentences 3 and 4 the writer states that the "final exam" was the "enemy," comparing a school test to a combat situation, which is a metaphor.

Now you are ready to answer the next question. It tests knowledge of English Language Arts and Reading 7–12 Competency 008: The teacher understands and promotes writing as a recursive, developmental, integrative, and ongoing process and provides students with opportunities to develop competence as writers.

2. Which of the following is the most effective way to demonstrate combining sentences 3 and 4?
- A. I stared down at my final exam; I knew it was my enemy.
  - B. I stared down at my final exam, and knew it was surely my enemy.
  - C. Knowing it was my enemy I stared down at my final exam.
  - D. I knew it was my enemy, therefore, I stared down at my final exam.

### ***Suggested Approach***

Consider carefully the information presented in the stimulus, including the statement before the paragraph explaining that the sample of student writing will be used by a teacher during a class discussion about effective writing. Then read and consider this second question, which asks the candidate to evaluate the most effective way to demonstrate combining sentences 3 and 4 of the student paragraph. Read through each option and decide which option is the most effective and grammatically correct way to combine the sentences.

Option A presents a grammatically correct way to combine sentences 3 and 4. Sentence 4 builds on the idea presented in sentence 3 using a semi-colon, also known as a "weak period," effectively and appropriately combining the related sentences.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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Option B combines the sentences by adding a comma and the conjunction “and” and dropping the subject in the second sentence to create a compound predicate, as it has the same subject as the first sentence. However, the comma placed before the “and” is grammatically incorrect. The only reason to use a comma is if both the first half and second half of the sentence — the two parts on either side of the conjunction — form independent clauses. In this case, they are predicates that share the same subject and are NOT independent clauses. The comma would only be added if there was an independent clause that was able to stand alone on either side of the conjunction.

Option C reverses the order of the two independent clauses, and changes “I knew it was my enemy” to a participial phrase “knowing it was my enemy.” For this sentence to be grammatically correct, a comma would need to be placed after the participial phrase, after the word “enemy.”

Option D also reverses the order of the two sentences. It then combines the independent clauses using a subordinating conjunction to create a cause and effect relationship with the use of “therefore.” However, for the conjunction to be used correctly, the writer would need to use a semi-colon before the conjunction, not a comma.

In this way, analysis of the four options should lead you to select **option A as the best response**, as adding a semi-colon between sentences 3 and 4 would be the most effective, and grammatically correct, way to combine the sentences.

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

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## Multiple-Choice Practice Questions

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

For each sample test question, there is a correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 001

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

Answer and Rationale

COMPETENCY 004

2. To best help students with comprehension while reading informational texts, a teacher should provide students with instruction in which of the following skills?
  - A. Making predictions
  - B. Identifying a purpose for reading
  - C. Outlining the narrative structure
  - D. Recording questions that come to mind

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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**Read the information below; then answer questions #3–5 that follow.**

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

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

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

COMPETENCY 005

3. Which of the following text structures does this excerpt best demonstrate?
- A. Cause and effect
  - B. Chronological or sequential
  - C. Description or list
  - D. Compare and contrast

Answer and Rationale

COMPETENCY 005

4. Which of the following will best help students recognize the text structure of the excerpt?
- A. Finding the main idea of the excerpt
  - B. Summarizing each paragraph of the excerpt
  - C. Identifying signal words in the excerpt
  - D. Reading another excerpt on the same topic

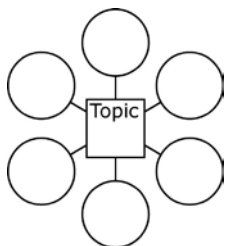
Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 004

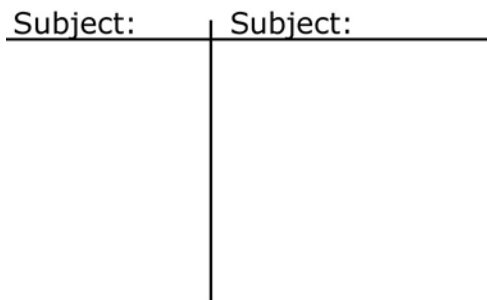
5. Which of the following graphic organizers is most appropriate to use to create a visual representation of the excerpt during reading?



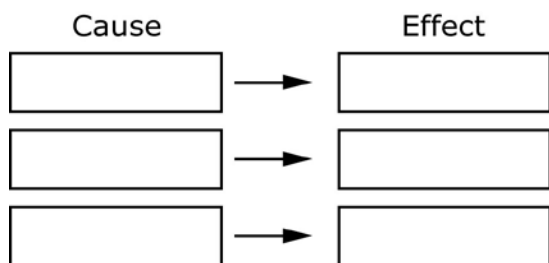
A.

Topic
First
Next
Next
Next
Last

B.



C.



D.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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## COMPETENCY 008

6. A teacher is helping a student who struggles with writing coherent essays. The student has chosen a topic for a persuasive essay and has composed a list of reasons to support a position. To continue scaffolding instruction that promotes organization, the teacher should next help the student with which of the following?
- A. Choosing appropriate transitional phrases
  - B. Drafting the first body paragraph
  - C. Completing an outline of the ideas
  - D. Locating appropriate supporting sources

Answer and Rationale

## COMPETENCY 010

7. A teacher assigns small groups of students a series of open-ended questions to assist discussion about the novel they are reading in class. As the groups discuss, the teacher circulates around the room and informally assesses students' oral communication skills. Which of the following behaviors indicates that a student possesses strong oral communication skills?
- A. Asking other group members questions that diverge from the original question
  - B. Making comments that build on comments made by other group members
  - C. Speaking more frequently than other group members during the discussion
  - D. Asking other group members to explain their answers to ensure that each question is answered fully

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.



