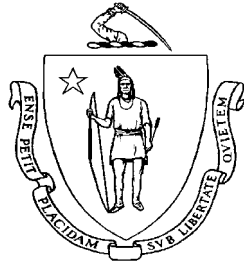


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# Massachusetts Tests for Educator Licensure® (MTEL®)

## MTEL: Communication and Literacy Skills (01)

### Practice Test



#### BOOKLET 1

### Reading Subtest

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## **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.

The reading subtest consists of multiple-choice questions and word meaning (vocabulary) assignments. The writing subtest includes multiple-choice questions, short-answer items, and open-response items, and is composed of four parts: written mechanics, grammar and usage, a written summary exercise, and a written composition exercise. Areas tested on the MTEL Communication and Literacy Skills (01) test include the comprehension and analysis of readings; development of ideas in essay form on specific topics; outlining and summarizing; interpretation of tables and graphs; and mastery of vocabulary, grammar, and mechanics.

To assist you in recording and evaluating your responses on the reading section of the Practice Test, a Multiple-Choice Answer Sheet, a Vocabulary Questions and Response Sheet, an Answer Key Worksheet, and an Evaluation Chart by test objective are included for the multiple-choice and vocabulary items. Sample Responses are also provided for the vocabulary questions. 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**

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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 vocabulary 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**

<b>Question Number</b>	<b>Your Response</b>
1	
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**DIRECTIONS FOR THE MULTIPLE-CHOICE SECTION  
OF THE READING SUBTEST**

The multiple-choice section of the reading subtest consists of six 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 30 multiple-choice questions in this section of the reading subtest, numbered 1 to 30. 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, written in the style of a magazine of ideas and opinion. Then answer the five questions that follow.

### A Native American Heritage

- 1 By the beginning of the twentieth century, the Native Americans who lived in New England were far fewer than had lived in the region three centuries earlier. Many of these people lived in small groups on portions of lands that their ancestors had long occupied. Though fewer in number, they honored their tribal identities, cherished their ancestral homelands, and wanted to keep what they had. To help insure their heritage, Native Americans eventually turned to the U.S. legal system.
- 2 Leading the way were two Maine tribes, the Penobscots and the Passamaquoddies, whose history differed little from that of most Native Americans of the region. Like other tribes, their populations had decreased markedly over the centuries; so had the amount of land they controlled. After the American Revolution, state governments had imposed treaties that transferred much of the Native Americans' land to state and private ownership. With the loss of their land base and its resources, tribal populations tended to disperse as individuals sought opportunities elsewhere. In Maine, by the early twentieth century, the Penobscots and Passamaquoddies held only two small reservations.
- 3 Thus matters stood for the next half-century. Then, in 1957, a federal program designed to encourage the assimilation of Native American peoples threatened to terminate the Penobscot and Passamaquoddy tribal governments. Tribal leaders resisted. With the help of other Native American activists, they thwarted the attempt and in the process strengthened tribal authority. It was a small victory, but one that encouraged them to seek other ways of asserting their rights.
- 4 As the changing social and political climate of the 1960s and 1970s prompted many Native American groups to insist that the federal government live up to treaty commitments, Penobscot and Passamaquoddy leaders saw their opportunity. The tribes had fought for the Americans in the Revolution and in return had been promised protection of their hunting grounds by the Continental Congress. By the twentieth century, those vast tracts had become extremely valuable. So the two tribes decided to sue the federal government for the return of about two-thirds of the state of Maine.
- 5 The land, they claimed, had been taken illegally, first by Massachusetts (of which Maine formed a part until 1820) and then by Maine. They based their case on the Indian Trade and Intercourse Act of 1790. That law, which made the federal government a trustee for Native American property, declared that no transfers of Indian land were valid unless approved by Congress. Since the tribes could demonstrate that state treaties involving more than 1,200,000 acres of land taken from them had never been submitted to Congress, they had a strong case. Much to the surprise and chagrin of many observers, the suit proved successful. In 1980, the Maine Indian Settlement Act awarded the tribes a substantial monetary settlement that enabled them to buy land, develop tribal businesses, and provide employment for tribal members.

6 In winning the case, the Penobscots and Passamaquoddies established an important legal precedent that other New England tribes would soon use to assert their rights and to

reassert the full dimensions of the cultural heritages their forbears had bequeathed to them.



1. Which of the following statements from the first paragraph of the selection best expresses the main idea of that paragraph?

