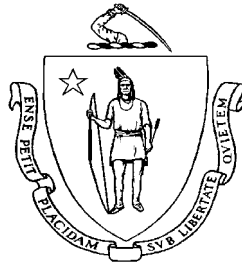

Massachusetts Tests for Educator Licensure® (MTEL®)

MTEL: General Curriculum (03)

Practice Test



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INTRODUCTION

This document is a printable version of the Massachusetts Tests for Educator Licensure® (MTEL®) General Curriculum (03) Online Practice Test.

This practice test is a sample test consisting of 100 multiple-choice questions and 2 open-response item assignments. An [Answer Key Worksheet](#), [Answer Sheet](#), and [Evaluation Chart](#) by test objective are included for the multiple-choice questions. Blank [Response Sheets](#), [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 General Curriculum (03) test. The primary purpose of the practice test is to help you become familiar with the structure and content of the test. It is also intended to help you identify areas in which to focus your studies. Education faculty and administrators of teacher preparation programs may also find this practice test useful as they help students prepare for the official test.

TAKING THE PRACTICE TEST

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

INCORPORATING THE PRACTICE TEST IN YOUR STUDY PLAN

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

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

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 General Curriculum (03) test, it is not possible to predict precisely how you might score on an official MTEL General Curriculum (03) test. Keep in mind that the subareas for which the test weighting is greatest will receive emphasis on this test. Refer to the [Test Information Booklet](#) for additional information about how to prepare for the test.

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

**GENERAL CURRICULUM
PRACTICE TEST**

GENERAL TEST DIRECTIONS

This practice test consists of two sections: (1) a multiple-choice question section and (2) an open-response item assignment section. 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 open-response section of this practice test requires written responses. Directions for the open-response item assignments appear immediately before those assignments.

You may work on the multiple-choice questions and open-response item assignments 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 General Curriculum (03) test, you will have one four-hour test session in which to complete the test.

MULTIPLE-CHOICE ANSWER SHEET

Question Number	Your Response
1	
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Question Number	Your Response
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Question Number	Your Response
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MULTIPLE-CHOICE QUESTIONS

1. Which of the following examples is a compound sentence?
 - A. Since I moved here a few years ago, I have noticed the rate of residential development has increased.
 - B. This is the first chance that I have had to consider your request for new computer software.
 - C. Spring has finally arrived, and I could not be happier to see that so many birds have returned.
 - D. I enjoy any opportunity I get to take a walk through our local historical museum.
2. In which of the following sentences is the word *deep* used as an adverb?
 - A. He would remember that dog's deep, wistful sigh for a very long time.
 - B. Those events are deep in the past and should stay there.
 - C. Dreamers and explorers have long imagined trips to the deep of space.
 - D. The negotiators worked deep into the night to avert a labor strike.
3. Phonology is the study of how a language makes meaning through its:
 - A. sound patterns.
 - B. word order.
 - C. social use.
 - D. word structure.
4. Which of the following sentences provides an example of agreement between a pronoun and its antecedent?
 - A. Several of the guests had mailed their gifts prior to the party.
 - B. One of the runners was showing their fatigue.
 - C. Each of the officials has worked to protect their own interests.
 - D. Neither of the children likes to share their toys.

5. Which of the following examples is a declarative sentence?
- A. During the discussion, please lower your voices.
 - B. I have absolutely no patience for people who are so disrespectful!
 - C. Do you know how many times she has read this book?
 - D. Your advice has been important to me in many ways.
6. In a biographical approach to literary criticism, which of the following aspects of a novel receives the most attention?
- A. connections to the author's personal history
 - B. assessments of its impact on other authors' work
 - C. references to contemporary cultural and political life
 - D. responses by readers to its major themes and ideas

7. **Read the poem below by John Updike; then answer the question that follows.**

January

¹The days are short,
²The sun a spark
³Hung thin between
⁴The dark and dark.

⁵Fat snowy footsteps
⁶Track the floor.
⁷Milk bottles burst
⁸Outside the door.

⁹The river is
¹⁰A frozen place
¹¹Held still beneath
¹²The trees of lace.

¹³The sky is low.
¹⁴The wind is gray.
¹⁵The radiator
¹⁶Purrs all day.

In which of the following sets of lines does the poet use sensory language that appeals to the readers' sense of hearing?

- A. lines 1 and 2
- B. lines 5 and 6
- C. lines 11 and 12
- D. lines 15 and 16

8. **Read the poem below, "To the Right Honorable William, Earl of Dartmouth" by Phillis Wheatley; then answer the question that follows.**

Should you, my lord, while you pursue my song,
Wonder from whence my love of *Freedom* sprung,
Whence flow these wishes for the common good,
By feeling hearts alone best understood,
I, young in life, by seeming cruel fate
Was snatch'd from *Afric's* fancy'd happy seat:
What pangs excruciating must molest,
What sorrows labour in my parent's breast?
Steel'd was the soul and by no misery mov'd
That from a father seiz'd his babe belov'd.
Such, such my case. And can I then but pray
Others may never feel tyrannic sway?

By constructing her poem as an exchange with a specific person, the poet represents freedom and slavery as:

- A. abstract philosophical concepts.
- B. deeply personal experiences.
- C. divinely determined states.
- D. contentious political issues.

9. Read the passage below from "The Raven" (1845) by Edgar Allan Poe; then answer the question that follows.

Once upon a midnight dreary, while I pondered, weak and weary,
Over many a quaint and curious volume of forgotten lore—
While I nodded, nearly napping, suddenly there came a tapping,
As of some one gently rapping, rapping at my chamber door.
"T is some visitor," I muttered, "tapping at my chamber door—
Only this and nothing more."

In this passage, the repetition of similar word sounds creates a mood of:

- A. carefree relaxation.
 - B. mounting tension.
 - C. cheery optimism.
 - D. spiritual release.
10. Read the excerpt below from "Song of Myself" by Walt Whitman; then answer the question that follows.

¹I understand the large hearts of heroes,
²The courage of present times and all times,
³How the skipper saw the crowded and rudderless wreck of the steamship, and Death chasing it up and
down the storm,
⁴How he knuckled tight and gave not back an inch, and was faithful of days and faithful of nights,
⁵And chalked in large letters on a board, *Be of good cheer, we will not desert you; . . .*

Which of the following lines of the poem includes an example of personification?

- A. Line 2
- B. Line 3
- C. Line 4
- D. Line 5

11. For which of the following purposes would a novelist typically use the literary device of a flashback?
- A. to hint at something that will occur later in the story
 - B. to create a sense of anticipation regarding the outcome of the story
 - C. to present a scene that happened prior to the start of the story
 - D. to foster a sense of tension at the start of the story

12. **Read the line below from "Birches" (1916) by Robert Frost; then answer the question that follows.**

Whēn Í sēe bīr chēs bēnd tō léft ānd rīght

The specific markings of the line of poetry shown above are used to indicate its:

- A. meter.
- B. assonance.
- C. rhyme.
- D. alliteration.

Read the passage below from the story of Paul Bunyan; then answer the two questions that follow.

It seems an amazing baby was once born in the state of Maine. When he was only two weeks old, he weighed more than a hundred pounds, and for breakfast every morning he ate five dozen eggs, ten sacks of potatoes, and half a barrel of mush made from a whole sack of cornmeal. But the baby's strangest feature was his big curly black beard. It was so big and bushy that every morning his poor mother had to comb it with a pine tree.

Except for that beard, the big baby wasn't much trouble to anybody until he was about nine months old. That was when he first started to crawl, and since he weighed over five hundred pounds, he caused an earthquake that shook the whole town.

13. The story of Paul Bunyan, like those of John Henry and Pecos Bill, represents which of the following literary genres?
- A. myths
 - B. fairy tales
 - C. epics
 - D. tall tales
14. These paragraphs include multiple examples of which of the following literary devices?
- A. simile
 - B. alliteration
 - C. hyperbole
 - D. metaphor

15. Satire is a literary form primarily used to achieve which of the following objectives?
- A. exposing human wickedness or folly
 - B. portraying life as the author wishes it to be
 - C. celebrating a legendary or historical event
 - D. suggesting a truth about life with a moral lesson
16. When selecting children's literature to help first- and second-grade students develop into independent readers, which of the following questions should a teacher consider *first*?
- A. Is the text written at an appropriate reading level?
 - B. Are the illustrations simple and easy to understand?
 - C. Is there a message implied in the story?
 - D. Will the story stimulate the reader's imagination?

17. **Read the passage below from *The Call of the Wild* (1903) by Jack London; then answer the question that follows.**

Charles was a middle-aged, lightish-colored man, with weak and watery eyes and a moustache that twisted fiercely and vigorously up, giving the lie to the limply drooping lip it concealed. Hal was a youngster of nineteen or twenty, with a big Colt's revolver and a hunting-knife strapped about him on a belt that fairly bristled with cartridges. This belt was the most salient thing about him. It advertised his callowness—a callowness sheer and unutterable. Both men were manifestly out of place, and why such as they should adventure the North is part of the mystery of things that passes understanding.

In this passage, Hal's belt serves as a symbol of his:

- A. subtlety and sophistication.
 - B. knowledge and training.
 - C. power and strength.
 - D. immaturity and inexperience.
18. *Sarah, Plain and Tall* and *Summer of My German Soldier* are examples of which of the following genres of children's literature?
- A. modern fantasy
 - B. historical fiction
 - C. fictionalized biography
 - D. realistic fiction

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

¹Few things made Ted happier than a day's trip to the beach. ²Although he did not swim, he looked forward all year to the chance to sit by the waterside, watching the gulls' antics. ³Often, Ted drew his chair to the water's edge and enjoyed the feeling of the water pooling around his legs. ⁴Unfortunately, few of his family members' shared this passion—his children preferred the mountains.

