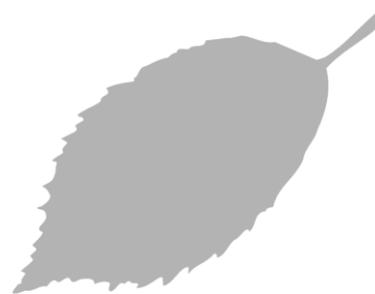


**Massachusetts
Tests for Educator Licensure® (MTEL®)**



**Communication and
Literacy Skills (101/201)
PRACTICE TEST**

**Version 2
BOOKLET 1
Reading Subtest (101)**



www.mtel.nesinc.com

Copyright © 2016 Pearson Education, Inc. or its affiliate(s). All rights reserved.
Evaluation Systems, Pearson, P.O. Box 226, Amherst, MA 01004

Massachusetts Tests for Educator Licensure and MTEL are trademarks of the
Massachusetts Department of Elementary and Secondary Education and Pearson Education, Inc. or its affiliate(s).
Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

TABLE OF CONTENTS

Introduction	1
Purpose of the Practice Test	1
Taking the Practice Test	1
Incorporating the Practice Test in Your Study Plan	1
Communication and Literacy Skills (01) Practice Test: Reading Subtest.....	3
General Test Directions	4
Multiple-Choice Answer Sheet.....	5
Directions for the Reading Subtest	6
Multiple-Choice Questions	7
Practice Test Results	30
Practice Test Results Overview	31
Multiple-Choice Question Answer Key Worksheet	32
Multiple-Choice Question Practice Test Evaluation Chart.....	34
Practice Test Score Calculation	35

Readers should be advised that this practice test, including many of the excerpts used herein, is protected by federal copyright law.

Test policies and materials, including but not limited to tests, item types, and item formats, are subject to change at the discretion of the Massachusetts Department of Elementary and Secondary Education.

INTRODUCTION

This document is a printable version of the Massachusetts Tests for Educator Licensure® (MTEL®) Communication and Literacy Skills (01) Online Practice Test.

The MTEL Communication and Literacy Skills test consists of a reading subtest and a writing subtest. To pass the Communication and Literacy Skills test, you must pass both the reading and writing subtests.

This practice test for the Communication and Literacy Skills reading subtest is a sample test consisting of 42 multiple-choice questions.

To assist you in recording and evaluating your responses on the practice test, a [Multiple-Choice Answer Sheet](#), an [Answer Key Worksheet](#), and an [Evaluation Chart](#) by test objective are included for the multiple-choice items. Lastly, there is a [Practice Test Score Calculation Worksheet](#).

PURPOSE OF THE PRACTICE TEST

The practice test is designed to provide an additional resource to help you effectively prepare for the MTEL Communication and Literacy Skills (01) test. The primary purpose of the practice test is to help you become familiar with the structure and content of the test. It is also intended to help you identify areas in which to focus your studies. Education faculty and administrators of teacher preparation programs may also find this practice test useful as they help students prepare for the official test.

TAKING THE PRACTICE TEST

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

INCORPORATING THE PRACTICE TEST IN YOUR STUDY PLAN

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

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

* For the Communication and Literacy Skills test, candidates may take one or both subtests during the four-hour session.

Communication and Literacy Skills (01) Practice Test: Reading

This practice test may be used as one indicator of potential strengths and weaknesses in your knowledge of the content on the official test. However, because of potential differences in format and difficulty between the practice test and an official MTEL Communication and Literacy Skills (01) test, it is not possible to predict precisely how you might score on an official MTEL Communication and Literacy Skills (01) test. Refer to the Test Information Booklet for additional information about how to prepare for the test.

**COMMUNICATION AND LITERACY SKILLS (01)
PRACTICE TEST
READING SUBTEST**

GENERAL TEST DIRECTIONS

This practice test consists of two subtests: reading (booklet 1) and writing (booklet 2). Each multiple-choice question on the practice test has four answer choices. Read each question carefully and choose the ONE best answer. Record each answer on the answer sheet provided.

- Sample Question:
1. What is the capital of Massachusetts?
 - A. Worcester
 - B. New Bedford
 - C. Boston
 - D. Springfield

The correct answer to this question is C. You would indicate that on the answer sheet.

The short-answer and open-response items on this practice test require written responses. Directions for the open-response items appear immediately before those assignments.

You may work on the multiple-choice questions and open-response items in any order that you choose. You may wish to monitor how long it takes you to complete the practice test. When taking the actual MTEL Communication and Literacy Skills (01) test, you will have one four-hour test session in which to complete the test.

MULTIPLE-CHOICE ANSWER SHEET

Reading Subtest

Question Number	Your Response
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	

Question Number	Your Response
31	
32	
33	
34	
35	
36	
37	
38	
39	
40	
41	
42	

DIRECTIONS FOR THE READING SUBTEST

The reading subtest consists of seven reading selections. Each reading selection is followed by several multiple-choice questions related to the selection. Read each question carefully and choose the ONE best answer based on the information contained in the selection you have just read. You may refer back to the selection to answer the questions.

There are a total of 42 multiple-choice questions in this section of the reading subtest, numbered 1 to 42. Record your answer to each question on the answer sheet provided in this booklet.

In the multiple-choice section of the reading subtest, the order of information requested by the questions does not necessarily correspond to the order of information in a given selection.

MULTIPLE-CHOICE QUESTIONS

Read the passage below; then answer the six questions that follow.