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COMPETENCY 010

8. An English teacher starts each class by asking a question about the previous day's lesson or reading. The teacher gives students a few moments to think about the question and then asks one or two students to speak about the question for a few minutes. Throughout the course of the week, each student is asked to respond to a question. As students become more practiced at the strategy, which of the following is the best way to modify it to promote the most active engagement from students?
- A. Encouraging weakest participants to observe the discussions, suggesting that they learn through listening
  - B. Allowing strongest participants to lead the discussions, ensuring that the content is clearly communicated
  - C. Having students evaluate each others' responses during discussion, using a teacher-designed rubric
  - D. Having students create the questions, choosing two each class period to use for the day's discussion

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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**Read the information below; then answer questions #9–11 that follow.**

The paragraph below was written by an eighth-grade student.

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

COMPETENCY 008

9. Which of the following sentences from the paragraph contains a misplaced modifier?
- A. Sentence 1
  - B. Sentence 2
  - C. Sentence 3
  - D. Sentence 4

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 008

10. Which of the following sentences reflects the appropriate comma placement in sentence 7?
- A. To my surprise there were two puppies, in the back seat, wagging their tails in excitement.
  - B. To my surprise, there were two puppies in the back seat, wagging their tails, in excitement.
  - C. To my surprise, there were two puppies in the back seat wagging their tails in excitement.
  - D. To my surprise, there were two puppies in the back seat, wagging their tails in excitement.

Answer and Rationale

COMPETENCY 008

11. Which of the following sentences from the paragraph includes two words that a teacher can use to show how to apply hyphenation rules?
- A. Sentence 1
  - B. Sentence 2
  - C. Sentence 3
  - D. Sentence 4

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 009

12. The following is an excerpt from a ninth-grade student’s narrative.

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

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

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

Answer and Rationale

COMPETENCY 008

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

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

Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

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COMPETENCY 008

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

Answer and Rationale

COMPETENCY 009

15. When completing a research paper about a current controversy, a student finds an online article that includes information the student would like to cite in the paper. To best ensure that the information is reliable and correct, the student should first
- A. research the author's biographical and historical information.
  - B. confirm that the sources in the article's bibliography are based on research and support the article.
  - C. research the paper's topic by using books or other offline sources.
  - D. confirm that the source's graphics and illustrations support the information stated in the article.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 009

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

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

Answer and Rationale

COMPETENCY 003

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

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

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 002

18. A seventh-grade English teacher is assessing students' understanding of the persuasive essay by having them complete an in-class persuasive writing assignment. To most appropriately support an English-language learner (ELL) in the class who writes at the advanced level of English-language proficiency, the teacher should provide the student with which of the following?
- A. Simple sentence stems that facilitate the ELL's ability to write about familiar concepts
  - B. Instructions in the ELL's native language when discussing familiar concepts
  - C. Complex sentence stems that facilitate the ELL's ability to write about abstract concepts
  - D. Permission to write about abstract concepts in the ELL's native language

Answer and Rationale

COMPETENCY 002

19. When giving a seventh-grade class an informational essay to read, a teacher wants to ensure that an English-language learner (ELL) in the class who is reading at the intermediate English-language proficiency level is able to comprehend the language. Which of the following supports will best promote the ELL's comprehension while reading?
- A. Providing the ELL a word list that gives a familiar synonym for words likely to be unfamiliar
  - B. Providing the ELL a list of commonly used sentence stems used in informative articles
  - C. Having the ELL record events in a graphic organizer that are most important to remember
  - D. Having the ELL illustrate the parts of the article that he or she finds interesting

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 011

20. A teacher shows students the following photograph to reinforce a lesson on evaluating various photographic effects.



To best help students evaluate how the camera angle is used to communicate meaning in the photograph, the teacher should have students determine how the angle in this photograph draws viewers to focus on which of the following?

- A. The subject's actions
- B. The architectural details
- C. The subject's facial expression
- D. The artistic lighting

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.



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**Read the information below; then answer questions #21–23 that follow.**

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

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

COMPETENCY 005

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

Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

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COMPETENCY 005

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

- A. explain a purpose for the subject that follows.
- B. demonstrate that the speaker is well-read.
- C. compare the lives of the speaker and Wordsworth.
- D. characterize the speaker's native country.

Answer and Rationale

COMPETENCY 005

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

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

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 011

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

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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**Read the information below; then answer questions #25–29 that follow.**

An English teacher is planning to have students read and interpret the poem “Sympathy” by African-American poet Paul Laurence Dunbar. The teacher explains to the students that Dunbar was the son of former slaves and that his writing draws on stories of life on the plantation, particularly on his parents’ stories of their experiences.

### **Sympathy**

- I know what the caged bird feels, alas!  
    When the sun is bright on the upland slopes;  
    When the wind stirs soft through the springing grass,  
    And the river flows like a stream of glass;  
5     When the first bird sings and the first bud opes,  
    And the faint perfume from its chalice steals —  
    I know what the caged bird feels!
- I know why the caged bird beats his wing  
    Till its blood is red on the cruel bars;  
10    For he must fly back to his perch and cling  
    When he fain would be on the bough a-swing;  
    And a pain still throbs in the old, old scars  
    And they pulse again with a keener sting —  
    I know why he beats his wing!
- 15    I know why the caged bird sings, ah me,  
    When his wing is bruised and his bosom sore,—  
    When he beats his bars and he would be free;  
    It is not a carol of joy or glee,  
    But a prayer that he sends from his heart’s deep core,  
20    But a plea, that upward to Heaven he flings —  
    I know why the caged bird sings!