Which of the following sentences contains an error in use of the possessive?

- A. Sentence 1
 - B. Sentence 2
 - C. Sentence 3
 - D. Sentence 4
20. When writing a persuasive essay, it is most important for the author to consider and present:
- A. convincing evidence that will be meaningful to the intended audience.
 - B. transitional phrases that will help the reader follow the author's flow of ideas.
 - C. descriptive details that will establish an appropriate emotional tone.
 - D. specific experiences from the author's life that will lend validity to the essay.

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

¹One recent trend in agriculture is breeding miniature livestock. ²Pygmy goats and miniature horses have been around for decades, and now a market is developing for miniature cows. ³Smaller than Shetland ponies, these animals can perform the same functions as their larger kin in the dairy and beef industries. ⁴Although it may be hard to except, the only difference is that their small size means they require less land and fewer resources.

Which of the following sentences contains an error in word usage?

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4

22. Read the passage below; then answer the question that follows.

Rhubarb is among the best kept secrets of spring. It turns up every year in some out-of-the-way spot in the market. Since it is too sour to eat raw, many people probably don't know what to do with it; however, the red and green stalks add a lovely tart note to cakes, pies, and cobblers.

If I can get rhubarb established in my garden, I could be eating well all season. I already have a sunny spot chosen and am looking forward to a rich harvest. I am also collecting lots of recipes, so that I can put my crop to use.

Which of the following sentences would be most effective as a transition from the first to the second paragraph?

- A. While the cooked stalks are delicious, the leaves are inedible.
 - B. Few cooks know how to use the plant to its best advantage.
 - C. Since rhubarb is supposedly easy to grow, I have big plans for next year.
 - D. There are other underappreciated fruits and vegetables, as well.
23. A circular hole has a diameter of $3\frac{1}{2}$ inches. Which of the following is the largest diameter of a circular object that will fit through the hole?
- A. $3\frac{1}{4}$ inches
 - B. $3\frac{11}{32}$ inches
 - C. $3\frac{7}{16}$ inches
 - D. $3\frac{7}{8}$ inches

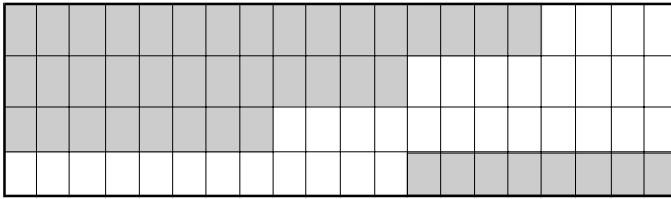
24. Use the table below to answer the question that follows.

Store	Discount from Manufacturer's Recommended Price
1	\$4 off the price of each game
2	30% discount on each game
3	$\frac{1}{3}$ off the price of two games
4	buy one game and get the second at half price

Samantha wants to buy two computer games, each of which has a manufacturer's recommended price of \$20. She checks four different stores and finds the prices of the games discounted as shown in the table above. At which store will Samantha be able to buy the games for the least amount of money?

- A. Store 1
 - B. Store 2
 - C. Store 3
 - D. Store 4
25. The numbers 2, 11, 29, and 47 are examples of which of the following types of numbers?
- A. perfect
 - B. irrational
 - C. composite
 - D. prime

26. Use the diagram below to answer the question that follows.



The diagram above represents the post office boxes in a small post office, with each rectangle representing a single post office box. If the shaded rectangles represent the boxes that are currently being rented, what is the percentage of unrented boxes in the post office?

- A. 36%
 - B. 45%
 - C. 55%
 - D. 64%
27. The product of 2 and 98 can be determined by viewing the problem as $2 \times (100 - 2)$ and using which of the following number properties?
- A. distributive
 - B. associative
 - C. commutative
 - D. transitive

28. The expression $100 \div 5^2 \times (70 + 50)$ can be simplified to which of the following?

- A. $\frac{1}{30}$
- B. $\frac{1}{3}$
- C. 480
- D. 4800

29. Use the problem below to answer the question that follows.

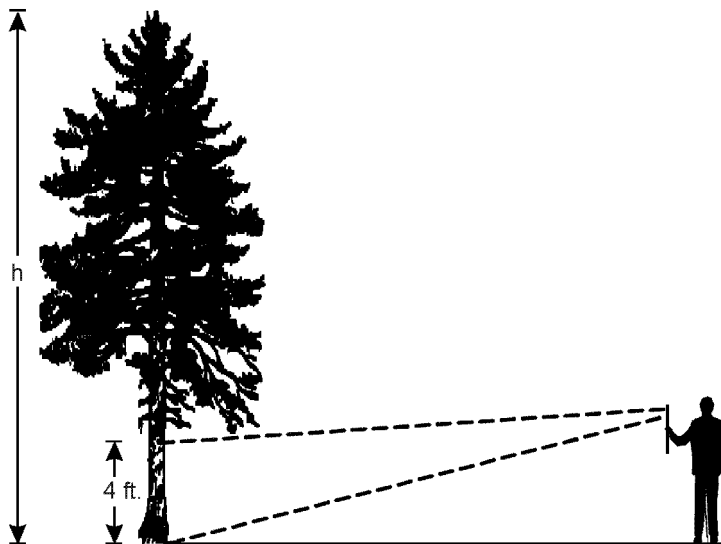
Problem
Find $\frac{2}{x} + \frac{5}{3}$

Solution
Step 1: $\frac{2}{x} \times \frac{3}{3} + \frac{5}{3} \times \frac{x}{x}$

Step 1 above is justified mathematically by which of the following statements?

- A. Applying number properties to an expression does not change its value.
- B. Multiplying an expression by one does not change its value.
- C. Performing the same operation on each term of an expression does not change its value.
- D. Carrying out both multiplication and addition in an expression does not change its value.

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



Procedure for measuring the height of a tree.

- Using a yardstick, mark a spot on the tree trunk that is 4 feet up from the ground.
 - Move away from the tree while holding the yardstick vertically at eye level.
 - Keep moving away from the tree until the 4-foot section of the tree trunk appears to be the same length as 1 inch on the yardstick, as shown in the figure above.
 - Record the number of inches that the total tree height covers on the yardstick.
 - Multiply that number by 4 to determine the total height of the tree in feet.
30. If the marked 4-foot section of the tree represents $\frac{2}{7}$ of the total height of the tree, what is the total height of the tree?
- 7 feet
 - 14 feet
 - 28 feet
 - 56 feet
31. The procedure described above for measuring the height of a tree relies on which of the following mathematical concepts?
- ratios and proportions
 - congruent triangles
 - transformations and symmetry
 - inverse operations

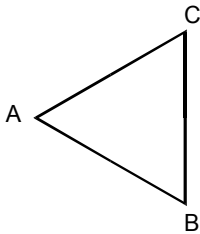
32. A town administrator has determined that the number of houses in the town has increased by 20% over the past ten years. If there were 6,000 houses in the town ten years ago and the number of houses continues to increase at the same rate as in the past ten years, how many houses will there be in the town ten years from now?
- A. 7,200
 B. 8,400
 C. 8,640
 D. 9,260
33. There are 200 marbles in a jar. David takes $\frac{3}{20}$ of the marbles, Tamara takes 15% of the marbles, and Greg takes 45 of the marbles. If Joanna takes $\frac{1}{5}$ of the remaining marbles, how many marbles will she have?
- A. 19
 B. 21
 C. 40
 D. 41
34. Multiplying a number by $\frac{2}{3}$ and then dividing the result by $\frac{1}{4}$ is equivalent to which of the following?
- A. multiplying the number by 6
 B. dividing the number by 6
 C. multiplying the number by 3 and dividing the result by 8
 D. dividing the number by 3 and multiplying the result by 8

35. Use the table below to answer the question that follows.

x	y
-2	8
0	4
2	0

Which of the following equations represents the relation above?

- A. $y = -2x + 4$
 - B. $y = -2x - 4$
 - C. $y = 2x + 4$
 - D. $y = 2x - 4$
36. Use the figure below to answer the question that follows.



If the equilateral triangle ABC above represents the congruent half of a figure that has AB as its line of symmetry, then the entire figure is a:

- A. trapezoid.
- B. rectangle.
- C. prism.
- D. rhombus.

37. Two flagpoles of different heights are located in front of a school. At 5 P.M. on a given day, the 12-meter-high flagpole casts a 20-meter-long shadow and the other flagpole casts a 15-meter-long shadow. What is the height of the second flagpole?
- A. 7 meters
B. 9 meters
C. 16 meters
D. 25 meters
38. A building contractor has n days to complete a house project. If he uses one-third of the time to repair the roof and five days to paint the house, how many days will he have left to complete the project?
- A. $\frac{1}{3}n + 5$
B. $\frac{1}{3}n - 5$
C. $\frac{2}{3}n + 5$
D. $\frac{2}{3}n - 5$
39. The equation $x = \frac{7}{8}y + 18$ can be solved for y to yield which of the following?
- A. $y = \frac{8}{7}x - 18$
B. $y = \frac{7}{8}x + 18$
C. $y = \frac{8}{7}(x - 18)$
D. $y = \frac{7}{8}(18 - x)$

40. A child has a set of blocks, of which three are square, five are round, and six are triangular. If he picks a round block from the set and gives it to his sister, what is the probability that the second block that he picks at random will also be round?