- A. By the beginning of the twentieth century, the Native Americans who lived in New England were far fewer than had lived in the region three centuries earlier.
- B. Many of these people lived in small groups on portions of lands that their ancestors had long occupied.
- C. Though fewer in number, they honored their tribal identities, cherished their ancestral homelands, and wanted to keep what they had.
- D. To help insure their heritage, Native Americans eventually turned to the U.S. legal system.

3. According to information presented in the selection, which of the following most influenced Penobscot and Passamaquoddy leaders to sue the federal government for the return of about two-thirds of the state of Maine?

- A. their continuing opposition to federal efforts during the 1960s and 1970s to encourage the assimilation of Native American groups
- B. changes in the federal law governing the transfer of Native American land
- C. demands by other Native American groups during the 1960s and 1970s that the government honor its treaty commitments
- D. the tribes' contributions to the patriot cause during the American Revolution

2. Which of the following best expresses the author's point of view?

- A. The author has tremendous respect for the basic fairness of the U.S. legal system.
- B. The author is surprised that the Native Americans of New England took so long to assert their rights.
- C. The author admires the accomplishments of the Native Americans discussed in the selection.
- D. The author believes that the legal suits discussed in the selection had little merit.

4. Which of the following provides the best evaluation of the author's credibility?
- A. The author's misconceptions about Native American history strongly detract from the credibility of the selection.
  - B. Despite some misunderstanding of how the legal system works, the author presents an informed account of the suits discussed in the selection.
  - C. The author's bias against the federal government strongly detracts from the credibility of the selection.
  - D. Although clearly sympathetic to Native Americans, the author presents a balanced account of their efforts to assert their rights.
5. Which of the following best summarizes the main points of the selection?
- A. After centuries of population decline and land loss, Native Americans of New England employed the legal system to assert their rights and strengthen the economic bases of their communities.
  - B. The 1960s and 1970s marked an important turning point in Native American history, particularly in New England, where major tribes reclaimed lands they had lost centuries earlier.
  - C. Even though the Penobscots and Passamaquoddies had been reduced to two small reservations by the early twentieth century, they assumed an important leadership role among the Native American tribes of New England.
  - D. The legal initiatives of the Penobscots and Passamaquoddies made the state of Maine a leading center of Native American activism throughout the closing decades of the twentieth century.

Read the passage below, written in the style of a college history textbook.  
Then answer the five questions that follow.

### A Bill of Rights

- 1 As members of the Constitutional Convention completed their work in Philadelphia during the fall of 1787, they had good reason to be proud of what they had accomplished. Despite serious divisions over questions of representation and related issues, they had managed to fashion a new form of government—one that would enable the United States to become the great nation they believed it to be. This achievement notwithstanding, they knew they could not become complacent, for one task still remained. The new government had to be ratified by at least nine of the thirteen states, and not everyone outside the Philadelphia convention hall shared the founders' positive view of their creation.
- 2 The main opponents of the new government formed a group known as the Anti-Federalists. Unlike proponents of the Constitution, most of whom hailed from urban centers and prosperous rural areas, the bulk of Anti-Federalist support came from small farmers who had a deep fear of centralized power. As they saw it, the new government represented a betrayal of revolutionary ideals and posed as grave a threat to American liberty as the British monarchy once had. In making their case against the Constitution, Anti-Federalist orators drew numerous parallels between the Loyalists who had backed Great Britain in 1776 and the political leaders now calling for a stronger federal government. In each case, they claimed, one could detect the plots and intrigues of self-interested individuals who had no qualms about submerging "every worthy principle beneath the shrine of ambition."
- 3 Apart from these general objections, the Anti-Federalists found several features of the Constitution particularly troubling. One was the power of Congress to raise standing armies during peacetime. This, they feared, would result in the formation of a mercenary army whose only loyalty was to the powerful officials who had created it. Another set of objections centered on the taxing power of the new government. Given the broad grant of authority made to Congress, they asked, why should it act any differently in this regard than Parliament had? As Patrick Henry observed, nothing in the Constitution prevented government officials from exploiting the taxpaying public. The Virginia orator then went on to sketch a frightening picture of an all-powerful president "supported in extravagant magnificence" by corrupt legislators capable of "laying what taxes they please, giving themselves what salaries they please, and suspending our laws at their pleasure."
- 4 The Anti-Federalists were also concerned about the place of the states in the new system of government. According to traditional political theory, sovereignty was indivisible. This meant that lesser governmental bodies could not effectively share power with a central authority. Anti-Federalists feared that individual states would have insufficient power to order their own affairs under the new frame of government. They further noted that the Constitution did not contain a bill of rights. This, they believed, was no oversight on the part of the framers, but reflected their general disdain for the liberties of American citizens.

