TExES | Texas Examinations of Educator Standards

Preparation Manual

131 English Language Arts and Reading 8–12

PREFACE

The State Board for Educator Certification (SBEC) has developed new standards for Texas educators that delineate what the beginning educator should know and be able to do. These standards, which are based on the state-required curriculum for students—the Texas Essential Knowledge and Skills (TEKS)—form the basis for new Texas Examinations of Educator Standards (TExES™). This initiative will impact all areas of Texas education—from the more than 100 approved Texas educator preparation programs to the more than 7,000 Texas school campuses. This standards-based system reflects SBEC's commitment to help align Texas education from kindergarten through college. SBEC's role in this K–16 initiative will ensure that newly certified Texas teachers have the essential knowledge and skills to teach the TEKS to the state's public school students.

This manual is designed to help examinees prepare for the new TExES test in this field. Its purpose is to familiarize examinees with the competencies to be tested, test item formats, and pertinent study resources. Educator preparation program staff may also find this information useful as they help examinees prepare for careers as Texas educators.

If you have any questions after reading this preparation manual or you would like additional information about the new TExES tests or the educator standards, please visit the SBEC Web site at www.sbec.state.tx.us.

KEY FEATURES OF THE MANUAL

List of competencies that will be tested

Strategies for answering test questions

Sample test items and answer key

TABLE OF CONTENTS

THE NEW TExES TESTS FOR TEXAS TEACHERS

As required by the Texas Education Code §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. Each TExES test is a criterion-referenced examination designed to measure the knowledge and skills delineated in the corresponding TExES test framework. Each test framework is based on standards that were developed by Texas educators and other education stakeholders.

Each newly developed TExES test is designed to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The tests include both individual, or stand-alone, test items (questions) and items that are arranged in clustered sets based on real-world situations faced by educators. In addition, the English Language Arts and Reading 8–12 test includes a constructed-response assignment for which candidates will construct a written response.

Development of the New TExES Tests

Committees of Texas educators and interested citizens guide the development of the new TExES tests by participating in each stage of the test development process. These working committees are comprised of Texas educators from public and charter schools, faculty from educator preparation programs, education service center staff, representatives from professional educator organizations, content experts, the business community, and parents. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender, and geographical location. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. The steps in the process to develop the TExES tests are described below.

1. **Develop Standards.** Committees are convened to recommend what the beginning educator should know and be able to do. To ensure vertical alignment of standards across the range of instructional levels, individuals with expertise in early childhood, elementary, middle, or high school meet jointly to articulate the critical knowledge and skills for a particular content area. Participants begin their dialogue using a "clean slate" approach with the TEKS as the focal point. Draft standards are written to incorporate the TEKS and to expand upon that content to ensure that all beginning educators possess the appropriate level of both knowledge and skills to instruct students successfully.

2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the SBEC Web site for public review and comment. These comments are used to prepare a final draft of the standards that will be presented to the SBEC Board for discussion, the State Board of Education (SBOE) for review and comment, and the SBEC Board for approval. Standards not based specifically on the TEKS, such as those for librarians and counselors, are proposed as rule by the SBEC Board; sent to the SBOE for its 90-day review; and, if not rejected by the SBOE, adopted by the SBEC Board.

3. **Develop Test Frameworks.** Committees review and revise draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. The TExES competencies represent the critical components of the standards that can be measured with either a pencil-paper-based or computer-based examination, as appropriate. Draft frameworks are not finalized until after the standards are approved and the job analysis/content validation survey (see #4) is complete.

4. **Conduct Job Analysis/Content Validation Surveys.** A representative sample of Texas educators who practice in or prepare individuals for each of the fields for which an educator certificate has been proposed are surveyed to determine the relative job importance of each competency outlined in the test framework for that content area. Frameworks are revised as needed following an analysis of the survey responses.

5. **Develop and Review New Test Items.** The test contractor develops draft items and constructed-response assignments that are designed to measure the competencies described in the test framework. Committees review the newly developed test items that have been written to reflect the competencies in the new test frameworks and may accept, revise, or reject test items. Committee members scrutinize the draft items and assignments for appropriateness of content and difficulty; clarity; match to the competencies; and potential ethnic, gender, and regional bias.

6. **Conduct Pilot Test of New Test Items.** All of the newly developed test items and assignments that have been deemed acceptable by the item review committees are then administered to an appropriate sample of Texas educators.

7. **Review Pilot Test Data.** Committees review all the statistical data gathered from the pilot tests to ensure that the test items are valid, reliable, and free from bias.

8. **Review Marker Papers.** The Marker Paper Review Committee reviews test materials used to train scorers to evaluate written responses for administrations of the English Language Arts and Reading 8–12 test.

9. **Administer New TExES Tests.** New TExES tests are constructed to reflect the competencies, and the tests are administered to candidates for certification.

10. **Set Passing Standard.** A Standard Setting Committee convenes to review performance data from the initial administration of each new TExES test and to recommend a final passing standard for that test. SBEC considers this recommendation as it establishes a passing score on the test.

Taking the TExES Test and Receiving Scores

Please refer to the current TExES registration bulletin for information on test dates, sites, fees, registration procedures, and policies.

You will be mailed a score report approximately four weeks after each test you take. The report will indicate whether you have passed the test and will include:

- a total test scaled score that is reported on a scale of 100–300. The minimum passing score is a scaled score of 240. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools.

- your performance in the major content domains of the test and in the specific content competencies of the test.

  — This information may be useful in identifying strengths and weaknesses in your content preparation and can be used for further study or for preparing to retake the test.

- information to help you interpret your results.

You will <u>not</u> receive a score report if you are absent or choose to cancel your score.

Additionally, unofficial score report information will be posted on the Internet on the score report mailing date of each test administration. Information about receiving unofficial scores via the Internet, the score scale, and other score report topics may be found on the SBEC Web site at <u>www.sbec.state.tx.us</u>.

Educator Standards

Complete, approved educator standards are posted on the SBEC Web site at <u>www.sbec.state.tx.us</u>.

SECTION II

USING THE TEST FRAMEWORK

The Texas Examination of Educator Standards (TExES) test measures the content knowledge required of an entry-level educator in this field in Texas public schools. This manual is designed to guide your preparation by helping you become familiar with the material to be covered on the test.

When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample items that are included in this manual. These test questions represent only a *sample* of items. Thus, your test preparation should focus on the complete content eligible for testing, as specified in the competencies and descriptive statements.

Organization of the TExES Test Framework

The test framework is based on the educator standards for this field.

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:

1. 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, and

2. the *descriptive statements,* which describe in greater detail the knowledge and skills eligible for testing.

The educator standards being assessed within each domain are listed for reference at the beginning of the test framework, which begins on page 6. These are then followed by a complete set of the framework's competencies and descriptive statements.

An example of a competency and its accompanying descriptive statements is provided on the next page.

Sample Competency and Descriptive Statements

English Language Arts and Reading 8–12

Competency:

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.

Descriptive Statements:

The beginning teacher:

- Understands the continuum of language arts skills and expectations for students in grades 8–12, as specified in the Texas Essential Knowledge and Skills (TEKS).

- Understands the importance of integrating the language arts to improve students' language and literacy.

- Understands the interrelationship between the language arts and other areas of the curriculum and uses this knowledge to facilitate students' learning across the curriculum.

- Understands relationships among reading, writing, speaking, listening, and complex thinking and uses instruction to make connections among them in order to improve performance in each area.

- Understands and teaches how the expressive uses of language (speaking, representing, writing) and the receptive uses of language (listening, reading, viewing) influence one another.

Studying for the TExES Test

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see the following pages in this section). *Within each domain* of the English Language Arts and Reading 8–12 TExES test, each competency will receive approximately equal coverage.

2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. When you have become familiar with the competencies, consider those competencies about which you feel you know the most and the least. You may wish to use this review of the competencies to set priorities for your study time.

3. Review Section VI for possible resources to consult. Also, compile key materials from your preparation coursework that are aligned with the competencies.

4. Study this manual for approaches to taking the TExES test.

5. When using resources, concentrate on the key ideas and important concepts that are discussed in the competencies and descriptive statements.

NOTE: This preparation manual is the only TExES test study material endorsed by SBEC for this field. Other preparation materials may not accurately reflect the content of the test or the policies and procedures of the TExES program.

TEST FRAMEWORK FOR FIELD 131:
ENGLISH LANGUAGE ARTS AND READING 8–12

Domain I   **Integrated Language Arts, Diverse Learners, and the Study of English (approximately 15% of the test)**

Standards Assessed:

English Language Arts and Reading 8–12 Standards I and VII:
English language arts teachers in grades 8–12 know how to design and implement instruction that is appropriate for each student, that reflects knowledge of the Texas Essential Knowledge and Skills (TEKS), that integrates all components of the English language arts (i.e., writing, reading, listening/ speaking, viewing/representing), and that is based on continuous assessment.

English language arts teachers in grades 8–12 understand the structure and development of the English language and provide students with opportunities to develop related knowledge and skills in meaningful contexts.