#### COMPETENCY 006

25. By providing students with the preliminary background of Dunbar’s family, the teacher best promotes students’ comprehension of the
- A. historical allusions.
  - B. dialectical differences.
  - C. rhyme scheme.
  - D. extended metaphor.

#### Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

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COMPETENCY 004

26. To best help students identify the meaning of the word “keener” in line 13, the teacher should have them
- A. drop the suffix to determine the root word.
  - B. use the context clues surrounding the word.
  - C. evaluate the connotation of the word.
  - D. analyze the syntactical placement of the word.

Answer and Rationale

COMPETENCY 007

27. Which of the following is the most accurate statement about Dunbar’s use of punctuation in the second stanza?
- A. Semicolons are used to draw a contrast between the beauty of the bird and cruelty of the world
  - B. Semicolons are used to emphasize the speaker’s emotional connection to the bird
  - C. An exclamation point is used to draw a contrast between the beauty of the bird and the cruelty of the world
  - D. An exclamation point is used to emphasize the speaker’s emotional connection to the bird

Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

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COMPETENCY 006

28. Which of the following most accurately describes the progression of imagery in the poem?
- A. Images of a bird’s beauty and grace in the first stanza sharply contrast images of brokenness and sadness in the second two stanzas
  - B. Images of the natural world in the first stanza sharply contrast images of the world created by humans in the second two stanzas
  - C. Images in the first stanza rely on vision, sharply contrasting with those in the second two stanzas that rely on other sensory experiences
  - D. Images in the first stanza are melancholy and detached, sharply contrasting with the high energy and joy in the second two stanzas

Answer and Rationale

COMPETENCY 007

29. When the teacher asks students how the title of the poem relates to the theme, the most supportable student response is that the speaker
- A. yearns for the feeling of freedom that birds feel.
  - B. is saddened by the fact that so many birds are entrapped.
  - C. relates to a caged bird’s desire for freedom.
  - D. is compassionate toward the life and death cycle of the bird.

Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

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COMPETENCY 009

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

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

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

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

Answer and Rationale

COMPETENCY 003

31. A teacher notices that students have a hard time analyzing unknown words encountered in informational text from a scientific journal.

Which of the following vocabulary strategies is best to help students effectively approach these unknown words?

- A. Learning the definitions of common bases and affixes to identify parts of unknown words and to guess their meanings
- B. Writing down all unknown words in a text to look up in the dictionary after reading and applying their definitions back to the reading texts
- C. Memorizing definitions for unknown words in a text prior to reading and discussing the words as they are met in the texts
- D. Making educated guesses about the meanings of unknown words using context clues and later using a dictionary to verify accuracy

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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COMPETENCY 004

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

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

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

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

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.



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## Answer Key and Rationales for Multiple-Choice Questions