5 This was a powerful critique. To meet these attacks and secure ratification of the Constitution, its supporters had to do much more than simply demonstrate that the new government corrected the deficiencies of the government it was replacing. They also had to show that it could meet the nation's needs without threatening the liberties of American citizens. Doing so proved more difficult than

expected, largely because so many people were troubled by the new government's lack of a bill of rights. It was not until June 1788 that the Constitution became the law of the land. That the first Congress elected under the new charter wasted little time adding a bill of rights to the Constitution was a tribute to the force of the Anti-Federalists' arguments.



6. Which of the following statements best expresses the main idea of the selection?
- A. Memories of the recent struggle against Great Britain heightened Anti-Federalist concerns about governmental corruption and excessive taxation.
  - B. Being for the most part small farmers, the Anti-Federalists were fearful of the formation of a mercenary standing army that would have no loyalty to the people.
  - C. The framers of the Constitution were surprised that so many people agreed with the Anti-Federalist critique of the new government created by the document.
  - D. Although Anti-Federalist opposition to the Constitution did not prevent ratification, it did force the Constitution's framers to address potential threats to individual liberties.

7. The author's main purpose in this selection is to:
- A. describe Anti-Federalist objections to the Constitution.
  - B. narrate the process by which the Constitution was drafted and ratified.
  - C. evaluate the advantages and disadvantages of the Constitution.
  - D. analyze the motives of the framers of the Constitution.
8. According to information presented in the selection, a major difference between the Anti-Federalists and supporters of the Constitution was that the Anti-Federalists:
- A. were more concerned about the threat of governmental tyranny.
  - B. did not believe government served any useful purpose.
  - C. were more concerned about future developments than past events.
  - D. believed Great Britain still threatened American liberties.

9. Which of the following assumptions most influenced the author's account in the *final paragraph* of the selection?
- A. Proponents of the Constitution lacked the political skills of the Anti-Federalists.
  - B. Anti-Federalist criticism strongly influenced the debate over the Constitution.
  - C. Proponents of the Constitution lacked the organizational unity of the Anti-Federalists.
  - D. A large majority of Americans agreed with the Anti-Federalist critique of the Constitution.
10. Which of the following best outlines the main topics addressed in this selection?
- A. — The work of the Constitutional Convention  
— The Anti-Federalist campaign against the Constitution  
— The ratification of the Constitution
  - B. — Accomplishments of the framers of the Constitution  
— Arguments of leading Anti-Federalists against the Constitution  
— Addition of a bill of rights to the Constitution
  - C. — Anti-Federalist fears of centralized authority  
— Anti-Federalist views on standing armies and taxation  
— Anti-Federalist views on relations between states and the federal government
  - D. — Comparison of Anti-Federalists and proponents of the Constitution  
— Comparison of Loyalists and advocates of the Constitution  
— The political influence of the Anti-Federalists

Read the passage below, written in the style of a college journalism textbook. Then answer the five questions that follow.