Domain II   **Literature, Reading Processes, and Skills for Reading Literary and Nonliterary Texts (approximately 40% of the test)**

Standards Assessed:

English Language Arts and Reading 8–12 Standards I–IV:
English language arts teachers in grades 8–12 know how to design and implement instruction that is appropriate for each student, that reflects knowledge of the Texas Essential Knowledge and Skills (TEKS), that integrates all components of the English language arts (i.e., writing, reading, listening/ speaking, viewing/representing), and that is based on continuous assessment.

English language arts teachers in grades 8–12 understand the processes of reading and teach students to apply these processes.

English language arts teachers in grades 8–12 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 teachers in grades 8–12 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.

Domain III **Written Communication**
(approximately 30% of the test)

Standards Assessed:

English Language Arts and Reading 8–12 Standards I, V, and VI:
English language arts teachers in grades 8–12 know how to design and implement instruction that is appropriate for each student, that reflects knowledge of the Texas Essential Knowledge and Skills (TEKS), that integrates all components of the English language arts (i.e., writing, reading, listening/speaking, viewing/representing), and that is based on continuous assessment.

English language arts teachers in grades 8–12 understand that writing is a recursive, developmental, integrative, and ongoing process and provide students with opportunities to develop competence as writers.

English language arts teachers in grades 8–12 understand how to write effectively for various audiences and purposes and provide students with opportunities to write in a variety of forms and contexts.

Domain IV **Oral Communication and Media Literacy**
(approximately 15% of the test)

Standards Assessed:

English Language Arts and Reading 8–12 Standards I, VIII, and IX:
English language arts teachers in grades 8–12 know how to design and implement instruction that is appropriate for each student, that reflects knowledge of the Texas Essential Knowledge and Skills (TEKS), that integrates all components of the English language arts (i.e., writing, reading, listening/speaking, viewing/representing), and that is based on continuous assessment.

English language arts teachers in grades 8–12 understand oral communication and provide students with opportunities to develop listening and speaking skills.

English language arts teachers in grades 8–12 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.

DOMAIN I—INTEGRATED LANGUAGE ARTS, DIVERSE LEARNERS, AND THE STUDY OF ENGLISH

Competency 001

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

The beginning teacher:

- Understands the continuum of language arts skills and expectations for students in grades 8–12, as specified in the Texas Essential Knowledge and Skills (TEKS).

- Understands the importance of integrating the language arts to improve students' language and literacy.

- Understands the interrelationship between the language arts and other areas of the curriculum and uses this knowledge to facilitate students' learning across the curriculum.

- Understands relationships among reading, writing, speaking, listening, and complex thinking and uses instruction to make connections among them in order to improve performance in each area.

- Understands and teaches how the expressive uses of language (speaking, representing, writing) and the receptive uses of language (listening, reading, viewing) influence one another.

Competency 002

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

The beginning teacher:

- Knows how individual differences (for example, in relation to experience, culture, language, attitude, disability) may affect students' language skills.

- Designs learning experiences and selects materials that respond to and show respect for student diversity.

- Knows strategies for providing reading, writing, and oral language instruction for all students, including English Language Learners and students with reading, writing, or oral language difficulties and/or disabilities.

- Understands basic processes of first- and second-language acquisition and their impact on learning in the English language arts classroom.

- Understands how a first language or dialect differences may affect students' use of English and knows strategies for promoting all students' ability to use standard English.

- Promotes students' understanding of the situational nature of language use and the value of knowing and using standard English while fostering pride in their own language background and respect for the language backgrounds of other people.

Competency 003

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

The beginning teacher:

- Demonstrates knowledge of major historical, regional, and cultural influences on the ongoing development of the English language (for example, Anglo-Saxon migrations, emergence of dialects, changing technology).

- Understands and teaches how to research word origins and analyze word formation as an aid to understanding meanings, derivations, and spellings.

- Understands and teaches relationships among words (for example, homonyms, synonyms, antonyms) and issues related to word choice (for example, connotative and denotative meanings, multiple-meaning words, idioms, figurative language).

- 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.

- Knows how to provide explicit and contextual instruction that enhances students' knowledge of and ability to use standard English.

- Knows and teaches how purpose, audience, and register affect discourse.

- Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' ability to use the English language effectively.

- 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 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:

- Understands and promotes reading as an active process of constructing meaning (for example, knows how readers' backgrounds and experiences influence meaning).

- Understands reader response and promotes students' responses to various types of text.

- 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.

- Knows how to use and teaches students to use word analysis skills (for example, graphophonics, semantics), word structure (for example, affixes and roots), word order (syntax), and context for word identification and to confirm word meaning.

- 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.

- Knows and applies strategies for enhancing students' comprehension through vocabulary study.

- Understands and teaches students comprehension strategies to use before reading (for example, predicting, recalling prior knowledge), during reading (for example, note taking, mapping, paired reading), and after reading (for example, retelling, summarizing, responding).

- Understands the role of visualization, metacognition, self-monitoring, and social interaction in reading comprehension and promotes students' use of these processes.

- Understands levels of reading comprehension and strategies for teaching literal, inferential, creative, and critical comprehension skills.

- Knows how to intervene in students' reading process to promote their comprehension and enhance their reading experience (for example, using questioning, guiding students to make connections between their prior knowledge and texts).

- 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.

- Knows how to use technology to enhance reading instruction.

- Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' reading, such as using reading-response journals.

- 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:

- Demonstrates knowledge of types of nonliterary texts (for example, textbooks, newspapers, manuals, electronic texts, memoranda) and their characteristics.

- Understands purposes for reading nonliterary texts (for example, for information, for pleasure), reading strategies associated with different purposes, and ways to teach students to apply appropriate reading strategies for different purposes.

- Knows strategies for monitoring one's own understanding of nonliterary texts and for addressing comprehension difficulties that arise (for example, by rereading, using other resources, questioning) and knows how to teach students to use these strategies.

- Demonstrates knowledge of skills for comprehending nonliterary texts (for example, 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.

- Understands types of text organizers (for example, overviews, headings, tables of contents, graphic features) and their use in locating and categorizing information.

- Demonstrates knowledge of types of text structure (for example, chronological order, compare/contrast, cause/effect) and strategies for promoting students' ability to use text structure to facilitate comprehension of nonliterary texts.

- Knows strategies for helping students increase their knowledge of specialized vocabulary in nonliterary texts and for facilitating reading comprehension (for example, creating graphic organizers; using study strategies such as skimming and scanning, note taking, and outlining).

- Knows how to locate, retrieve, and retain information from a range of texts, including interpreting information presented in various formats (for example, maps, graphs), and uses effective instructional strategies to teach students these skills.

- 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.

- 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.

- 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.

- Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' reading of nonliterary texts.

- 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:

- Demonstrates knowledge of genres and their characteristics through analysis of literary texts.

- Demonstrates knowledge of literary elements and devices, including ways in which they contribute to meaning and style, through analysis of literary texts.

- 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.

- Demonstrates knowledge of a substantial body of classic and contemporary American literature.

- Demonstrates knowledge of a substantial body of classic and contemporary British literature.

- Demonstrates knowledge of a substantial body of classic and contemporary world literature.

- Demonstrates knowledge of a substantial body of young adult literature.

- 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:

- Demonstrates knowledge of various types of responses to literary texts (for example, experiential, aesthetic, pragmatic) and encourages a variety of responses in students.

- Knows strategies for motivating students to read literature and for promoting their appreciation of the value of literature.

- 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.

- Knows how to promote students' interest in literature and facilitate their reading and understanding.

- Uses technology to promote students' engagement in and comprehension of literature.

- Knows strategies for creating communities of readers and for promoting conversations about literature and ideas.

- Understands and teaches students strategies to use for analyzing and evaluating a variety of literary texts, both classic and contemporary.

- Applies effective strategies for helping students view literature as a source for exploring and interpreting human experience.

- Applies effective strategies for engaging students in exploring and discovering the personal and societal relevance of literature.

- Promotes students' understanding of relationships among literary works from various times and cultures.

- Promotes students' ability to analyze how literary elements and devices contribute to meaning and to synthesize and evaluate interpretations of literary texts.

- Knows effective strategies for teaching students to formulate, express, and support responses to various types of literary texts.

- Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' comprehension of literary texts.

- 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:

- Understands recursive stages in the writing process (for example, 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.

- 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.

- 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.

- Applies criteria for evaluating written work and teaches students effective strategies for evaluating their own writing and the writings of others.

- Structures peer conference opportunities that elicit constructive, specific responses and that promote students' writing development.

- 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.

- Applies strategies for helping students develop voice and style in their writing.

- Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' writing competence.

- Uses assessment results to plan and adapt instruction that addresses students' strengths, needs, and interests and that builds on students' current skills to increase their writing proficiency.

Competency 009

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

The beginning teacher:

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

- Applies and teaches skills and strategies for writing effectively in a variety of forms and for a variety of audiences, purposes, and contexts.

- Understands and teaches how a writer's purpose and audience define appropriate language, writing style, and text organization.