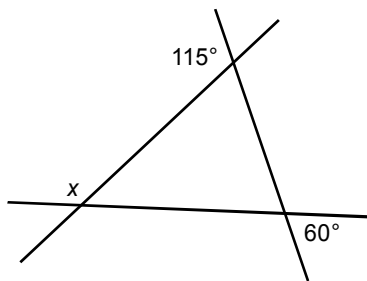
A. $\frac{1}{14}$

B. $\frac{1}{13}$

C. $\frac{4}{14}$

D. $\frac{4}{13}$

41. Use the diagram below to answer the question that follows.

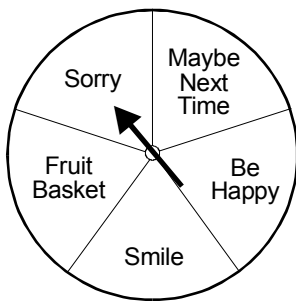


Three straight lines intersect to form a triangle, as shown above. What is the measure of angle x ?

- A. 115°
- B. 120°
- C. 125°
- D. 130°

42. A homeowner is planning to use carpet tiles to cover the floor of a room measuring 10 feet by 10 feet. If the carpet tiles are 8 inches wide and 1 foot long and there are no gaps between the tiles as they are placed on the floor, how many carpet tiles will the homeowner need to cover the floor of the room?
- A. 125
 - B. 150
 - C. 800
 - D. 1,800

43. Use the spinner below to answer the question that follows.



The host of a party tells her guests that if they spin the spinner above and it lands on the section labeled "Fruit Basket," they will win a large basket of fruit. If the 180 guests at the party each spin the spinner once, what is the best estimate of the number of fruit baskets that the host will be giving away?

- A. 5
- B. 9
- C. 22
- D. 36

44. Which of the following best describes the primary reason that major political figures of the early national period decided to replace the Articles of Confederation with the U.S. Constitution?
- A. to resolve growing tensions between the northern and southern states
 - B. to ensure that state governments were based on the principle of popular sovereignty
 - C. to broaden the powers of the national government
 - D. to remove political obstacles to the creation of territorial governments in the West
45. Which of the following proved to be the most decisive factor in the victory of the Union over the Confederacy in the Civil War?
- A. the greater economic resources of the North
 - B. the greater boldness of Union military commanders
 - C. the greater flexibility of Union political leaders
 - D. the greater diplomatic support for the North among foreign nations
46. In which of the following ways did the late twentieth-century women's movement in the United States differ most from the women's movement of the nineteenth century?
- A. by championing the belief that women were capable of exercising the privileges and responsibilities of citizenship
 - B. by seeking to expand the range of educational opportunities open to women
 - C. by challenging the traditional assumption that women must choose between motherhood and a professional career
 - D. by seeking to enlist women's organizations in the fight for expanded rights
47. As a leader of the civil rights movement during the 1950s and 1960s, Martin Luther King, Jr., adopted a strategy centered on:
- A. political alliances with major labor unions.
 - B. nonviolent civil protests.
 - C. legal challenges to discriminatory laws.
 - D. voter-registration drives.

48. Which of the following late nineteenth-century developments most influenced the emergence of a national market in the United States?

- A. the formation of the American Federation of Labor
- B. the growth of the steel industry
- C. the creation of the Interstate Commerce Commission
- D. the expansion of the railroad system

49. Which of the following forms of local self-government is the best example of direct democracy?

- A. council-manager form of city government
- B. commission form of government
- C. mayor-council form of city government
- D. town meeting form of government

50. **Read the excerpt below from the Massachusetts Constitution; then answer the question that follows.**

Article IV. The people of this commonwealth have the sole and exclusive right of governing themselves, as a free, sovereign, and independent state; and do, and forever hereafter shall, exercise and enjoy every power, jurisdiction, and right, which is not, or may not hereafter, be by them expressly delegated to the United States of America in Congress assembled.

Article V. All power residing originally in the people, and being derived from them, the several magistrates and officers of government, vested with authority, whether legislative, executive, or judicial, are their substitutes and agents, and are at all times accountable to them.

The excerpt above best illustrates the state's commitment to which two principles of government?

- A. due process of law and checks and balances
- B. judicial review and majority rule
- C. equal protection of the laws and separation of powers
- D. federalism and popular sovereignty

51. A bill is introduced in the U.S. House of Representatives. Before being enacted into law, the bill would most likely progress in which of the following sequences?
- A.
 1. on the floor of the House
 2. at the White House
 3. in a House subcommittee
 4. by a congressional conference committee
 - B.
 1. in a House subcommittee
 2. on the floor of the House
 3. by a congressional conference committee
 4. at the White House
 - C.
 1. on the floor of the House
 2. by a congressional conference committee
 3. in a House subcommittee
 4. at the White House
 - D.
 1. in a House subcommittee
 2. by a congressional conference committee
 3. at the White House
 4. on the floor of the House
52. Which of the following best describes the main function of entrepreneurs in a capitalist economy?
- A. to organize land, labor, and capital for productive purposes
 - B. to maintain stability within different industries
 - C. to coordinate relations among different sectors of the economy
 - D. to moderate fluctuations in the business cycle
53. In the role of commander in chief, the president of the United States has the power to:
- A. extend diplomatic recognition to a foreign government.
 - B. give the State of the Union address.
 - C. nominate someone for the position of secretary of defense.
 - D. call special sessions of Congress.
54. One major function of Confucianism in early Chinese civilization was to establish:
- A. an ethical basis for the maintenance of social order.
 - B. a legal basis for the suppression of dissent.
 - C. a moral basis for the redistribution of wealth.
 - D. a religious basis for the education of the populace.

55. The invention of the printing press most influenced which of the following developments in European history?
- A. the expansion of European nations during the Age of Exploration
 - B. the creation of global trade networks during the sixteenth century
 - C. the diffusion of religious ideas during the Protestant Reformation
 - D. the rise of absolute monarchies during the seventeenth century

56. Use the list of intellectual contributions below to answer the question that follows.

- The development of analytical, secular history
- The creation of a naturalistic art style
- The introduction of philosophical dialogue
- The development of systematic logic

The list above best describes the intellectual contributions of which of the following ancient civilizations?

- A. Egypt
- B. Greece
- C. Rome
- D. India

57. Which of the following best describes an important consequence of the collapse of Communism during the late 1980s and early 1990s among Eastern European nations that had been under Soviet rule?
- A. Economic reforms reduced social and economic inequities.
 - B. Social reforms reduced tensions among ethnic groups.
 - C. Political reforms increased the powers of central governments.
 - D. Legal reforms expanded the civil and political liberties of citizens.

58. In which of the following ways did the early civilizations of Mesoamerica differ most from the early civilization of the ancient Near East and China?
- A. Mesoamerican peoples relied on corn, beans, and squash for protein.
 - B. Mesoamerican peoples had large numbers of domesticated animals.
 - C. Mesoamerican peoples made extensive use of metal tools.
 - D. Mesoamerican peoples developed long-distance trade networks.

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

During the mid-1930s, farmers in northern Illinois and eastern Iowa became the first U.S. food producers to adopt hybrid corn. Within a decade, the new seeds were being planted by corn growers throughout much of the Midwest. By midcentury, use of the hybrid varieties had spread to nearly all corn-growing areas of the United States and southern Canada.

Information presented in the passage above can best be used to illustrate the meaning of which of the following geographic concepts?

- A. specialization
 - B. diffusion
 - C. interdependence
 - D. acculturation
60. Which of the following regions of South America has the greatest diversity of plant and animal species?
- A. the Amazon basin
 - B. the Brazilian highlands
 - C. the Pampas
 - D. the Andes Mountains

61. Which of the following most accurately describes an important geographic feature of a major region of Massachusetts?

- A. Central Massachusetts receives more rainfall each year than any other region of the state.
- B. The rolling plains of the Berkshires are fed by numerous streams.
- C. The wooded hills of southeastern Massachusetts tower over the surrounding landscape.
- D. The Connecticut River valley has some of the most fertile land in the state.

62. A majority of the earth's human inhabitants live today in which of the following types of climates?

- A. cold high-latitude climates
- B. humid low-latitude climates
- C. warm mid-latitude climates
- D. dry low-latitude climates

63. Use the Mercator map projection below to answer the question that follows.



Which of the following best describes an important limitation of the map projection pictured above?

- A. The size and relative distance between landmasses are accurate, but their shapes are distorted.
- B. The farther east or west, the greater the distortion of size, shape, and distance.
- C. The shape of landmasses is accurate, but not their size or distance from one another.
- D. The farther from the equator, the greater the distortion of size, shape, and distance.

64. Which of the following best describes a major function of the prime meridian?
- A. It serves as a division line between tropic and temperate zones of climate.
 - B. It provides a starting point for the measurement of longitude.
 - C. It serves as a division line between the eastern and western hemispheres.
 - D. It provides a starting point for the measurement of great circles.
65. A major role the nucleus plays in the functioning of a cell is to:
- A. regulate the movement of materials in and out of the cell.
 - B. provide energy that the cell needs to operate.
 - C. store food, waste products generated in the cell, and water.
 - D. control the division and growth of cells.
66. A significant difference between plant and animal cells is that plant cells have:
- A. cellular membranes.
 - B. cell walls.
 - C. cytoplasm.
 - D. ribosomes.
67. Maple trees in midlatitude deciduous forests grow leaves in mid-May, shading the forest floor. Herbaceous flowering plants on the forest floor below them begin to grow earlier and bloom in April. This example best illustrates how different species:
- A. occupy separate niches within an ecosystem to avoid competition.
 - B. compete with each other for the same resources.
 - C. mutually benefit from their relationship.
 - D. rely on different resources within the same ecosystem.
68. Which of the following best describes how natural selection works to produce evolutionary changes?
- A. The conditions of the environment favor the reproductive success of individuals with certain physical and behavioral characteristics.
 - B. The characteristics of a population change in response to individual preferences.
 - C. The conditions of an ecosystem cause changes in the physical traits of individuals that are passed on to offspring.
 - D. The characteristics of a population change as individuals adapt their behavior to environmental change.