Elinor Ostrom and Resource Management

- 1 Human life depends on using natural resources such as water, land, and minerals and the plants and animals they sustain, as well as cultural resources such as knowledge and skills. Learning how to manage these resources wisely is, therefore, a task of great importance to the survival of the human species. At least since the beginning of the twentieth century, the study of resource management has been dominated by two overarching ideas, one centering on government, the other on free-market economics. The former idea proposes that resources ought to be managed in the interest of the general public by the centralized authority of the state, its elected officials, and bureaucratic agencies. The latter idea assumes that the most efficient management is achieved when resources are privatized and then traded among sellers and buyers in a free-market system.
- 2 In recent decades, a growing number of scientists and scholars have begun to develop an alternative approach to resource management that involves politics as well as economics but centers on the community of users rather than the state apparatus or privatized, free markets. One of the most important contributions to the community-centered approach to resource management was made by the political scientist Elinor Ostrom, who in 2009 became the first woman to win the Nobel Prize in economic sciences for her achievements in this field.
- 3 Ostrom's work stems from the basic idea that the social nature of human beings, and especially their ability to collaborate voluntarily, is critical to their survival. It follows from this idea that the efficiency of resource management depends on the active participation of stakeholders in formulating and enforcing rules for using the resource. This basic strategy applies to small groups as well as to complex organizations that are formed by a network of many teams of stakeholders with diverse interests who take part in a complex system of social division of labor. However large an organization is, it can be designed to enable its members to participate in the management of resources and negotiate rules that protect their diverse interests. In this respect, the collaborative effort to achieve optimal use of resources does not require a centralized authority that is exercised either by a political government or by private ownership.
- 4 Part of the evidence supporting Ostrom's work predates the rise of modern state bureaucracies and large private businesses. For thousands of years, small autonomous farming communities all over the globe developed local cultures of collaborative management of natural resources, such as grazing livestock on common grounds and building and maintaining sources of freshwater, irrigation systems, and transportation infrastructures. A modern case that Ostrom studied was the initiative taken by a group of communities in coastal Southern California to develop ways to avoid overpumping the communities' shared aquifer. Ostrom's research extended beyond natural resource systems, too. In a comparative study of police departments serving large urban communities, Ostrom demonstrated that police departments divided into small, decentralized units often outperformed large, centralized police forces.

5 As the Norwegian Nobel Prize committee stated in its official announcement, what made Ostrom's achievement outstanding was the challenge it posed to conventional wisdom. At a time when the majority of economists centered their research interests on the market economy, Ostrom, using the research tools of political science and sociology, demonstrated

that privatization of resources is not necessary for the optimal management of complex resource systems. Her success in illuminating the power of associations to manage scarce resources shows, in addition, that the weaknesses of big government can be overcome by the collective entrepreneurial effort of citizens.



1. Which of the following words is the best **antonym** for the word overarching as it is used in Paragraph 1 of the passage?

- A. complete
- B. important
- C. flexible
- D. specific

2. Which of the following statements from the passage most expresses the main idea of the passage?

- A. At least since the beginning of the twentieth century, the study of resource management has been dominated by two overarching ideas, one centering on government, the other on free-market economics.
- B. In this respect, the collaborative effort to achieve optimal use of resources does not require a centralized authority that is exercised either by a political government or by private ownership.
- C. Part of the evidence supporting Ostrom's work predates the rise of modern state bureaucracies and large private businesses.
- D. As the Norwegian Nobel Prize committee stated in its official announcement, what made Ostrom's achievement outstanding was the challenge it posed to conventional wisdom.

3. The author's main purpose in this passage is to:
- A. take a position on Elinor Ostrom's views about resource management.
 - B. provide a brief history of resource management techniques.
 - C. explain Elinor Ostrom's unique take on the subject of resource management.
 - D. express the need for effective resource management.
4. Information presented in the passage best supports which of the following conclusions?
- A. Resource management is a critical issue that requires the efforts of many stakeholders.
 - B. Resources were managed more equitably before the relatively modern concept of privatization appeared in many societies.
 - C. Neither government nor private markets should play a part in resource management.
 - D. Community-based resource management can apply to nonnatural resources but is most impactful when applied to natural resources.
5. Which of the following statements best evaluates the author's objectivity in the passage?
- A. The author is somewhat subjective and overstates the significance of Ostrom in her field.
 - B. The author explains resource management ideas but indicates a preference for privatization.
 - C. The author provides a straightforward, unbiased account of Ostrom's work and success.
 - D. The author's clear dislike of economists casts doubt on the objectivity of the passage.
6. Which of the following outlines best represents the main topics addressed in the passage?
- A. — the resource management issue
— Elinor Ostrom's approach
— challenging conventional wisdom
 - B. — pros and cons of privatization and government control
— Elinor Ostrom's emphasis on using history as a guide
— environmental concern of resource depletion
 - C. — Elinor Ostrom's unique educational background
— the tragedy of the commons
— human beings' social nature
 - D. — the future of resource management strategies
— the significance of winning a Nobel Prize
— effectively managed organizations of any size

Read the passage below; then answer the six questions that follow.

Gumbo

- 1 New Orleans is famous for many things, among them its unbridled and unrivaled joy of living, jazz, brass bands, wrought-iron balconies, and, of course, its cuisine. Crawfish, red beans and rice, po'boys, muffuletta, beignets—the list goes on. But perhaps no dish better describes the rich culinary and cultural history of the Big Easy than gumbo, the flavorful soup-like *mélange* served over rice. Its exact origins are somewhat hazy, but in gumbo one can get a taste of the historical complexities of New Orleans and relish the city's passion for good food.
- 2 While every gumbo aficionado seemingly has his or her own unique recipe, most constituents would agree on at least two essential components: a vegetable base of chopped bell peppers, onions, and celery, and a thickening agent. Okra is one traditional gumbo thickener, probably the original. Enslaved West Africans, who arrived shortly after New Orleans's establishment as a French settlement in 1718, brought okra with them. Okra is known as "ki ngombo" in West Africa, or "gombo" in its shortened form. Evidence suggests that the West Africans not only contributed the ingredient that gave the dish its name, but they also were the first to cook it in New Orleans.
- 3 Another traditional gumbo thickener comes to us from the Choctaws, a Native American people who were already living in and around the land that would become New Orleans when it was founded. The Choctaws used a thickening ingredient called *filé*—dried and ground sassafras leaves—in their cooking. Like okra, *filé* is also a seasoning agent that adds flavor to gumbo. It was probably used in gumbo when okra was not available. A third thickener, roux, appeared in the gumbo pot near the end of the nineteenth century. Roux is a staple of French cooking that is a combination of flour and fat. Typically, the flour is cooked slowly with oil until it is golden or light brown in color and whisked into a pasty texture. By the 1950s, roux was the standard gumbo thickener in New Orleans.
- 4 After the vegetable base and choice of thickening agent, all bets are off. Gumbo recipes with a wide variety of ingredients appeared in cookbooks throughout the nineteenth century. By the 1840s, meats and seafood were appearing. By the mid-twentieth century, local seafood such as shrimp, crab, and oysters was the standard protein added to gumbo. Meat became the standard in the 1980s when a Cajun chef named Paul Prudhomme used *andouille* sausage and chicken in a popular gumbo served at New Orleans's famous Commander's Palace restaurant. Cajun cuisine—born of French *émigrés* from a part of Canada known as Acadia, who were deported by England in the mid-eighteenth century and founded permanent settlements in several regions, including the swamps and bayous outside of New Orleans—was obscure until Prudhomme started incorporating it into New Orleans restaurants with great success. Cajun gumbo tends to be heavily seasoned and hearty and may be made with game meats instead of pork or chicken.
- 5 Still other cultural traditions can be found in gumbo. Spicy seasonings typical of subtropical cuisines probably reflect Afro-Caribbean influences. Tomatoes used in gumbos reflect Italian and Spanish influences.