- Provides students with explicit instruction, meaningful practice opportunities, and effective feedback as the students create different types of written works.

- Promotes students' ability to compose effectively (for example, 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).

- Provides students with professionally written, student-written, and teacher-written models of writing.

- Demonstrates knowledge of factors that influence student writing (for example, writer's experiences, situational context in which writing occurs, interactions within the learning/writing community, features of various written forms).

- Analyzes and teaches the use of literary devices (for example, imagery, tone, dialogue, characterization, irony, figurative language) in writing.

- Teaches students skills and strategies for using writing as a tool for reflection, exploration, learning, problem solving, and personal growth.

- Understands and teaches writing as a tool for inquiry, research, and learning.

- Teaches students to evaluate critically the sources they use for their writing.

- 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.

- Understands and teaches students the importance of using acceptable formats for communicating research results and documenting sources (for example, manuals of style such as *Modern Language Association Handbook* [MLA style], *Publication Manual of the American Psychological Association* [APA style], and *The Chicago Manual of Style* [Chicago style]).

- Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' writing development.

- 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:

- Understands similarities and differences between oral and written language and promotes students' awareness of these similarities and differences.

- Understands and helps students understand the role of cultural factors in oral communication.

- Facilitates effective student interaction and oral communication, including group discussions and individual presentations.

- Understands and teaches various forms of oral discourses (for example, conversation, group discussion, formal presentation) and their characteristics and provides effective opportunities for practice.

- 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.

- Understands and teaches strategies for preparing, organizing, and delivering different types of oral presentations, including informative and persuasive messages and literary interpretations.

- Understands and teaches skills and strategies for using technology in oral presentations.

- Understands and teaches strategies for evaluating the content and effectiveness of spoken messages and provides effective opportunities for practice.

- Understands and teaches skills for active, purposeful listening in various situations (for example, skills for note taking, for critically evaluating a speaker's message, for appreciating an oral performance) and provides effective opportunities for practice.

- Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' oral communication skills.

- Uses assessment results to plan and adapt instruction that addresses students' strengths, needs, and interests and that builds on students' current skills to increase proficiency in oral communication.

Competency 011

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

The beginning teacher:

- Understands different types and purposes of media.

- Analyzes and teaches about the influence of the media and the power of visual images.

- Demonstrates awareness of ethical and legal factors (for example, copyright, fair use, liability) to consider in the use and creation of media products.

- Applies and teaches skills for responding to, interpreting, analyzing, and critiquing a variety of media (for example, advertising, visual images, propaganda, documentaries).

- Understands and facilitates the production of media messages (for example, illustrations, charts, graphs, videos, multimedia presentations).

- Guides students to evaluate their own and others' media productions.

- Demonstrates an understanding of informal and formal procedures for monitoring and assessing students' media literacy.

- Uses assessment results to plan and adapt instruction that addresses students' strengths, needs, and interests and that builds on students' current skills to increase media literacy.

APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS

The purpose of this section is to describe multiple-choice item formats that you will see on the English Language Arts and Reading 8–12 test and to suggest possible ways to approach thinking about and answering the multiple-choice items. The approaches described are meant as suggestions; you may want to try using them on the sample questions included in the next section. However, these approaches are not intended to replace test-taking strategies with which you are already comfortable and that work for you.

The English Language Arts and Reading 8–12 test is designed to include 80 scorable multiple-choice items and approximately 10 nonscorable items. Your final scaled score will be based only on scorable items. The nonscorable multiple-choice items are pilot tested by including them in the test in order to collect information about how these questions will perform under actual testing conditions. Nonscorable test items are not considered in calculating your score, and they are not identified on the test.

All multiple-choice questions on the English Language Arts and Reading 8–12 test 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.

When you are ready to answer a multiple-choice question, you must choose one of four *answer choices* labeled A, B, C, and D. Then you must mark your choice on a separate answer sheet.

In addition to the multiple-choice questions, the test will include one constructed-response assignment. Please see Section V: Constructed-Response Assignment.

Item Formats

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

— Single items
— Clustered items

Following the last item of a clustered item set containing two or more items, you will see the graphic illustrated below.

◆ ◆ ◆ ◆ ◆ ◆ ◆

This graphic is used to separate these clustered items related to specific stimulus material from other items that follow.

On the following pages, you will find descriptions of these commonly used item formats, along with suggested approaches for answering each type of item. In the actual testing situation, you may mark the test items and/or write in the margins of your test booklet, **but your final response must be indicated on the answer sheet provided.**

In the single item format, a problem is presented as a direct question or an incomplete statement, and four answer choices appear below the question. Sometimes this type of item will begin with a paragraph or short passage followed by the question and the answer choices. The following item is an example of this type. It tests knowledge of English Language Arts and Reading 8–12 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.*

Read the paragraph below; then answer the question that follows.

A calculating device of Babylonian origin, the abacus is considered by many to be the forerunner of the modern computer. The earliest abacus was probably a board spread with sand on which a person traced letters and numbers, but it evolved into a board marked with lines or strung with wires and equipped with counters whose positions indicated numerical values. During the Middle Ages, the abacus was in nearly universal use; however, with the introduction of Hindu-Arabic notation, with its place value and zero, it gradually replaced the abacus, although the abacus survives today in the Middle East, China, and Japan.

Which of the following revisions would best improve the style and clarity of the paragraph shown above?

A.   simplifying sentence structure

B.   correcting misplaced modifiers

C.   eliminating comma splices

D.   maintaining parallel structure

Suggested Approach

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

For example, as you read this question, note that it focuses on the revision stage of the writing process, asking for a judgment about the best way to revise the paragraph. The question provides two criteria for making this judgment: improvement in the style of the writing and improvement in the clarity of the writing. These two criteria should guide your consideration of the four revision strategies presented in the response options, as you determine which revision strategy would best improve both the style and clarity of the paragraph. You may wish to reread the paragraph, keeping these criteria in mind. Next, look at the response options and consider the extent to which each revision strategy would improve the paragraph's style and clarity.

The revision strategy presented in option A is simplifying sentence structure. Notice that the paragraph is composed of three long, complex sentences containing numerous clauses and phrases. The second and third sentences, in particular, contain so much detailed information that it is difficult to follow the description. For example, the second sentence requires readers to shift rapidly from visualizing a board spread with sand to visualizing a board with lines or a board with wires and counters. Separating this sentence into two or more sentences would allow readers to process the information in a more measured, sequential fashion. The second and third sentences also require readers to follow logical transitions, signified by words such as *but*, *however*, and *although*. Given the density of information in these sentences, embedding logical transitions within the sentences further decreases the readability of the paragraph. An effective revision strategy to improve both the clarity and style of the paragraph would be to simplify sentence structure, dividing sentences 2 and 3 into a series of shorter, simpler sentences linked by appropriate transition words.

The revision strategy presented in option B is correcting misplaced modifiers. The term "misplaced modifier" refers to an error in which a modifier (word, phrase, or clause) is separated from the word(s) it describes. This type of flaw undermines clarity as well as style by creating confusion for the reader. The paragraph contains a number of adjectival phrases that modify nouns (e.g., the initial phrase of the first sentence), but a careful reading of the paragraph reveals no misplaced modifiers.

The revision strategy presented in option C is eliminating comma splices. The term "comma splice" refers to the incorrect use of a comma to link two independent clauses. Use of a comma splice undermines clarity as well as style by depriving the reader of a proper transition (i.e., a semicolon, or a conjunction preceded by a comma) between the ideas contained in two independent clauses. The paragraph contains many commas, but a close reading reveals that all commas are properly used (e.g., to set off dependent phrases), and there are no instances in which a comma is incorrectly used to link two independent clauses in the paragraph.

The revision strategy presented in option D is maintaining parallel structure. The term "parallel structure" refers to the use of parallel grammatical structures when linking ideas or when specifying items in a series or list. Flaws in parallelism can undermine clarity as well as style by creating momentary confusion in the reader's mind and by weakening the writer's presentation of ideas. A careful reading of the paragraph reveals no errors in parallelism.

The style and clarity of the paragraph could best be improved by simplifying sentence structure. The correct response is option A.

Clustered Items

Sometimes stimulus material relates to more than one item. Such items are called clustered items. Some examples of stimulus material included on the test are samples of student work and descriptions of classroom situations. In such cases, you will generally be given information followed by an event to analyze, a problem to solve, or a decision to make.

A cluster stimulus will be followed by two or more items. You can use several different approaches to answer these types of questions. Some commonly used approaches are listed below.

Strategy 1 Skim the stimulus material to understand its purpose, its arrangement, and/or its content. Then read the item and refer again to the stimulus material to verify the correct answer.

Strategy 2 Read the item *before* considering the stimulus material. The theory behind this strategy is that the content of the item will help you identify the purpose of the stimulus material and locate the information you need to answer the question.

Strategy 3 Use a combination of both strategies; apply the "read the stimulus first" strategy with shorter, more familiar stimuli and the "read the item first" strategy with longer, more complex, or less familiar stimuli. You can experiment with the sample items 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 item, you should read it carefully and critically. You may want to underline its important points to help you answer the item.