Question Number	Competency Number	Correct Answer	Rationales
1	001	D	<p><b>Option D is correct</b> because a résumé should be written in formal, professional language and be free of slang or conversational language. <b>Option A is incorrect</b> because a professional résumé should remain in the formal third-person format. <b>Option B is incorrect</b> because résumés should highlight specific tasks and accomplishments but exclude general, cliché attributes. <b>Option C is incorrect</b> because résumés should be concise and to the point and should avoid exaggerating or embellishing any skills.</p> <p><a href="#">Back to Question</a></p>
2	004	D	<p><b>Option D is correct</b> because asking oneself questions while reading informational text promotes metacognition and higher-level comprehension of the text. <b>Option A is incorrect</b> because making predictions is generally a pre-reading strategy and would not specifically help a student while reading expository text. <b>Option B is incorrect</b> because setting a purpose for reading is primarily a pre-reading strategy. <b>Option C is incorrect</b> because informational texts have a different organizational pattern and structure than narrative texts, so there is no reason to learn about the narrative structure.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
3	005	A	<p><b>Option A is correct</b> because the text has a cause-and-effect structure, demonstrating the cause of the poison ivy rash “the oils from the poison ivy plant” — and then how to avoid spreading poison ivy — “washing off with water or rubbing alcohol.” <b>Option B is incorrect</b> because the content of the text is not being told in a particular time order as a narrative excerpt would. <b>Option C is incorrect</b> because, while some description is given, there is not a primary emphasis on descriptive details. <b>Option D is incorrect</b> because similarities and differences are not identified.</p> <p><a href="#">Back to Question</a></p>
4	005	C	<p><b>Option C is correct</b> because identifying signal words and phrases within the text, such as “consequently,” “therefore,” “as a result of” and “because” will help students recognize the cause-and-effect elements of the paragraphs. <b>Option A is incorrect</b> because finding the main idea of the excerpt will help with comprehension, but it does not help with identifying the text structure. <b>Option B is incorrect</b> because summarizing will only condense what is said in each paragraph and will not lead to identifying the structure of the passage. <b>Option D is incorrect</b> because reading another excerpt may further student’s knowledge on the same topic, but it will not help the reader to identify the structure of this excerpt.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
5	004	D	<p><b>Option D is correct</b> because this organizer enables the reader to list causes and their effects, including the cause of poison ivy initially showing up on the body and then the causes for it appearing on the body in other places at a later time. <b>Option A is incorrect</b> because this type of organizer, a cluster, is used for a text that focused on one topic with supporting details. <b>Option B is incorrect</b> because this type of organizer would be used for a paragraph that is written in chronological order. <b>Option C is incorrect</b> because this is a T-chart, and this type of organizer is used to compare and contrast ideas.</p> <p><a href="#">Back to Question</a></p>
6	008	C	<p><b>Option C is correct</b> because an outline will best help a student who has already brainstormed ideas to organize those ideas prior to writing a first draft. <b>Option A is incorrect</b> because although choosing transitional phrases will help students write more fluent and organized drafts, students need to outline the sequence of ideas before generating transitions between them. <b>Option B is incorrect</b> because helping students with drafting should occur after they have outlined their ideas. <b>Option D is incorrect</b> because while locating sources may help the student strengthen the position, the step is more related to gaining more support rather than organizing the ideas.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
7	010	B	<p><b>Option B is correct</b> because a student who is able to both orally discuss and build on group members' comments is showing strong oral communication skills as a speaker and a listener. <b>Option A is incorrect</b> because a student who asks questions that diverge from the original question is not demonstrating the listening element of oral communication skills. <b>Option C is incorrect</b> because a student who speaks more frequently may actually be demonstrating <i>poor</i> oral communication skills. Listening and responding to others' comments are better indicators that the student has strong oral communication skills. <b>Option D is incorrect</b> because ensuring that each question is answered in depth is not an indicator of a student's strength in oral communication; it is more an indicator of how critically a group is thinking on the whole.</p> <p><a href="#">Back to Question</a></p>
8	010	D	<p><b>Option D is correct</b> because having all students create the questions, from which the teacher selects two to ask each class period, provides students with an opportunity to practice writing relevant questions and to see how effective questions generate group discussion. By first modeling effective questioning and then having students practice it, the teacher promotes active engagement. <b>Option A is incorrect</b> because encouraging the weakest students to only observe eliminates them from active engagement. <b>Option B is incorrect</b> because having the strongest students lead the discussions does not require active engagement from everyone. <b>Option C is incorrect</b> because having students evaluate one another does not build on the strategy, and it will likely lead to discouraging students from participating.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
9	008	B	<p><b>Option B is correct</b> because, due to the misplaced modifier, “Having wanted one for so long, my house was completely ready for the arrival of a cocker spaniel we had found out about from the newspaper,” seems to say that the house wanted the cocker spaniel. <b>Options A, C and D are incorrect</b> because they do not contain misplaced modifiers.</p> <p><a href="#">Back to Question</a></p>
10	008	D	<p><b>Option D is correct</b> because the commas are correctly placed. The first comma is following an introductory phrase, and the second comma is used to set off a modifying phrase that is not necessary for understanding the meaning but provides important information. <b>Option A is incorrect</b> because this sentence is missing a comma after the introductory phrase. Also, there is an inappropriate comma after “puppies” because “in the back seat” is part of the independent clause. <b>Option B is incorrect</b> because there shouldn’t be a comma after “tails” because “in excitement” is necessary information for completing the participial phrase. <b>Option C is incorrect</b> because there should be a comma after “seat” because “wagging their tails in excitement” is a modifying phrase that is not necessary for understanding the meaning of the sentence.</p> <p><a href="#">Back to Question</a></p>
11	008	C	<p><b>Option C is correct</b> because a hyphen should be used in “four-legged,” the adjective that comes before the noun “friend.” <b>Options A, B and D are incorrect</b> because none of the words in these sentences are structured with two adjectives preceding a noun to act as a single idea.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
12	009	B	<p><b>Option B is correct</b> because all of the sentences are compound, which makes the paragraph a little monotonous to read. <b>Option A is incorrect</b> because figurative language is used well. <b>Option C is incorrect</b> because word choice and imagery are used appropriately. <b>Option D is incorrect</b> because all of the pronouns are used correctly.</p> <p><a href="#">Back to Question</a></p>
13	008	B	<p><b>Option B is correct</b> because a shift in concept would require a transition to improve flow. <b>Option A is incorrect</b> because descriptive details enhance an essay but do not necessarily require transitional phrases. <b>Option C is incorrect</b> because, while varied sentence structure is important, adding transitions is not the way to create the variations. <b>Option D is incorrect</b> because, while biased language would be present in a persuasive essay, it would not cue the addition of transitions.</p> <p><a href="#">Back to Question</a></p>
14	008	A	<p><b>Option A is correct</b> because the blog activity will help students begin generating specific and targeted ideas for prewriting. <b>Option B is incorrect</b> because, while the ideas generated from the activity might be later applied to drafting, the strategy best supports prewriting. <b>Options C and D are incorrect</b> because the activity does nothing to promote modifying of ideas or application of grammar, usage and mechanics, which are entailed in the revising and editing steps.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
15	009	B	<p><b>Option B is correct</b> because if the sources listed in the bibliography are research-based and support the article, the author is likely to be discussing reliable information. <b>Option A is incorrect</b> because knowing the biographical information might be helpful, but it will not confirm the reliability or correctness of the source. <b>Option C is incorrect</b> because having students use offline sources first may not give them the most current information. <b>Option D is incorrect</b> because evaluating the graphics is important to comprehension but not to confirming the reliability of the article’s information.</p> <p><a href="#">Back to Question</a></p>
16	009	C	<p><b>Option C is correct</b> because the statement portrays an example of the audience knowing something that the characters do not. This is an element of dramatic irony that often makes theater engaging. <b>Options A and D are incorrect</b> because these statements portray examples of contradictory situations, or situational irony. <b>Option B is incorrect</b> because the statement portrays an example of verbal irony, when the intent of the spoken message is directly opposite of what is said.</p> <p><a href="#">Back to Question</a></p>
17	003	C	<p><b>Option C is correct</b> because during the eighteenth century, adoption of Greek and Latin words into English became increasingly popular, as did the practice of inventing new words based on these ancient languages. <b>Options A, B and D are incorrect</b> because though these languages have influenced English, they were not significant influences during this time.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
18	002	C	<p><b>Option C is correct</b> because complex sentence stems would aid the ELL in writing about abstract concepts in the same manner that a native English speaker might write, which is an appropriate goal for an ELL writing at the advanced level of English-language proficiency. <b>Option A is incorrect</b> because the use of simple sentence stems is appropriate for a beginner and/or intermediate ELL but not for an advanced ELL. <b>Option B is incorrect</b> because this is a beginning-level accommodation, and the teacher should no longer be giving a student who is an advanced ELL instructions in his or her native language. <b>Option D is incorrect</b> because the student should not be using native language, except in the earliest stage of the beginning proficiency level.</p> <p><a href="#">Back to Question</a></p>
19	002	A	<p><b>Option A is correct</b> because providing word lists of synonyms will ensure that ELLs will not have to struggle to understand unknown words; they will be better able to understand the content of the informational text. <b>Option B is incorrect</b> because providing ELLs with a list of commonly used sentence stems might help them in writing, but it will not help them with comprehension during reading. <b>Option C is incorrect</b> because to complete a graphic organizer, an ELL would have to understand the content of the text. <b>Option D is incorrect</b> because, while illustrating is a good strategy, it does not help develop language comprehension.</p> <p><a href="#">Back to Question</a></p>



