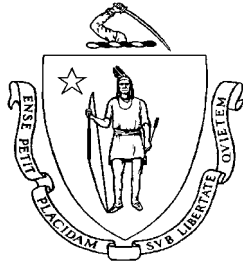

Massachusetts Tests for Educator Licensure® (MTEL®)

MTEL: Communication and Literacy Skills (01)

Practice Test



BOOKLET 2

Writing Subtest

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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: Writing Subtest	3
General Test Directions	4
Multiple-Choice Answer Sheet	5
Directions for the Multiple-Choice Section of the Writing Subtest: Mechanics	6
Multiple-Choice Questions: Mechanics	7
Directions for the Multiple-Choice Section of the Writing Subtest: Grammar and Usage	27
Multiple-Choice Questions: Grammar and Usage	28
Directions for the Short-Answer Section of the Writing Subtest	35
Short-Answer Assignments and Response Sheet	36
Directions for the Writing Summary Exercise of the Writing Subtest	38
Writing Summary Exercise	39
Open-Response Sheet—Assignment #1	41
Directions for the Composition Exercise of the Writing Subtest	43
Composition Exercise	44
Open-Response Sheet—Assignment #2	45
Practice Test Results	49
Practice Test Results Overview	50
Multiple-Choice Question and Short-Answer Section Answer Key Worksheet	51
Short-Answer Section Sample Responses	54
Multiple-Choice Question and Short-Answer Section Practice Test Evaluation Chart	57
Open-Response Item Evaluation Information	59
Open-Response Item Scoring Rubric, Sample Responses, and Analyses	60
Writing Summary Exercise Sample Responses and Analyses	63
Composition Exercise Sample Responses and Analyses	71
Practice Test Score Calculation	79

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 short-answer 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 writing section of the Practice Test, a Multiple-Choice Answer Sheet, a Short-Answer Assignments and Response Sheet, an Answer Key Worksheet, and an Evaluation Chart by test objective are included for the multiple-choice and short-answer items. Sample Responses are also provided for the short-answer items. Evaluation Information and Sample Responses and Analyses, as well as a Scoring Rubric, are included for the open-response items. Lastly, there is a Practice Test Score Calculation Worksheet.

PURPOSE OF THE PRACTICE TEST

The practice test is designed to provide an additional resource to help you effectively prepare for the 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.

* 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: Writing

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.

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
WRITING 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

Writing Subtest

Mechanics

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	

Grammar and Usage

Question Number	Your Response
31	
32	
33	
34	
35	
36	
37	
38	
39	
40	
41	
42	
43	
44	

**DIRECTIONS FOR THE MULTIPLE-CHOICE SECTION
OF THE WRITING SUBTEST
Mechanics**

The Mechanics section of the writing subtest consists of five passages. Each passage contains errors in spelling, punctuation, and capitalization. For testing purposes, each sentence in the passage is numbered. Each passage is followed by six multiple-choice questions, one for each sentence in the passage. For each question, you will be directed to determine if the sentence contains an error in spelling, punctuation, or capitalization or if the sentence is correct as written. Each sentence should be considered as a single sentence. For each question, choose the ONE best answer.

For this section, there are 30 multiple-choice questions in all, numbered 1–30. Record your answer to each question on the Answer Sheet provided in this booklet in the space that corresponds to each question number.

MULTIPLE-CHOICE QUESTIONS: MECHANICS

Read the passage below; then answer the six questions that follow. The passage contains errors in spelling, punctuation, and capitalization.

¹Because the securitys market operates in a context of risk, investing in stocks is not for the timid. ²The risk part of this equation can be minimized, however, if investors do their homework. ³Among other things, this requires finding out what a particular company does, how long it has been in business, and what its earnings record has been since it first began marketing its products or services, to consumers. ⁴For more conservative investors who want to minimize risk, companies listed on the dow jones industrial average may be of interest. ⁵These firms, which include such large and well-known corporations as General Motors and Home Depot, all have a proven track record of sucess. ⁶Although investors are unlikely to double their money investing in one of these "blue chip" stocks; they will not lose their life savings either.

1. If sentence 1 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

Because the securitys market operates in a context of risk, investing in stocks is not for the timid.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

Communication and Literacy Skills (01) Practice Test: Writing

2. If sentence 2 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

The risk part of this equation can be minimized, however, if investors do their homework.

- A. spelling error
 - B. punctuation error
 - C. capitalization error
 - D. sentence correct
3. If sentence 3 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

Among other things, this requires finding out what a particular company does, how long it has been in business, and what its earnings record has been since it first began marketing its products or services, to consumers.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

4. If sentence 4 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

For more conservative investors who want to minimize risk, companies listed on the dow jones industrial average may be of interest.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct
5. If sentence 5 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

These firms, which include such large and well-known corporations as General Motors and Home Depot, all have a proven track record of sucess.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

6. If sentence 6 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

Although investors are unlikely to double their money investing in one of these "blue chip" stocks; they will not lose their life savings either.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

Read the passage below; then answer the six questions that follow. The passage contains errors in spelling, punctuation, and capitalization.

¹People who lived through the great depression likely still remember President Franklin Roosevelt's periodic radio broadcasts, which an appreciative public affectionately dubbed "fireside chats." ²Roosevelt was one of the first U.S. politicians who effectively harnessed the power of the mass media and used it as a vehicle to advance his agenda. ³Not only did his broadcasts reassure and inform anxious U.S. citizens during a period of national crisis, they also enabled him to establish a warm familiarity that served him well with voters throughout his lengthy tenure in the White House. ⁴Later Presidents built on Roosevelt's precedent, and today the weekly presidential address is a vital means of communication for chief executives. ⁵Meanwhile, commercial radio has become an increasingly important front in the battle for partisan advantage; with a variety of political talk shows targeting millions of drive-time listeners. ⁶Despite the advent of television and other media, radio is still a vibrant medium.

7. If sentence 1 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

People who lived through the great depression likely still remember President Franklin Roosevelt's periodic radio broadcasts, which an appreciative public affectionately dubbed "fireside chats."

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

Communication and Literacy Skills (01) Practice Test: Writing

8. If sentence 2 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

Roosevelt was one of the first U.S. politicians who effectively harnesed the power of the mass media and used it as a vehicle to advance his agenda.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct
9. If sentence 3 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

Not only did his broadcasts reassure and inform anxious U.S. citizens during a period of national crisis, they also enabled him to establish a warm familiarity that served him well with voters throughout his lengthy tenure in the White House.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

10. If sentence 4 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

Later Presidents built on Roosevelt's precedent, and today the weekly presidential address is a vital means of communication for chief executives.

- A. spelling error
 - B. punctuation error
 - C. capitalization error
 - D. sentence correct
11. If sentence 5 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

Meanwhile, commercial radio has become an increasingly important front in the battle for partisan advantage; with a variety of political talk shows targeting millions of drive-time listeners.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

12. If sentence 6 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

Despite the advent of television and other media, radio is still a vibrant medium.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

Read the passage below; then answer the six questions that follow. The passage contains errors in spelling, punctuation, and capitalization.

¹Although it sometimes seems that the present era of technology-driven globalization emerged out of thin air, global interdependence is hardly a new phenomenon. ²Indeed, the first truly global trade network developed more than two millennia ago and eventually spanned more than 7,000 miles, linking people from the Northeast coast of China to the Baltic Sea. ³It centered on the Silk Road, a route begun by China's Han rulers around 100 B.C.E. and named after one of the dynasty's most prized commodities. ⁴Merchants traveling westward on the route passed through the deserts, mountains, and plains of central asia until they reached the commercial metropolis of Samarkand. ⁵There they had a decision to make, as the road split into two directions; one of which continued westward toward Russia and on to the Baltic, while the other turned southward into India. ⁶Whichever way they went, the commercial transactions in which the Chinese merchants participated, helped forge chains of interdependence among peoples and cultures thousands of miles from one another.

13. If sentence 1 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

Although it sometimes seems that the present era of technology-driven globalization emerged out of thin air, global interdependence is hardly a new phenomenon.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

14. If sentence 2 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

Indeed, the first truly global trade network developed more than two millennia ago and eventually spanned more than 7,000 miles, linking people from the Northeast coast of China to the Baltic Sea.

- A. spelling error
 - B. punctuation error
 - C. capitalization error
 - D. sentence correct
15. If sentence 3 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

It centered on the Silk Road, a route begun by China's Han rulers around 100 B.C.E. and named after one of the dynasty's most prized commodities.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

16. If sentence 4 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

Merchants traveling westward on the route passed through the deserts, mountains, and plains of central asia until they reached the commercial metropolis of Samarkand.

- A. spelling error
 - B. punctuation error
 - C. capitalization error
 - D. sentence correct
17. If sentence 5 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

There they had a decision to make, as the road split into two directions; one of which continued westward toward Russia and on to the Baltic, while the other turned southward into India.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

18. If sentence 6 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

Whichever way they went, the commercial transactions in which the Chinese merchants participated, helped forge chains of interdependence among peoples and cultures thousands of miles from one another.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

Read the passage below; then answer the six questions that follow. The passage contains errors in spelling, punctuation, and capitalization.