As you consider items 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 items that accompany the stimulus. Be sure to consider the items in terms of only the information provided in the stimulus—not in terms of your own class or individual students you may have known.

Suggested Approach

First read the stimulus. In the sample below, the stimulus includes a description of a classroom situation, a description of a literary text, and an excerpt from the text.

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

A high school English teacher plans to have students read *Oedipus the King*, by the fifth-century B.C.E. Greek dramatist, Sophocles. Based on a legend that was well known to Sophocles's audience, the play describes how Oedipus leaves his home to escape fulfillment of a prophecy that he will kill his father. On his way to the city of Thebes, Oedipus kills an apparent robber, unaware that the man is his biological father, Laius, king of Thebes. Oedipus later becomes the new king of Thebes, but the god Apollo curses the city because of the murder. In the excerpt below, Oedipus curses the murderer of Laius without realizing that he is cursing himself.

> Upon the murderer I invoke this curse—
> whether he is one man and all unknown,
> or one of many—may he wear out his life
> in misery to miserable doom!
> If with my knowledge he lives at my hearth
> I pray that I myself may feel my curse.
> On you I lay my charge to fulfill all this
> for me, for the God, and for this land of ours
> destroyed and blighted, by the God forsaken.

Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures competency 007: *The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.*

The teacher leads a prereading discussion by asking students to think of situations in which decisions they made had the opposite effect from what they intended (e.g., taking medicine but discovering that the medicine has side effects that are worse than the illness). This approach is most likely to strengthen students' understanding of *Oedipus the King* in which of the following ways?

A.   guiding students to analyze how a character's personality relates to his or her motivation

B.   comparing ancient and modern settings to help students identify universal elements of human experience

C.   helping students draw on relevant personal experience to improve their understanding of a theme of the play

D.   using analogy to help students recognize how a character's tragic flaw can set in motion disastrous consequences

Consider carefully the information presented in the stimulus, including the description of the classroom situation, the description of *Oedipus the King*, and the excerpt from the text. Then read and consider this first item, which describes a discussion led by the teacher before students begin reading *Oedipus the King*. The item asks how this prereading discussion is most likely to strengthen students' understanding of the text.

Option A suggests that the prereading discussion will strengthen students' understanding of the text by guiding them to analyze the relationship between a literary character's personality and motivation. Review the description of *Oedipus the King* and the excerpt from the text provided in the stimulus; then review the topic of the prereading discussion. Notice that the text and the prereading discussion both focus on situations in which a person unwittingly takes an action that has unexpected negative consequences. Then consider whether motivation and personality are relevant to this focus. In the text, Oedipus's motive for killing Laius is obvious (he believes Laius is a robber); this motivation has no real connection to Oedipus's personality or to the negative events that are set in motion. Similarly, the prereading discussion topic contains no reference to personality or motivation as factors that affect the course of events. The prereading discussion is thus unlikely to strengthen students' understanding of the text through analysis of a character's personality and motivation.

Option B suggests that the prereading discussion will strengthen students' understanding of the text by helping them identify universal elements of human experience through a comparison of ancient and modern settings. Recall that both the text and the prereading discussion focus primarily on situations in which a person unknowingly takes an action that has unexpected negative consequences. Notice, too, that the prereading discussion topic contains no reference to the ancient setting of the play or universal elements of human experience. The prereading discussion is thus unlikely to strengthen students' understanding of the text by helping them identify universal elements of human experience through a comparison of ancient and modern settings.

Option C suggests that discussion of the question posed by the teacher will strengthen students' understanding of the text by helping them draw on relevant personal experience to understand a theme of the play. Notice that the teacher asks students to think of situations in which decisions they made had the opposite effect from what they intended. In this way, the discussion does prompt students to draw on personal experience relating to an important theme of the play—the extent to which the free will of individuals to determine their own future is constrained by the forces of chance or fate. Connecting elements in a text to personal experience is well-recognized as an effective comprehension strategy. The prereading discussion thus is likely to strengthen students' understanding of the text by helping them connect personal experience to an important theme of the play.

Option D suggests that discussion of the question posed by the teacher will strengthen students' understanding of the text by using analogy to help students recognize how a character's tragic flaw can set in motion disastrous consequences. The term "tragic flaw" generally refers to a character defect or moral weakness that directly causes a person's downfall. As we have seen, the killing of Laius by Oedipus results more from misunderstanding than from any weakness or immoral impulse on the part of Oedipus. Notice, too, that the teacher's question contains no reference to character analysis or moral accountability. The prereading discussion thus is unlikely to strengthen students' understanding of the text by using analogy to help them recognize the role of a character's tragic flaw.

In this way, analysis of the four options should lead you to select option C as the best response.

Now you are ready to answer the next question. Like the first question, the second question measures competency 007: *The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.*

After students finish reading the entire play, the excerpt from *Oedipus the King* would be most appropriate for illustrating which of the following literary devices?

A. classical allusion

B. dramatic irony

C. extended metaphor

D. religious imagery

Again, consider carefully the information presented in the stimulus, including the description of *Oedipus the King* and the excerpt from the text. Read and consider this second question, which asks about the use of literary devices in the excerpt.

Option A suggests that the excerpt illustrates the use of classical allusion. The term "allusion" refers to a literary device in which the author of a literary text includes a passing reference, without explicit identification, to a literary or historical person, place, or event, or to another literary work. In the case of a classical allusion, the author of a text makes a reference to some aspect of ancient Greek or Roman literature or history. *Oedipus the King* is itself a work of classical literature, but note that the excerpt comments directly on the action of the play; it contains no references to classical literature or history beyond the context of this literary work.

Option B suggests that the excerpt illustrates the use of dramatic irony. The term "dramatic irony" applies when an audience or reader shares with the author knowledge of present or future circumstances of which a character is ignorant. In the case of *Oedipus the King*, Oedipus does not realize that he is the killer of Laius, but Sophocles's audience does realize this. For this reason, the excerpt would provide an excellent illustration of dramatic irony.

Option C suggests that the excerpt illustrates the use of extended metaphor. The term "metaphor" refers to a figure of speech in which a word or phrase that ordinarily designates one thing is used instead to designate another, thus making an implicit comparison (e.g., "All the world's a stage . . . "). An extended metaphor systematically elaborates the comparison. A close reading of the excerpt reveals no use of extended metaphor.

Option D suggests that the excerpt illustrates the use of religious imagery. The term "imagery" refers to words and phrases that create vivid sensory experiences for the reader. Religious imagery refers to language that creates vivid sensory impressions relating to religious experience. The excerpt from *Oedipus the King* refers to the Greek god Apollo but does not use the literary device of imagery to evoke vivid sensory impressions in relation to the god.

In this way, analysis of the four options should lead you to select option B as the best response.

SAMPLE ITEMS

This section presents some sample test items for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample item is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample item. Please note that the competency statements will not appear on the actual test form. Space has been provided for you to make notes on each item.

An answer key on page 70 follows the sample items. The answer key lists the item number and correct answer for each sample test item. Please note that the answer key also lists the competency assessed by each item and that the sample items are not necessarily presented in competency order.

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

1. An English teacher wants to promote students' ability to analyze the traits and motivation of characters in a novel the students are reading. Which of the following activities would most effectively integrate writing with reading to address this goal?

   A. Students write a letter from one character to another in which they describe their character's feelings at an important point in the novel.

   B. Students choose a major event in the novel and rewrite it as a short play, with stage directions and dialogue for the characters.

   C. Students work in small groups to brainstorm lists of adjectives describing each of the major characters in the novel.

   D. Students create a timeline for the story and use it to summarize the actions of two major characters at appropriate points in the plot.

The item above measures 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.

2. A high school English teacher is collaborating with a biology teacher to address the reading needs of an English Language Learner. The biology teacher has observed that the student's knowledge of scientific vocabulary is very limited. The English teacher advises the biology teacher to provide explicit instruction on key vocabulary words before and after the student reads assigned texts. Which of the following additional activities would be most effective in improving the student's knowledge of scientific vocabulary?

   A. partner activities in which students quiz each other about the definitions of scientific terminology in assigned texts

   B. heterogeneous small-group activities in which students look up scientific terms in the dictionary and then report their findings to the class

   C. writing activities in which students consult the textbook glossary to write answers to questions about assigned readings

   D. small-group activities that involve discussion and hands-on experience relating to scientific concepts students are studying

The item above measures competency 002:
The teacher is aware of the diversity of the student population and provides instruction that is appropriate for all students.

3. A high school student with writing difficulties is usually able to identify an appropriate writing topic and participates well in prewriting activities such as group brainstorming and semantic mapping. The student becomes anxious, however, during the initial stages of writing and often complains of "writer's block." Which of the following approaches would be most helpful in addressing this student's writing needs?

A. engaging the student in a discussion about common reasons for "writer's block" and reassuring him that this is not unusual

B. having the student prepare a detailed outline of main ideas and supporting details before he begins to write

C. allowing the student to tape record his compositions until he becomes more comfortable with the writing process

D. having the student journal, free-write, and quickwrite in preparation for more formal writing

The item above measures competency 002:
The teacher is aware of the diversity of the student population and provides instruction that is appropriate for all students.