The practice of using potato salad as a gumbo side dish in parts of southern Louisiana probably comes from German immigrants. Sometimes a scoop of potato salad goes in the stew itself. For all the unwritten rules of

gumbo preparation, the long history of the dish in New Orleans shows that while it is ever changing, it has always been a delicious blending of many culinary cultures.



7. Which of the following words is closest in meaning to the word unbridled as it is used in Paragraph 1 of the passage?
- A. uncouth
 - B. unrestrained
 - C. uncommon
 - D. undervalued
8. Which of the following statements from the passage best expresses the main idea of the passage?
- A. New Orleans is famous for many things, among them its unbridled and unrivaled joy of living, jazz, brass bands, wrought-iron balconies, and, of course, its cuisine.
 - B. While every gumbo aficionado seemingly has his or her own unique recipe, most constituents would agree on at least two essential components: a vegetable base of chopped bell peppers, onions, and celery, and a thickening agent.
 - C. After the vegetable base and choice of thickening agent, all bets are off.
 - D. Still other cultural traditions can be found in gumbo.
9. Information included in Paragraph 3 is primarily intended to:
- A. explain other types of gumbo thickening agents.
 - B. note that gumbo thickening agents also serve as flavoring agents.
 - C. explain how to prepare gumbo thickening agents.
 - D. note that nontraditional thickening agents can be used in gumbo.
10. According to information presented in the passage, there was a cause-and-effect relationship between Paul Prudhomme and:
- A. the first appearance of meat in gumbo.
 - B. the popularity of Cajun cuisine.
 - C. the use of roux as a gumbo thickener.
 - D. the heavy seasoning in Cajun cuisine.

11. According to the passage, gumbo requires which of the following ingredients?
- A. filé
 - B. andouille sausage and chicken
 - C. okra
 - D. chopped bell peppers, onions, and celery
12. Which of the following graphic formats could best be used to present information contained in the passage?
- A. pie chart
 - B. flowchart
 - C. horizontal bar graph
 - D. time line

Read the passage below; then answer the six questions that follow.

Sponge Cities

- 1 Managing water flow, supply, and quality is a major urban challenge in the twenty-first century. Much of the fresh rainwater that falls on a city goes down the drain, a lost opportunity for improving water security for the city's population. And all too often, on its way to the drain, rainwater floods streets and buildings, causing destruction and picking up pollutants that it carries into local rivers and bays. To develop systems that collect rainwater, some planners are drawing on knowledge of nature's own processes.
- 2 Unpaved ground serves as a sponge. Rain filters through grass, soil, and rocks and collects in underground cracks and pores known as unconfined aquifers, which can be tapped for human needs. Buildings and pavement in urban areas seal off much of the sponge. Rainwater hits these impenetrable surfaces, runs off, and often pools up. Water collection systems, built to alleviate floods, channel runoff into storm drains that carry the runoff into rivers and bays, well away from aquifers that can provide potable water to cities. Twenty-first-century urban planners are re-creating the sponge, designing systems that replicate natural absorption processes to make cities more porous so water can be soaked up and collected.
- 3 Urban sponges are taking many forms. A cluster of buildings at the City University of Hong Kong has rooftop gardens that soak up rainwater and provide half the toilet water used in the buildings. Permeable paving stones are another form of sponge. In Shenzhen, China, they're being used to prevent a plaza from flooding. In Los Angeles, a city with chronic water shortages and heavy flooding when it does rain, planners turned a neighborhood street into a kind of sponge by installing permeable walkways and bioswales. The bioswales are essentially shallow ditches built adjacent to the neighborhood's street that are filled with drought-resistant plants. When it rains, water collects in the bioswales and filters down into cisterns. In an average year, this system collects enough water to provide for the needs of the families living on the street.
- 4 Catch basins also take many forms. An old quarry in Chicago stores storm water that used to flood the city's South Side and surrounding suburbs. Sealed to create a watertight basin and connected to storm drainage systems by a 30-foot-high tunnel, the quarry provides a reservoir that holds the runoff from major storms until it can be sent to treatment plants and processed for use. In the Sun Valley Watershed of northwest Los Angeles, about two-thirds of the ground is paved and tends to flood extensively, so the city created Sun Valley Park to alleviate flooding and retain water. Drainage systems deliver runoff to the park, where it is treated and sent to underground basins that filter it before it is recharged into the groundwater aquifer. The process occurs silently belowground while city residents enjoy the park aboveground, creating an unobtrusive water retention system that is a model of efficiency.
- 5 Urban planners imagine an entire "sponge city" that would capture and reuse almost every drop of rainwater that falls on it. Such a city would have bioswales in every neighborhood, rooftop gardens, roofs that are cupped to capture water rather than peaked to shed it, and acres of porous pavement to soak up rainwater instead of sending it to the sea. Quarries and parks that incorporate wetlands, filtration ponds, and underground filters and basins would hold the water until it is needed.