Question Number	Competency Number	Correct Answer	Rationales
20	011	C	<p><b>Option C is correct</b> because the fact that the picture is taken at eye level shows that the cameraperson wanted the audience to be at the same level as the child in order to experience an emotion such as empathy or compassion. <b>Option A is incorrect</b> because the subject is standing still, and any action would be portrayed with blurred imagery. <b>Option B is incorrect</b> because the architectural details are actually blurred, so the audience is not drawn into those. <b>Option D is incorrect</b> because lighting of the photograph, which might focus on the shadow, is unrelated to the camera angle.</p> <p><a href="#">Back to Question</a></p>
21	005	D	<p><b>Option D is correct</b> because the speaker is comparing her life to South Australia’s chronological development. <b>Option A is incorrect</b> because the main purpose of the sentence is not a short amusing story, although it does open the rest of the paragraph up to doing so. <b>Option B is incorrect</b> because Spence’s moving with her family and the development of Australia are not being sharply contrasted. <b>Option C is incorrect</b> because no parenthesis, or information included as an aside, is part of sentence 1.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
22	005	A	<p><b>Option A is correct</b> because the allusion is used to introduce the subject that follows, a description of how she is a product of her upbringing and like her mother. <b>Option B is incorrect</b> because even though she alludes to a famous literary text, her main purpose is to illustrate her point, not show that she is well-read. <b>Options C and D are incorrect</b> because she is not drawing a comparison of her life to Wordsworth or characterizing her native country through the use of the allusion.</p> <p><a href="#">Back to Question</a></p>
23	005	C	<p><b>Option C is correct</b> because the point of these sentences is to discuss her parents and forebears from whom she has derived various attributes. <b>Options A and B are incorrect</b> because the sentences do not focus on specific life events or opinions about women’s issues. <b>Option D is incorrect</b> because the family connections mentioned are not primarily mentioned to highlight their evolution; rather, the sentences demonstrate how particular attributes have been passed down to her.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
24	011	B	<p><b>Option B is correct</b> because this advertisement depicts the bandwagon effect of people following the leader, and thus being made to feel they made the right choice by joining the crowd. <b>Option A is incorrect</b> because this advertisement resonates more with a name-calling propaganda technique. <b>Option C is incorrect</b> because this advertisement depicts a plain folks technique, appealing to a stereotypical, average voter. It also utilizes some aspects of glittering generalities by making reference to “family values.” <b>Option D is incorrect</b> because this advertisement primarily utilizes testimonials, in which a spokesperson speaks positively about a product, in this case the candidate.</p> <p><a href="#">Back to Question</a></p>
25	006	D	<p><b>Option D is correct</b> because the background the teacher provides of Dunbar as a son of freed slaves is intended to support the meaning of the caged bird metaphor throughout the poem. <b>Options A and B are incorrect</b> because there are no historical allusions or unique dialectical differences present in the poem. <b>Option C is incorrect</b> because Dunbar’s family history being connected to slavery does not explain the poem’s rhythm or rhyme scheme.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
26	004	B	<p><b>Option B is correct</b> because in this sentence, the context suggests that “keener” means stronger, derived from the preceding “a pain throbs in the old, old scars/and they pulse again.” <b>Option A is incorrect</b> because the students may not know the meaning of the root word, especially in a word like this that is uncommon and where the suffix adds very little to the word. <b>Option C is incorrect</b> because the students must learn the denotation before they can understand the connotation. <b>Option D is incorrect</b> because the word’s position in the sentence is irrelevant to its meaning in the sentence.</p> <p><a href="#">Back to Question</a></p>
27	007	D	<p><b>Option D is correct</b> because Dunbar uses an exclamation point to reiterate his understanding of “why the caged bird beats his wing” in the first line of the stanza. After listing the painful cruelty that the caged bird experiences, he relates wholeheartedly with the bird: “I know why he beats his wing!” <b>Option A is incorrect</b> because the semicolons are used to separate images of the cruelty that the caged bird endures and because the images are not contrasting. <b>Option B is incorrect</b> because, while Dunbar is demonstrating a connection to the bird, the semicolon is being used to separate the images, not to draw a connection to the bird. <b>Option C is incorrect</b> because the images listed in this stanza do not describe the beauty of the bird, only the cruelty of the world.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
28	006	A	<p><b>Option A is correct</b> because “springing grass,” “bird sings,” “first bud opes,” contrast with images such as “blood is red on the cruel bars” and “wing is bruised and his bosom sore.” <b>Option B is incorrect</b> because this contrast does not closely match the poem; all three stanzas contain images of the natural world. <b>Option C is incorrect</b> because images are primarily visual and audible throughout. <b>Option D is incorrect</b> because the statement reflects a complete misreading.</p> <p><a href="#">Back to Question</a></p>
29	007	C	<p><b>Option C is correct</b> because this statement describes the extended metaphor throughout the poem. <b>Option A is incorrect</b> because the bird does not feel free. <b>Options B and D are incorrect</b> because it is not stated or implied that the bird is saddened by the fact that many birds are entrapped or that the author is compassionate about the life cycle of the bird. These are misreadings of the poem.</p> <p><a href="#">Back to Question</a></p>