¹No more than a mere speck of land in the vast Pacific, Easter island is the site of one of the world's great archaeological mysteries. ²At the center of the mystery are more than 600 gigantic human-like heads—ranging in height from 10 to 37 feet and weighing anywhere from 25 to 80 tons—that have been carved from a type of volcanic rock indigenous to the island. ³Although archaeologists are uncertain why the statues were created most observers believe they played an important role in the islanders' religious life. ⁴What they do know is that enormous amounts of time and energy were devoted to creating the monuments and dragging them from the area near the Rano Raraku volcano to the sites they now occupy. ⁵Experiments reveal that with the technology the islanders possessed it took 18 people at least 18 days to move and erect just one of the monuments. ⁶The number of unfinished figures that litter the Rano Raraku building site raises another puzzling question: Why did the islanders abruptly halt the work!

19. If sentence 1 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

No more than a mere speck of land in the vast Pacific, Easter island is the site of one of the world's great archaeological mysteries.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

20. If sentence 2 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

At the center of the mystery are more than 600 gigantic human-like heads—ranging in height from 10 to 37 feet and weighing anywhere from 25 to 80 tons—that have been carved from a type of volcanic rock indigenous to the island.

- A. spelling error
 - B. punctuation error
 - C. capitalization error
 - D. sentence correct
21. If sentence 3 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

Although archaeologists are uncertain why the statues were created most observers believe they played an important role in the islanders' religious life.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

22. If sentence 4 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

What they do know is that enormous amounts of time and energy were devoted to creating the monuments and dragging them from the area near the Rano Raraku volcano to the sites they now occupy.

- A. spelling error
 - B. punctuation error
 - C. capitalization error
 - D. sentence correct
23. If sentence 5 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

Experiments reveal that with the technology the islanders possessed it took 18 people at least 18 days to move and erect just one of the monuments.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

24. If sentence 6 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

The number of unfinished figures that litter the Rano Raraku building site raises another puzzling question: Why did the islanders abruptly halt the work!

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

Read the passage below; then answer the six questions that follow. The passage contains errors in spelling, punctuation, and capitalization.

¹As the gangway swung away from the ships' side, Peter could see his friends waving and shouting from the dock. ²Its propeller churning a muddy wake astern, the great vessel slowly turned toward the channel and headed into the vastness of the Northern Atlantic. ³He mused for a moment on the extravagant farewell gift that Maria had given him. ⁴"I will have to send her a note, he thought idly; it's the least I can do." ⁵Watching the coastline dissolve in the fog, he stood at the rail while the chill wind whipped across the deck and the rest of the passengers sought the shelter of their heated cabins. ⁶Finally, with a new and expansive sense of freedom, he found himself alone; it was what he had wanted all along.

25. If sentence 1 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

As the gangway swung away from the ships' side, Peter could see his friends waving and shouting from the dock.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

26. If sentence 2 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

Its propeller churning a muddy wake astern, the great vessel slowly turned toward the channel and headed into the vastness of the Northern Atlantic.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct
27. If sentence 3 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

He mused for a moment on the extravagant farewell gift that Maria had given him.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

28. If sentence 4 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

"I will have to send her a note, he thought idly; it's the least I can do."

- A. spelling error
 - B. punctuation error
 - C. capitalization error
 - D. sentence correct
29. If sentence 5 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

Watching the coastline dissolve in the fog, he stood at the rail while the chill wind whipped across the deck and the rest of the passengers sought the shelter of their heated cabins.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

30. If sentence 6 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

Finally, with a new and expansive sense of freedom, he found himself alone; it was what he had wanted all along.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

**DIRECTIONS FOR THE MULTIPLE-CHOICE SECTION
OF THE WRITING SUBTEST**
Grammar and Usage

This multiple-choice section of the writing subtest is based on several passages. For testing purposes, the passages contain numbered "parts" (e.g., sentences, sentence fragments, run-on sentences that should be punctuated as two sentences); these are the "parts" to which the test questions refer. In this part of the writing section, the term *error* refers to language use that does not conform to the conventions of edited American English.

Each passage is followed by several multiple-choice questions related to the passage. Read each passage carefully and then read the questions that refer to that passage. For each question, choose the ONE best answer based on the information contained in the passage you have just read.

For this section, there are 14 multiple-choice questions in all, numbered 31–44. Record your answer to each question on the Answer Sheet provided in this booklet in the space that corresponds to each question number.

MULTIPLE-CHOICE QUESTIONS: GRAMMAR AND USAGE

**Read the passage below, written in the style of a college art textbook.
Then answer the three questions that follow.**

¹The 54th Massachusetts Volunteer Infantry is one of the more famous regiments in U.S. military history. ²Formed in 1863 and composed almost entirely of African Americans, it was commanded by Colonel Robert Gould Shaw, a young, white officer from Boston who had grown up in the city and lived there more than two decades throughout his childhood and young adult years.

³_____ ⁴The most memorable of these engagements was the regiment's frontal assault on Fort Wagner, South Carolina, where the performance of the soldiers won the regiment renown and respect throughout the Union army.

⁵Colonel Shaw was among those killed in the battle. ⁶As soon as the war ended, his family and Boston African American leaders began planning a monument to honor the regiment. ⁷Sculptor Augustus Saint-Gaudens initially proposed a freestanding statue of Shaw on a horse, but the colonel's family felt such a memorial would be inappropriate. ⁸Saint-Gaudens eventually decided on a giant relief that would represent the entire regiment. ⁹When completed, it showed Shaw on a horse surrounded by rows of marching soldiers, each of who is executed with exquisite detail. ¹⁰More than a century later, the monument continues to transfix visitors to Boston Common.



31. Which sentence, if added as Part 3, would be most consistent with the writer's purpose and intended audience?
- A. Shaw's unit participated in some of the bloodiest battles of the Civil War.
 - B. One can easily imagine the kinds of battles in which the regiment fought.
 - C. Civil War battles were a bloody, brutal carnage.
 - D. The outfit was involved in various battles over the course of the war years.

32. Which part should be revised to reduce unnecessary repetition?
- A. Part 2
 - B. Part 4
 - C. Part 7
 - D. Part 9

33. Which change is needed in the passage?
- A. Part 2: Change "who" to "whom."
 - B. Part 4: Change "where" to "when."
 - C. Part 8: Change "that" to "which."
 - D. Part 9: Change "who" to "whom."

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

¹At the time of her death in 1960, Zora Neale Hurston was remembered by few people. ²In the last fifteen years of her life, the talented writer who had earlier captivated critics as well as readers in books such as *Mules and Men* (1935) and *Their Eyes Were Watching God* (1937) could barely make a living at her craft. ³One person who did not forget her was Alice Walker, a contemporary writer. ⁴A Georgia native, Walker graduated from Sarah Lawrence College in New York, where she lived for a time. ⁵During the early 1970s, as the young writer began making a name for herself in the literary world; she badgered authors, critics, and publishers to reconsider Hurston's work. ⁶She also found the

unmarked grave in which Hurston had been buried and paid to have a marker placed over it.

⁷She did these things, Walker explained, as a way of saying thanks to someone who had strongly influenced her own development as a writer. ⁸The nature of that influence is not hard to discover. ⁹Although separated by four decades, both writers explore similar themes in their novels. ¹⁰They are particularly concerned about the empowerment of the oppressed. ¹¹Their female characters find power in the beauty of nature and in the relationships they build with other people. ¹²They then use the strength thus acquired to assert their right to be treated decently.



34. Which of the following revisions would make the passage more appropriate for its purpose and intended audience?

- A. Part 4: Replace the word "lived" with the word "dwelled."
- B. Part 6: Replace the word "marker" with the word "tombstone."
- C. Part 7: Replace the phrase "saying thanks" with the phrase "paying tribute."
- D. Part 11: Replace the phrase "beauty of nature" with the phrase "great out-of-doors."

35. Which part draws attention away from the main idea of the first paragraph?

- A. Part 2
- B. Part 4
- C. Part 5
- D. Part 6

36. Which change is needed in the passage?

- A. Part 2: Insert a comma after "readers."
- B. Part 5: Change the semicolon after "world" to a comma.
- C. Part 6: Insert a comma after "buried."
- D. Part 7: Change the comma after "explained" to a semicolon.

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

¹Just as English has grammatical rules for arranging vowels and consonants into recognizable words, American Sign Language (ASL) has its own rules for arranging handshapes and movements into understandable signs. ²As with any other language, communication in ASL requires that one learn the grammar along with the vocabulary. ³The most significant difference is that in ASL that grammar is entirely visual.

⁴A person communicating in ASL begins by making a particular shape with the hand.

⁵Handshapes often have more than one meaning,

_____ . ⁶In such cases, the whole sign—where and how the handshape is positioned and moved—make the meaning clear. ⁷_____, one handshape with three meanings begins with the index finger of the right hand pointed across the person's face with the palm toward the face and the other fingers held in a fist. ⁸While the hand is moved across the face from left to right, the index finger is curled into a bent position. ⁹If this is executed across the forehead, it means "summer." ¹⁰At nose level, it means "ugly," and at chin level, it means "dry."



37. Which words or phrases, if inserted in order into the blanks in Parts 5 and 7 of the second paragraph, would help the reader understand the sequence of the writer's ideas?

- A. nevertheless; As a result
- B. however; For example
- C. moreover; For this reason
- D. therefore; Consequently

38. Which part should be revised to correct an error in subject-verb agreement?

- A. Part 1
- B. Part 4
- C. Part 6
- D. Part 10

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

(Note: An error in paragraph organization has been purposely included in the second paragraph.)