Transforming cities into sponges requires new approaches to urban design and major investment to build systems that accommodate

water rather than shed it. But as urban populations continue to grow, capturing rainwater becomes increasingly important.



13. Which of the following words best defines cisterns in Paragraph 3 of the passage?
- A. rivers
 - B. trenches
 - C. tanks
 - D. holes
14. Which of the following statements best expresses an important idea implied but not explicitly stated in the passage?
- A. More scientific research is needed to determine the value of "sponge cities."
 - B. Efficient water collection systems will likely require the use of public funds and private donations.
 - C. Traditional water diversion systems may be harmful to the environment.
 - D. If fully implemented, "sponge cities" will likely stop the construction of new buildings in cities.
15. The last sentence of the passage is most clearly designed to:
- A. encourage readers' consideration.
 - B. sound a warning for readers.
 - C. evoke readers' sympathy.
 - D. persuade readers to take action.
16. According to information presented in the passage, a major difference between a bioswale and a quarry is that a bioswale is primarily intended to:
- A. serve recreational purposes.
 - B. store rainwater.
 - C. improve curb appeal.
 - D. filter rainwater.

17. In which of the following statements from the passage does the author most clearly express an opinion rather than state a fact?
- A. Much of the fresh rainwater that falls on a city goes down the drain, a lost opportunity for improving water security for the city's population.
 - B. Rainwater hits these impenetrable surfaces, runs off, and often pools up.
 - C. The process occurs silently belowground while city residents enjoy the park aboveground, creating an unobtrusive water retention system that is a model of efficiency.
 - D. Transforming cities into sponges requires new approaches to urban design and major investment to build systems that accommodate water rather than shed it.
18. Which of the following statements best summarizes the main points of the passage?
- A. Examples of new and innovative water retention systems are appearing in urban areas all over the world.
 - B. To address the significant issue of water retention in urban areas, many planners are designing systems that absorb water rather than shed it.
 - C. The primary need for water retention systems in urban areas is that urban populations continue to grow.
 - D. A combination of design elements used to retain water in urban areas is likely to be more effective than one design element.

Read the passage below; then answer the six questions that follow.

Collaborative Efforts

- 1 Since his first appearance in 1939, Batman has become one of the world's most popular and iconic superheroes. In contrast to the colorful Superman, Batman and his world are both darker and more human, his adventures owing more to noir films than science fiction. And somewhere in every Batman comic is a credits page with the words, "Batman created by Bob Kane."
- 2 Bob Kane was one of many young New York artists working for DC Comics in the 1930s. In an attempt to create a new character as popular as the recently debuted Superman, Kane drew a sketch of a superhero wearing a domino mask and a red and black costume, with bat-like wings. He showed it to a writer, Bill Finger, who suggested that the character wear the now iconic cowl and scalloped cape, as well as changing the red parts of the costume to gray. He also created Batman's origin story and gave him the secret identity of Bruce Wayne. All of his contributions are essential aspects of the character, yet Finger never received a creator's credit for Batman in his lifetime.
- 3 Part of the reason for this lies in how intellectual property has been handled in the comic book industry. For decades, artists and writers were only paid on a page-by-page basis, and it was common practice for comic book publishers to retain control of any characters created by the artists and writers working for them. Bob Kane's contract, which provided him with a creator's credit, was the exception to a rule in which hundreds of writers and artists like Bill Finger never received royalties or recognition for the characters they created or co-created. Another complication is that new writers and artists are constantly creating new stories for established characters, stories that often change important components of the characters. The version of Batman seen in today's comics and movies, for example, has far more in common with Frank Miller's more psychologically developed Batman stories of the 1980s than with any of the stories Bob Kane or Bill Finger created. How the character was created therefore becomes somewhat less important than how the character has evolved and been reinterpreted over the years. This is part of what accounts for the enduring popularity of characters like Batman—they can be adapted to appeal to each new generation. But it further reduces the incentive for publishers to give creators the credit and financial compensation many feel they deserve.
- 4 Things began to change in the 1980s, when the biggest comic book publishers, Marvel and DC, instituted a new policy that gave royalties to creators working on comics featuring company-controlled characters (like Batman) whose sales reached a certain threshold. Furthermore, DC now offers small royalty rights to writers and artists for new characters that they create. The creators of the 1990s Batman villain Bane, for example, receive royalties on toys and other merchandise featuring the character. Some believe this addresses the main concern that creators are being exploited. Others point out that these royalties only apply to creators working on the most popular comic book titles, and that creators still get no royalties when their story lines get adapted to different (and more lucrative) media like film, TV, and video games.
- 5 The challenge for comic book publishers going forward is to maintain the unique flexibility of their genre, and their ability to generate profits, while still being fair to the creators whose words and artwork bring their

characters to life. The good news is that, with so many writers and artists now taking on editorial and managerial roles, more attention is being paid to the issue. In October of 2015,

for the first time since the character's creation, the credits page of Batman's monthly comic books had a new name at the end: "Batman created by Bob Kane with Bill Finger."



19. Which of the following words is closest in meaning to the word intellectual as it is used in Paragraph 3 of the passage?

- A. smart
- B. creative
- C. thoughtful
- D. innovative

20. Which of the following statements from the passage most directly elaborates on the author's main idea?

- A. In contrast to the colorful Superman, Batman and his world are both darker and more human, his adventures owing more to noir films than science fiction.
- B. He showed it to a writer, Bill Finger, who suggested that the character wear the now iconic cowl and scalloped cape, as well as changing the red parts of the costume to gray.
- C. For decades, artists and writers were only paid on a page-by-page basis, and it was common practice for comic book publishers to retain control of any characters created by the artists and writers working for them.
- D. The good news is that, with so many writers and artists now taking on editorial and managerial roles, more attention is being paid to the issue.