Question Number	Competency Number	Correct Answer	Rationales
30	009	C	<p><b>Option C is correct</b> because King uses participial phrases to describe the current state of Mississippi. Participial phrases begin with a present or past participle and act as adjectival phrases. <b>Option A is incorrect</b> because infinitive phrases, those consisting of the root of the verb preceded by “to” and any modifiers or complements associated with it, are not present in the excerpt. <b>Option B is incorrect</b> because absolute phrases, which modify the entire sentence and not just a word within it, are not present. <b>Option D is incorrect</b> because appositive phrases, in which a word is renamed or amplified in a phrase following it, are not present.</p> <p><a href="#">Back to Question</a></p>
31	003	A	<p><b>Option A is correct</b> because instruction in analysis of word parts, i.e., bases, prefixes and suffixes, helps students understand unknown scientific words each time they encounter them. If students are able to analyze at least part of an unknown word and apply something they know about a similar word, they are able to make an educated guess about the definition. <b>Option B is incorrect</b> because writing down words to look up later is an inefficient method of learning new words. It creates a great deal of work that results in a student reading back through the text again while trying to insert definitions to assist in understanding. <b>Option C is incorrect</b> because memorization of vocabulary words is a fleeting solution that fails to equip the student with strategies for reading unfamiliar words. <b>Option D is incorrect</b> because although using context clues is an excellent skill for students to attain, it is not the best strategy for a student to apply when reading informational text, such as a science textbook in which the text can be dense with unfamiliar vocabulary.</p> <p><a href="#">Back to Question</a></p>

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Question Number	Competency Number	Correct Answer	Rationales
32	004	D	<p><b>Option D is correct</b> because the most effective word identification strategy involves analyzing the prefix “multi” and the root “folio.” <b>Option A is incorrect</b> because it requires students to determine meaning based on the sounds of the phonemes and does not provide sufficient information to decode the meaning of the word. <b>Option B is incorrect</b> because though the word “rose” does provide some contextual clues to the meaning of the word and supports the conclusion that the word has something to do with plants, it does not provide sufficient context to adequately decode the complete meaning of the word. <b>Option C is incorrect</b> because although the student can use syntactical analysis to determine that the word is an adjective, knowing the part of speech is not going to help the student determine the meaning of the word.</p> <p><a href="#">Back to Question</a></p>

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## Constructed-Response Questions

The purpose of this section is to describe the constructed-response questions that appear on the English Language Arts and Reading 7–12 test and to explain the criteria used to score each constructed-response question. The test includes two constructed-response questions: a literary analysis question and a three-part writing assessment and pedagogy question. Unlike the multiple-choice questions, the constructed-response questions require you to demonstrate your knowledge in a subject area by providing in-depth written responses.

Each constructed-response question is scored independently by two raters with relevant professional backgrounds who have been trained to apply the scoring criteria detailed in the scoring rubrics. If a response receives discrepant scores from the two raters, additional scoring is used to determine the final score. The scores for the two constructed-response questions are weighted and combined with the multiple-choice score to produce a total test score. The two constructed-response questions account for approximately 35 percent of the total test score. Your score report will also include individual scaled scores for each constructed-response question, along with explanations of the performance levels for those scores. The scaled score for each constructed-response question that will be reported to you is the sum of the two rater scores.

The examinee's score report will include a score for each constructed-response question along with specific feedback describing the degree to which each of the examinee's responses demonstrated understanding of the content knowledge addressed in the question and, for lower scores, identifying particular weaknesses in each response that the examinee might wish to address when preparing to retake the test. This feedback is based on the Performance Characteristics described on the next page and on the scoring criteria identified in the scoring rubric for each constructed-response question.



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## Performance Characteristics for the Constructed-Response Questions

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

**Purpose:** The extent to which the candidate responds to the components of the question in relation to relevant content knowledge addressed in the test framework for TExES English Language Arts and Reading 7–12.

**Demonstration of Knowledge:** The extent to which the knowledge demonstrated is accurate and effectively applied in relation to relevant content knowledge addressed in the test framework for TExES English Language Arts and Reading 7–12.