4. Which of the following sentences contains an error in agreement?

   A. Neither of the locations is appealing.

   B. The criteria for this assessment are currently under review.

   C. Each of the prototypes were flawed.

   D. The impetus for these reforms has arisen at the local level.

The item above measures 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.

5. Which of the following major changes in the English language occurred during the sixteenth and seventeenth centuries?

    A.   extensive borrowing of Latin and Greek words into English

    B.   infusion of French vocabulary into English

    C.   extensive compounding of native English words

    D.   infusion of Old Norse vocabulary into English

The item above measures 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.

6. An English teacher frequently has students perform semantic mapping activities before and after assigned readings. Which of the following statements best explains the primary rationale for this instructional strategy?

   A. Presenting textual information in several visual formats makes the information more accessible to students by accommodating diverse learning styles.

   B. Diagramming textual information improves students' writing skills by promoting their use of effective text structures and accurate writing conventions.

   C. Organizing reading material in new ways highlights connections among ideas and enhances students' short-term and long-term recall of the material.

   D. Arranging textual information in graphic formats encourages students to use context cues to clarify the meaning of content-specific vocabulary in the text.

The item above measures competency 004:
The teacher understands reading processes and teaches students to apply these processes.

7. 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

The item above measures competency 004:
The teacher understands reading processes and teaches students to apply these processes.

34   *TExES Preparation Manual—English Language Arts and Reading 8–12*

8. A tenth-grade English teacher plans instruction to improve students' comprehension of nonfiction texts by helping the students recognize common text structures (e.g., comparison and contrast, cause and effect, chronological order). Which of the following instructional strategies would be most effective for this purpose?

   A. helping students identify the topic sentence of each paragraph in a variety of nonfiction texts

   B. teaching students to look for words that identify the introduction, body, and conclusion

   C. helping students understand how the key content vocabulary in a selection defines the text structure

   D. teaching students to look for signal words often associated with different text structures

The item above measures 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.

9. An eighth-grade student with reading difficulties is having trouble distinguishing between main ideas and supporting details in nonfiction texts. Which of the following instructional strategies would be most effective in addressing this need?

    A. giving the student a copy of the text and modeling how to underline the topic sentence of each paragraph

    B. modeling for the student how to take detailed notes when reading nonfiction texts

    C. providing the student with graphic organizers to guide note taking and discussion of nonfiction texts

    D. prompting the student to give an oral summary of information in the text immediately after reading

The item above measures 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.

10. Ms. Lennox, a social studies teacher, and Mr. Vale, an English teacher, work with a group of students. Early in the school year, Ms. Lennox mentions that the students are having difficulty retaining information from their geography textbook. Which of the following would be the most appropriate advice for Mr. Vale to give Ms. Lennox?

A. Have the students concentrate on transitional words to keep track of the relationship among ideas.

B. Encourage the students to focus on the last sentence of each paragraph to extract summary information.

C. Have the students read each assignment slowly, looking up definitions of unfamiliar terms.

D. Encourage the students to preview the text to anticipate its content and recall related knowledge.

The item above measures 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.

11. A high school English language arts teacher distributes photocopies of a challenging nonfiction passage. Reading the passage silently, students annotate the text by jotting down comments and questions in the margin of the passage. Students then share and discuss their annotations in small groups. This activity is likely to promote students' reading proficiency primarily by:

A. improving students' awareness of the organizational patterns that structure nonfiction texts.

B. helping students identify and analyze elements of style in nonfiction texts.

C. improving students' ability to write formal summaries of informational texts.

D. helping students apply meta-cognitive skills to monitor comprehension.

The item above measures 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.

12. **Read the poem below by Langston Hughes; then answer the question that follows.**

The Negro Speaks of Rivers

I've known rivers:
I've known rivers ancient as the world and older than the
    flow of human blood in human veins.

My soul has grown deep like the rivers.

I bathed in the Euphrates when dawns were young.
I built my hut near the Congo and it lulled me to sleep.
I looked upon the Nile and raised the pyramids above it.
I heard the singing of the Mississippi when Abe Lincoln
    went down to New Orleans, and I've seen its muddy
    bosom turn all golden in the sunset.

I've known rivers:
Ancient, dusky rivers.

My soul has grown deep like the rivers.

How does Hughes use voice to construct
meaning in this poem?

A. By using the first person singular,
Hughes conveys the distinctiveness
of his personal experience.

B. By using the first person singular,
Hughes makes the poem sound
more like informal speech.

C. By repeating the words "I" and
"I've" at the beginning of most lines,
Hughes uses voice to establish the
rhythm of the poem.

D. By using the first person singular to
represent a whole race, Hughes
conveys the sense of his people
speaking as one.

The item above measures competency 006:
The teacher understands literary elements, genres, and movements and
demonstrates knowledge of a substantial body of literature.

13. **Read the sonnet below by Francesco Petrarca (Petrarch) (1304–1374); then answer the question that follows.**

Great Is My Envy of You

Great is my envy of you, earth, in your greed
Holding her in invisible embrace,
Denying me the look of the sweet face
Where I found peace from all my strife at need!
Great is my envy of heaven which can lead
And lock within itself in avarice
That spirit from its lovely biding-place
And leave so many others here to bleed!

Great is my envy of those souls whose reward
Is the gentle heaven of her company,
Which I so fiercely sought beneath these skies!

Great is my envy of death whose curt hard sword
Carried her whom I called my life away;
Me he disdains, and mocks me from her eyes!

Petrarch has been called the first writer to represent a Renaissance view of the world, rather than a medieval one. Which element of this poem provides the clearest support for that claim?

A. the association of death with avarice

B. the presumption that souls live on after death

C. the emphasis on the earthy and sensuous

D. the personification of abstract concepts

The item above measures competency 006:
The teacher understands literary elements, genres, and movements and
demonstrates knowledge of a substantial body of literature.

14. **Read the passage below from *Northanger Abbey* (1798) by Jane Austen; then answer the question that follows.**

No one who had ever seen Catherine Morland in her infancy would have supposed her born to be a heroine. Her situation in life, the character of her father and mother, her own person and disposition, were all equally against her. Her father was a clergyman, without being neglected, or poor, and a very respectable man, though his name was Richard—and he had never been handsome. He had a considerable independence besides two good livings—and he was not in the least addicted to locking up his daughters. Her mother was a woman of useful plain sense, with a good temper, and, what is more remarkable, with a good constitution. She had three sons before Catherine was born; and instead of dying in bringing the latter into the world, as anybody might expect, she still lived on—lived to have six children more—to see them growing up around her, and enjoy excellent health herself.

This passage satirizes elements of which genre?

A. chivalric romance

B. gothic novel

C. sentimental comedy

D. picaresque novel

The item above measures competency 006:
The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.

15. **Read the excerpt below, from "A Vision Beyond Time and Place" by N. Scott Momaday; then answer the question that follows.**

> When my father was a boy, an old man used to come to [my grandfather] Mammedaty's house and pay his respects. He was a lean old man in braids and was impressive in his age and bearing. His name was Cheney, and he was an arrowmaker. Every morning, my father tells me, Cheney would paint his wrinkled face, go out, and pray aloud to the rising sun.
>
> I often think of old man Cheney, and of his daily devotion to the sun. He was a man who saw very deeply into the distance, I believe, one whose vision extended far beyond the physical boundaries of his time and place. In his mind's eye he could integrate all the realities and illusions of the earth and sky; they became for him profoundly intelligible and whole.
>
> Most Indian people are able to see in these terms. It is indeed the basis upon which they identify themselves as individuals and as a race. When old man Cheney looked into the sunrise, he saw as far into himself, I suspect, as he saw into the distance. He knew certainly of his existence and of his place in the scheme of things.
>
> In contrast, most of us in this society are afflicted with a kind of cultural nearsightedness. . . . [W]e do not see beyond the buildings and billboards that seem at times to be the monuments of our civilization, and consequently we fail to see into the nature and meaning of our own humanity. Now, more than ever, we might do well to enter upon a vision quest of our own, that is, a quest after vision itself.

Which of the following *best* describes the author's meaning of the Native American "vision" he discusses in this essay?

A. a firm conviction of the uniqueness of Native American culture

B. a psychological insight into the common needs of all human beings

C. a unifying perception of the interconnectedness of all things

D. a philosophical awareness of the illusion of the material world

The item above measures competency 006:
The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.

16. Before his twelfth-grade students begin reading the Anglo-Saxon epic *Beowulf,* the adventures of a mythic Norse warrior-hero, the teacher has students write about their personal definitions of heroism. This activity is likely to benefit students primarily by:

    A. stimulating student engagement with an important theme in a work they are about to read.

    B. helping the teacher assess the students' knowledge of British literary history.

    C. encouraging students to use the informal essay as a vehicle for personal expression.

    D. providing the teacher with material to use in helping students understand the values of a different society.

The item above measures competency 007:
The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.