69. A vegetable farmer has a problem with a particular type of insect pest. Every month during the growing season, the farmer sprays a pesticide on the vegetables to control the pest. After five years of spraying, the farmer notices that the pesticide has become less effective at controlling the insect pest. This reduction in the pesticide's effectiveness is most likely due to:
- the evolution of a mechanism in the insects to break down and excrete the pesticide.
 - an increase in the number of eggs laid by each female insect in response to the pesticide exposure.
 - the increasing proportion of pesticide-resistant insects that have survived in the population.
 - a change in the feeding habits of the insect so as to avoid the highest concentrations of pesticide.
70. A natural history museum has a display showing a crab shell, a snake skin, a deer antler, and the hollow body of a cricket. Which of the following would be the most appropriate title for the display?
- "What Is Left After Decay and Decomposition"
 - "Molting in the Animal Kingdom"
 - "Hard Parts of an Animal's Body That Are Made of Bone"
 - "Animals That Have Exoskeletons"
71. Which of the following is a primary adaptive function of edible fruits produced by flowering plants?
- hiding the undeveloped seed
 - providing moisture for seed germination
 - aiding with the dispersal of seeds
 - supplying essential nutrients for seedling growth
72. When a conventional flashlight is turned on, a battery produces an electric current in the attached circuit. The circuit includes a lightbulb containing a filament that lights up as charge flows through the circuit. Which of the following best explains why charge flowing in the lightbulb filament produces light?
- The resistance of the filament to the flow of charge causes it to heat up and produce visible thermal radiation.
 - As charge flows in the circuit, the electrons in the filament are raised to a higher energy level and break away, giving off radiant energy.
 - The thin metallic filament heats up easily with the passage of charge, causing the metal to oxidize and give off light.
 - As charge flows in the circuit, the filament conducts electrons more rapidly than the rest of the circuit, causing it to heat up and generate light.

73. Which of the following is the most significant factor responsible for the physical weathering of rock outcrops in the Northeast?
- A. the shaking of rock caused by tectonic movements
 - B. the dissolving of rock by precipitation
 - C. the oxidation of minerals that are found in rock
 - D. the freezing of water in rock fractures
74. Long Island and Cape Cod are two large areas composed almost entirely of sand and gravel. These land areas were formed:
- A. by the erosion of large mountains that used to exist in those locations.
 - B. from ocean sediments that were deposited when the sea level was higher.
 - C. from materials that were deposited by continental glaciers.
 - D. by the uplift of the ocean floor during the collision of tectonic plates.
75. Isaac Newton's law of inertia states that an object will continue in its state of rest or motion unless acted upon by an outside force. An object's inertia is directly related to its:
- A. weight.
 - B. momentum.
 - C. mass.
 - D. acceleration.
76. The temperature of water in a glass is most directly related to which of the following?
- A. the energy level of the electrons associated with the water molecules
 - B. the strength of attractive forces between the water molecules
 - C. the movement of the water molecules
 - D. the heat generated by the evaporation of water molecules
77. Which of the following weather conditions are typically associated with a large high-pressure system during the fall in the Northeast?
- A. clear skies and cool nights
 - B. light winds and moderate rains
 - C. high humidity and hazy skies
 - D. strong winds and heavy rain

78. The moon is located between the sun and the earth during new moons and solar eclipses. While new moons occur monthly, solar eclipses are rare. This is because a solar eclipse only occurs:
- when the sun, the moon, and the earth are aligned in the same plane.
 - during an equinox, when the earth's northern and southern hemispheres receive equal amounts of sunlight.
 - when the moon's elliptical orbit brings it closest to the earth.
 - during the summer solstice, when the earth's northern hemisphere is tilted toward the sun.
79. During the mid-eighteenth century, the naturalist Carl Linnaeus developed a key that allowed others to distinguish types of organisms that he had previously identified. His early work ordering and identifying organisms is widely seen as providing the foundation for:
- the currently accepted approach to scientific research.
 - an explanation of evolutionary processes.
 - the modern system for classifying species.
 - an understanding of the biology of inheritance.
80. The work of Nicolaus Copernicus in astronomy led to a fundamental shift in thinking about the place of humans in the universe. The philosophical importance of Copernicus's work was based on his discovery that:
- the planets revolved around the sun, challenging the widely accepted idea that the earth was at the center of the cosmos.
 - the solar system was extremely old, challenging religious beliefs of his day concerning the age of the earth.
 - the orbit of the planets was elliptical, countering the idea that the planetary orbits were perfectly circular.
 - the stars were similar to the sun, challenging the belief in the uniqueness of the solar system.
81. Student teams in a science class are determining the amount of salt that can be dissolved in water at 10°C, 25°C, and 40°C. The teacher has asked the students to use three different beakers for making the measurements and then repeat the series of experiments a second time. The primary reason for having the students do the series of experiments twice is to:
- improve the reliability of the investigation's results.
 - create a reference set of data that serves as a control.
 - remove the potential for human error.
 - provide an opportunity to practice the procedure.

82. Use the table below to answer the question that follows.

Type of Insulation	Degrees (°F)					
	Hour 1	Hour 3	Hour 5	Hour 7	Hour 9	Hour 11
Fiberglass	60°F	56°F	51°F	45°F	40°F	37°F
Cellulose	60°F	55°F	50°F	43°F	37°F	32°F
Foam	60°F	58°F	53°F	49°F	45°F	42°F

An engineer performs an experiment in which three identical containers are filled with an equal volume of water. The containers are then covered with equal thicknesses of three different types of insulation and placed in a freezer. The engineer then collects the data shown in the table above. Which of the following questions could be answered using the experimental data?

- A. How does an insulation material prevent water from freezing?
- B. Which type of insulation is most effective at preventing heat loss?
- C. Why does an insulating layer reduce the cooling rate of water?
- D. What is the most effective use of each type of insulation?

83. For safety reasons, in which of the following investigations would it be most important to wear protective gloves?
- A. planting seeds in soil to determine the effect of soil moisture on the rate of germination
 - B. working with reptiles to determine the effect of external stimuli on animal behavior
 - C. measuring the temperature of a solution to determine the effect of salinity on the freezing point of water
 - D. analyzing the density and hardness of common rock samples collected on a field trip
84. Conducting repeated trials in a controlled scientific experiment would be most appropriate for answering which of the following questions?
- A. What is the difference in the density of water in the solid and liquid states?
 - B. Which of two electric circuits causes a lightbulb to light up most brightly?
 - C. How much time elapses as a tennis ball falls from a height of two meters?
 - D. Why is cloudy weather associated with a decrease in atmospheric pressure?
85. Which of the following safety procedures would be most important to follow when mixing crushed limestone with soil to determine the effect of pH on the rate of plant growth?
- A. Dry the container before mixing the materials.
 - B. Use plastic trowels rather than metal trowels to mix the materials.
 - C. Wear aprons and tie hair back while mixing the materials.
 - D. Wash hands and equipment after mixing the materials.
86. Which of the following activities would best support the ongoing development of a third-grade student's expressive and receptive communication skills?
- A. reading aloud in school several times a week
 - B. regularly playing games that involve spelling and the creative use of language
 - C. socializing with peers several times a week
 - D. regularly discussing topics of interest with older siblings and adults

87. Lev Vygotsky's concept of a zone of proximal development can best be described as the difference between:
- A. children's perceptions of their progress and an objective assessment of their skills.
 - B. what children can understand on their own and what they can understand with adult support.
 - C. how teachers present content knowledge and how students receive the information.
 - D. children's experiences in the classroom and the academic support they have in the community.
88. Which of the following actions is consistent with Jean Piaget's theory of cognitive development in children?
- A. A teacher gives students extra recess time on Fridays if they obey the class rules during the week.
 - B. A parent encourages reading by helping his or her child with new words in a story they read together.
 - C. A teacher encourages students to select a subject they are interested in for a research project.
 - D. A parent gives a child a treat each time the child successfully completes a chore.
89. A number of students in a fourth-grade class have shown a tendency to raise their hands excitedly to answer a teacher's question while the teacher is still asking it. To apply B. F. Skinner's concept of positive reinforcement to modify the students' behavior, which of the following strategies would the teacher most likely use?
- A. developing a hand signal to indicate that students are to pause before considering a response to a question
 - B. completing the stating of a question and randomly choosing a student to provide a response
 - C. sending a letter to students' homes that outlines typical classroom behaviors and ways of responding to questions
 - D. meeting with each student to explain the importance of allowing different students to respond to questions

90. The concrete-operational stage of cognitive development in elementary school students is most clearly demonstrated when they complete which of the following activities?
- A. organizing objects into categories
 - B. planning and executing a strategy for building a model
 - C. using words to represent reality
 - D. identifying and solving problems systematically and logically
91. Which of the following would most directly promote a fifth-grade student's ability to appreciate the validity of someone else's opinion?
- A. participating in a peer mediation to help resolve a dispute with another student
 - B. writing a book report that explains the perspective of one of the characters in the book
 - C. joining an after-school club that participates in local community projects
 - D. participating in a team sport to achieve common goals with a group of peers
92. According to Lawrence Kohlberg's theory, which of the following motivations for a behavior represents the highest level of moral development in children?
- A. returning a stolen hat to avoid punishment
 - B. returning a stolen hat to show respect for the rules
 - C. returning a stolen hat to repay a personal favor
 - D. returning a stolen hat to please a parent
93. Which of the following best characterizes the condition known as dyslexia?
- A. a developmental disorder in reading that usually can be corrected through the use of multisensory methods
 - B. a persistent condition most often associated with difficulty in learning to read
 - C. a neurochemical disorder closely associated with difficulty in responding to sensory stimuli
 - D. a behaviorally based condition typified by poor performance on tasks that require self motivation