**Support:** Quality and relevance of supporting details in relation to relevant content knowledge addressed in the test framework for TExES English Language Arts and Reading 7–12.

**Rationale:** Soundness of reasoning and depth of understanding demonstrated in relation to relevant content knowledge addressed in the test framework for TExES English Language Arts and Reading 7–12.

**Written Expression:** The extent to which the response is appropriate for the specified audience and conforms to conventions of standard English for paragraphing, sentence structure, usage and mechanical conventions in relation to relevant content knowledge addressed in the test framework for TExES English Language Arts and Reading 7–12.

## Preparing for the Constructed-Response Questions

When preparing for the constructed-response questions of the test, read the sample questions and scoring rubrics carefully. You may wish to draft a response to each sample question by reading the question and planning, writing and revising your essay. You should use a total of about 60–90 minutes for each constructed-response question. Please note that, on the actual test, you will be scored *only* on the response that you type on the computer. Also, because you may not use any reference materials during the test, it is recommended that you refrain from using a dictionary, a thesaurus or textbooks while writing your practice responses.

Once you have written your practice responses, reread the appropriate scoring rubrics, and then read the sample responses provided for each score level. Rationales that explain how the responses characterize the score point description are provided for each of the responses. After you have read through these materials, review your own responses in light of the score point descriptions. You may also wish to review your responses and the score scale with staff in your preparation program.

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## Constructed-Response Question 1: Literary Analysis

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

### General Directions

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

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

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

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## Sample Literary Analysis Question

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

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

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

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

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

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

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

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

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

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

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## How the Literary Analysis Question is Scored

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

### *Scoring Rubric for the Literary Analysis Question*

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

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

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

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## Literary Analysis Question Sample Responses with Rationales

### *Sample Response Earning a Score of 4*

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

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

Both authors want us to see the distance between the privileged who enjoy the finished product and the workers. Dickens’ workers will never enjoy the “comforts” and “elegancies” which they help to create and the “fine” ladies who do enjoy them do not want to be disturbed by thoughts of the suffering and exploitation that make their luxuries possible. Espada’s narrator, however, does leave the factory and achieves a position which allows him to enjoy the luxuries of the modern world, as referenced by the legal pad and the law book. His first-hand experience on the factory floor enables him to make connections that others can’t or won’t. To others the law book is simply a law book; for Espada’s narrator it marks the distance between the uneducated who toil and suffer and the educated who take that suffering for granted. Despite his reformist bent, Dickens’ narrator seems to be much more pessimistic about the prospects of his workers. Unlike Espada’s narrator, they will not leave the factory or hold in

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their hands its products. They are victims of a market, comprising both the “cheapest” and the “dearest,” that keeps them imprisoned in the unchanging “material aspect” of the town, “a world without end.”

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



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### ***Rationale for the Score of 4***

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

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### **Sample Response Earning a Score of 3**

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

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

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

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

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

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For example, the narrator's use of the metaphor "serpents of smoke" helps outsiders visualize the smoke and adds a sinister quality to the smoke through snakes' association with poison and Satan. The unnatural image of a "river that ran purple with ill-smelling die" also effectively emphasizes the extremity of the pollution here. He uses a simile to compare the motion of a steam engine to "the head of an elephant in a state of melancholy madness." The first paragraph uses really long sentences that all begin with the same way ("It was," "It had," "It contained"). This repetition along with the use of words like "interminable," "forever and ever" emphasize the endless and unchanging misery that Coketown represents. All he says about the people is that they were "equally like one another" and that they led monotonous lives that never changed. However, given the smoky, smelly, noisy, noxious environment that Dickens has described, the fact that these nameless people are trapped there to suffer forever is reminiscent of Hell. In the next paragraph we're presented with the irony that the factories and workers of this Hell produce the "comforts. . . and elegancies of life." Although he sets up a juxtaposition between the squalor of Coketown and the luxuries it produces, he also firmly but indirectly links the "fine lady" who so enjoys the "elegancies of life" with the horror of Coketown. The fact that she "could scarcely bear to hear the place mentioned" suggests both guilt and indifference. Rather than directly accusing his audience of playing a role in the creation of Coketown, Dickens uses the anonymous "fine lady" to represent all the people who thoughtlessly contribute to the suffering of others.

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

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### ***Rationale for the Score of 3***

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

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### **Sample Response Earning a Score of 2**

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

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

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

*Hard Times* is set in an industrial city called Coketown. Where Espada's description acts like a movie camera, Dickens is like a painter focused on the colors of his palette. He describes "red brick," "unnatural red and black," and "a river that ran purple." These colors paint a picture of the pollution in Coketown. Dickens also uses alliteration to imitate the hissing of smokestacks. He uses a simile when he says: "the piston of the steam engine worked monotonously up and down like the head of an elephant in a state of melancholy madness."

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

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### ***Rationale for the Score of 2***

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

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### ***Sample Response Earning a Score of 1***

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

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

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

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

### ***Rationale for the Score of 1***

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

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## Constructed-Response Question 2: Writing Assessment and Pedagogy

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

### General Directions

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

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

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

### Sample Writing Assessment and Pedagogy Question

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

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

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

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

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

Dear Ms. Santiago,

I think that the school’s new ban on student’s using cell phones is total overkill. Don’t get me wrong, everyone knows that we had a problem. Before the ban, the halls were so clogged with kids texting and talking on their phones that nobody could make it to class on time. Even the kids who with no phones! Then there was that girl last year who fell down the steps in the science wing and



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broke her leg because she was texting her boyfriend instead of looking where she was going. Could have been worse, I guess, she could of been driving! Hopefully she learned her lesson.