17. A high school English teacher plans instruction to address the writing needs of a student who has difficulty constructing unified paragraphs. Which of the following skills would be most helpful for the teacher to focus on *first*?

A. varying sentence structure

B. using transitional words

C. developing a topic sentence

D. identifying relevant details

The item above measures 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.

18. Which of the following students would benefit most from the use of word processing equipment for writing?

   A. Alice, who often needs the teacher's help in choosing a writing topic

   B. Bernardo, who repeatedly confuses words that have the same pronunciation but are spelled differently

   C. Delia, who has difficulty making logical transitions between paragraphs

   D. Neil, who is often discouraged by the time-consuming process of revision

The item above measures 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.

19. Which of the following computer applications would best help students improve their skill in revising written work?

    A. the editing tools of a word processing program

    B. the reference materials in a CD-ROM encyclopedia

    C. the drills created by a spelling software program

    D. the browser program used to search the Internet

The item above measures 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.

20. Which of the following comments by an English teacher would best facilitate student writing during the drafting and revising stages?

    A.   If you think your writing is ready to be published, there can be no spelling, grammar, or punctuation errors in the final version.

    B.   When you state a position in your writing, you should include three details to support your thesis.

    C.   If you need to find a better way to express your ideas, there is nothing wrong with making changes or starting over.

    D.   When people read and evaluate your writing, you should make some of the changes they suggest.

The item above measures 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.

21. **Read the paragraph below from a twelfth-grade student's paper; then answer the question that follows.**

1Many people in our community want to see a new youth center built on Henry Street. **2**When it comes to activities and entertainment, the teens in this town have too few options. **3**It is good that the mayor and chief of police support the center, but actions speak louder than words. **4**They are the people who are in a position to move the project forward.

Which of the following sentences in the paragraph shown above should the student revise to eliminate the use of a cliché?

A. Sentence 1

B. Sentence 2

C. Sentence 3

D. Sentence 4

The item above measures 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.

22.   Mr. Robinson is planning a writing workshop to improve students' writing skills. During a typical class period, which of the following classroom activities should receive the greatest emphasis?

   A.   whole-class instruction, because this is the most efficient means of introducing students to conventions of writing

   B.   student writing, because devoting substantial amounts of time to writing practice helps develop writing skills

   C.   group discussion of student work, because students need to learn how to write with a real purpose for a real audience

   D.   student-teacher conferences and peer feedback, because beginning writers need critical review of their work

The item above measures 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.

23. **Read the passage below; then answer the question that follows.**

The words "for purple mountain majesties" might well have been written with New York State's Catskill Mountains in mind. Well-wooded and replete with clear lakes, rushing streams, and roaring waterfalls dropping into deep gorges, the Catskills have long inspired artistic imaginations. During the nineteenth century, the artists of the Hudson River School struggled to depict the distinctive beauty of these spectacular mountains with their combination of misty light, brilliant color, and awesome topography.

Which of the following additional details would best support development of the main point of the passage?

A. The Catskills are beautiful but not particularly tall; Slide Mountain, their tallest peak, rises only 4,024 feet above sea level.

B. Asher B. Durand, in particular, experimented with the misty light and craggy views of the Catskills in his romantic representations of them.

C. During the early twentieth century, developers capitalized on the beauty of the Catskills by building posh resorts there.

D. Later artists such as Albert Bierstadt followed the example of the Hudson River School in painting landscapes of the American West.

The item above measures 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.

24. Students in a high school English class are learning about similarities and differences between oral and written communication. Which of the following guidelines would be important for students to follow when adapting a written essay for oral presentation?

   A.   Use shorter, less complex sentences, and reinforce the main ideas through repetition.

   B.   Create a varied tone for the presentation by alternating sentences in the active and passive voice.

   C.   Maintain an appropriate level of formality by avoiding any use of first-person pronouns.

   D.   Include as many details and illustrations as possible in the presentation.

The item above measures competency 010:
The teacher understands principles of oral communication and promotes students' development of listening and speaking skills.

25. An English language arts teacher designs an activity in which students watch a twenty-minute film with the sound turned off. Periodically, the teacher stops the film, and students discuss what they have seen. This instructional activity is most likely to promote students' critical-viewing skills in which of the following ways?

A. focusing students' attention on differences between visual messages and oral communication

B. helping students identify common film cliches by focusing attention on key images in short film segments

C. focusing students' attention on the relationship between visual imagery and narration in film

D. helping students interpret and evaluate visual images in film by focusing attention on visual effects

The item above measures 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.

26. Students in an English language arts class are working in small groups to produce and videotape mock newscasts. To help students prepare for this activity, the teacher leads a class discussion about videotaped excerpts from nationally televised news programs. During the discussion, the teacher asks, "Why do you think newscasters are often shown in front of recognizable buildings, such as the Capitol or White House?" This question is likely to promote students' understanding of visual media primarily by prompting the students to:

A. analyze the relationship between news and politics in television newscasts.

B. consider how visual images can be used to highlight ideas and influence viewers' perceptions.

C. identify design elements and analyze their function in television newscasts.

D. understand the importance of ensuring that background images are visually appealing.

The item above measures 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.

27. A high school English teacher wants to assess students' ability to make connections between visual images and verbal texts. Which of the following activities would be most appropriate and effective for this purpose?

   A. Each student writes a brief essay citing several ways in which visual images can be used to enhance verbal texts.

   B. Students collaborate in small groups to write a movie review that analyzes the movie's cinematic techniques.

   C. Each student pairs a favorite poem with a photograph or other visual image and then writes a brief rationale for the pairing.

   D. Students work in small groups to write and perform a skit that focuses on the life and works of a famous artist.

The item above measures 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.

Read the paragraph below from a student essay entitled "How to Read a Poem;" then answer the two questions that follow.

The word *meter* comes from a word meaning "measure." You measure the meter of a poem by using three units. The three units are feet, lines, and stanzas. The smallest unit of measurement is the foot. The foot consists of one accented syllable and one or more unaccented syllables. An iamb, for example, is one unaccented syllable followed by one accented syllable. The next unit of measurement is the line. Lines are measured by counting the number of feet they contain. The largest unit of measurement is the stanza. The stanza is composed of a group of lines. The pattern of feet in a stanza can be repeated throughout the poem. You measure the meter of a poem by identifying the types of feet, lines, and stanzas. This is also called scanning.

28. Which of the following revisions should the writer make to improve the style and flow of the paragraph?

    A. combining sentences to vary their length and complexity

    B. clarifying the logical organization

    C. replacing technical terms with simpler vocabulary

    D. eliminating unnecessary details

The item above measures 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.

29. When editing the paragraph, the writer should improve consistency of style by:

   A.   avoiding shifts in tone.

   B.   using past-tense verbs to describe the historical evolution of metrical patterns in poetry.

   C.   maintaining formality of diction.

   D.   eliminating shifts between third-person and second-person point of view.

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

The item above measures 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.

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

Carmen and Derrick ask their English language arts teacher for help in understanding the following passage from the biology textbook they use in their science class. The teacher suggests that they begin by discussing the text with each other—sharing their thoughts and questions about the passage.

> Certain conditions, including appropriate temperatures and proper amounts of water and oxygen, must be present for a seed to sprout and grow. For many seeds, a period of rest is necessary before they can germinate. A seed may lie dormant for a single year or many years, but when conditions are right, the seed will sprout. For some species of plants, the seed's own chemical inhibitors temporarily prevent it from germinating. These inhibitors may be washed away by rainwater or eliminated by prolonged exposure to cold.

Derrick: Most of this stuff is easy. Everyone knows that seeds need the right weather to grow. But I don't exactly get this word "germinate." You know what it means?

Carmen: I've heard it before . . . Doesn't it just mean sprout?

Derrick: How do you figure that?

Carmen: Look [points to text], some of the sentences say sprout and other sentences say germinate, and it seems like they're talking about the same thing. Then there's this other part about things that keep seeds from sprouting, like cold weather or pollution.

Derrick: I don't remember anything about pollution. Where did you read that?

Carmen: This part about chemicals.

Derrick: But look, it says the seed's *own* chemical inhibitors. I'm not sure what inhibitors are, but I think the chemicals come from the seed, not pollution.

Carmen: Oh, I get it. That's what keeps the seed dormant.

Derrick: And dormant is . . . ?

Carmen: Resting. You know, like when a bear hibernates.

30. In her comment about bears, Carmen most clearly demonstrates the ability to:

    A. create meaning based on personal interests.

    B. use context clues to determine meaning.

    C. monitor her own comprehension as she reads.

    D. construct meaning by linking prior knowledge to new information.

The item above measures competency 004:
The teacher understands reading processes and teaches students to apply these processes.

31. For Carmen and Derrick, which of the following activities would most effectively promote learning through interactions among reading, writing, speaking, listening, and viewing?

    A.   watching a film that demonstrates the germination process and then working together on a brief essay describing that process

    B.   rereading the passage aloud and then working together to create a summary outline of the text

    C.   working together to design a poster consisting of visual displays related to the passage

    D.   conducting additional research using print and computer resources and then working together on an oral and visual presentation

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

The item above measures 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.