### Nellie Bly

- 1 When Nellie Bly (1867–1922) landed her first job as a reporter for the *Pittsburgh Dispatch* in 1885, investigative journalism was not widely practiced. But over the next thirty-five years, Bly's reportorial ingenuity, allied with her focus on issues of social justice, brought investigative reporting to new prominence and helped transform journalism in the United States.
- 2 As a reporter for the *Dispatch*, Bly quickly demonstrated the resourcefulness that would later make her famous. Entering the city's most impoverished areas, she conducted interviews with working women and other residents that provided the basis for a series of stories on underreported topics such as poverty, divorce, and factory work. Bly's reputation was enhanced by an 1886–1887 trip to Mexico, where she investigated political corruption and the problems of the nation's poor. But it was not until she went to work for Joseph Pulitzer's *New York World* that she began filing the stories that would make her a household name.
- 3 Pulitzer, who had recently moved to New York from St. Louis, was a major figure in U.S. journalism. Although mainly interested in selling newspapers, he understood how the power of the press could be employed to create support for social reform. And the late nineteenth century was a time when much needed to be reformed. This was especially so in large urban centers such as New York City, where poorly paid working people—many of them recent immigrants from southern and eastern Europe—often lived in filthy, crowded tenements without any of the social services available today. As publisher of the *World*, Pulitzer promised to use his newspaper to "expose all fraud and sham, fight all public evils and abuses, and do battle for the people."
- 4 Bly would help him carry out that promise through her pioneering undercover work for the *World*. Her first assignment, an exposé of the notorious New York City Lunatic Asylum on Blackwell's Island, provides a particularly good example. Feigning mental illness, Bly had herself committed for ten days in order to experience the conditions from an inmate's point of view. The resulting story caused a sensation that, in addition to selling countless newspapers, prompted urgently needed changes in the treatment of patients.
- 5 Bly was soon filing a new story every week as a crusading "stunt" reporter, a journalistic approach that was a forerunner of the investigative reporting of a later period. On one occasion, she posed as a maid for a story on employment agencies that took advantage of poor, uneducated women. On another occasion, she posed as an unwed mother for a story on trafficking in newborn babies that revealed they could be purchased from brokers for as little as ten dollars without any questions being asked. She also went undercover to investigate bribery in the New York State Legislature, where she exposed the illegal operations of political lobbyists, at least one of whom was forced to leave the state.
- 6 Not all of Bly's stories advanced the crusade against injustice and corruption. In addition, she did her share of lightweight reporting. Indeed, the story for which she is best known was a pure publicity stunt. In November 1889 she traveled around the world in an attempt to beat the fictional record set in Jules Verne's novel *Around the World in Eighty Days*; she made it in seventy-two—to the accompaniment of two and a half months of hyperbolic coverage in Pulitzer's paper. Nevertheless, championing the cause of poor

working women was a prominent theme in Bly's reporting. Along the way, she brought significant changes to her profession. In addition to her groundbreaking work as an

investigative reporter, she helped remove barriers to women's employment as journalists and served as a model for other women seeking work in the field.



11. Which of the following statements best expresses the main idea of this selection?
- A. Despite the sensation Bly's exposure of the New York City Lunatic Asylum caused, she is best remembered for her trip around the world.
  - B. Bly's reporting not only contributed to the development of innovative journalistic techniques but also helped effect important social changes.
  - C. Although readers thought highly of the investigative reporting Bly did for the *Pittsburgh Dispatch*, she was most celebrated for the stories she published in the *New York World*.
  - D. During her thirty-five years as a crusading reporter, Bly filed numerous stories that exposed the exploitation of working women and the poor.

12. Which of the following best describes the author's main reason for writing about Bly's "resourcefulness" in the second paragraph of the selection?
- A. to inform readers about Bly's level of education
  - B. to help readers understand the difficulties that women journalists faced in the late nineteenth century
  - C. to stress the importance of objectivity in journalism
  - D. to emphasize the intelligence and imagination that Bly brought to her work
13. Information presented in the selection best supports which of the following conclusions?
- A. Bly had little respect for the ordinary journalism of her day.
  - B. Bly's concerns about social injustice declined after she left the *Pittsburgh Dispatch*.
  - C. Bly exhibited considerable courage and adaptability as a reporter.
  - D. Bly's reporting made Joseph Pulitzer a leading personality in U.S. journalism.

14. Which of the following statements from the selection best expresses an opinion rather than a fact?
- A. The late nineteenth century was a time when much needed to be reformed.
  - B. On one occasion, Bly posed as a maid for a story on employment agencies that took advantage of poor, uneducated women.
  - C. Not all of Bly's stories advanced the crusade against injustice and corruption.
  - D. Nevertheless, championing the cause of poor working women was a prominent theme in Bly's reporting.
15. Which of the following best outlines the main topics addressed in this selection?
- A. — Reporting for the *Pittsburgh Dispatch*  
— Joseph Pulitzer and U.S. journalism  
— Bly's most widely read story
  - B. — Establishing a reputation as a resourceful reporter  
— Bly's undercover work for the *New York World*  
— Assessment of Bly's journalistic contributions
  - C. — From Pittsburgh to Mexico  
— Exposing the New York City Lunatic Asylum  
— Bly's work as a "stunt" reporter
  - D. — Obtaining a position with the *New York World*  
— Late nineteenth-century urban problems  
— How Bly helped Pulitzer promote social reform

Read the passage below, written in the style of a popular magazine.  
Then answer the five questions that follow.

### Rainbows

1 Does a rainbow point the way to a pot of buried gold, as stated in popular folklore? Or is it the multicolored serpent some people in Asia, Australia, and Brazil see streaking across the sky? Others see a rainbow as a heavenly bridge connecting this world and the world beyond. Among Arabs and some Bantu in central Africa, it is the bow for God's arrow; to early Christians, it was the throne of Christ; and among the Nandi, Masai, and California Yuki, it is the robe of God. To twenty-first-century scientists, it is something quite different. For them, the band of soft colors that arcs across the sky simply shows the spectrum of the colors in sunlight spread out by raindrops.