94. According to federal law, when is it mandatory that a new Individualized Education Program (IEP) be developed for a student who has a disability and an existing IEP?
- A. each year, if the student is promoted from one grade to the next
 - B. any time a request to change special education team members is made by the student's parents/guardians
 - C. any time the results of testing reveal a significant change in the student's academic performance
 - D. every three years, if the student still requires special services
95. Students with internalizing disorders such as depression are often more difficult for a teacher to identify than those with externalizing disorders. The primary reason for this is that students with internalizing disorders:
- A. rarely disrupt the functioning of the class.
 - B. typically have fewer learning difficulties.
 - C. seldom behave in self-destructive ways.
 - D. usually have good interpersonal skills.
96. A fourth-grade student who is reading and writing at grade level avoids conversations with peers, rarely makes eye contact with others, and engages in repetitive behaviors. In addition, the student appears obsessively preoccupied with mechanical appliances. The child's academic ability coupled with his behaviors and obsessive interests are typically indicators of:
- A. an anxiety disorder.
 - B. Down syndrome.
 - C. Asperger's syndrome.
 - D. an expressive-language disorder.
97. A second-grade student has been diagnosed with attention-deficit hyperactivity disorder (ADHD). The classroom teacher wants to ensure that practical steps are taken to help the student. Which of the following approaches is typically most successful for supporting the learning of students such as this?
- A. offering the student positive rewards for good behavior
 - B. having the student work regularly with a language arts specialist
 - C. giving the student long-term projects to work on
 - D. helping the student develop specific daily routines

98. When a school sends a letter to the parents/guardians of a child who has been referred for an Individualized Education Program (IEP) evaluation, the letter's principal purpose is to:
- A. request their participation in an initial team meeting regarding the evaluation.
 - B. inform them of the selection of a specialist to perform the evaluation.
 - C. seek their legal consent for carrying out the evaluation.
 - D. provide them with an explanation of the procedures involved in the evaluation.
99. Which of the following educational interventions would typically be provided to a student with a disability under a 504 Accommodation Plan?
- A. modifications to curriculum
 - B. American Sign Language (ASL) interpreter
 - C. pull-out instruction for reading
 - D. extra time to pass in the hallways between classes
100. A general education teacher in an inclusive classroom wants to modify an activity for a student with a learning disability. Which of the following criteria is most important for the teacher to apply in modifying materials for the student?
- A. The student's parents or guardians should be consulted when academic materials are being modified.
 - B. The modified materials should be aligned with the instructional needs outlined in the student's Individualized Education Program (IEP).
 - C. The student should be actively involved in the development of modified materials.
 - D. The modified materials should reflect grade-level academic content with a reduced emphasis on the assessment of the student's process skills.

DIRECTIONS FOR THE OPEN-RESPONSE ITEM ASSIGNMENTS

This section of the test consists of two open-response item assignments that appear on the following pages. You will be asked to prepare a written response of approximately 150–300 words (1–2 pages) for each assignment. You should use your time to plan, write, review, and edit your response for each assignment.

For each assignment, read the topic and directions carefully before you begin to work. Think about how you will organize your response. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your response.

As a whole, your response to each assignment must demonstrate an understanding of the knowledge of the field. In your response to each assignment, you are expected to demonstrate the depth of your understanding of the subject area by applying your knowledge rather than by merely reciting factual information.

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

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT KNOWLEDGE:** appropriateness and accuracy in the application of subject knowledge
- **SUPPORT:** quality and relevance of supporting evidence
- **RATIONALE:** soundness of argument and degree of understanding of the subject area

The open-response item assignments are intended to assess subject knowledge. Your responses must be communicated clearly enough to permit valid judgment of the evaluation criteria by scorers. Your responses should be written for an audience of educators in this field. The final version of each response should conform to the conventions of edited American English. Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topics. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

OPEN-RESPONSE ITEM ASSIGNMENT #1

Read the problem below; then complete the exercise that follows.

A writer has been offered two different projects. Project *A* will pay \$35 per hour, and the writer estimates that it will take 100 hours to complete. Project *B* involves writing a set of seven articles. It will pay \$500 for each article in the set, and the writer estimates that it will take about 10 hours to write each article.

- Which of the two projects pays the highest hourly rate?
- By what percentage does the hourly pay rate of the higher-paying job exceed that of the lower-paying job?

Use your knowledge of mathematics to create a response in which you analyze and solve this problem. In your response you should:

- describe two prerequisite mathematical skills necessary for solving this problem;
- identify two mathematical concepts involved in solving this problem; and
- solve the given problem showing your work and justifying the steps you used in arriving at your solution.

Be sure to show your work and explain the reasoning you used to complete the above exercise.

OPEN-RESPONSE ITEM ASSIGNMENT #2

Read the passage below from *The Pearl* (1947), a novel by John Steinbeck; then complete the exercise that follows.

Set in Latin America in the early twentieth century, the novel tells the story of Kino, a poor fisherman, who struggles to sell an extraordinary pearl he has found. This passage describes Kino's arrival at the office of a pearl broker in the city.

A stout slow man sat in an office waiting. His face was fatherly and benign, and his eyes twinkled with friendship. He was a caller of good mornings, a ceremonious shaker of hands, a jolly man who knew all jokes and yet who hovered close to sadness, for in the midst of a laugh he could remember the death of your aunt, and his eyes could become wet with sorrow for your loss. This morning he had placed a flower in a vase on his desk, a single scarlet hibiscus, and the vase sat beside the black velvet-lined pearl tray in front of him. He was shaved close to the blue roots of his beard, and his hands were clean and his nails polished. His door stood open to the morning, and he hummed under his breath while his right hand practiced legerdemain. He rolled a coin back and forth over his knuckles and made it appear and disappear, made it spin and sparkle. The coin winked into sight and as quickly slipped out of sight, and the man did not even watch his own performance. The fingers did it all mechanically, precisely, while the man hummed to himself and peered out the door. Then he heard the tramp of feet of the approaching crowd, and the fingers of his right hand worked faster and faster until, as the figure of Kino filled the doorway, the coin flashed and disappeared.

"Good morning, my friend," the stout man said. "What can I do for you?"

Kino stared into the dimness of the little office, for his eyes were squeezed from the outside glare. But the buyer's eyes had become as steady and cruel and unwinking as a hawk's eyes, while the rest of his face smiled in greeting. And secretly, behind the desk, his right hand practiced with the coin.

Using your knowledge of literature, write a response in which you:

- identify and discuss one significant theme suggested by the passage; and
- identify and describe one element of fiction (e.g., characterization, dialogue, imagery, descriptive details) the author uses in this passage to convey this theme.

Be sure to cite specific evidence from the passage in your response.

PRACTICE TEST RESULTS

PRACTICE TEST RESULTS OVERVIEW

The practice test provides valuable information regarding your preparedness for the MTEL General Curriculum test. In this section, you will find information and tools to help you determine your preparedness on the various sections of the test.

Multiple-Choice Questions

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

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

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 General Curriculum (03) 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
ANSWER KEY WORKSHEET**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
1	0001	C		
2	0001	D		
3	0001	A		
4	0001	A		
5	0001	D		
6	0002	A		
7	0002	D		
8	0002	B		
9	0002	B		
10	0003	B		
11	0003	C		
12	0003	A		
13	0003	D		
14	0004	C		
15	0003	A		
16	0004	A		
17	0004	D		
18	0004	B		
19	0005	D		
20	0005	A		
21	0005	D		
22	0005	C		
23	0006	C		
24	0006	C		
25	0006	D		
26	0006	B		
27	0006	A		
28	0007	C		
29	0007	B		
30	0007	B		
31	0009	A		
32	0007	C		
33	0007	A		
34	0007	D		

**MULTIPLE-CHOICE QUESTION
ANSWER KEY WORKSHEET (cont.)**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
35	0008	A		
36	0008	D		
37	0008	B		
38	0008	D		
39	0008	C		
40	0009	D		
41	0009	C		
42	0009	B		
43	0009	D		
44	0010	C		
45	0010	A		
46	0010	C		
47	0010	B		
48	0010	D		
49	0011	D		
50	0011	D		
51	0011	B		
52	0011	A		
53	0011	C		
54	0012	A		
55	0012	C		
56	0012	B		
57	0012	D		
58	0012	A		
59	0013	B		
60	0013	A		
61	0013	D		
62	0013	C		
63	0013	D		
64	0013	B		
65	0014	D		
66	0014	B		
67	0014	A		
68	0014	A		

**MULTIPLE-CHOICE QUESTION
ANSWER KEY WORKSHEET (cont.)**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
69	0014	C		
70	0014	B		
71	0014	C		
72	0015	A		
73	0015	D		
74	0015	C		
75	0015	C		
76	0015	C		
77	0015	A		
78	0015	A		
79	0016	C		
80	0016	A		
81	0016	A		
82	0016	B		
83	0016	B		
84	0016	C		
85	0016	D		
86	0017	D		
87	0017	B		
88	0017	C		
89	0017	A		
90	0017	B		
91	0017	A		
92	0017	B		
93	0018	B		
94	0018	D		
95	0018	A		
96	0018	C		
97	0018	D		
98	0018	C		
99	0018	D		
100	0018	B		