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

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

### **TASK 1**

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

### **TASK 2**

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

### **TASK 3**

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

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## How the Writing Assessment and Pedagogy Question is Scored

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

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

## Combined Score Descriptions

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

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

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## Writing Assessment and Pedagogy Question Sample Responses with Rationales

### *Sample Response Earning a Combined Score of 6*

#### **TASK 1**

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

#### **TASK 2**

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

#### **TASK 3**

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

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

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

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

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

### ***Rationale for a Combined Score of 6***

**This response earns full credit on all three tasks.**

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

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

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

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### ***Sample Response Earning a Combined Score of 3***

#### **TASK 1**

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

#### **TASK 2**

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

#### **TASK 3**

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

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### ***Rationale for a Combined Score of 3***

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

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

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

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## ***Sample Response Earning a Combined Score of 0***

### **TASK 1**

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

### **TASK 2**

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

### **TASK 3**

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

## ***Rationale for a Combined Score of 0***

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

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

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





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## Preparation Resources

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

### JOURNALS

*English Journal*, National Council of Teachers of English.

*Instructor*, Scholastic, Inc.

Journal of Adolescent and Adult Literacy, International Reading Association.

*Language Arts*, National Council of Teachers of English.

*Reading Research Quarterly*, International Reading Association.

*Research in the Teaching of English*, National Council of Teachers of English.

*The Reading Teacher*, International Reading Association.

*Voices from the Middle*, National Council of Teachers of English.

### OTHER RESOURCES

Anderson, J., and Spandel, V. (2005). *Mechanically Inclined: Building Grammar, Usage and Style into Writer's Workshop*. Portland, Maine: Stenhouse Publishers.

Atwell, N., and Harwayne, S. (2007). *The Reading Zone*. New York, N.Y.: Scholastic Publishers.

Goudvis, A., and Harvey, S. (2007). *Strategies That Work: Teaching Comprehension for Understanding and Engagement, Second Edition*. Portland, Maine: Stenhouse Publishers.

Pinnell, G. S., and Fountas, I. C. (2007). *The Continuum of Literacy Learning, Grades K–8: Behaviors and Understandings to Notice, Teach, and Support*. Portsmouth, N.H.: Heinemann.

Pinnell, G. S., Fountas, I. C., and Giacobbe, M. E. (1998). *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Portsmouth, N.H.: Heinemann.

Texas Education Agency. Texas Essential Knowledge and Skills (TEKS).

Tompkins, G. (2010). *Literacy for the 21st Century: a Balanced Approach, Fifth Edition*. Upper Saddle River, N.J.: Pearson.

Tyner, B., and Green, S. E. (2005). *Small Group Reading Instruction Grades 3–8*. Newark, Del.: International Reading Association.

Wagner, R. K., Muse, A. E., and Tannenbaum, K. R. (2007). *Vocabulary Acquisition Implications for Reading Comprehension*. New York, N.Y.: Guilford Press.

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## ONLINE RESOURCES

College Board — <http://research.collegeboard.org>

Capital Community College Foundation, *Guide to Grammar & Writing* —  
<http://grammar.ccc.commnet.edu/grammar/>

Education Oasis — [www.educationoasis.com](http://www.educationoasis.com)

Education Resources Information Center (ERIC) — [www.eric.ed.gov](http://www.eric.ed.gov)

Florida Center for Reading Research — [www.fcrr.org](http://www.fcrr.org)

International Reading Association — [www.reading.org](http://www.reading.org)

National Council of Teachers of English — [www.ncte.org](http://www.ncte.org)

National Writing Project: Improving Writing and Learning in the Nation's Schools —  
<http://www.nwp.org/cs/public/print/resource>

Navigating the ELPS, *Using the New Standards to Improve Instruction for English Learners*, Canter Press, John Seidlitz —  
[http://portal.esc20.net/portal/page/portal/doclibraryroot/publicpages/ELPS/Tab/ELPS\\_082809\(2\).pdf](http://portal.esc20.net/portal/page/portal/doclibraryroot/publicpages/ELPS/Tab/ELPS_082809(2).pdf)

Paradigm Online Writing Assistant — <http://www.powa.org/>

readwritethink — [www.readwritethink.org](http://www.readwritethink.org)

Texas Assistive Technology Network — [www.texasat.net](http://www.texasat.net)

Texas Education Agency — [www.tea.state.tx.us](http://www.tea.state.tx.us)

The University of North Carolina School of Education/Learn NC — [www.learnnc.org](http://www.learnnc.org)

Vaughn Gross Center for Reading and Language Arts Library, The University of Texas at Austin — <http://www.meadowscenter.org/library>

**Many well-known colleges and universities have resources available through their writing centers including, but not limited to, the following:**

Boise State University — <http://writingcenter.boisestate.edu/general-writing-handouts>

Northern Illinois University/University Writing Center —  
<http://www.niu.edu/uwc/index.shtml>

The Purdue Online Writing Lab — <http://owl.english.purdue.edu>

The University of North Carolina at Chapel Hill (The Writing Center) —  
<http://writingcenter.unc.edu>

University of Arkansas at Little Rock University Writing Center —  
<http://ualr.edu/writingcenter/index.php/home/resources/handouts>

Writing Center San Jose State University —  
[www.sjsu.edu/writingcenter/writingresources/onlineresources/index.html](http://www.sjsu.edu/writingcenter/writingresources/onlineresources/index.html)