2 How does it happen? Perhaps the best place to begin is by noting that sunlight is white light. Although white light contains colors, they are blended together; no color is visible until the light strikes an object. When that occurs, the object struck reflects one or more colors in the light while absorbing or refracting the others. The reflected light is the color the object appears to be when viewed with the human eye. Whereas solid objects send unabsorbed colors back to the eye, transparent objects such as glass or water bend the light as it passes through them. This bending is called refraction. A rainbow is caused by drops of water that both refract and reflect the light rays that enter them.

3 Of the two processes, refraction plays a particularly important role in the formation of rainbows. This is so because when light is

refracted, each color is bent at a slightly different angle. As a result, the colors in the light separate, and it is then that the eye sees the spectrum of light we call a rainbow. In the spectrum, red light bends the least and violet light bends the most. Orange, yellow, green, and blue—always in that order—range between them. Hence, a rainbow is red across the top and violet on the inner side of the arc. And in every rainbow, whether caused by sunlight striking raindrops high in the sky or water dripping from a garden hose in the backyard, the colors will appear in the same order.

4 Rainbows in the sky appear only when the viewer is between the sun and the moist air. So they are most often seen early or late in the day when the sun is low and there is rain in the area of the sky toward which the sun is shining. Each point on a rainbow is caused by the interaction of sunlight with a different drop of water. Sometimes only a short length of color is visible, which means that no drops of water are in other areas of the sky.

5 As to the pot of gold, even if such a treasure were buried at the end of a rainbow, it could never be found. Any effort to discover this treasure is doomed to failure because whenever a viewer moves underneath the drops that form a rainbow, it disappears. Rainbows exist only when the positions between the light rays, the raindrops, and the observer's vision align in the proper angles. When the angles change, the spectrum of visible colors vanishes.



16. Which of the following statements from the second paragraph of the selection best expresses the main idea of that paragraph?
- A. Although white light contains colors, they are blended together; no color is visible until the light strikes an object.
  - B. The reflected light is the color the object appears to be when viewed with the human eye.
  - C. Whereas solid objects send unabsorbed colors back to the eye, transparent objects such as glass or water bend the light as it passes through them.
  - D. A rainbow is caused by drops of water that both refract and reflect the light rays that enter them.
17. Which of the following best describes the author's main purpose in the selection?
- A. to explore the significance of rainbows in various cultures
  - B. to analyze a popular fable about rainbows
  - C. to describe how rainbows are formed and appear to the human eye
  - D. to examine the spectrum of colors in rainbows
18. According to information presented in the selection, all rainbows are red across the top because the color red:
- A. is more visible to the eye than other colors in a rainbow.
  - B. is refracted less than other colors in a rainbow.
  - C. is both refracted and reflected by the water in a rainbow.
  - D. is the brightest of the different colors in a rainbow.
19. Which of the following facts from the selection best supports the author's contention that even if a pot of gold were buried at the end of a rainbow, it could never be found?
- A. When light is refracted, each of the colors in the light is bent at a slightly different angle.
  - B. Regardless of where a rainbow appears, its range of colors will always be in the same order.
  - C. Whenever a viewer moves underneath the raindrops that form a rainbow, it disappears.
  - D. Each of the points on a rainbow is formed by the interaction of sunlight with a different drop of water.

20. Which of the following best outlines the main topics addressed in this selection?
- A. — The folklore of rainbows  
— The formation and arrangement of the colors in a rainbow  
— When rainbows appear  
— The reason why one can never see the end of a rainbow
  - B. — The fable of the pot of gold buried at the end of a rainbow  
— Conditions under which reflected and refracted light are visible to the eye  
— Rainbows and the interaction of sunlight and drops of water
  - C. — The scientific definition of a rainbow  
— The different colors in white light  
— The different colors in a rainbow  
— When rainbows are most visible
  - D. — Pots of gold and multicolored serpents  
— The bending of light as it passes through transparent objects  
— The different colors in a rainbow  
— Looking at rainbows from different perspectives

Read the passage below, written in the style of a college course assignment.  
Then answer the five questions that follow.