¹The books of William Least Heat Moon document his personal exploration of America. ²In *Blue Highways*, he crossed the country using only secondary highways and back roads. ³A journey that enabled him to explore the variety and richness of small-town American life. ⁴In another book, *PrairyErth*, Least Heat Moon focused on a single county in Kansas, recording its human and natural history, quadrant by quadrant. ⁵In addition to delving beneath the surface of the gently rolling landscape to reveal a fascinating geologic story of ancient seabeds turned to stone, he examined the lives of the Native Americans, settlers, and farmers who have occupied the land. ⁶In yet another work, *River Horse*, he followed the nation's waterways in a coast-to-coast journey from New York's Hudson River to Oregon's Columbia River.

⁷In each of these voyages of discovery, Least Heat Moon provides considerable insight into the character of ordinary people and the unique environment of particular places. ⁸He has a gift for engaging many different kinds of people in conversation. ⁹He is equally adept at laying out the geological and biological underpinnings of a region. ¹⁰Using a few chance remarks heard in a roadside restaurant, he is able to capture the essence of a way of life. ¹¹As much as the people living there, the hills and valleys, plants and animals come alive as well. ¹²Readers finish each book feeling that they have not just visited each place, but have established a personal connection with it.



39. Which of the following best describes the likely effect on readers of the writer's use of the phrases "variety and richness" and "quadrant by quadrant" in Part 3 and Part 4 of the passage?
- A. to encourage readers to think positively of William Least Heat Moon
 - B. to convey to readers the scholarly and academic goals of Least Heat Moon's books
 - C. to warn readers that Least Heat Moon's books are lengthy and detailed
 - D. to convey to readers the care that Least Heat Moon takes in his explorations of American life
40. Which of the following changes would make the sequence of ideas in the second paragraph clearer?
- A. Reverse the order of Parts 7 and 8.
 - B. Place Part 11 after Part 7.
 - C. Reverse the order of Parts 9 and 10.
 - D. Place Part 11 after Part 12.
41. Which part of the passage is a sentence fragment?
- A. Part 3
 - B. Part 4
 - C. Part 8
 - D. Part 9

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

(Note: An error in paragraph organization has been purposely included in the second paragraph.)

¹Born in 1919 in Washington, D.C., Edward Kennedy Ellington became interested in music at an early age. ²By the time he was twenty, he had formed his first band and acquired the nickname "Duke," by which he would be known for the rest of his life. ³The band's reputation began to take off later in the decade, when it started playing at Harlem's Cotton Club, one of the most famous night spots of the era. ⁴Many of the shows were broadcast on the CBS radio network, and people across the country heard and enjoyed the music. ⁵A European tour in the early 1930s added to the band's fame. ⁶This early period in Ellington's career also witnessed the emergence of an African American artistic and intellectual movement known as the Harlem Renaissance.

⁷_____ ⁸This renown rested largely on his ability to couple his musical virtuosity with another of his great interests: the history of African Americans. ⁹Particularly memorable was his 1963 musical pageant, *My People*. ¹⁰The same performers who began the production by representing enslaved people concluded by depicting professionals and national leaders. ¹¹To the sounds of Ellington's music, people onstage enacted the historical progress of African Americans. ¹²Dedicated to Martin Luther King, Jr., it was the Duke's tribute to the civil rights movement that was in the process of transforming U.S. society.



42. Which sentence, if added as Part 7, would be most consistent with the writer's purpose and intended audience?
- A. You won't be surprised at all to hear that Ellington's work received all kinds of recognition.
 - B. Ellington developed a really big reputation over the years.
 - C. In time, Ellington would be acclaimed as one of the nation's greatest composers.
 - D. Thus did he ascend to the utmost pinnacle of his profession.

43. Which part is *least* relevant to the main idea of the first paragraph?
- A. Part 3
 - B. Part 4
 - C. Part 5
 - D. Part 6

44. Which change would make the sequence of ideas in the second paragraph clearer?
- A. Delete Part 8.
 - B. Reverse the order of Parts 8 and 9.
 - C. Delete Part 10.
 - D. Reverse the order of Parts 10 and 11.

**DIRECTIONS FOR THE SHORT-ANSWER SECTION
OF THE WRITING SUBTEST**

The short-answer section of the writing subtest consists of six questions. The first three questions ask you to define grammatical terms. The second three questions ask you to rewrite sentences to correct errors (e.g., in grammar, usage, punctuation).

Write or print your responses on the Response Sheet provided in this booklet in the space that corresponds to each question number.

SHORT-ANSWER ASSIGNMENTS AND RESPONSE SHEET

45. What is a conjunction?

46. What is a compound subject?

47. What is the predicate of a sentence?

48. **The following sentence contains one or more errors (e.g., in grammar, usage, punctuation). Rewrite the sentence in proper form.**

Neither Albert nor Martin have completed the assignment yet, however they do expect to meet the deadline.

49. **The following sentence contains one or more errors (e.g., in grammar, usage, punctuation). Rewrite the sentence in proper form.**

After we convinced him that we were, who we claimed to be, he lets us into the arena.

50. **The following sentence contains one or more errors (e.g., in grammar, usage, punctuation). Rewrite the sentence in proper form.**

When someone has a hard time saying no, they may discover it is extraordinary hard to meet all of his or her obligations.

DIRECTIONS FOR THE WRITING SUMMARY EXERCISE OF THE WRITING SUBTEST

This section of the writing subtest presents a passage for you to summarize in your own words. The passage can be found on the next page. Prepare a summary of approximately 150 to 250 words.

Your summary should effectively communicate the main idea and essential points of the passage. You are expected to identify the relevant information and communicate it clearly and concisely in your own words.

Your summary will be evaluated based on the following criteria:

- **FIDELITY:** The accuracy and clarity with which the response uses your own words to convey and maintain focus on the writer's main ideas.
- **CONCISENESS:** The extent to which the response is of appropriate length, depth, and specificity to convey the writer's main ideas.
- **ORGANIZATION:** The clarity of the writing and the logical sequence of ideas.
- **SENTENCE STRUCTURE:** The effectiveness of the sentence structure and the extent to which the sentences are free of structural errors.
- **USAGE:** The extent to which the response shows care and precision in word choice and is free of usage errors.
- **MECHANICAL CONVENTIONS:** The extent to which words are spelled correctly and the response follows the conventions of punctuation and capitalization.

The final version of your summary should conform to the conventions of edited American English, should be written legibly, and should be your own original work.

Write or print your response in the space provided following the exercise.

WRITING SUMMARY EXERCISE

Read the selection below, written in the style of a history textbook.

The Fall of the Soviet Union

In 1989 a series of peaceful revolutions brought Soviet rule in Eastern Europe to an abrupt close. Two years later, the Soviet Union itself ceased to exist. The Cold War was over. For nearly half a century, U.S.-Soviet differences had provided the basic structure of international relations. Given the extraordinary sweep of Soviet and U.S. power during the period, it was not surprising that the conflict's end generated considerable talk about the creation of a new world order. It also prompted much discussion about the causes of the Soviet Union's collapse. How, observers asked, could one of history's most powerful empires have fallen so far, so fast? Why did the Cold War end as it did?

According to one interpretation, these events can best be explained by the inherent inefficiencies built into the Soviet system. The state planning apparatus established by Communist leaders worked well enough during the early period of Soviet rule, when the main task was the construction of a basic industrial infrastructure. But it could not handle the increasingly complex demands of the modern global economy. By the 1980s, if not earlier, the system's defects had become glaringly apparent. In the high-technology world of the information revolution, where successful development required flexible responses to rapidly changing conditions, the system's bureaucratic rigidity ensured that the U.S.S.R. would fall further and further behind its Western competitors. Although Soviet leaders ultimately recognized the need for reform, it was too late. Moreover, they could not have done much even if they had had more time because of the resistance they faced

from entrenched officials opposed to any innovations that might threaten their privileged positions.

A second group of scholars has argued that it was primarily U.S. policies during the 1980s that hastened the Soviet decline. The main figure in this analysis is Ronald Reagan. As president, he substantially increased U.S. defense spending and promoted the creation of new, technologically complex weaponry such as the Star Wars missile defense system. These developments convinced those Soviet leaders who understood how dysfunctional their system had become that the U.S.S.R. could no longer compete with the United States. Forced to make ever-greater concessions to their main adversary, Soviet president Mikhail Gorbachev and his associates accepted the fact that the great socialist experiment had failed and surrendered to the West.

A third interpretation focuses on what might be called the "Gorbachev factor." Analysts who adopt this perspective stress the Soviet president's effort to reduce world tensions in his relations with the United States and other Western powers. They also point to the important consequences of his domestic reforms. *Glasnost* (political openness) initiated a process of democratization that, once begun, could not be contained and quickly spread to Eastern Europe. *Perestroika* (economic restructuring) introduced market-oriented innovations that undermined the power of state bureaucrats and raised expectations that could not be met within the existing system. Without Gorbachev, this line

of argument concludes, we would still be living in a world marked by Cold War tensions and animosities.

Each of these analyses raises important points that will doubtless be included in any final assessment of the collapse of Soviet rule. But they do not go far enough. What is missing from all of them is any recognition of the role

played by the Soviet people in the fall of Communism. The forces that toppled the regime operated as much from the bottom up as they did from the top down. The fact is that we need to know considerably more about Soviet society during the final decades of the U.S.S.R. Until we do, it will be impossible to construct a truly adequate interpretation of this momentous turn of events in world history.