21. This passage was most likely written for which of the following audiences?
- A. comic book writers
 - B. history buffs
 - C. comic book publishers
 - D. general readers
22. According to information presented in the passage, there was a cause-and-effect relationship between:
- A. changes in the comic book industry's copyright practices and the evolution of a psychologically developed Batman character.
 - B. new roles for comic book creators and increasing awareness of unfair crediting practices in the comic book industry.
 - C. the explosion in popularity of movies based on comics and the comic book industry's giving writers more creative freedom.
 - D. policies that provide royalty rights for comic book creators and the financial well-being of the comic book industry.
23. Which of the following facts is *least* relevant to the main idea of the passage?
- A. Bob Kane showed his draft of the Batman character to Bill Finger.
 - B. Bill Finger now receives credit for his role in the creation of Batman.
 - C. Bob Kane wanted to create a character as popular as Superman.
 - D. Bill Finger added distinctive characteristics to Batman.

24. Which of the following outlines best represents the main topics addressed in the passage?
- A. — Bill Finger's instrumental role in creating Batman
 - comic book publishers' history of not providing rights to artists
 - changes in the intellectual property practices of comic book industry
 - B. — New York during the 1930s a hotbed for many young comic book artists
 - Batman as a more psychologically complex character
 - the injustice of no royalties when creators' storylines adapted to other media
 - C. — Batman's status as one of the world's most popular superheroes
 - new artists constantly creating new stories for established characters
 - the challenge for publishers moving forward
 - D. — Bob Kane's original idea for Batman
 - the uniqueness of characters adapted to each new generation
 - Bane creators' royalties on merchandise

Read the passage below; then answer the six questions that follow.

Education in the Animal Kingdom

- 1 One significant characteristic of the human species is its interest in education and instinct to educate the young. The teacher-student relationship has traditionally seemed to require moral, behavioral, and cognitive dispositions that evolve culturally rather than genetically, and therefore education has been considered a distinctively human phenomenon. In recent decades, the growth of research in animal behavior has led scientists to consider how nonhuman animals educate their young. New studies are based on a definition of education that highlights biological functions that depend on innate physiological characteristics rather than the explicit intention to teach or follow principles. According to this definition, education involves two specific behavioral functions. First, adult animals modify their behaviors in the presence of the young, even at a cost to themselves, in order to demonstrate a beneficial behavioral trait. Second, the young gradually emulate the demonstrated behavior and thereby acquire knowledge and skills more efficiently than they would on their own. Studies show that the concept of education, defined in this manner, is not uniquely human.
- 2 A notable example of nonhuman animal education pertains to teaching and learning hunting skills. Some carnivorous species feed on a range of unwieldy prey that can be dangerous, especially to the young. In some of these species, notably meerkats, cheetahs, and seals, animal parents set a "lesson plan" for their young to gradually develop hunting skills in a relatively safe and secure environment. For instance, an elder meerkat, usually the mother, will first bring dead prey to the young. Next, she brings live prey that she kills in front of the young and allows them to eat. Then she brings live prey that the young catch and kill, perhaps with some assistance from her. Eventually the mother's assistance is limited to preventing the prey from escaping as the young become more adept at killing. In cases where the prey is too large to carry, the mother emits a call that summons the young to her. She may incapacitate the prey just enough to allow the young to kill it.
- 3 A perhaps more compelling way of making sense of the prevalence of education in nonhuman animals is that the social environments animals form trigger and facilitate the development of some behavioral patterns even though these patterns are genetically programmed. Many species of hens, for example, are genetically geared to feed on high-protein plants, and yet some mature hens have displayed distinctive feeding gestures toward high-protein plants in the presence of chicks. These gestures draw the chicks' attention to the plants, and, in this respect, serve an instructional function. The habitual inclusion of specific plants in the chicks' diet has been determined to be directly related to the frequency of maternal feeding gestures associated with those plants. In many species of mammals, notably elephants, rats, mice, monkeys, otters, and dolphins, the young are genetically inclined to pay special attention to their maternal parent, and the parent's behavior, in turn, provides a source of signals that stimulate behavioral preferences that pertain to the quality and location of specific foods, objects that should be avoided or feared, or environmental resources that promote survival skills.
- 4 In many different animal species, then, social learning, which is a key element of human education, complements processes of

genetic inheritance and development. For this reason, diverse forms of learning by instruction are a prevalent characteristic of the development of animals that live in groups. Undoubtedly, our unique intellectual capacities as human beings enable us to create highly diverse and novel forms of thinking and behavior that nonhuman animals are not capable of, and then to transmit the highly

diverse and novel forms of thinking from one generation to another. The similarity between nonhuman animals and humans is in genetic codes that promote the cultural transmission of knowledge from one generation to the next. Until recently, we have not realized the extent to which nonhuman animals and humans share this foundation of education.



25. Which of the following words is closest in meaning to the word dispositions as it is used in Paragraph 1 of the passage?

- A. beliefs
- B. inclinations
- C. settlements
- D. terms

26. Which of the following statements best expresses an important idea implied but not stated in the passage?

- A. Nonhuman animals adhere to a different set of ethical principles than humans do.
- B. Humans are fascinated by the similarities between humans and nonhuman animals.
- C. Nonhuman animals have reasoning skills that are not as advanced as human reasoning skills.
- D. Humans are inclined to educate their young in ways that will ensure the young's survival.

27. Based on the content expressed in the passage, which of the following statements best characterizes the author's point of view?

- A. More studies will show that nonhuman animals approach education the same way humans do.
- B. Just like humans, nonhuman animals will always seek new and better ways to educate their young.
- C. The roots of some fundamental human education principles can be seen in nonhuman animals.
- D. Humans cannot learn much about education by observing how nonhuman animals educate their young.