**Sociology 110: The Research Project**

- 1 The major assignment for this semester is to conduct a sociological research project. The research subject will be one of your own choosing. Your research method must, however, be based on the established research protocols that we began to employ last term. The main steps in that procedure are outlined below.
- 2 The best way to begin is by asking, What do I want to learn more about? Doing so will enable you to identify the topic of your research. Once you have done that, you need to define the problem you will be studying. This requires developing a researchable question. You may, for example, be interested in the problems associated with aging in contemporary society. Your primary aim at this point in your research is to determine what specific problem you want to look at and the question you want to answer about that topic.
- 3 While narrowing the focus of your research, it is important that you consult the existing literature on the topic you will be examining, particularly recent work in the area. Reading these studies will provide helpful background information on what other scholars have discovered concerning your research topic and will reduce the likelihood that you will duplicate their efforts; with so much to be done, you want to add to what we already know and not be reinventing the wheel. Your review of the literature should also suggest useful questions to ask in your own research.
- 4 The next step is to formulate a hypothesis. This is a testable statement that predicts what you expect your findings will demonstrate.
- 5 You also need to include a discussion of the way in which you plan to test your hypothesis. Once that has been accomplished, you should be ready to develop a research design. First, determine the most appropriate method for collecting and analyzing data. Then prepare a detailed research proposal outlining the data collection techniques you will be employing, the questions you will be asking of the data, and the approach you will be using to analyze your findings.
- 6 You can now begin collecting the data. Be careful to avoid error and bias. Remember that you are not trying to prove a point but to test the hypothesis you have proposed. All data must be recorded, not just information that supports the hypothesis.
- 7 Once your research is completed, you need to analyze the data. Your aim here is to construct generalizations that relate your findings to your hypothesis. You should do so in a way that leaves no doubt about your position. Your readers deserve as clear a statement as possible indicating your position. Don't disappoint them. An equivocal analysis is like a cup of warm water on a hot day.
- 8 The final step is to prepare the research report. In it, you should describe the nature of the project, review pertinent elements of the literature, state your hypothesis, discuss the research design, and detail your findings. You should also include a discussion of any problems that you encountered and how you resolved them. In stating your conclusions, be sure to explain how your findings support, disprove, or modify the theories you employed to examine the problem that was the focus of your research.



21. Which of the following statements best expresses the main idea of the selection?
- A. The most important task in conducting sociological research is to find a topic that one wants to learn more about.
  - B. When conducting sociological research, it is absolutely necessary to read the existing literature on the topic.
  - C. The most important task in conducting sociological research is to state your findings clearly.
  - D. When conducting sociological research, it is absolutely necessary to follow standard research procedures.
22. In paragraph 3, the author cautions students about not "reinventing the wheel." The most likely reason the author does so is to warn them about the danger of:
- A. focusing on an insignificant problem.
  - B. posing questions for which there are no clear answers.
  - C. redoing the work of others.
  - D. making the task more complex than it needs to be.
23. According to information presented in the selection, which of the following steps in the sociological research process should come first?
- A. examining studies of the research topic by other sociologists
  - B. formulating a testable hypothesis
  - C. preparing a detailed research proposal
  - D. selecting a data collection method
24. In paragraph 7, the author compares an "equivocal analysis" to "a cup of warm water on a hot day." The author uses this analogy to illustrate the idea that readers are likely to find an equivocal analysis:
- A. confusing.
  - B. inappropriate.
  - C. irrelevant.
  - D. unsatisfying.
25. According to information presented in the selection, researchers must be most careful about distorting the validity of their analysis when:
- A. developing a research design.
  - B. collecting and recording data.
  - C. reviewing the existing literature.
  - D. formulating a hypothesis.

Read the passage below, written in the style of a college science textbook.  
Then answer the five questions that follow.