DIRECTIONS FOR THE COMPOSITION EXERCISE OF THE WRITING SUBTEST

This section of the writing subtest consists of one writing assignment. The assignment can be found on the next page. You are asked to prepare a multiple-paragraph composition of approximately 300 to 600 words on an assigned topic.

Your composition should effectively communicate a whole message to the specified audience for the stated purpose. You will be assessed on your ability to express, organize, and support opinions and ideas. You will not be assessed on the position you express.

Your composition will be evaluated based on the following criteria:

- **APPROPRIATENESS:** The extent to which the response addresses the topic and uses language and style appropriate to the given audience, purpose, and occasion.
- **MECHANICAL CONVENTIONS:** The extent to which words are spelled correctly and the response follows the conventions of punctuation and capitalization.
- **USAGE:** The extent to which the writing shows care and precision in word choice and is free of usage errors.
- **SENTENCE STRUCTURE:** The effectiveness of the sentence structure and the extent to which the sentences are free of structural errors.
- **FOCUS AND UNITY:** The clarity with which the response states and maintains focus on the main idea or point of view.
- **ORGANIZATION:** The clarity of the writing and the logical sequence of ideas.
- **DEVELOPMENT:** The extent to which the response provides statements of appropriate depth, specificity, and/or accuracy.

The final version of your composition should conform to the conventions of edited American English, should be written legibly, and should be your own original work.

Write or print your response in the space provided following the exercise.

COMPOSITION EXERCISE

COMPOSITION EXERCISE

Read the passage below about prohibiting vending machines that sell soda and processed snack foods in public schools; then follow the instructions for writing your composition.

Should vending machines that sell soda and processed snack foods be prohibited in public schools? Supporters of such a ban argue that it is necessary to protect the health of students. Numerous studies have shown that a growing number of young people are seriously overweight, a condition that markedly increases the likelihood they may develop diabetes and other health problems as they grow older. Moreover, those in favor of the prohibition say, teaching students about proper nutrition in health courses and then surrounding them with junk food sends a confusing, even hypocritical, message. Other people, however, object to such a prohibition on both practical and ideological grounds. In addition to depriving cash-strapped school districts of an important source of revenue that can be used to purchase needed supplies and equipment, they contend, barring these machines places unnecessary restrictions on students' and parents' rights to make their own decisions about whether snack foods are appropriate for them. In any case, say opponents of the prohibition, the fact is that students who want sodas and snack foods will find a way to obtain them, regardless of whether they are sold in schools.

Your purpose is to write a persuasive composition, to be read by a classroom instructor, in which you take a position on whether or not vending machines that sell soda and processed snack foods should be prohibited in public schools. Be sure to defend your position with logical arguments and appropriate examples.

PRACTICE TEST RESULTS

PRACTICE TEST RESULTS OVERVIEW

The practice test provides valuable information regarding your preparedness for the MTEL Communication and Literacy Skills (01): Writing 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 Question and Short-Answer Section

A Multiple-Choice Question and Short-Answer Section Answer Key Worksheet is provided to assist you in evaluating your multiple-choice and short-answer responses. Sample Responses are also provided for the short-answer items. The first column of the worksheet indicates the multiple-choice question or short-answer item 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 questions and short-answer items you answered correctly or incorrectly.

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

Open-Response Items

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

Total Test

Practice Test Score Calculation information is provided to help you estimate your score on the practice test. Although you cannot use this practice test to precisely predict how you might score on an official MTEL Communication and Literacy Skills: Writing subtest test, 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 SHORT-ANSWER SECTION
ANSWER KEY WORKSHEET**

Multiple-Choice Section: Mechanics

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
1	0018	A		
2	0018	D		
3	0018	B		
4	0018	C		
5	0018	A		
6	0018	B		
7	0018	C		
8	0018	A		
9	0018	A		
10	0018	C		
11	0018	B		
12	0018	D		
13	0018	D		
14	0018	C		
15	0018	A		
16	0018	C		
17	0018	B		
18	0018	B		
19	0018	C		
20	0018	A		
21	0018	B		
22	0018	D		
23	0018	A		
24	0018	B		
25	0018	B		
26	0018	C		
27	0018	A		
28	0018	B		
29	0018	A		
30	0018	D		

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

Multiple-Choice Section: Grammar and Usage

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
31	0007	A		
32	0010	A		
33	0011	D		
34	0007	C		
35	0008	B		
36	0011	B		
37	0009	B		
38	0010	C		
39	0007	D		
40	0008	C		
41	0010	A		
42	0007	C		
43	0008	D		
44	0009	D		

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

Short-Answer Section

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

Question Number	Objective Number	Your Response	
		Correct?	Incorrect?
45	0011		
46	0011		
47	0011		
48 (Error 1)	0010		
48 (Error 2)	0010		
49 (Error 1)	0010		
49 (Error 2)	0010		
50 (Error 1)	0010		
50 (Error 2)	0010		

Count the number of Mechanics questions you answered correctly: _____

Count the number of Grammar and Usage questions you answered correctly: _____

Count the number of Short-Answer questions you answer correctly: _____

Total multiple-choice and short-answer questions you answered correctly: _____

SHORT-ANSWER SECTION SAMPLE RESPONSES

45. What is a conjunction?

Sample Incorrect Response:

the point in a paragraph where two halves meet, where you go off in
a different direction

Sample Correct Response:

a word that joins other words together; examples would be "and" and "or"

46. What is a compound subject?

Sample Incorrect Response:

a sentence containing two subjects

Sample Correct Response:

at least two subjects that share the same verb

47. What is the predicate of a sentence?

Sample Incorrect Response:

means to describe something, like an adjective but not an adjective

Sample Correct Response:

the predicate is the part of the sentence that isn't the subject; it
contains the verb

48. **The following sentence contains one or more errors (e.g., in grammar, usage, punctuation). Rewrite the sentence in proper form.**

Neither Albert nor Martin have completed the assignment yet, however they do expect to meet the deadline.

Sample Incorrect Response:

Even though Albert and Martin has not completed the assignment they do expect to meet the deadline.

Sample Correct Response:

Neither Albert nor Martin has completed the assignment yet; however, they do expect to meet the deadline.

49. **The following sentence contains one or more errors (e.g., in grammar, usage, punctuation). Rewrite the sentence in proper form.**

After we convinced him that we were, who we claimed to be, he lets us into the arena.

Sample Incorrect Response:

He lets us into the arena once he saw we were, who we claimed we were.

Sample Correct Response:

After we convinced him that we were who we claimed to be, he let us into the arena.

50. **The following sentence contains one or more errors (e.g., in grammar, usage, punctuation). Rewrite the sentence in proper form.**

When someone has a hard time saying no, they may discover it is extraordinary hard to meet all of his or her obligations.

Sample Incorrect Response:

Saying no is hard: especially when someone finds its hard to meet all
their obligations.

Sample Correct Response:

When someone has a hard time saying no, she may discover it is extraordinarily
hard to meet all of her obligations.

**MULTIPLE-CHOICE QUESTION AND SHORT-ANSWER SECTION
PRACTICE TEST EVALUATION CHART**

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

Multiple-Choice Section: Mechanics

Objective 0018: Demonstrate the ability to spell, capitalize, and punctuate according to the standards of edited American English.								
1A	2D	3B	4C	5A	6B	7C	8A	9A
10C	11B	12D	13D	14C	15A	16C	17B	
18B	19C	20A	21B	22D	23A	24B	25B	
26C	27A	28B	29A	30D				____/30

Multiple-Choice Section: Grammar and Usage

Objective 0007: Recognize purpose and audience.			
31A	34C	39D	42C
			____/4

Objective 0008: Recognize unity, focus, and development in writing.		
35B	40C	43D
		____/3

Objective 0009: Recognize effective organization in writing.	
37B	44D
	____/2

Objective 0010: Recognize effective sentences.		
32A	38C	41A
		____/3

Objective 0011: Recognize writing that conforms to standards of edited American English usage.	
33D	36B
	____/2

<p>Aspects of the skills required for Objectives 0012–0018 are covered in the open-response sections of the subtest.</p>
--

Short-Answer Section

Objective 0010: Recognize effective sentences.

46 _____ 47 _____ 48 (Error 1) _____ 48 (Error 2) _____ 49 (Error 1) _____ 49 (Error 2) _____
50 (Error 1) _____ 50 (Error 2) _____

_____/8

Objective 0011: Recognize writing that conforms to standards of edited American English.

45 _____

_____/1

OPEN-RESPONSE ITEM EVALUATION INFORMATION

How Open-Response Items Are Scored

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

How to Evaluate Your Practice Responses

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

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

Compare your practice responses to the [Sample Responses](#) to determine whether your responses are more similar to the strong or weak responses. Also review the [Analyses](#) on those pages and the [Scoring Rubric](#) to help you better understand the characteristics of strong and weak responses. This evaluation will help you identify specific problems or weaknesses in your practice responses. Further information on scoring can be found in the [Test Information Booklet](#) and [Faculty Guide](#) at www.mtel.nesinc.com and at www.doe.mass.edu/mtel; select "FAQ," then "After the Test."