28. The author mentions genetic inheritance and cultural inheritance in the first paragraph primarily for which of the following reasons?
- A. to establish a clinical tone
 - B. to elaborate on the main idea
 - C. to provide an anecdotal detail
 - D. to illustrate a seeming contrast
29. Which of the following facts from the passage best supports the author's argument in the passage?
- A. One significant characteristic of the human species is its interest in education and instinct to educate the young.
 - B. According to this definition, education involves two specific behavioral functions.
 - C. Some carnivorous species feed on a range of unwieldy prey that can be dangerous, especially to the young.
 - D. Many species of hens, for example, are genetically geared to feed on high-protein plants, and yet some mature hens have displayed distinctive feeding gestures toward high-protein plants in the presence of chicks.
30. Which of the following statements best summarizes Paragraph 3?
- A. Even though they are genetically prone to certain habits, many nonhuman animals learn from others.
 - B. Hens are genetically geared to a specific diet, while the young of many mammal species are genetically geared to observe their parents.
 - C. In mammals, the young exhibit a strong tendency to follow the guidance of their elders.
 - D. The parent-offspring learning relationship is as important for nonhuman animal species survival as it is for human animals.

Read the passage below; then answer the six questions that follow.

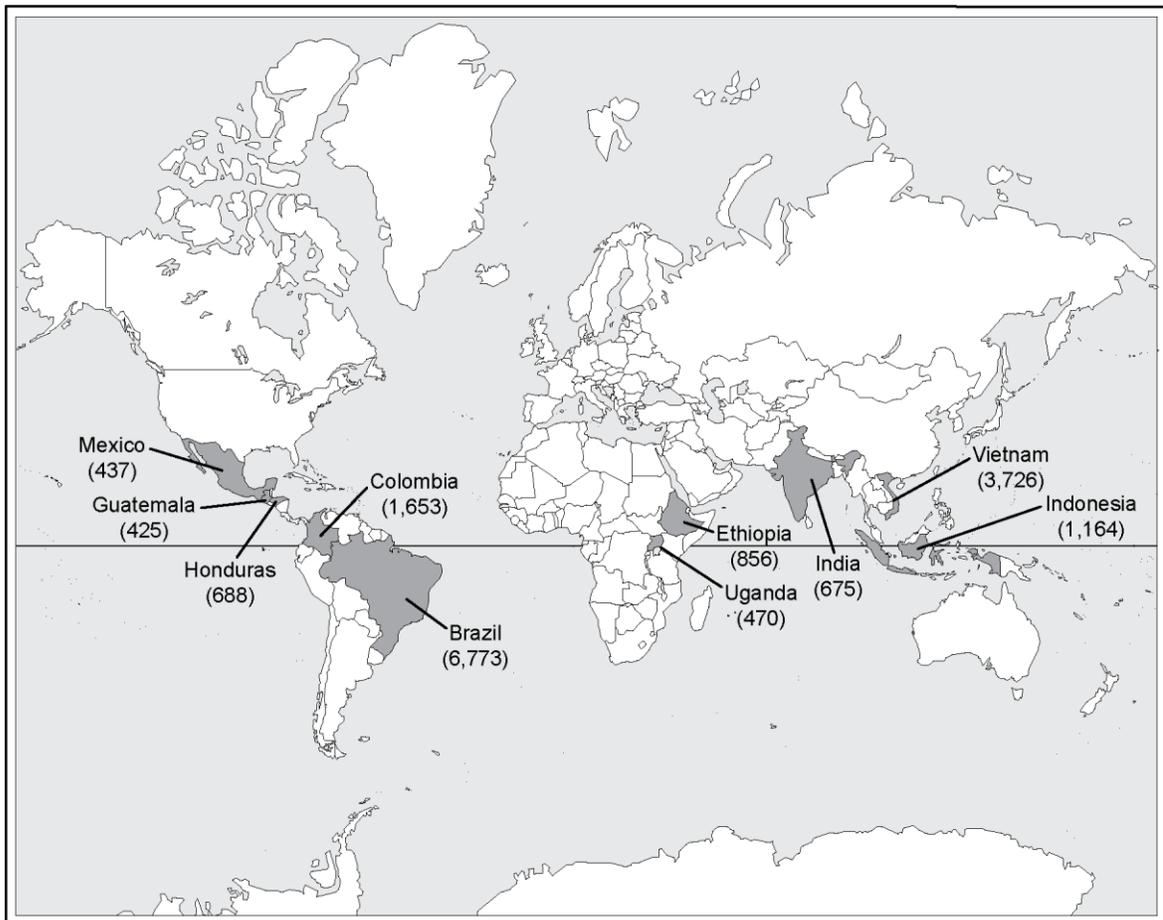
Coffee

- 1 Coffee is virtually ubiquitous. In the United States, it is so entrenched in daily life that furniture is dedicated to it (coffee table), a type of food is named after it (coffee cake), and without it the workday would be unbearable for many people (coffee break). Coffee was not always an unquestioned fact of daily life, however. It has a long history of migration, from Africa and the Middle East to Asia, Europe, and the Americas, taking on different meanings and provoking various responses in each context along the way.
- 2 Several legends illustrate coffee's possible origins in or around Ethiopia. The most famous story, taking place as much as 1,200 years ago, tells of an Ethiopian goatherd named Kaldi who witnessed his goats become unusually energized after consuming a red berry. Kaldi tried the berry himself and experienced the same rush of vitality he had seen in his goats. Whatever the true story of coffee's beginnings, the first reliable evidence for the beverage's cultivation and consumption is from the fifteenth century, in Yemen. Muslim mystics, known as Sufis, would drink it for increased concentration and wakefulness in all-night prayer and meditation sessions. Coffee's use was not confined to religious settings for long, however, nor to the borders of Ethiopia and Yemen.
- 3 By the sixteenth century, the Middle East was full of coffee shops. Patrons enjoyed the drink's stimulating effects while engaging in intellectual and political discussions, playing chess, and listening to music. Although authorities attempted to maintain their monopoly on coffee by preventing its export, it nevertheless reached India by the seventeenth century and Europe at roughly the same time. While some in Europe derided coffee as a "devil's drink," Pope Clement VIII liked it so much that he baptized it. The first European coffeehouses opened in the mid- to late seventeenth century and served as meeting places for people to discuss the new Enlightenment ideas of the day. Coffee's economic potential was quickly recognized, and Europeans soon planted it in their colonies as a cash crop.
- 4 Today, coffee is often cited as the world's most popular drink after water. It is a staggering \$100 billion worldwide industry. Ninety percent of the coffee beans consumed annually are produced in developing countries. That fact would seem to position coffee as a vehicle for improving the economies of developing countries and perhaps improving the overall quality of living for coffee growers in those countries. Unfortunately, many hands are involved in the chain of production from the time the grower picks the green coffee bean to the time a hot cup is served in a coffee shop. Traders, roasters, distributors, and retailers all take a cut, often at the expense of the growers, who are generally paid low prices for the valuable commodity they provide. Some efforts have been made in recent decades to address this issue and establish fair trading practices, but inequities still exist in the coffee production chain. As the world increasingly industrializes and turns to coffee to fuel its workforce, the commodity will become even more valuable than it already is, but this will only help the developing countries that grow the world's coffee if they're treated fairly.
- 5 With so much coffee being consumed, the question arises: What does it really do for us? There are signs that coffee has many positive health attributes, such as protection against certain diseases, but studies on coffee's health effects are inconclusive. Perhaps its greatest