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

_____ of 100 multiple-choice questions

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

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

Subarea I: Language Arts

Objective 0001: Understand the history and structure of the English language.	
1C____ 2D____ 3A____ 4A____ 5D____	____/5

Objective 0002: Understand American literature and selected literature from classical and contemporary periods.	
6A____ 7D____ 8B____ 9B____	____/4

Objective 0003: Understand literary genres, elements, and techniques.	
10B____ 11C____ 12A____ 13D____ 15A____	____/5

Objective 0004: Understand literature for children, including genres, literary elements, and literary techniques.	
14C____ 16A____ 17D____ 18B____	____/4

Objective 0005: Understand how to apply writing skills and strategies for various purposes.	
19D____ 20A____ 21D____ 22C____	____/4

Subarea I (Objectives 0001–0005) Total ____/22

**MULTIPLE-CHOICE QUESTION
PRACTICE TEST EVALUATION CHART (cont.)**

Subarea II: Mathematics

Objective 0006: Understand and apply number properties and number representations.					
23C	24C	25D	26B	27A	____/5

Objective 0007: Understand and apply number operations to represent and solve problems.						
28C	29B	30B	32C	33A	34D	____/6

Objective 0008: Understand and apply patterns, relations, algebra, and principles of geometry.					
35A	36D	37B	38D	39C	____/5

Objective 0009: Understand and apply concepts and methods of measurement, data analysis, statistics, and probability.					
31A	40D	41C	42B	43D	____/5

Subarea II (Objectives 0006–0009) Total ____/21

**MULTIPLE-CHOICE QUESTION
PRACTICE TEST EVALUATION CHART (cont.)**

Subarea III: History and Social Science

Objective 0010: Understand major developments in the history of the United States.					
44C	45A	46C	47B	48D	____/5

Objective 0011: Understand the governmental system of the United States; the principles, ideals, rights, and responsibilities of U.S. citizenship; and the fundamental principles and concepts of economics.					
49D	50D	51B	52A	53C	____/5

Objective 0012: Understand major developments in world history.					
54A	55C	56B	57D	58A	____/5

Objective 0013: Understand basic geographic concepts, phenomena, and processes, and the major geographic features and regions of the United States and the world.						
59B	60A	61D	62C	63D	64B	____/6

Subarea III (Objectives 0010–0013) Total ____/21

**MULTIPLE-CHOICE QUESTION
PRACTICE TEST EVALUATION CHART (cont.)**

Subarea IV: Science and Technology/Engineering

Objective 0014: Understand and apply basic concepts and principles of life science to interpret and analyze phenomena.

65D____ 66B____ 67A____ 68A____ 69C____ 70B____ 71C____ _____/7

Objective 0015: Understand and apply basic concepts and principles of physical and earth sciences to interpret and analyze phenomena.

72A____ 73D____ 74C____ 75C____ 76C____ 77A____ 78A____ _____/7

Objective 0016: Understand the foundations of scientific thought, the historical development of major scientific ideas and technological discoveries, and the principles and procedures of scientific inquiry and experimentation.

79C____ 80A____ 81A____ 82B____ 83B____ 84C____ 85D____ _____/7

Subarea IV (Objectives 0014–0016) Total _____/21

Subarea V: Child Development

Objective 0017: Understand child development from birth through the elementary years.

86D____ 87B____ 88C____ 89A____ 90B____ 91A____ 92B____ _____/7

Objective 0018: Understand child development and learning in students with exceptionalities.

93B____ 94D____ 95A____ 96C____ 97D____ 98C____

99D____ 100B____ _____/8

Subarea V (Objectives 0017–0018) Total _____/15

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 essay, not on length or neatness. Essays must be long enough to cover the topic adequately and scorers must be able to read what is written.

How to Evaluate Your Practice Essays

On the following pages, you will find two "strong" and two "weak" sample responses. 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 essays. 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 SUBJECT TESTS

Performance Characteristics:

Purpose	The extent to which the response achieves the purpose of the assignment.
Subject Matter Knowledge	Accuracy and appropriateness in the application of subject matter knowledge.
Support	Quality and relevance of supporting details.
Rationale	Soundness of argument and degree of understanding of the subject matter.

Scoring Scale:

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects an adequate knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequately reasoned understanding of the topic.
2	<p>The "2" response reflects a limited knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects a weak knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
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.

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

I used multiplication to solve this problem. I multiplied $\$35 \times 100$ hours which equals $\$3500$ for Project A. Project B has 7 articles and $\$500$ per article, so that is $7 \times \$500$ or $\$3500$. So both projects pay exactly the same amount of money. You could also use addition, and add $500 + 500 + 500 + 500 + 500 + 500 + 500$, which is taking 500 seven times.

Two concepts a person would have to know are what a pay rate means (it means the amount of pay you get for doing the work), and the concept of more and less. Doing 7 jobs for the same pay is more than doing 1 job for that pay, so you need to know that 7 is more than 1.

I figured out the difference in the two pay rates by putting $1/7$ into decimals, because the second person did 7 jobs to the first person's one job. So the first person did $1/7$ of the work. One seventh is 14.2%. So person A does 14.2% of the work of person B.

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:

Purpose: The purpose of the assignment is partially achieved. The candidate does not indicate an understanding of the relationship between the amount of *time* spent on a job and the amount of *money* paid for a job. This understanding is critical to working out the solution. As a result, the response does not address key aspects of the given problem—which job pays the higher *hourly* rate, and by what percentage does one pay rate exceed the other.

Subject Matter Knowledge: The response reflects limited understanding of the mathematical knowledge necessary for solving this problem. The "concept of more and less" and the skill of using addition as a cumbersome alternative to multiplication are relatively unimportant in the context of this problem, and are not effective starting points for finding a solution. The statement, "a person would have to know . . . what a pay rate means (it means the amount of pay you get for doing the work)," shows the incompleteness of the candidate's understanding that resulted in not taking the *hourly* pay into account.

Support: The candidate has made an effort to show the computation that was done to address the assignment, and has correctly arrived at the total pay for both Project A and Project B. However, since the response overlooks more complex issues such as the variance in hourly rates and the percentage of difference between the two hourly rates, the solution and the steps taken to find a solution are irrelevant. While it is correct to express $1/7$ in decimals as 14.2%, for example, the statement that "the first person did $1/7$ of the work" is incorrect when the hourly rate of pay is taken into account.

Rationale: The candidate's response demonstrates a lack of understanding. The candidate reached the conclusion in the first paragraph that "both projects pay exactly the same amount of money" by looking solely at the total pay. Consequently, the rest of the response is limited by the premise that only the total pay is significant. In the second paragraph, the candidate reasons that the difference between the two projects comes down to doing one job or doing "7 jobs for the same pay." In the last paragraph, the candidate is attempting to express a ratio between Project A and Project B, but misstates the problem as "the second person did 7 jobs to the first person's one job. So the first person did $1/7$ of the work."

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

Two prerequisite mathematical skills necessary for solving this problem are dividing numbers and knowing how to convert a percentage into a number. Two mathematical concepts are comparing and contrasting and knowing the definitions of greater than and less than.

You can pull out from the problem that Project A pays \$35/hour. To determine the hourly wage of Project B you need to see that it pays \$500 an article for 7 articles, with each article taking 10 hours. By multiplying $\$500 \times 7$ you learn that the pay for that project is \$1200. Then you must divide that by 70 hours, since the project will take 70 hours to complete, so that's about \$17 an hour. Project B only pays about half of what Project A pays, because 17 is about half of 35. This makes A a much better option for the writer.

The difference in the hours is needed to calculate the percentage of pay for each job. If Project A has 100 hours of work and Project B has 70 hours of work, Project B allows us to do 30% less work than Project A. The difference in salary just about evens out when you look at it that way.

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:

Purpose: This response indicates a partial understanding of what the assignment is asking, and the candidate's confusion about how to represent the specific details of the problem in mathematical terms leads to inaccuracies and false conclusions. Two math skills and two math concepts are named in the first paragraph but no explanation is given to show their relationship to solving this problem. The candidate makes an attempt to address both of the mathematical questions, but the solutions are compromised by errors.

Subject Matter Knowledge: The response shows weaknesses in understanding both the math concepts and the math skills involved in solving this problem. In the first paragraph, for example, the response lists "dividing numbers" and "knowing how to convert a percentage into a number" as prerequisite math skills. These may be valid skills, but to convey stronger subject matter knowledge, the candidate needs to include an explanation of where or how these skills could be used to solve this problem. The candidate indicates knowledge of how to arrive at an hourly wage for Project B, but the answer to $\$500 \times 7$ is incorrectly given as \$1200. The next step is conceptually correct—to divide that total by a total of 70 hours worked. The final paragraph compares hours worked, rather than the percentage of difference between the hourly rates for each project.

Support: The response has few accurate and relevant supporting details to explain how to analyze and solve this problem. The first paragraph would have been stronger if the candidate had indicated how a skill like "converting a percentage to a number" or a concept like "comparing and contrasting" would be useful in solving the problem. The response provides some specific examples of the math and the reasoning that the candidate uses to arrive at a solution, such as, "by multiplying . . . you learn that" and "you must divide that by 70 hours, since the project will take 70 hours to complete." However, failure to check the accuracy of the resulting math has a significant impact on the rest of the candidate's work.

Rationale: The candidate's reasoning is uneven, which results in a lack of clarity and gaps in understanding about the problem. It's unclear, for example, why the candidate names converting "a percentage into a number" as important in the first paragraph, since this mathematical process is not used in the ensuing solution. Although the candidate follows a logical process to find the highest pay rate, the incorrect calculation is so far off that it doesn't make sense conceptually. The second part of the assignment, to calculate the percentage by which the hourly pay rate for the higher-paying job exceeds that of the lower-paying job, is misinterpreted as an instruction to compare the amount of work.