### Wind Chill

- 1 Life in a cold climate gets considerably colder whenever the wind blows. Even a light wind can take the pleasure out of a walk on a sunny winter day. At such moments, the wind seems to blow away all the sun's warmth. Known as wind chill, this cooling sensation makes the air feel more frigid than it actually is. The reason for this phenomenon is that the wind is blowing away body heat, thereby creating an effective temperature that is indeed colder for living organisms than what the thermometer reads.
- 2 On a calm day, the human body can partially insulate itself from cooler temperatures around it by warming up a layer of air next to the skin. This is called the boundary layer. When the wind blows, it pulls the "boundary layer" away from the body; it also evaporates any moisture on the skin, which draws additional heat from the body. In warm weather, this can bring welcome, if temporary, relief from the heat. But on a cold day, wind chill can cause extreme discomfort and might even become dangerous if one's body temperature drops too low.
- 3 The speed of the wind is the main determinant of the chill's intensity. When combined with air temperature and the amount of heat lost by one square meter of skin in an hour, wind speed can be used to calculate the "wind chill factor." This is the effective temperature that a person feels on a windy day. As data presented in the accompanying chart illustrate, the faster the wind blows, the colder the air will feel striking the bare skin of people exposed to it.
- 4 It must be emphasized that wind changes a person's "sensible temperature," not the actual temperature of the air. An individual standing in wind feels colder than a person protected from the wind because the person in the wind loses body heat more rapidly. It is the sensation caused by the loss of body heat that is the wind chill. Thus, only living beings that generate and lose body heat experience wind chill. A car or a lamppost outdoors on a cold, windy day will cool only to the actual temperature indicated by the thermometer, and not to the temperature created by the wind chill.
- 5 In a cold climate, it is very important that people know the wind chill factor when planning to be outdoors for any length of time. The wind chill speeds up the rate at which the body loses heat; heat loss, in turn, can result in life-threatening conditions such as hypothermia and frostbite. A howling wind on a frigid day can be especially dangerous for tall, slim people, who lose heat much more rapidly than shorter, heavier people do. But everyone should be aware of the risks and take appropriate steps to guard against the effects of extreme wind chill. This means dressing warmly in clothing designed to protect the boundary layer and keep in the heat.

		Temperature (°F)														
		35	30	25	20	15	10	5	0	-5	-10	-15	-20	-25	-30	-35
MPH		Equivalent Temperature of Wind Chill Index (°F)														
calm		35	30	25	20	15	10	5	0	-5	-10	-15	-20	-25	-30	-35
5		33	27	21	16	12	7	1	-6	-11	-15	-20	-26	-31	-35	-41
10		21	16	9	2	-2	-9	-15	-22	-27	-31	-38	-45	-52	-58	-64
15		16	11	1	-6	-11	-18	-25	-33	-40	-45	-51	-60	-65	-70	-78
20		12	3	-4	-9	-17	-24	-32	-40	-46	-52	-60	-68	-76	-81	-88
25		7	0	-7	-15	-22	-29	-37	-45	-52	-58	-67	-75	-83	-89	-96
30		5	-2	-11	-18	-26	-33	-41	-49	-56	-63	-70	-78	-87	-94	-101
35		3	-4	-13	-20	-27	-35	-43	-52	-60	-67	-72	-83	-90	-98	-105
40		1	-4	-15	-22	-29	-36	-45	-54	-62	-69	-76	-87	-94	-101	-107
45		1	-6	-17	-24	-31	-38	-46	-54	-63	-70	-78	-87	-94	-101	-108
50		0	-7	-17	-24	-31	-38	-47	-56	-63	-70	-79	-88	-96	-103	-110



26. Which of the following statements best expresses the main idea of the *second paragraph*?
- A. When the wind draws the boundary layer away from the body on a warm day, it creates a pleasant cooling sensation.
  - B. The body's boundary layer functions differently in cold weather than it does in warm weather.
  - C. When the wind draws the boundary layer away from the body on a cold day, it causes discomfort and is potentially harmful.
  - D. The body's boundary layer provides greater protection in warm weather than in cold weather.

27. Which of the following best describes the author's reason for using the term "effective temperature" in the first and third paragraphs of the selection?
- A. to indicate to readers that the author is discussing the temperature people actually experience on a windy day
  - B. to help readers understand how the wind chill factor is calculated
  - C. to indicate to readers that the author is discussing the cooling sensation caused by the wind on a cold day
  - D. to help readers appreciate the effects of prolonged exposure to the cold on a windy day

28. People living in a cold climate could best use the information presented in the chart to help determine:
- A. how long cold, windy conditions are likely to persist.
  - B. how high to set the thermostat in their home on a cold, windy day.
  - C. what time of day it is likely to be coldest.
  - D. what type of clothes to wear outside on a cold, windy day.
29. If the author wished to make the selection more concise without sacrificing important information, he or she could best do so by deleting which of the following paragraphs?
- A. the second paragraph
  - B. the third paragraph
  - C. the fourth paragraph
  - D. the fifth paragraph
30. According to information presented in the chart, what would the wind chill factor be on a day when the temperature is 20°F and the wind is blowing at 30 miles per hour?
- A. 3°
  - B. -18°
  - C. -78°
  - D. -81°

**DIRECTIONS FOR THE VOCABULARY SECTION  
OF THE READING SUBTEST**

The vocabulary section of the reading subtest consists of six questions. Each question asks you to define the underlined word.