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

**Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR COMMUNICATION AND LITERACY SKILLS:
WRITTEN SUMMARY EXERCISE**

Performance Characteristics:

Fidelity	The accuracy and clarity with which the candidate uses his or her own words to convey and maintain focus on the writer's main ideas.
Conciseness	The extent to which the candidate's response is of appropriate length, depth, and specificity.
Organization	The clarity of the writing and the logical sequence of the candidate's ideas.
Sentence Structure	The effectiveness of the sentence structure and the extent to which the sentences are free of structural errors.
Usage	The extent to which the candidate's writing shows care and precision in word choice and is free of usage errors.
Mechanical Conventions	The extent to which words are spelled correctly and the candidate's writing follows the conventions of punctuation and capitalization.

Scoring Scale:

Score Point	Score Point Description
4	<p>A well-formed written response.</p> <ul style="list-style-type: none"> Using his or her own words, the candidate accurately conveys the writer's main ideas and maintains focus and unity. The candidate's response is concise, but provides enough statements of appropriate depth and specificity to convey the writer's main points. The response exhibits control and organization. The candidate uses correct and effective sentence structure. The candidate's usage and choice of words are careful and precise. The candidate shows mastery of mechanical conventions (i.e., spelling, punctuation, and capitalization).
3	<p>An adequately formed written response.</p> <ul style="list-style-type: none"> Generally using his or her own words, the candidate accurately conveys most of the writer's main ideas and generally maintains focus and unity. The candidate's response may be too long or too short, but generally provides enough statements of appropriate depth and specificity to convey most of the writer's main points. The candidate's organization of ideas may be ambiguous, incomplete, or partially ineffective. The candidate uses adequate sentence structure, but minor errors may be present. The candidate's usage and choice of words display minor errors. The candidate makes some errors in the use of mechanical conventions (i.e., spelling, punctuation, and capitalization).
2	<p>A partially formed written response.</p> <ul style="list-style-type: none"> The candidate conveys only some of the writer's main ideas and/or does not sustain the focus and unity of the discussion. The candidate relies heavily on the writer's words. The candidate's response is too long or too short and/or includes few statements that contribute effectively to the development of the response. The candidate may make an effort to organize and sequence ideas, but organization is largely unclear. Sentence structure is poor, with noticeable and distracting errors. Imprecision in usage and word choice is distracting. The candidate makes frequent errors in the use of mechanical conventions (i.e., spelling, punctuation, and capitalization).
1	<p>An inadequately formed written response.</p> <ul style="list-style-type: none"> The writer's main ideas are not identified. The candidate fails to include statements that would contribute to the effective development of the response. Any organization that is present fails to present an effective sequence of ideas. Sentence structure is ineffective, and few sentences are free of errors. Imprecision in usage and word choice interferes with meaning. The candidate makes serious and numerous errors in the use of mechanical conventions (i.e., spelling, punctuation, and capitalization).
U	The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR COMMUNICATION AND LITERACY SKILLS:
WRITTEN COMPOSITION EXERCISE

Performance Characteristics:

Appropriateness	The extent to which the candidate addresses the topic and uses language and style appropriate to the given audience, purpose, and occasion.
Mechanical Conventions	The extent to which words are spelled correctly and the candidate follows the conventions of punctuation and capitalization.
Usage	The extent to which the candidate's writing shows care and precision in word choice and is free of usage errors.
Sentence Structure	The effectiveness of the sentence structure and the extent to which the sentences are free of structural errors.
Focus and Unity	The clarity with which the candidate states and maintains focus on the main idea or point of view.
Organization	The clarity of the writing and the logical sequence of the candidate's ideas.
Development	The extent to which the candidate provides statements of appropriate depth, specificity, and/or accuracy.

Scoring Scale:

Score Point	Score Point Description
4	<p>A well-formed written response.</p> <ul style="list-style-type: none"> • The candidate addresses the assignment fully and uses appropriate language and style. • The candidate shows mastery of mechanical conventions (e.g., spelling, punctuation, and capitalization). • Usage and choice of words are careful and precise. • Sentence structure is effective and free of errors. • The candidate clearly states a main idea and/or point of view, and maintains focus and unity throughout the response. • The candidate exhibits control in the organization of ideas. • The candidate develops the response fully by providing ample statements of appropriate depth, specificity, and accuracy.
3	<p>An adequately formed written response.</p> <ul style="list-style-type: none"> • The candidate addresses the assignment adequately and generally uses appropriate language and/or style. • There may be some errors in the use of mechanical conventions (e.g., spelling, punctuation, and capitalization). • Minor errors in usage and word choice are evident. • Sentence structure is adequate, although minor errors may be present. • The main idea and/or point of view of the response is generally clear, and focus and unity are generally maintained. • The organization of ideas may be ambiguous, incomplete, or partially ineffective. • The candidate provides a sufficient quantity of statements of appropriate depth, specificity, and accuracy to adequately develop the response.
2	<p>A partially formed written response.</p> <ul style="list-style-type: none"> • The candidate partially addresses the assignment and may use inappropriate language and/or style. • The candidate makes frequent errors in the use of mechanical conventions (e.g., spelling, punctuation, and capitalization). • Imprecision in usage and word choice is distracting. • Sentence structure is poor, with noticeable and distracting errors. • The main idea and/or point of view is inconsistent and/or the focus and unity of the discussion are not sustained. • The candidate may make an effort to organize and sequence ideas, but organization is largely unclear. • The response includes very few statements that contribute effectively to the development of the response.
1	<p>An inadequately formed written response.</p> <ul style="list-style-type: none"> • The candidate attempts to address the assignment, but language and style are generally inappropriate for the given audience, purpose, and/or occasion. • The candidate makes serious and numerous errors in the use of mechanical conventions (e.g., spelling, punctuation, and capitalization). • Imprecision in usage and word choice interferes with meaning. • Sentence structure is ineffective, and few sentences are free of errors. • The main idea and/or point of view of the response is not identified. • Any organization that is present fails to present an effective sequence of ideas. • The candidate fails to include statements that contribute effectively to the development of the response.
U	The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

WRITING SUMMARY EXERCISE SAMPLE RESPONSES AND ANALYSES

FIRST SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE ITEM ASSIGNMENT #1

The artical talk about the Russian revolutions in 1989 where the Soviet Union was ceased from existance. International relations where different, for a long time, almost 50 years. Even thoub, the Soviet and U.S. had a large sweep of power, the end was very much talked about and, a new world order to.

First resistance was faced, in entrenched officialls. Planning workd with soviets rule but not with high complex technology. Second reason, was Ronald Reagan. President Reagan increased defenses forced consecions and complex wepons systems like the Star Wars, convinced those Soviet leaders that socialist experamant can't win over the strong U.S. No more Berlin Wall, no Cold War. "Gorbachev factor" is third perspective. Analysts adopt Glasnost and Perestroika spred to Eastern Europe to reduce the tensions. But the Soviet people are still missing in the fall of communism.

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

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

Fidelity: The main points of the original passage are not clearly conveyed by the response. The first paragraph is very confused: the revolutions cited in the article were not in Russia as the response states; the second sentence of the response entirely misses the article's point about international relations; while the relation between the "large sweep of power" and the "new world order" in the third sentence of the response is unclear. Although the candidate states a few of the main points (the Soviet Union "ceased from existence," Ronald Reagan's defense build-up was a contributing factor), others are confused or absent. The basic idea that there are three alternative or complementary interpretations of the causes of the Soviet Union's collapse is missed altogether.

Conciseness: The response is not developed sufficiently to permit the reader to understand the essential message of the original selection. Ideas are not developed or explained, so that their meaning is obscure (e.g., "International relations were different for a long time, almost 50 years"). There are few explanatory statements to contextualize the meaning of the points made; it is unclear, for example, what "first," "second" or "third" denote or why these three items are important. The last sentence is completely obscure, without explanation or development.

Organization: The lack of development mentioned above also affects organization in terms of the logical sequencing of ideas. There is a basic appearance of overall organization that follows the general order of ideas of the original article, but this is not enough to clarify the meaning of most of the content of the response. The only exception appears to be several sentences on Reagan that do follow each other logically enough to convey meaning.

Sentence Structure: Sentence structure errors include a fragment ("No more Berlin Wall, no Cold War"), confusion due to misplaced commas or their absence ("President Reagan increased defenses forced concessions and complex weapons systems like the Star Wars, convinced those Soviet leaders that socialist experiment can't win over the strong U.S."), and incorrect sequencing of phrases ("International relations were different, for a long time, almost 50 years").

Usage: Usage errors include word choice ("where" for "were," "to" for "too"), subject-verb agreement ("The artical talk"), and omission of articles ("Second reason") The use of "perspective" to refer to the third theory is unclear, as is the sense in which the Soviet people are "missing."

Mechanical Conventions: Mechanical errors include misspellings ("artical," "existence," "thouh," "resistence"), capitalization ("soviets"), failure to form the possessive ("soviets"), and misplaced commas ("Even thouh, the Soviets," "Second reason, was").

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

The fall of the Soviet Union cannot be easily described as an overnight event. It can also not be thought that the outside force caused it collapse. There are many reasons here which the author describes why the Soviet Union ceased to exist and many discussions came up in referenced to this amazing event.

All in all, the cause of the fall of the Soviet rule is its system. The system's bureaucratic rigidity ensured that the U.S.S.R. would fall further and further behind its Western competitors. It was too late for reform. For instance, high technology and the information highway could not be competed there, and the state planning apparatus kept all its people behind the iron curtain.