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

Students in an eighth-grade class are preparing brief oral presentations as the culminating activity in an English language arts project. Students' parents/guardians, as well as classmates and teachers, will form the audience for the oral presentations. The teacher helps students analyze the purpose of their presentations, the expectations of the audience, the structure and wording of their presentations, the use of visual aids, elements of effective speech delivery, and response strategies for follow-up questions.

32. As students begin drafting scripts for their oral presentations, the teacher hands out and discusses the guidelines listed below.

> • Begin by providing an over-view of the main points that will be covered in your oral presentation.
>
> • End with a summary of the main points that were presented.
>
> • Use transitions to indicate where one idea ends and the next begins.

Which of the following additional guidelines for scripting oral presentations would be most important for the teacher to include in this list?

A. Document your main ideas by pausing periodically to describe the sources you consulted when preparing your oral presentation.

B. Summarize information from literary texts rather than using direct quotations in your oral presentation.

C. Engage the audience during your oral presentation by varying your sentence structure to include a number of complex sentences.

D. Provide strong supporting examples to clarify and illustrate the main ideas of your oral presentation.

The item above measures competency 010:
The teacher understands principles of oral communication and promotes students' development of listening and speaking skills.

33. Which of the following recommendations would be most appropriate for the teacher to make when advising students about visual aids for their oral presentations?

    A. Limit the use of visual aids to the opening and closing sections of your oral presentation.

    B. Use visual aids to help highlight and clarify important ideas in your oral presentation.

    C. Maintain visual continuity by using no more than two different colors in the visual aids.

    D. Highlight meaning by introducing a different type of visual aid for each new idea in your oral presentation.

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

The item above measures competency 010:
The teacher understands principles of oral communication and promotes
students' development of listening and speaking skills.

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

Students in a high school language arts class are reading "The Seafarer" by an unknown Anglo-Saxon poet and "Ulysses" (1842) by Alfred Lord Tennyson. Printed below are excerpts from each work.

from **The Seafarer**

But there isn't a man on earth so proud,
So born to greatness, so bold with his youth,
Grown so brave, or so graced by God,
That he feels no fear as the sails unfurl,
Wondering what Fate has willed and will do.
No harps ring in his heart, no rewards,
No passion for women, no worldly
    pleasures,
Nothing, only the ocean's heave;
But longing wraps itself around him.
Orchards blossom, the towns bloom,
Fields grow lovely as the world springs
    fresh,
And all these admonish that willing mind
Leaping to journeys, always set
In thoughts traveling on a quickening
    tide. . . .
Who could understand,
In ignorant ease, what others suffer
As the paths of exile stretch endlessly on?
And yet my heart wanders away,
My soul roams with the sea, the whales'
Home, wandering to the widest corners
Of the world, returning ravenous with
    desire,
Flying solitary, screaming, exciting me
To the open ocean, breaking oaths
On the curve of a wave.

from **Ulysses**

   Death closes all; but something ere the
end,
Some work of noble note, may yet be done,
Not unbecoming men that strove with Gods.
The lights begin to twinkle from the rocks;
The long day wanes; the slow moon climbs;
    the deep
Moans round with many voices. Come, my
    friends,
'Tis not too late to seek a newer world.
Push off, and sitting well in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die.
It may be that the gulfs will wash us down;
It may be we shall touch the Happy Isles,
And see the great Achilles, whom we knew.
Though much is taken, much abides; and
    though
We are not now that strength which in old
    days
Moved earth and heaven, that which we are,
    we are—
One equal temper of heroic hearts,
Made weak by time and fate, but strong in
    will
To strive, to seek, to find, and not to yield.

---

34. Which of the following questions about "Ulysses" is most likely to stimulate students' analytical thinking?

   A. What conclusions can you draw about the society from which the poem emerged?

   B. What figures of speech can you find in the poem?

   C. How do Ulysses' current circumstances contrast with his previous experiences?

   D. What is the predominant mood of the poem?

The item above measures competency 007:
The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.

35. The teacher gives students the following writing assignment:

> "The Seafarer" and "Ulysses" express different views of the attractions and challenges of the sea. If you think of your life as a voyage through exciting but often dangerous seas, which character seems to you more like yourself? Write a short essay in which you respond to this question.

This exercise would best address which of the following instructional goals?

A. promoting students' ability to analyze thematic differences between literary works from different periods

B. enabling students to use writing as a vehicle for personal exploration and self-expression

C. encouraging students to adapt for their own expressive purposes literary techniques found in their reading

D. providing students with an opportunity to practice techniques of persuasion in writing

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

The item above measures 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.

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

A teacher has developed a self-evaluation log for students to use to keep track of what and how they read. While students are reading a new book, they participate in a variety of individual and/or small-group reader response activities. They make entries in the log to evaluate their progress. Below is an entry completed by 14-year-old Rosa.

Title/Author	Genre	Goal	Personal Challenge Level 1–10 / Explain	Did I accomplish my goal?
Julie of the Wolves by Jean Craigherd George	realistic fiction	I wanted to read a book about a girl who is brave and survives. I wanted to know what can help someone survive.	8. The middle of the book was confusing. All of a sudden it changes the subject. It was hard to figure out because they had Eskimo names. Our group figured out it was a flashback.	Yes. Julie was brave, she was determined. What her father had taught her helped her a lot.

A new goal for me with my next reading project is:
I want to read another book with a flashback so I can figure it out myself. Did this author write any other books with flashbacks?

Teacher comments:

Title/Author	Genre	Goal	Personal Challenge Level 1–10 / Explain	Did I accomplish my goal?

36. Which of the following strengths does Rosa demonstrate in this entry?

    A.   a growing awareness of literary technique

    B.   the ability to make predictions as she reads

    C.   a growing appreciation for diverse perspectives

    D.   the ability to summarize what she has read

The item above measures 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.

37. The teacher would like to use the self-evaluation log to promote Rosa's comprehension by helping her connect the reading with personal experience. When conferencing with Rosa, the teacher could best address this goal by asking her to explain:

   A.   why she wanted to read a book about a girl who is brave.

   B.   the specific scene in the book where her confusion began.

   C.   her understanding of Julie's character.

   D.   how she would summarize the theme of the novel.

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

The item above measures competency 004:
The teacher understands reading processes and teaches students to apply these processes.

ACKNOWLEDGMENTS

ANSWER KEY

Item Number	Correct Answer	Competency
1	A	001
2	D	002
3	D	002
4	C	003
5	A	003
6	C	004
7	D	004
8	D	005
9	C	005
10	D	005
11	D	005
12	D	006
13	C	006
14	B	006
15	C	006
16	A	007
17	C	008
18	D	008
19	A	008
20	C	008

Item Number	Correct Answer	Competency
21	C	009
22	B	009
23	B	009
24	A	010
25	D	011
26	B	011
27	C	011
28	A	008
29	D	009
30	D	004
31	D	001
32	D	010
33	B	010
34	A	007
35	B	009
36	A	009
37	A	004

CONSTRUCTED-RESPONSE ASSIGNMENT

In addition to the multiple-choice section, the English Language Arts and Reading 8–12 TExES test will include one assignment that requires a constructed (written) response. The constructed-response score will be combined with the multiple-choice score to produce a total test score. The constructed-response score is approximately 30 percent of the total test score.

Included in this section is a description of the constructed-response assignment, an explanation of the way constructed-response assignment responses will be scored, and one sample constructed-response assignment.

How Constructed-Response Assignment Responses Are Scored

Responses will be scored on a four-point scale (see page 72). Each point on the scale represents the degree to which the performance characteristics (see below) are demonstrated in the response.

The score point descriptions reflect typical 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.

Performance Characteristics

Purpose	The extent to which the candidate responds to the components of the assignment in relation to relevant content knowledge addressed in the test framework for TExES English Language Arts and Reading 8–12.
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 8–12.
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 8–12.
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 8–12.
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 8–12.