contribution to life on earth lies in its rich and varied history, from a pleasant experience for goats to a vehicle for spiritual transcendence, a lubricant for intellectual discourse, a target of scorn as the "devil's drink," and finally its

status as one of the most lucrative trade goods of all time. And perhaps that rich history is explained by the simple fact that most people who try it enjoy its stimulating effect, pleasant aroma, and taste.

Top 10 Coffee-Producing Countries and Quantity Produced, 2014–2015
(in millions of pounds)



31. Which of the following words is closest in meaning to the word lubricant as it is used in Paragraph 5 of the passage?
- A. protector
 - B. vessel
 - C. guide
 - D. prompt
32. Which of the following statements from Paragraph 4 best expresses the main idea of the passage?
- A. It is a staggering \$100 billion worldwide industry.
 - B. Ninety percent of the coffee beans consumed annually are produced in developing countries.
 - C. That fact would seem to position coffee as a vehicle for improving the economies of developing countries and perhaps improving the overall quality of living for coffee growers in those countries.
 - D. Unfortunately, many hands are involved in the chain of production from the time the grower picks the green coffee bean to the time a hot cup is served in a coffee shop.
33. The author's main purpose in this passage is to:
- A. imply that drinking coffee can lead to better health.
 - B. discuss the history and relevance of coffee.
 - C. draw attention to negative impacts of globalization.
 - D. predict the future economic value of coffee.
34. Which of the following lists accurately arranges events and details in the order in which they occurred historically?
- A.
 1. the fabled experience of the goatherd Kaldi
 2. the baptizing of coffee by Pope Clement VIII
 3. the arrival of coffee in Europe
 - B.
 1. the cultivation and consumption of coffee in Yemen
 2. the arrival of coffee in India
 3. the effort to create fair pricing
 - C.
 1. the fabled experience of the goatherd Kaldi
 2. the arrival of coffee in European colonies
 3. the opening of European coffeehouses
 - D.
 1. the cultivation and consumption of coffee in Yemen
 2. the effort to create fair pricing
 3. the arrival of coffee in India

35. Which of the following statements from the passage is an expression of opinion rather than a statement of fact?
- A. It has a long history of migration, from Africa and the Middle East to Asia, Europe, and the Americas, taking on different meanings and provoking various responses in each context along the way.
 - B. Patrons enjoyed the drink's stimulating effects while engaging in intellectual and political discussions, playing chess, and listening to music.
 - C. As the world increasingly industrializes and turns to coffee to fuel its workforce, the commodity will become even more valuable than it already is, but this will only help the developing countries that grow the world's coffee if they're treated fairly.
 - D. And perhaps that rich history is explained by the simple fact that most people who try it enjoy its stimulating effect, pleasant aroma, and taste.
36. Information presented in the map supports the conclusion that the amount of coffee a country can produce depends primarily on which of the following factors?
- A. proximity to trade routes
 - B. population
 - C. proximity to Ethiopia
 - D. climate

Read the passage below; then answer the six questions that follow.

What Becomes of Trash?

1 In 2013 Americans produced an astonishing 254 million tons of municipal solid waste (MSW), also known as trash or garbage. Clearly, this huge quantity of trash does not simply disappear after we leave it on the curb. How is it disposed? In the United States, there are three primary disposal methods: containment in landfills, heat-based techniques like incineration, and recycling. Facilities specializing in each of these techniques do the dirty work behind the scenes to take care of our garbage.

2 Landfills, the most prevalent method of waste disposal, are large holes in the ground located in wide, open spaces. In order to protect the contained waste from the surrounding environment, a ceramic or plastic liner covers the landfill's bottom and sides. Trucks unload their waste into the landfill, and then bulldozers and compactor machines spread and pack it, distributing it evenly and minimizing its volume. Before trucks leave the site, their wheels are washed so as to avoid spreading waste residue beyond the landfill area. The landfill is covered overnight with soil and other biodegradable matter, foam, or blankets, protecting the waste from animals and the elements. Once the landfill is filled to capacity, it is covered with a plastic cap and then a layer of soil planted with shallow-rooted plants like grass and kudzu. Groundwater-monitoring stations then record the presence of pollutants around the landfill's perimeter. The groundwater is monitored for a minimum of 30 years after the landfill is closed.

3 Incineration and related methods rely on heat to reduce the mass and volume of trash. Because they often produce useful resources in the process, like fuel and electricity, they are termed waste-to-energy techniques. In a

typical incinerator, waste is first sorted upon arrival and possibly shredded, to ensure even burning. The waste then enters the primary combustion chamber, a rotary kiln, which turns to distribute the heat, with temperatures ranging from 1,470 to 2,900 degrees Fahrenheit. While ash settles at the bottom of the kiln, the resulting heavy gases enter an afterburner, the secondary combustion chamber. There they are refined into lighter, more useful gases, like carbon dioxide. Gas may also be burned in order to boil water, which powers steam generators, in turn producing electricity and heat for many purposes.