Write or print your responses on the Response Sheet provided in this booklet.

**VOCABULARY QUESTIONS AND RESPONSE SHEET**

31. Define the word abstain.

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32. Define the word candid.

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33. Define the word deprive.

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34. Define the word allegiance.

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35. Define the word transient.

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36. Define the word infringe.

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## **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 and Vocabulary Section

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

An Evaluation Chart for the multiple-choice questions and vocabulary 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 AND VOCABULARY SECTION  
ANSWER KEY WORKSHEET**

**Multiple-Choice Section**

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

**MULTIPLE-CHOICE QUESTION AND VOCABULARY SECTION  
ANSWER KEY WORKSHEET (continued)**

**Vocabulary Section**

Refer to the Vocabulary Section Sample Responses that follow for examples of correct and incorrect responses.

Question Number	Objective Number	Your Response	
		Correct?	Incorrect?
31	0001		
32	0001		
33	0001		
34	0001		
35	0001		
36	0001		

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

**Count the number of vocabulary questions you answer correctly:** \_\_\_\_\_

**Total multiple-choice and vocabulary questions you answered correctly:** \_\_\_\_\_

## VOCABULARY SECTION SAMPLE RESPONSES

### Vocabulary Question #31:

Define the word abstain.

#### *Sample Incorrect Response:*

to forget, or to remember something incorrectly

---

#### *Sample Correct Response:*

to hold back from doing something, like casting a vote

---

### Vocabulary Question #32:

Define the word candid.

#### *Sample Incorrect Response:*

a word meaning expecting to be heard

---

#### *Sample Correct Response:*

frank and to the point

---

### Vocabulary Question #33:

Define the word deprive.

#### *Sample Incorrect Response:*

to grow and prosper, often in an unknown place

---

#### *Sample Correct Response:*

to not let someone have something that they want or need

---

**Vocabulary Question #34:**

Define the word allegiance.

***Sample Incorrect Response:***

an allegiance is a sign, or to sign using a method of codes, such as taps,  
smoke, or flags

---

***Sample Correct Response:***

loyalty; for example, "I pledge allegiance to the flag" means being loyal to  
the government the flag represents

---

**Vocabulary Question #35:**

Define the word transient.

***Sample Incorrect Response:***

to go against what is considered normal, but in a bad way

---

***Sample Correct Response:***

happening for only a brief period

---

**Vocabulary Question #36:**

Define the word infringe.

***Sample Incorrect Response:***

infringe means to put a border around something, it could be a piece of  
fabric or a country

---

***Sample Correct Response:***

to violate or go over the line. for example: The authorities infringed on our  
right to demonstrate peacefully outside the building when they ordered police  
to move us along.

---

**MULTIPLE-CHOICE QUESTION AND VOCABULARY SECTION  
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 test objective you answered correctly.

**Vocabulary Section**

<b>Objective 0001: Determine the meaning of words and phrases.</b>						
31	32	33	34	35	36	____/6

**Multiple-Choice Section**

<b>Objective 0002: Understand the main idea and supporting details in written material.</b>						
1C	6D	11B	16D	21D	26C	____/6

<b>Objective 0003: Identify a writer's purpose, point of view, and intended meaning.</b>						
2C	7A	12D	17C	22C	27A	____/6

<b>Objective 0004: Analyze the relationship among ideas in written material.</b>						
3C	8A	13C	18B	23A	28D	____/6

<b>Objective 0005: Use critical reasoning skills to evaluate written material.</b>						
4D	9B	14A	19C	24D	29C	____/6

<b>Objective 0006: Apply skills for outlining and summarizing written materials and interpreting information presented in graphic form.</b>						
5A	10B	15B	20A	25B	30B	____/6

## 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

<b>Total Practice Test Score (Estimated MTEL Score)</b>	
Enter the total number of multiple-choice and vocabulary questions you answered correctly:	21
Use Table 1 below to convert that number to the score and write your score in <b>Box A</b> to estimate your MTEL score:	A: <input style="width: 50px; border: 1px solid black;" type="text" value="126"/>

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

Table 1

Number of Multiple-Choice and Vocabulary Questions Correct	Estimated MTEL Score		Number of Multiple-Choice and Vocabulary Questions Correct	Estimated MTEL Score
0 to 18	100		27 to 28	198
19 to 20	102		29 to 30	222
21 to 22	126		31 to 32	246
23 to 24	150		33 to 34	270
25 to 26	174		35 to 36	294

### YOUR SCORE

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

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