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

In order to solve this problem, a student would need basic computation skill with multiplication and division. The student would have to multiply to arrive at the total number of hours (10 hours per article x 7 articles) and the total pay (\$500 per article x 7 articles) for Project B, followed by division to calculate the hourly rate for that project ($\$3500/70 \text{ hours} = \$50/\text{hour}$).

An important concept involved in solving this problem is that of a fraction as the relationship between two quantities, or a ratio. Furthermore, the student could express the proportional relationship between Project A and Project B in different ways: in numbers or by making a table. Being able to apply a variety of strategies to the process of solving word problems adds meaning to the numeric formulas and equations students use.

To solve this problem, I first made a chart of the known characteristics of each project.

Project	pay rate	# hours	total pay
A	\$35/hr	100	\$3500
B		$10 \times 7 = 70$	$\$500 \times 7 = \3500

Without knowing the hourly rate of Project B, it looks as if the two projects pay the same amount because the total pay is the same.

To calculate the pay rate for Project B, I divided the total pay for Project B by the total number of hours the work would take: $\$3500/70 = 50$. That means that Project B is actually worth more than Project A, at \$50/hour instead of \$35/hour.

Finally, to calculate the percentage of difference between the two jobs, I used the statement, "Project B pays \$15 more per hour than Project A, so 15 is what percent of 35?" Expressed as a fraction- $15/35 = 42.9\%$. Project B pays \$15 more per hour, which is 42.9% more than \$35.

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:

Purpose: The candidate thoroughly addresses all parts of this assignment. The first and second paragraph describe key mathematical skills and concepts involved in solving the problem. The solution is presented step by step, addresses the entire problem, and explains what each step in the process accomplishes.

Subject Matter Knowledge: This response demonstrates thorough knowledge of mathematics skills and concepts related to solving the problem. Specific and accurate examples of the multiplication and division computations required for solution are included. The explanation of mathematical concepts involved in finding a solution to the problem reflects the depth of the candidate's mathematical understanding, starting with the concept of fractions, then illustrating and discussing the value of applying "a variety of strategies to the process of solving word problems."

Support: The candidate gives relevant and substantial support throughout the response as each aspect of the assignment is addressed. In the first paragraph, the skills named are directly related to the problem (e.g., "10 hours per article x 7 articles" to specify where and how multiplication is needed). In the second paragraph, the candidate has clearly defined the concept of fractions ("the relationship between two quantities"), named three different informal strategies a student could use for problem solving (numbers, pictorial representation, tables), and related those to the idea that students need a conceptual basis for using numeric formulas. Each step of the solution is described in detail.

Rationale: This is an ably reasoned response, in which the candidate takes every opportunity to explain a process and the rationale for using it. The chart organizes the information given in the word problem and shows which critical piece of information is missing. In the next step, the candidate describes and illustrates how to use what is given in the problem to calculate the missing pay rate. The last paragraph uses both words and numbers to express how to think about and how to calculate the percentage of difference between the two pay rates.

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

To accurately solve this math problem, you need to be able to multiply as well as divide. You have to multiply the number of articles in Project B by the number of hours it will take to write each article, in order to figure out the total number of hours it will take you to complete Project B. Once you know that, it will help you with the second part of the problem -- knowing how to divide so you can figure out how much money you will be making per hour for Project B and comparing it to the money you will be making per hour on Project A.

Two mathematical concepts involved in solving this problem are understanding and analyzing word problems, which includes reading this problem carefully and converting it to mathematical representation. Since the problem presents two possibilities, you must be able to decipher which mathematical operations are going to help you compare the options. For instance, you need to understand how and why you are comparing hours worked to total pay, and be able to work out the reason why one is a better deal.

To solve this problem I first needed to know for Project B how much it would pay per hour. To figure this out I divided the 10 hours it would take to complete an article into the \$500 it pays per article. I came up with \$50. Now I know that it pays \$50 an hour for Project B and only \$35 an hour for Project A. So now I know the answer to the first question -- Project B pays the higher rate.

To answer the next question, I used trial and error. First, I calculated that 100% more hourly pay would mean a rate of \$70/hour ($35 + 35$), and that 50% more would be a rate of \$52.50/hour ($35 + \text{half of } 35, \text{ or } 17.50 = 52.50$), so I've narrowed it down and know that it must be less than 50%. I tried 30% and then 40%, trying to get closer to that \$15.00 difference. I found that 30% of \$35 is \$10.50, and 40% of 35 is \$14, so 40% is closer. I went up to 45% (earlier I'd shown that it had to be less than 50%) and got \$15.75, which was too much, so I dropped down to 43% and got \$15.05, which is the closest I can get to the \$15 increase. So I determined from there that the hourly rate of Project B exceeded the hourly rate of Project A by about 43%.

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:

Purpose: The candidate fulfills the purpose of the assignment by discussing two math skills and two math concepts that are directly related to the given problem, as well as providing a thorough explanation of the steps involved in arriving at a solution to the problem.

Subject Matter Knowledge: This response identifies two key mathematical processes needed to solve the problem (multiplication and division), along with two important mathematical concepts (understanding at a reading comprehension level and analyzing a word problem into mathematical representations). The third paragraph accurately describes the steps followed to determine which project pays more. The final paragraph provides a detailed explanation of the trial and error process the candidate used to solve the second question of the problem. Although it may not be the most elegant or efficient approach to solving this problem, it is an important strategy to know, and the candidate has used it effectively in solving this problem.

Support: Each part of this response includes explanations and examples to support the candidate's analysis of and solution to the problem. The first and second paragraphs name prerequisite math skills and concepts, and the candidate then directly relates these concepts to steps involved in solving this problem. For example, after stating that "you must be able to decipher which mathematical operations are going to help," the candidate gives the specific example, "you need to understand how and why you are comparing hours worked to total pay." The entire series of steps the candidate takes to answer the first and second questions of the problem is clearly detailed in the third and fourth paragraphs.

Rationale: This response includes several phrases that convey the reasoning process the candidate uses to arrive at a solution: "so you can figure out," "once you know that," "now I know," and "it must be less than." These phrases help connect one statement to the next and give the response an overall logical sequence and meaning. A response to a mathematical problem is more likely to be clear and thorough when a candidate is able to describe both the math operations and the thinking-reasoning process behind the computation.

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

A suggested theme from the passage from The Pearl by John Steinbeck is good things come to those who wait. This man was struggling to sell a different pearl that he found. He waited patiently waiting for a customer to come by so that he could have them buy the pearl he found. The stout man played with the coin until he became lucky. The coin disappeared, which was a sign that something good was going to happen to him. But the man still continued to play with the coin even when Kino came into the little office.

In this fiction story, the author uses many different elements to tell his story. One of the elements that jumps out at me is the descriptive details used to explain everything. Description is an important tool to use when writing because it gets the reader to picture exactly what the author is trying to tell. One part in The Pearl that I noticed that was very descriptive was "This morning he had placed flowers in a vase on his desk, a single scarlet hibiscus, and the vase sat beside the black velvet-lined pearl tray in front of him." The author is explaining that the flowers in a vase sat beside the pearl tray that he was trying to sell. He describes the tray with pearls as being black velvet-lined along with the flowers on the side to brighten it up. He had to show this pearl out so that the customer would like it in order to buy it.

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:

Purpose: This response only partially fulfills the assignment. Although the candidate has identified a theme ("good things come to those who wait"), it is not a significant one for this passage. The candidate's discussion of the descriptive detail is weak because it uses only one example and is not connected to the theme.

Subject Matter Knowledge: The candidate's response demonstrates a minimal ability to read and analyze a text. Basic literal comprehension is missing (e.g., mistaking the buyer for the seller of the pearl), and other than dubiously identifying the passage as a "fiction story," the candidate does not employ the vocabulary of literary analysis. To say that descriptive detail "gets the reader to picture exactly what the author is trying to tell" shows inadequate understanding of the range of use of detail. The response fails to interpret elements from the text appropriately, as in the assertion that the coin disappearance "was a sign that something good was going to happen to him."

Support: The candidate's theme is not supported by appropriate, relevant examples. How the man's continued manipulation of the coin, for example, connects to good things coming to those who wait is unexplained. In discussion of the element of fiction that contributes to the theme, the candidate cites just one example, an entire sentence, which makes the example less focused than it could be. In a stronger response, a connection would be made between the theme of waiting and how the man arranges the vase and the tray.

Rationale: Lacking a basic literal understanding of the passage, the candidate is unable to demonstrate sound reasoning about its various elements. The candidate does not understand Steinbeck's use of the coin as legerdemain and therefore why that is a telling characterization of the buyer. While the scarlet hibiscus and black velvet tray are important details, the candidate does not sufficiently explain to what end Steinbeck is using them, and in fact reasons in the wrong direction ("flowers on the side to brighten it up").

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

This part of the story is about how tricky some people are. Sometimes you have to be, but not all the time. I think Kino is going to be tricked by this man. You can tell he's slick just because of the coin trick he's doing. Everything else seems to be good about him. He's a friendly man, full of concern for anyone he meets. He keeps his door open to let anyone who wants to come in and he tries to present a pleasant atmosphere, even having a flower on his desk. But when it's business, the buyer has no mercy and it's just how can he make the most profit.