4 The third major form of waste disposal, recycling, operates by turning a used material into something usable again. The type of material—whether paper, glass, steel, plastics, aluminum cans, electronics, rubber tires, or organic waste—determines the recycling process employed. For example, paper arrives at a recycling facility and is subsequently sorted by weight, use, and color. Hot chemicals and water turn the paper into pulp and then magnets, gravity, and filters remove excess materials, such as staples and glue. The pulp is then sprayed onto a flat surface and rolled over to form long, wide sheets. The sheets are pressed and dried, and then cut to size for sale. While the processes used to recycle other materials, such as metals and plastics, differ widely, the basic principle of recycling—transforming a used material into something usable—remains the same for all materials.

5 Governing all methods of waste disposal are considerations such as cost, feasibility, pollution, and resource consumption. While the present methods will surely continue to develop, it is also likely that entirely new

forms of disposal will supplement—or even replace—them in the future, as disposal methods struggle to keep up with the world's

ever-expanding volume of waste. Someday, there may not be any more land to fill.



37. Which of the following words is the best **synonym** for the word governing as it is used in Paragraph 5 of the passage?

- A. summoning
- B. ordering
- C. claiming
- D. influencing

38. Which of the following statements best expresses an important idea implied but not explicitly stated in the passage?

- A. Recycling and incineration are preferable to landfills because they turn something used into something usable.
- B. The growing world population may outpace the ability to dispose of trash in an ecologically responsible manner.
- C. Existing methods of waste disposal are likely to be altered as needed but will remain the best methods.
- D. The United States' production of trash exemplifies one of the drawbacks of its consumer-driven society.

39. This passage was most likely written for an audience of:

- A. waste disposal professionals.
- B. government experts on waste disposal.
- C. waste disposal industry lobbyists.
- D. people interested in waste disposal.

40. Information presented in the passage best supports which of the following conclusions?

- A. Unlike incineration and recycling, landfills do not have useful by-products.
- B. Developing countries do not produce as much trash as developed countries.
- C. Cost is the biggest determiner of the type of waste disposal method cities and towns use.
- D. Incineration is the most technologically complex of the waste disposal methods.

41. The author's view that the waste disposal industry will experience ever-increasing challenges in the future is based on primarily which of the following assumptions?
- A. Political will for green solutions to waste disposal problems is inert.
 - B. Waste disposal is a relatively low priority for some local governments.
 - C. Overpopulation is making waste disposal increasingly unsustainable.
 - D. Technological innovators are not attracted to waste disposal problem solving.
42. Which of the following graphic formats would best present information about each of the waste disposal methods described in the passage?
- A. circle graph
 - B. flowchart
 - C. bar graph
 - D. pie chart

PRACTICE TEST RESULTS

PRACTICE TEST RESULTS OVERVIEW

The practice test provides valuable information regarding your preparedness for the MTEL Communication and Literacy Skills (01): Reading subtest. In this section, you will find information and tools to help you determine your preparedness on the various sections of the test.

Multiple-Choice Questions

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

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

Total Test

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

**MULTIPLE-CHOICE QUESTION
ANSWER KEY WORKSHEET**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
1	0001	D		
2	0002	B		
3	0003	C		
4	0004	A		
5	0005	C		
6	0006	A		
7	0001	B		
8	0002	D		
9	0003	A		
10	0004	B		
11	0005	D		
12	0006	D		
13	0001	C		
14	0002	C		
15	0003	A		
16	0004	D		
17	0005	C		
18	0006	B		
19	0001	B		
20	0002	D		
21	0003	D		
22	0004	B		
23	0005	C		
24	0006	A		
25	0001	B		
26	0002	C		
27	0003	C		
28	0004	D		
29	0005	D		
30	0006	A		

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

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
31	0001	D		
32	0002	D		
33	0003	B		
34	0004	B		
35	0005	C		
36	0006	D		
37	0001	D		
38	0002	A		
39	0003	D		
40	0004	A		
41	0005	C		
42	0006	B		

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

_____ of 42 multiple-choice questions

**MULTIPLE-CHOICE QUESTION
PRACTICE TEST EVALUATION CHART**

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

Objective 0001: Determine the meaning of words and phrases in the context in which they occur.							
1D	7B	13C	19B	25B	31D	37D	____/7

Objective 0002: Understand the main idea and supporting details in written material.							
2B	8D	14C	20D	26C	32D	38A	____/7

Objective 0003: Identify a writer's purpose, point of view, and intended meaning.							
3C	9A	15A	21D	27C	33B	39D	____/7

Objective 0004: Analyze the relationships among ideas in written material.							
4A	10B	16D	22B	28D	34B	40A	____/7

Objective 0005: Use critical reasoning skills to evaluate written material.							
5C	11D	17C	23C	29D	35C	41C	____/7

Objective 0006: Apply skills for outlining and summarizing written materials and interpreting information presented in graphic form.							
6A	12D	18B	24A	30A	36D	42B	____/7

PRACTICE TEST SCORE CALCULATION

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

How to Calculate Your Practice Test Score

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

SAMPLE

Total Practice Test Score (Estimated MTEL Score)	
Enter the total number of multiple-choice questions you answered correctly:	35
Use Table 1 below to convert that number to the score and write your score in Box A to estimate your MTEL score:	A: <input style="width: 50px; border: 1px solid black;" type="text" value="251"/>

Practice Test Score Calculation Worksheet: Communication and Literacy Skills: Reading

Table 1:

Number of Multiple-Choice Questions Correct	Estimated MTEL Score		Number of Multiple-Choice Questions Correct	Estimated MTEL Score		Number of Multiple-Choice Questions Correct	Estimated MTEL Score
0 to 14	100		23 to 24	161		33 to 34	236
15 to 16	101		25 to 26	176		35 to 36	251
17 to 18	116		27 to 28	191		37 to 38	266
19 to 20	131		29 to 30	206		39 to 40	281
21 to 22	146		31 to 32	221		41 to 42	296

YOUR SCORE

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

Total Practice Test Score (Estimated MTEL Score)	
Enter the total number of multiple-choice questions you answered correctly:	_____
Use Table 1 above to convert that number to the score and write your score in Box A to estimate your MTEL score:	A: <input style="width: 50px; border: 1px solid black;" type="text"/>