Scoring Scale

Score	Score Point Description
4	**The "4" response demonstrates thorough knowledge and understanding of content knowledge addressed in the assignment as it relates to the test framework for TExES English Language Arts and Reading 8–12.** • The response fully addresses all components of the assignment. • The content knowledge demonstrated is accurate, appropriate, and effectively applied. • The response provides strong support with specific, relevant details. • The response reflects clear, logical reasoning and a comprehensive understanding of the assignment. • The response is written effectively for the specified audience and is largely free of flaws in paragraphing, sentence structure, usage, and mechanical conventions.
3	**The "3" response demonstrates general knowledge and understanding of content knowledge addressed in the assignment as it relates to the test framework for TExES English Language Arts and Reading 8–12.** • The response addresses most or all components of the assignment. • The content knowledge demonstrated is generally accurate, appropriate, and effectively applied; minor problems in accuracy or effectiveness of application may be evident. • The response provides sufficient support with some relevant details. • The response reflects sufficient reasoning and a general understanding of the assigned topic. • The response is written appropriately for the specified audience, but it may have some flaws in paragraphing, sentence structure, usage, and mechanical conventions.
2	**The "2" response demonstrates limited knowledge and understanding of content knowledge addressed in the assignment as it relates to the test framework for TExES English Language Arts and Reading 8–12.** • The response addresses at least some of the components of the assignment. • The content knowledge demonstrated is limited and/or applied with limited effectiveness; significant inaccuracies may be evident. • The response provides limited support with few relevant details, or the support given is partially irrelevant. • The response reflects limited reasoning and a partial understanding of the assigned topic. • The response may not be appropriate for the specified audience and/or may contain distracting errors in paragraphing, sentence structure, usage, and mechanical conventions.
1	**The "1" response demonstrates little or no knowledge or understanding of content knowledge addressed in the assignment as it relates to the test framework for TExES English Language Arts and Reading 8–12.** • The response addresses few, if any, of the components of the assignment. • The content knowledge demonstrated is weak, ineffectively applied, and/or largely inaccurate. • The response provides little or no support, or the support given is mostly irrelevant. • The response reflects weak reasoning and little or no understanding of the assigned topic. • The response is inappropriate for the specified audience and may be severely flawed by errors in paragraphing, sentence structure, usage, and mechanical conventions.
U	**The "U" (unscorable) will be assigned to responses that are off topic/off task, illegible, primarily in a language other than English, or are too short or do not contain a sufficient amount of original work to score.**
B	**The "B" (blank) will be assigned to written response booklets that are completely blank.**

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

Scoring Process

Each response will be scored independently by two scorers with relevant professional backgrounds who have been oriented to scoring procedures. Each scorer will assign a score of 1–4. If the two scores assigned are discrepant, additional scoring will determine the final score.

Analytic Notation

Examinees who do not pass the test and do not perform satisfactorily on the constructed-response assignment will receive information concerning specific aspects of the written response that show a need for improvement. This information will be provided for examinees to use in preparing to retake the test.

If you do not pass the test and do not perform satisfactorily on the constructed-response assignment, your score report will indicate one or more of the following areas for improvement in your written response. These areas are based on the performance characteristics in the score scale.

— Purpose
— Demonstration of Knowledge
— Support
— Rationale
— Written Expression

Preparing for the Constructed-Response Assignment

Following is one sample constructed-response assignment that represents the type of question you will see on the English Language Arts and Reading 8–12 TExES test.

In preparing for the constructed-response assignment component of the test, you may wish to draft a response to the question by reading the assignment and planning, writing, and revising your essay. You should plan to use about 60–90 minutes to respond to the sample constructed-response assignment. Also, since no reference materials will be available during the test, it is recommended that you refrain from using a dictionary, a thesaurus, or textbooks while writing your practice response.

After you have written your practice response, review your response in light of the score point descriptions on page 72. You may also wish to review your response and the score scale with staff in your preparation program.

General Directions for Responding to the Constructed-Response Assignment

DIRECTIONS FOR CONSTRUCTED-RESPONSE ASSIGNMENT

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

This section of the test consists of one constructed-response assignment.

Read the constructed-response assignment 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. You may use any blank space provided in this test booklet to make notes, create an outline, or otherwise prepare your response. *Your final response, however, must be written on the appropriate pages of the written response booklet.*

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

Purpose: The extent to which the candidate responds to the components of the assignment in relation to relevant content knowledge addressed in the test framework for TExES English Language Arts and Reading 8–12.

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 8–12.

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 8–12.

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 8–12.

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 8–12.

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 Constructed-Response Assignment

38. The passages below address similar topics. They convey themes that are related, either through their similarities or differences. In an essay to be read by an educator in the field of English, write an analysis of the two selections shown below. 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
   stacked seven feet high
   and leaning
   as I slipped cardboard
   between the pages,
   then brushed red glue
   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
   would slide along suddenly sharp paper,
   and gather slits thinner than the crevices
   of the skin, hidden.
   Then the glue would sting,
   hands oozing
   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,
   that every open lawbook
   was a pair of hands
   upturned and burning.

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.

SECTION VI

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.

Journal of Adolescent and Adult Literacy, International Reading Association.

Reading Research Quarterly, International Reading Association.

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

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

Other Sources

Alvermann, D. E., Moon, J., and Hagood, M. (Eds.). (1999). *Popular Culture in the Classroom: Teaching and Researching Critical Media Literacy*. Newark, DE: International Reading Association.

Atwell, Nancie. *In the Middle: New Understandings about Writing, Reading, and Learning*. (1998). Portsmouth, NH: Heinemann.

Berger, A. (1998). *Seeing is Believing: An Introduction to Visual Communication*. Mountain View, CA: Mayfield Publishing Company.

Burke, J. (1999). *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum,, and the Profession*. Portsmouth, NH: Heinemann.

Burke, J. (2001). *Illuminating Texts: How to Teach Students to Read the World*. Portsmouth, NH: Heinemann.

Carnicelli, T. (2001). *Words Work: Activities for Developing Vocabulary, Style, and Critical Thinking*. Portsmouth, NH: Heinemann.

Elbow, Peter. (1990). *What is English?* Urbana, IL: National Council of Teachers of English.

Ericson, B. (Ed.). (2001). *Teaching Reading in High School English Classes*. Urbana, IL: National Council of Teachers of English.

Fox, J. (1998). *Language, Media, and Mind*. Urbana, IL: National Council of Teachers of English.

Golub, J. (2000). *Making Learning Happen: Strategies for an Interactive Classroom*. Portsmouth, NH: Heinemann.

Hairston, M. (1968). *Successful Writing*. New York, NY: W. W. Norton & Co.

Hancock, J. (Ed.). (1999). *Teaching Literacy Using Information Technology: A Collection of Articles from the Australian Literacy Educators' Association*. Newark, DE: International Reading Association.

Harris, T. L., and Hodges, R. E. (Eds.). (1995). *The Literacy Dictionary: The Vocabulary of Reading and Writing*. Newark, DE: International Reading Association.

Jody, M., and Saccardi, M. (1998). *Using Computers to Teach Literature: A Teacher's Guide*. Urbana, IL: National Council of Teachers of English.

Lapp, D., Flood, J., and Farnan, N. (1996). *Content Area Reading and Learning: Instructional Strategies*. Boston, MA: Allyn and Bacon.

Maxwell, R., and Meiser, M. J. (2001). *Teaching English in Middle and Secondary Schools*. Upper Saddle River, NJ: Prentice Hall.

Mellor, B., and Patterson, A. (2000). *Investigating Texts: Analyzing Fiction and Nonfiction in High School*. Urbana, IL: National Council of Teachers of English.

Murray, Donald M. (1996). *Write to Learn,* Fifth edition. Fort Worth, TX: Harcourt Brace College Publishers.

Myers, M., and Spalding, E. (Eds.). (1997). *Assessing Student Performance Grades 9-12, Standards Exemplar Series*. Urbana, IL: National Council of Teachers of English.

Noguchi, Rei, R. (1991). *Grammar and the Teaching of Writing: Limits and Possibilities*. Urbana, IL: National Council of Teachers of English.

Potter, W. (1998). *Media Literacy*. Thousand Oaks, CA: SAGE Publications.

Probst, R. (1988). *Teaching Literature in Junior and Senior High School*. Portsmouth, NH: Heinemann.

Rief, Linda. (1992). *Seeking Diversity: Language Arts with Adolescents*. Portsmouth, NH: Heinemann.

Schoenbach, R., Greenleaf, C., Cziko, C., Hurwitz, L. (1999). *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco, CA: Jossey-Bass Inc.

Spangenberg-Urbschat, K., and Pritchard, R. (Eds.). (1994). *Kids Come in All Languages: Reading Instruction for ESL Students*. Newark, DE: International Reading Association.

Tchudi, S., and Mitchell, D. (1999). *Exploring and Teaching the English Language Arts*. New York, NY: Longman.

Tchudi, S., and Tchudi, S. (1999*). The English Language Arts Handbook: Classroom Strategies for Teachers*. Portsmouth, NH: Heinemann.

Teaching Literature in High School: The Novel, Standards Consensus Series. (1995). Urbana, IL: National Council of Teachers of English.

Teaching the Writing Process in High School, Standards Consensus Series. (1995). Urbana, IL: National Council of Teachers of English.

Texas Center for Reading and Language Arts. (1997, 1998, 1999). *Professional Development Guides*: *Reading and Language Arts TEKS*. Austin, TX.

Texas Education Agency. (1997). *Texas Essential Knowledge and Skills (TEKS)*.

Trends & Issues in Secondary English. (1999). Urbana, IL: National Council of Teachers of English.

Weaver, C. (1998). *Lessons to Share on Teaching Grammar in Context.* Portsmouth, NH: Heinemann.

Winterowd, W., and Blum, J. (1994*). A Teacher's Introduction to Composition in the Rhetorical Tradition.* Urbana, IL: National Council of Teachers of English.

Zemelman, S., and Daniels, H. (1988). *A Community of Writers*. Portsmouth, NH: Heinemann.