His office seems pretty small but this may be because it was a long time ago and not in the United States. The man is a happy person, and you can tell that he eats a lot and is probably doing pretty well because he is stout and slow. To most people he may be your neighborhood smalltown store owner, but in this story certain clues tell you that he is a business man through and through. There's not much dialogue in this passage, but it says a lot. "Good morning, my friend," the stout man said. "What can I do for you?" With this short sentence, the stout man shows both of his sides, the friendly one and a little bit of the business that's about to take over.

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:

Purpose: Although the candidate suggests a theme, "how tricky some people are," the discussion of it is simplistic and reveals basic misunderstandings about the passage. An element of fiction is mentioned (dialogue), but the candidate fails to develop an interpretation of its use in the passage and connect it to the theme.

Subject Matter Knowledge: This response shows little evidence that the candidate can adequately identify and discuss a significant theme in a literary passage or use an element of fiction to enhance understanding of that theme. The candidate senses that there is a contradiction or duality in the passage, but places it within the character himself, arguing that the buyer is "tricky" sometimes but that "everything else seems to be good about him." This misses the basic point that everything the buyer does is in the service of the trick.

Support: The candidate provides little relevant support even for the limited theme identified in the first sentence of the response. How exactly is the buyer tricky sometimes? The details drawn from the passage demonstrate only literal comprehension (the buyer "is a friendly man, full of concern . . . tries to present a pleasant atmosphere," etc.). The second paragraph draws detail from the passage, "his office seems pretty small," but does not connect the detail to the theme or an element of fiction.

Rationale: While the candidate does see that the buyer is out to trick Kino, almost everything else presented shows only partial understanding of Steinbeck's basic strategy of characterization. Concluding that the buyer is like a "neighborhood smalltown store owner" without acknowledging the "performance" aspect of that persona is to miss the entire point. The candidate demonstrates an understanding of points in isolation without being able to connect them for a deeper comprehension.

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

In this excerpt from The Pearl, Steinbeck explores the theme of how untrustworthy surface reality can be. Steinbeck's characterization of the buyer depends primarily on descriptions of how he looks and what the eye can see. The attentive reader clearly picks up clues that warn her not to trust what she is seeing. Of course, the information that the story involves a "poor fisherman" going to see a city "pearl broker" (sounds like pawn broker, with negative connotations) sets up the scene in a way to make us suspicious. Once we "see" this theme, we can interpret every detail in the way that Steinbeck seems to intend it. For instance, what seems like a good thing, the buyer's concern for the suddenly remembered death of your aunt, takes on a calculating air when put with the knowledge that he "secretly . . . practiced" a trick of making a coin disappear. The tear or twinkle you see in his eye hides a secret, his real intentions.

Steinbeck's characterization of the pearl broker is one of contrasts. He is a "stout slow man," but "the fingers of his right hand worked faster and faster." The face he presents to the world is slow, full, "fatherly and benign," but what is beneath it is the quickness of an animal on the hunt. The simile comparing the buyer's eyes, which otherwise "twinkled with friendship" to "a hawk's eyes" which are "steady and cruel and unwinking" completes the portrait of a man who preys on others mercilessly. His way of swooping down is to put on a show, almost second-nature to him now ("the man did not even watch his own performance") that tricks innocent victims like Kino, whose own eyes can't adjust to the "dimness" of the buyer's lair. He's all "spin and sparkle" on the surface, dressed to impress, clean and neat and respectable, with an expensive looking velvet tray for examining merchandise and a single dark red flower that suggests luxurious elegance. We don't know who will win out in this good versus evil scene, but we do want to shout out a warning to the unsuspecting fisherman.

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:

Purpose: The candidate identifies an appropriate theme (the deceptive nature of surface reality) and fully discusses its development in the passage by explaining the function of visual details and how the reader is supposed to interpret them. The paragraph describing how characterization is structured around contrasts is very effective.

Subject Matter Knowledge: This response demonstrates that the candidate can ably use the tools of literary analysis to explain a text. The accurate use of "connotations," "sets up the scene," and "simile," as well as the whole discussion of characterization, shows strong knowledge of literary terms. The candidate identifies Steinbeck's intent to contrast good with evil (which indirectly also supports the argument that the characterization of the buyer rests on contrast) and suggests the impact on the reader, who wants "to shout out a warning." Knowing that reading means decoding clues, the candidate walks us through how to evaluate the clues in the passage and the correct way of using them in order to understand the impact of the description.

Support: The candidate provides good and multiple examples for each point made. The discussion of the theme is fleshed out with both details from the explicatory information that precedes the prompt and an example of how to read one of the supposed virtues of the buyer, his sympathy for a death in the family of someone he is speaking to. The examples given to show how Steinbeck develops his characterization of the buyer are well-chosen and relevant to the idea of contrast, as in the slowness of the man on the surface compared to the quickness of his hands.

Rationale: This response shows excellent understanding of both the original passage and how to analyze its parts. Clearly comprehending the difference between the author's literal meanings and those that are meant to be inferred, the candidate develops a convincing reading of the passage by discussing Steinbeck's use of characterization and simile to explain how the buyer deceives his victims with an artifice that has become almost unthinking and unpremeditated.

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

One theme from this passage from *The Pearl* is that evil takes advantage of the innocent by presenting a deceptive exterior. The reader gets a clear image of the pearl broker before Kino arrives at the store; we know Kino will not be able to see the buyer physically nor see into his character as he tries to adjust his eyes from the outside sunlight into the "dimness of the little office." Steinbeck describes someone who seems to have all the virtues, but on the outside -- his face is "fatherly and benign" -- that is, on the face of it. Everything about him shows an attention to surface detail that we sense he will use to deceive the poor fisherman out of the profit of the pearl. He's like a shark waiting in dark waters for someone to come down from the surface. The deceptive glitter of the city dweller in contrast to the naive innocence of someone who lives in the countryside is an age-old subject of literature.

The descriptive details of the passage suggest that all of the buyer's actions and attention to his own appearance are part of a "performance," winking at us just like the trick he is performing with the coin. The narrator describes the ultimate salesman, someone who acts genuinely concerned (he remembers "the death of your aunt" and tears up), who is gregarious ("a caller of good mornings" and "a jolly man who knew all jokes"), who is a "ceremonious shaker of hands," (implying that it is just a ceremony, not real). He looks respectable -- clean hands, polished nails, closely-shaven face. The "single scarlet hibiscus" he has put on his desk is next to a "black velvet-lined pearl tray" -- symbolizing a simple yet impressive authority. Though the man is "stout" and "slow," these descriptions hide the "secret" quickness of his hands, another contrast between what seems to be true and what is true.

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:

Purpose: The candidate clearly understands the assignment and responds appropriately. The chosen theme—a variation of appearance versus reality—is a strong one, and the discussion of it in the first paragraph displays an understanding that goes beyond mere identification. In response to the second charge, the candidate fully explains how descriptive detail develops the theme.

Subject Matter Knowledge: The candidate shows strong control of basic literary analysis. References to the reader, the character of the buyer, and the narrator display facility with literary terms. The candidate's integration of quotations and ability to make insights about the author's use of symbols (for instance, how Steinbeck uses the flower and pearl tray) demonstrate very good subject matter knowledge.

Support: The candidate's use of examples from the passage demonstrates at least two strengths: the ability to use detail from all parts of the text, and discernment in choosing specifics that best support the point the candidate is making. The candidate, appropriately, does not use every single detail but provides a substantial number of relevant examples. A general statement, "the narrator describes the ultimate salesman", further develops discussion of the theme and is followed by a summation of the ways the buyer is a salesman, with each point supported by a direct quotation from the passage.

Rationale: The candidate shows strong evidence of a good understanding of the passage as a whole. By making the distinction between what the reader is made to understand and what Kino will not be able to see, the candidate demonstrates very sound reasoning about the context of the passage while contributing to the identified theme.

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.

The Sample Responses and Analyses for the open-response items may help you determine whether your responses are more similar to the strong or weak samples. The Scoring Rubric can also assist in estimating a score for your open responses. You may also wish to ask a mentor or teacher to help evaluate your responses to the open-response questions prior to calculating your total estimated score.

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 Section	
Enter the total number of multiple-choice questions you answered correctly:	<u>69</u>
Use Table 1 below to convert that number to the score and write your score in Box A :	A: <input type="text" value="191"/>

Open-Response Section	
Enter the number of points (1 to 4) for your first open-response question:	<u>3</u>
Enter the number of points (1 to 4) for your second open-response question:	<u>3</u>
	=====
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: <input type="text" value="50"/>

Total Practice Test Score (Estimated MTEL Score)	
Add the numbers in Boxes A and B for an estimate of your MTEL score:	A + B = <input type="text" value="241"/>

Practice Test Score Calculation Worksheet: General Curriculum

Table 1:

Number of Multiple-Choice Questions Correct	Estimated MTEL Score	Number of Multiple-Choice Questions Correct	Estimated MTEL Score
0 to 25	122	61 to 65	183
26 to 30	129	66 to 70	191
31 to 35	137	71 to 75	199
36 to 40	145	76 to 80	206
41 to 45	152	81 to 85	214
46 to 50	160	86 to 90	222
51 to 55	168	91 to 95	229
56 to 60	175	96 to 100	237

Table 2:

Number of Open-Response Question Points	Estimated MTEL Score
2	31
3	36
4	41
5	46
6	50
7	55
8	60

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

Multiple-Choice Section

Enter the total number of multiple-choice questions you answered correctly:

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

A:

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:

Total Practice Test Score (Estimated MTEL Score)

Add the numbers in **Boxes A and B** for an estimate of your MTEL score:

A + B =

ACKNOWLEDGMENTS

Page

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- 7 Walt Whitman, from "Song of Myself" reprinted in *Adventures in American Literature* (1979). New York: Harcourt Brace Jovanovich, p. 314
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