Other generalizations are about Ronald Regan. Star Wars, a technologically complex weaponry protects us from missile defense. It made the Russians realized how dysfunctional their weapons systems are, and they really had no choice to admit the great socialist experiment had failed.

A second interpretation supports that Gorbachev surrendered. This might be called the "Gorbachev Factor". This explained the president's effort to reduce world tension in his relationship with the U.S. and other western powers.

In conclusion, the three observations illustrates the event that took place in the late 1980's and the possible reasons for the Cold War.

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

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

Fidelity: The response does not accurately convey the main ideas of the original article. The opening sentence, "The fall of the Soviet Union cannot be easily described as an overnight event" suggests that it did not happen suddenly, when the article explicitly says that it did. "Star Wars" is described as weaponry intended to protect us from "missile defense," when the article tells us that it was intended to protect us from missiles. In the third paragraph the writer says "the Russians realized how dysfunctional their weapons systems are" when the article says "systems," not "weapons systems"—an entirely different meaning. The conclusion states that the article is about "possible reasons for the Cold War," which it is not. An effort is made to describe the three arguments, but they are garbled ("high technology and the information highway could not be competed there"). The candidate also adds ideas that do not appear in the article ("kept all its people behind the iron curtain," "the information highway"). The candidate borrows the language of the prompt too extensively and literally: "The system's bureaucratic rigidity ensured that the U.S.S.R. would fall further and further behind its Western competitors" is directly lifted, as are "technologically complex weaponry," "the great socialist experiment had failed," and "effort to reduce world tension in his relationship with the U.S. and other western powers."

Conciseness: The response is short, and the candidate is making an effort to be concise. However, the fidelity problems undermine the success of that effort.

Organization: The candidate attempts to present ideas in the same order as they appear in the original article, except for the second sentence, "It can also not be thought that the outside force caused it collapse," an idea from the end of the article. However, the sequencing here is faulty because, without any explanation of the theories under discussion, it is not clear what is meant by "outside force" or what role that concept plays in understanding the causes of the Soviet collapse. Confusing usage throughout the response makes the organization within the paragraphs somewhat difficult to follow. The first body paragraph begins "All in all," a phrase that seems to signal not an introduction of one possible theory, but a conclusion summarizing the best explanation. The paragraph describing the third theory begins "A second interpretation."

Sentence Structure: Sentence structure is adequate if the usage errors are overlooked. However, there are some awkward constructions: "It can also not be thought," "A second interpretation supports that."

Usage: There are many errors of usage: "caused it collapse," "came up in referenced," "(i)t made the Russians realized," "they really had no choice to admit." The candidate refers to the theories as "discussions" or "generalizations," which is imprecise.

Mechanical Conventions: Mechanical conventions are adequately handled for the most part. There are some misspellings: "exit" for "exist," "surrended" for "surrendered." In the sentence about the "Gorbachev Factor" the period should be inside the quotation marks. Ronald Reagan's name is misspelled.

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

The Soviet Union's fall in 1991, only two years after revolutions had begun in its Eastern European territories, was a historic event that altered the structure of global politics. Three dominant interpretations of how such a change could come about so quickly remain incomplete without consideration of a fourth factor, the grassroots agitation of the Soviets themselves.

One theory holds that the bureaucratic inadequacy of the Soviet system prevented it from competing in the current global market. Although the system worked fine when the important task for the Soviet Union was to industrialize, it failed to keep up with the demands of the global technological economy that arose in the 1980s.

The second theory contends that Ronald Reagan's uncompromising defense policies were responsible for the end of the Cold War and the fall of the Soviet Union. Soviet leaders gave up in the face of Reagan's military build up and technologically complex defense systems such as Star Wars, admitting the defeat of socialism and the victory of Western values.

A third interpretation credits Soviet president Gorbachev as the moving force behind decreasing the strain between East and West. His policies of *glasnost* (openness) and *perestroika* (economic restructuring) began a move toward Western and democratic concepts and practices that could not be stopped.

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

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

Fidelity: The response clearly and accurately presents the main ideas of the original article without merely repeating the language of the original. The focus on the original article's main ideas is maintained throughout the response; there are no irrelevant or extraneous digressions by the candidate; the response reflects the same balance of information and opinion as the original. The response makes very clear in the introductory paragraph the background for the three alternative interpretations being described in the body of the article. The magnitude and unexpectedness of the Soviet Union's fall provide the motivation and need for these interpretations, while the failure to consider the Soviet people points up the incompleteness of the current theories. These three interpretations are then clearly and accurately described.

Conciseness: The response is concise; the candidate conveys a great deal of meaning without being overly wordy. Each main point is sufficiently developed to allow the reader a full understanding of the relations among ideas expressed in the original article. The response does not add any unnecessary information or opinion that would obscure the main points.

Organization: The candidate reorganized the overall structure of the original article by placing at the beginning of the introductory paragraph the idea that the three main interpretations lack an analysis of the role of the Soviet citizenry. This re-structuring, far from changing the logical order of ideas given in the original, highlights the original writer's idea that the three accepted and debated views need to be supplemented. This is a fundamental idea of the entire article, and introducing it at the beginning of the summary emphasizes that fact.

Sentence Structure: Sentence structure is effective in conveying the main ideas and important details of the original. Sentences are free of errors, complex, and varied.

Usage: Words are carefully chosen to convey meaning quite precisely. Words and phrases such as "historic event," "dominant interpretations," "grassroots agitation," and "uncompromising defense policies" effectively and concisely communicate important ideas from the article with a great degree of accuracy and specificity.

Mechanical Conventions: There are no errors in mechanical conventions; capitalization, punctuation, and spelling demonstrate mastery.

**SECOND SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #1**

A number of theories have been proposed to explain the shockingly sudden collapse of the Soviet Union in 1991, after nearly 50 years of its oppressive hegemony in Eastern Europe, and its world-shaping ideological and military standoff with the United States known as the Cold War. One theory holds that the U.S.S.R.'s fatal weakness was economic. Despite the early success of its planned economy in building an industrial infrastructure, it came to be burdened with bureaucracy, rigidity and entrenched privilege, and could not compete globally. Another theory posits that Gorbachev's reforms of glasnost and perestroika westernized and liberalized the U.S.S.R., freeing Russia's and Eastern Europe's pent-up frustrations and demands for civil freedoms and consumer goods. Still another credits Ronald Reagan's military expenditures and posturing with forcing the U.S.S.R. to an acknowledgment of socialism's failure. All of these theories have merit and yet are incomplete, especially because Western historians do not yet have a good understanding of Soviet society and internal politics of the period. The Soviet people are likely to have played as powerful a role in this dramatic historical turn of events as any leader.

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

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

Fidelity: The response accurately presents all the main ideas of the original article, without relying on the language of the original. The relationship among ideas is preserved, so that the surprising and momentous nature of the fall of the Soviet Union is clearly seen as the reason that observers are offering various analyses of why it happened. The three theories cited in the article are summarized here, along with the caution offered by the article's author that they do not tell the whole story. The candidate does not editorialize by adding extra information or his or her own opinions.

Conciseness: The response is extremely concise, but conveys a great deal of meaning in a few words. A full paragraph from the original article is here compressed into a single sentence: "Despite the early success of its planned economy in building an industrial infrastructure, it came to be burdened with bureaucracy, rigidity and entrenched privilege, and could not compete globally." Although in such a concise summary some information from the original article does not appear, the elements omitted are either peripheral (such as the peaceful revolutions in Eastern Europe that preceded the Soviet Union's demise) or implicit (such as the development of new U.S. weapons systems under Ronald Reagan).

Organization: The candidate presents ideas in the same order as they appear in the original article, but so compactly that they now can be presented in a single paragraph whose subject is theories about the fall of the Soviet Union. The paragraph moves from "A number of theories" to "One theory" to "Another theory" to "Still another," and then culminates in "All of these theories," thus the sequence of ideas is logical and easy for the reader to follow.

Sentence Structure: Sentence structure is complex, varied, and free of errors. The long complex first sentence is followed by a short declarative sentence, which creates rhythmic variety.

Usage: Word choice is precise and effective. "Shockingly sudden," "oppressive hegemony," "burdened," are not only correctly used, but serve the function of presenting complex ideas very compactly.

Mechanical Conventions: There are no errors in mechanical conventions.

COMPOSITION EXERCISE SAMPLE RESPONSES AND ANALYSES

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

In regards to weather vending machines that sell snack foods, in our public schools, I am against them. For the health and safety of the students with an issue such as diabetes, or are overweight, I think it would be helpful for their health and safety. Allowing these machines in our schools could be very damaging, I have heard stories about some school districts sending letters home to parents saying that their child is at Risk for developing an illness such as Diabetes or obesity. Then telling these students that they are not allowed to use the vending machines. I think this is completely wrong and very discriminatory towards the students that are getting the letters, but also to the students that are not getting a letter. (No one cares if they are healthy?) Also telling children which machines to use is wrong, as well as sometimes you can't always see what type of snack every child has. Having a machine that has healthy snacks in them would be a better solution than singling out a child. Singling out a child could subject them to ridicule from other students.

The healthier the choices the better the outcome will be. I say this for two reasons it's better for the students, but also better for the teachers and school staff. We as future teachers are models for children and if teachers show that they are healthy the students will see they have the option to become healthy as well.

I think it is our responsible adults to give children the best and I think nutrition is a good start.

In terms of money I think the students will still buy things from a "Healthier Machines" such as yogurt, or pretzels, rather than a candy bar or chips. And then there is water or juice to drink rather than soda. I think school districts can still make money if that is an issue for them. I think it's all in how you look at it.

In conclusion I don't think we need to get rid of vending machines just putting better or healthier choices in them.

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

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

Appropriateness: The candidate states a position in a simplistic manner ("I am againts (sic) them"), and partially addresses the prompt by advocating for vending machines with healthy snacks. However, the level of the language and style fails to demonstrate writing competence to a classroom instructor. Many statements begin, "I think," and end there, without giving reasons or examples to back up that viewpoint.

Mechanical Conventions: Almost every sentence contains errors in punctuation, spelling, or capitalization.

Usage: The candidate uses "its" for "it's," and "their" for "there," misuses "as well as," and sometimes fails to make pronouns agree with their antecedents ("a machine that has healthy snacks in them"). The last sentence lacks tense agreement ("get rid of" and "putting"). The phrase "the option to become healthy" at the end of the second paragraph is imprecise.

Sentence Structure: Sentences are poorly structured, leading to confusion about the meaning. For example, the first paragraph states, "Also telling children which mchines (sic) to use is wrong, as well as sometimes you can't always see what type of snack every child has." The candidate may have wanted the reader to imagine that schools could have two kinds of machines, one with healthy choices and one with unhealthy choices, and then try to police which children used which machine. The sentence, however, does not specifically communicate that idea. It's up to the reader to infer what the sentence means. Errors in sentence structure are distracting. The long first paragraph contains a run-on sentence (third sentence) and a sentence fragment (fourth sentence). The second paragraph contains a run-on sentence (second sentence). The fourth paragraph contains a sentence fragment (second sentence).

Focus and Unity: The candidate states a position in the first sentence, but does not indicate which arguments for that position will be explained in the rest of the response. As a result, the response rambles. Starting with a clear position against vending machines that sell snack foods, the candidate then discusses the health and safety of students with diabetes or obesity, then writes at some length about schools discriminating against students at risk for these diseases, then moves on to the need for healthy snack choices, then talks about teachers modeling health and nutrition, and finally ends with the issue of school revenue from the machines. Connective tissue among these ideas is weak.

Organization: The organization is unclear. The first paragraph begins with a topic (vending machines) and a position ("I am againts (sic) them," and "Allowing these machiens (sic) in our schools could be very damaging"), but it ends with a different topic (discrimination against obese children), and a different position ("Having a machine that has healthy snacks in them would be a better solution than singling out a child"). Neither theme is continued in the body of the response. The second paragraph introduces a new topic of teachers as role models of health. Beginning with the third paragraph, the candidate makes a series of personal opinion statements ("I think the students will still bye (sic). . . . I think school districts can still make money. . . . I think its all in how you look at it."), without describing how each idea is related to the one before it.

Development: The candidate makes an attempt to gather ideas about a topic, but the ideas lack elaboration. For example, in the second paragraph, "The healthier the choices the better the outcome will be. I say this for two reasons its better for the students, but also better for the teachers and school staff. We as future teachers are modles (sic) for children and if teachers show that they are healthy the students will see they have the option to become healthy as well." What outcome is being discussed? How is "it" better for teachers and staff? What is the relationship between the staff demonstrating good health and vending machines in schools? The candidate offers specific examples of healthy vending machine choices in the fourth paragraph, but otherwise relies on vague phrases to elaborate on ideas, such as "it would be helpful for their health and safty (sic)," and "I think it is our responcibal (sic) adults to give children the best and I think nutrition is a good start."

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

Public schools should not allow students to have the option of a vending machine that contains process food. When walking the halls of the school they should not have these haunting machines giving them all these bad choices. Having seen these things they are then more attractive than a regular lunch. Your lunch money is jingling in your pocket and your stomach is growling and what looks better, some gloppy pizza an hour from now or a crisp bag of tortilla chips right now? It's just human nature to want the most appealing thing, we have been evolved to like high caloric food from a standpoint of scarcity, then you fast forward to the modern era in which food is not scarce and we still like those same foods, the result is epidemic of obesity. If there aren't enough magazines about this you can see it all around you and probably also in your own life. In the grocery store or in the restaurant people are eating huge portions. Even people who are normal weight obsess over every calorie because so many foods everyone is eating are so fattening if you have even one a day it's the equivalent of everything you should be eating for the whole rest of the day.

For children, if the vending machines were not there then they would not use them. Then the argument is to keep them in the schools and if they are being used then that is up to the student or parent if giving the money to them. But in my view they should just be banned. If the option is not there for the student then the chances are better for them to be a little healthier and they can go home and eat or drink whichever they approve of. They may want the snack food anyway, they probably will, however if the option of eating it and consuming it is decreasing because the option will not be at school but just on their own. The parents will be in control of themselves in the grocery store. If the children have money of their own and choose to go spend it at the convenient store well, at least it's not happening at school.

It is very hard to control yourself especially with everything around you saying eat this, you know your hungry, and this leads to the epidemic of obesity, diabetes and bulimia in girls were they gorge and purge, not so much elementary but definitely high school and college. These girls have very poor self image because how our society views women. Why should schools set them up for failure, here we could kill two birds with one stone. By banning the vending machines children will be less likely to become overweight and obtain diabetes seeing as a lot of their time growing up at school. If students do not have the option then eventually they will catch on to eating healthier foods is a positive thing to do.

In conclusion, omit them from the school because they are hard to say no to and health risks down the line.

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

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

Appropriateness: The response takes a position against vending machines in the schools, and attempts to present arguments in support of that position, but the language and style are not adequate for an academic purpose. The informal second person and words such as "gloppy" are inappropriate in an overall context that is disorganized and unclear.

Mechanical Conventions: There are many misspellings ("convient," "definetly," "snackfood"). Commas are used where semi-colons should be ("Why should schools set them up for failure, here we could kill two birds with one stone"), or they are omitted where they are needed ("If the option is not there for the student then the chances are better for them to be a little healthier and they can go home and eat or drink which ever they approve of.")

Usage: Usage is imprecise and often confusing: "process food," "high caloric food," "obtain diabetes," "omit them from the school," "(t)he parents will be in control of themselves in the grocery store." Pronoun antecedents are often unclear. "Having seen these things *they* are then more attractive than a regular lunch" might refer to vending machines, their contents, or students.

Sentence Structure: Many sentences are poorly structured, with the result that their meanings are unclear. "Then the argument is to keep them in the schools and if they are being used then that is up to the student or parent if giving the money to them." "In conclusion, omit them from the school because they are hard to say no to and health risks down the line." Comma splices, dangling participles and misplaced modifiers are numerous ("crisp bag of tortilla chips").

Focus and Unity: The viewpoint of the response is consistent, but the lack of coherence in the argument makes the focus feel blurred. We skip quickly from the child in the school corridor to the person in the grocery checkout line, from the health problems of unhealthy diets to the poor self-image of young women.

Organization: The organization is rambling. The opening paragraph takes a position against vending machines selling unhealthy foods in schools, but then wanders off into a discussion of the attractiveness of junk food and the problems of obesity, without relating this directly to the thesis. The next paragraph says again the machines should be banned, but then makes confusing statements which seem to undermine the thesis about how children will eat junk food at home anyway. The third paragraph ranges over problems of self-control, obesity, bulimia, girls' body image, and again recommends the banning of the machines. The effect is not of a controlled argument, but of a series of loosely-related points jotted down in the order they happened to occur to the writer.

Development: An effort is made to develop arguments, but this effort is weakened by the wandering focus. For instance, in the opening paragraph the candidate talks about the appeal to children at school of snack foods in the vending machines, and how evolutionarily we have come to crave high-calorie foods; but then we move to the grocery store, restaurant, and obsessive calorie-counting, at which point we seem to have left the schoolchild far behind. We may infer that this is related to the problem of the vending machines, but the candidate does not make this connection explicit.

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

Public schools K-12 should allow only vending companies with healthy snacks choices to set up their machines on school property. Schools are supposed to do what they can to protect students from harm, like having them wear mouth and shin guards during sports, and goggles for chemistry experiments. Junk food is harmful. No matter how much money schools get from them, vending machines that sell soda and processed snack foods don't belong in schools. The reasons should be clear to all who follow the daily news: we have an epidemic of obesity among the nation's children, and health care costs are rising. Furthermore, schools are charged with responsibility for teaching positive habits of health and nutrition.

Many researchers are reporting that our country has a much higher percentage of overweight children than other countries in the world. Along with an increase in the amount of time spent watching TV and playing computer games instead of getting exercise, children are eating more unhealthy food with too much fat and sugar, and skimping on fruits and vegetables. While some of this comes from the alarming frequency with which families eat fast food meals today, a significant portion comes from a steady diet of drinking sodas and eating snack foods. Simply changing the snack choices available to students during the school day could reduce their overall consumption of unhealthy foods while increasing their consumption of healthy foods. Some vending companies do provide machines with healthy choices like fresh and dried fruits, yogurts, juices, protein drinks, spring water, milk, nuts, popcorn, granola bars, and protein bars.

As obesity rates in our country keep rising, so do health costs. The trend toward obesity increases the likelihood of getting diabetes and heart disease, as well as many other diseases. Children who now have access to all the snack food and sodas they could want in their school vending machines, are going to be paying for it down the road. Their health care costs will be high, and they won't be able to enjoy life to the fullest extent, while someone who has stayed in shape and eaten healthy foods can enjoy good health for a long time. We need to think about the real impact these vending machine choices can have not just today, but well into the future.

The public schools are doing a good job in educating children about good nutrition and healthy food choices in health education classes. They should be reinforcing that teaching by offering healthy choices in the vending machines available on school property. School lunch programs have been doing just that—working to improve the nutritional value of their lunch menus and lunch choices to reduce the fat and starch content and increase the amount of fruits and vegetables included in each serving. In every way they can, schools need to set a healthy example for students—throughout the day and throughout the experiences available.

(continued)

It makes no sense to teach students how to eat right and stay healthy on the one hand, and then on the other hand offer them all of the wrong choices for eating right and staying healthy. Instead, schools need to pay attention to the long-term risks associated with drinking soda and eating processed snack foods. If convenience and choice are the issues, then schools should opt for vending machines that dispense healthy snacks and healthy drinks. Having vending machines in the schools with unhealthy snack choices simply undermines our programs in health education and sends students a mixed message about the goals of the school's educational programs.

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

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

Appropriateness: The response addresses the prompt fully, and uses language appropriate for a classroom assignment to be read by an instructor. An effort is made to persuade the reader by giving examples and using comparisons, as in, "children are eating more unhealthy food with too much fat and sugar, and skimping on fruits and vegetables," and, "provide machines with healthy choices like fresh and dried fruits, yogurts, juices. . ."

Mechanical Conventions: The response demonstrates mastery of spelling, capitalization, and punctuation, including the accurate use of the colon and the dash.

Usage: The candidate has chosen phrases to communicate precise meanings, such as "an epidemic of obesity," "alarming frequency," and "nutritional value," as well as showing accuracy with vocabulary, as in "consumption," "impact," "undermines," and "dispense."

Sentence Structure: Sentence structure is error-free, varied, and complex. The use of the simple declarative sentence, "Junk food is harmful," in the first paragraph produces an effective break in the pace between two complex sentences. The response draws upon parallel structure (first sentence, last paragraph), listing (last sentence, second paragraph), and compound sentences ("Their health care costs will be high. . .," end of third paragraph).

Focus and Unity: The response stays focused on the topic and the chosen position throughout, while linking each paragraph to the main idea. The first paragraph links the increase in overweight children to vending machine choices. The next paragraph links the easy availability of unhealthy snack foods with rising health care costs and children's future well-being. The final two paragraphs link food choices in schools, along with health education, to vending machine choices. The candidate has effectively used connective words and phrases such as "furthermore" (end of first paragraph), and "while some of this" (middle of second paragraph), and "instead" (second sentence of the last paragraph).

Organization: The response is well organized. The first paragraph identifies three reasons the candidate will develop to support his/her position, the paragraphs in the main body of the response deal with each of those points in turn, and the concluding paragraph summarizes the issues that have been discussed.

Development: Each of the three reasons the candidate has chosen to argue for vending machines with healthy snack and drink choices is developed through the use of logical reasoning, specific examples, and/or evidence before the next reason is introduced. For example, the second paragraph lists reasons for increased obesity rates among children and alternative healthy snacks. Long-term consequences of unhealthy eating habits are discussed in the third paragraph. The fourth and fifth paragraphs use logical reasoning to follow through with the idea that schools have a leadership role in teaching children about nutrition and healthy eating.

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

As magazine, newspaper and television stories are telling us almost daily, Americans are increasingly unhealthy: we eat too much, smoke and drink too much, and don't exercise enough. As a result, we are overweight, out of shape, and at elevated risk of diabetes, heart disease, cancer, and alcoholism. Why is this true, and what is the solution to this problem?

One reason is that we're the victims of our own success. We are rich. Our grocery stores are overflowing with food, much of it very fattening. We live lives of leisure, and most of us don't have to do much physical labor. We have cars to drive in, elevators to ride in, and power gadgets to mow our lawns or blow our snow away. We have freedom of choice in a market economy. Unfortunately, some of the things that are marketed are not very good for us.

But would we want to give up these privileges and assets - wealth, leisure, freedom - in order to be protected from the consequences of our own possibly bad decisions? That is really the question people are asking when they ask whether vending machines that sell snack foods should be banned from public schools. In my opinion, the answer is a resounding *No*. As young people are often told, with freedom comes responsibility. In a market economy, people are responsible for making their own buying decisions. I believe that the best answer to our public health issues is for people to become better-educated consumers.

Where education is concerned, public schools are indeed responsible to provide their students with the best possible information, in their health classes, on nutrition, exercise, fitness, the health risks of smoking or using drugs or alcohol, and sexually transmitted diseases. In my experience, they do a good job of this. But just as teachers cannot monitor students outside the classroom, snatching cigarettes or beer cans out of their hands and dashing them on the ground, or peering into their bedroom windows to see whether they're using condoms, so they cannot control what they eat. If vending machines were not allowed in the schools, students would still be able to go make bad food choices at the convenience store. Ultimately, young people simply have to learn how to take responsibility for themselves.

In my view, it actually makes sense to have the vending machines down the hall from the health class. That way, students who are tempted by a bag of chips will have a fresh memory of how unhealthy those foods are. They are more likely, in the context of school, to think twice, and possibly begin to change their eating habits.

I also think it would make sense for schools to install vending machines that offer a different kind of choice, perhaps of fruit, popcorn, juice, milk or sandwiches. Students do get hungry during a long school day, or between school and after-school sports, and it would be easier for them to make good consumer decisions if they have an array of products before them. This would preserve and even add to the income that schools derive from vending machine operators.

(continued)

Our market economy will inevitably generate some products that are not good for us. It follows that one task of our education system is to prepare students to make smart consumer decisions. But it makes no sense to do away with choice, as the removal of vending machines from schools would imply. Our freedoms as Americans have given us wealth, and have given us leisure; they should be preserved, especially in our schools.

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

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

Appropriateness: The response addresses the assigned topic and uses appropriate language and style for a persuasive essay written for an audience of educators.

Mechanical Conventions: The response is correctly spelled, capitalized and punctuated. The colon, dash, semi-colon and hyphen are correctly used.

Usage: The response is free of usage errors, and shows care and precision in word choice. For instance, "power gadgets," "resounding," "monitor," "snatching," "array," "derive." The subjunctive is correctly used ("If vending machines were not allowed").

Sentence Structure: Sentence structure is varied and complex. In the opening paragraph, a colon is used to introduce a list of poor health practices; the next sentence gives a list of parallel health problems; the following sentence asks a question. Good parallel structure is shown in Paragraph 2. In Paragraph 3, the opening sentence artfully reiterates the points made in Paragraph 2 by setting them off with dashes ("—wealth, leisure, freedom—") to ask a question that is then answered "No."

Focus and Unity: The focus and unity of the response are well maintained. The point of view is clear and all the arguments support it. Each paragraph focuses on a particular sub-argument and sticks to that subject.

Organization: The response is very well organized. The opening paragraphs establish a broader context for the question about vending machines: public health in a market economy. The third paragraph sets forth the thesis that in that context, people must become educated consumers; students must learn to take responsibility for their food choices. The following paragraphs elaborate on the relationship between education and responsibility, and how and why vending machines may properly be present in schools. The conclusion returns to the opening assertions about American wealth and leisure, and points out that they are dependent on freedom of choice.

Development: Each point is supported with logical arguments. For instance, Paragraph 4 points out how even as teachers cannot police students' smoking or drinking outside of school, so they cannot police their eating habits; it follows that students must be taught to exercise good judgment on their own. Paragraph 6 notes that real freedom of choice with regard to the vending machines would require that schools also offer machines containing healthy snacks.

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 on the following page to calculate your estimated score.

SAMPLE

Multiple-Choice and Short-Answer Section

Enter the total number of multiple-choice and short-answer questions you answered correctly: 43

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

Open-Response Section

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

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

=====

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

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

Total Practice Test Score (Estimated MTEL Score)

Add the numbers in **Boxes A and B** to estimate your MTEL score: A + B =

YOUR SCORE

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

Table 1:

Number of Multiple-Choice and Short-Answer Questions Correct	Estimated MTEL Score		Number of Multiple-Choice and Short-Answer Questions Correct	Estimated MTEL Score
0 to 20	50		36 to 38	102
21 to 23	57		39 to 41	111
24 to 26	66		42 to 44	120
27 to 29	75		45 to 47	129
30 to 32	84		48 to 50	138
33 to 35	93		51 to 53	147

Table 2:

Number of Open-Response Question Points	Estimated MTEL Score
2	60
3	75
4	90
5	105
6	120
7	135
8	150

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

Multiple-Choice and Short-Answer Section	
Enter the total number of multiple-choice and short-answer questions you answered correctly:	
Use Table 1 above to convert that number to the score and write your score in Box A :	A: <input style="width: 50px;" type="text"/>

Open-Response Section	
Enter the number of points (1 to 4) for your first open-response question:	_____
Enter the number of points (1 to 4) for your second open-response question:	_____
	=====
Add those two numbers (Number of open-response question points):	_____
Use Table 2 above to convert that number to the score and write your score in Box B :	B: <input style="width: 50px;" type="text"/>

Total Practice Test Score (Estimated MTEL Score)	
Add the numbers in Boxes A and B to estimate your MTEL score:	A + B = <input style="width: 50px;" type="text"/>