



APPENDIX A

WORKSHEETS

- A–1: Candidate Profile Worksheet
- A–2: Objective-to-Course Matching Chart
- A–3: Developing a Study Plan
- A–4: Test-Taking Strategies



A-1: CANDIDATE PROFILE WORKSHEET

The Student Profile Worksheet is designed to gather information that may help you prepare for the Massachusetts Tests for Educator Licensure® (MTEL®). Please read each question and mark your responses in the spaces provided.

Date:	What is your current academic status? <input type="radio"/> Freshman/first year <input type="radio"/> Sophomore/second year <input type="radio"/> Junior/third year <input type="radio"/> Senior/fourth year <input type="radio"/> Graduate student <input type="radio"/> Part time/transcript evaluation <input type="radio"/> Currently employed as an educator <input type="radio"/> Not affiliated with educator prep program
Student name:	
Advisor name:	
Major field of study:	
Minor field of study:	

Which MTEL test(s) are you preparing to take and when?

Test	Date	Have you taken this test before?
		<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No

TESTING HISTORY

List the date(s) on which you took this test and the score(s) you achieved. Record both subarea performance information and scores for open-response performance. (Please note that for most tests, open-response items are designed to assess understanding of one or more test objectives within the entire test, while for some tests the open-response items are anchored to a specific subarea.) If you have taken this test more than twice, list the dates and scores for your two most recent attempts.

Date:	Total test score:						
Subarea performance:	1.	2.	3.	4.	5.	6.	7.
Open response performance:	1.	2.	3.	4.	5.	6.	7.
Comments:							

Date:	Total test score:						
Subarea performance:	1.	2.	3.	4.	5.	6.	7.
Open response performance:	1.	2.	3.	4.	5.	6.	7.
Comments:							

A-1: Candidate Profile Worksheet (continued)

TEST PREPARATION QUESTIONS

Have you obtained and reviewed the test objectives for this test?	<input type="radio"/> Yes	<input type="radio"/> No
Have you completed all or most of the teacher preparation coursework in which the content of this test is taught?	<input type="radio"/> Yes	<input type="radio"/> No
Have you obtained the test information booklet for this test?	<input type="radio"/> Yes	<input type="radio"/> No
Have you reviewed the sample test questions in the test information booklet?	<input type="radio"/> Yes	<input type="radio"/> No
If you identified any objectives that represent areas of weakness for you, have you gathered and reviewed additional study materials for these objectives?	<input type="radio"/> Yes	<input type="radio"/> No
Do you know the date and location of the next test administration?	<input type="radio"/> Yes	<input type="radio"/> No

PREPARING FOR THE TEST BY USING THE INFORMATION YOU HAVE PROVIDED

- Review your testing history. Based upon your subarea performance, you or your advisor may be able to identify specific content areas on which you may want to focus extra attention when preparing for the test.
- Review your responses to the questions above. If you checked "no" in response to any question, you or your advisor may be able to identify additional activities to help you prepare to take this test. You may use the Recommendations for Test Preparation section of this form to list these additional test preparation activities.

RECOMMENDATIONS FOR TEST PREPARATION (complete this section last)

Based on your responses to the questions on the second page of this Student Profile and a review of your preparation to date, you or your advisor may use this section to list specific recommendations for additional test preparation activities.

<i>Additional coursework recommended:</i>
<i>Additional study materials:</i>
<i>Other recommended preparation activities:</i>



A-2: OBJECTIVE-TO-COURSE MATCHING CHART

This chart may be used to review courses in relation to Massachusetts Tests for Educator Licensure® (MTEL®).

Directions: Use a separate copy of this worksheet for each test field. Obtain a copy of the test objectives for the test field you are analyzing. Indicate which subareas contain which objectives by drawing lines between objective numbers that mark the beginning and end of a subarea (e.g., if Subarea I contains objectives 1 to 4, draw a line upward between objective numbers 4 and 5 to separate Subarea I from Subarea II). In the left-hand column, fill in the names of the courses and other resources that may cover content related to the test field. In the row for each course, place a check under each test objective that is covered by the course. A blank grid is provided on a separate page if you need additional columns.

Test field number and name	Chart prepared by	Date																							
Test Objectives and Subareas																									
Subarea No.:																									
Objective No.:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Course Name																									

Additional Resources:

Test field number and name

Chart prepared by

Date

Test Objectives and Subareas

Subarea No.:

Objective No.:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Course Name

Additional Resources:



A-3: DEVELOPING A STUDY PLAN

The following suggestions are designed to help you develop a study plan in preparation for the Massachusetts Tests for Educator Licensure® (MTEL®).

✓ **Study the objectives.**

The first step in preparing for an MTEL test is to identify what information the test will cover by reviewing the test objectives for your field. Test objectives are included in the test information booklet for each test field and can be found on the MTEL web site at www.mtel.nesinc.com.

Test objectives are organized into groups known as subareas. The subareas define the major content areas of the test. You will find a list of subareas at the beginning of each test objective list. The number of objectives within each subarea typically reflects the emphasis given to that subarea on the test. In general, subareas with greater numbers of objectives will receive more coverage on the test.

Once you have a broad picture of what the examination includes, read each objective and its descriptive statements carefully to get a more specific idea of the knowledge you will be required to demonstrate on the examination. When you have become familiar with the objectives, make a list of those objectives about which you feel you know the least. Use this review of the objectives to set priorities for your study time. The test objectives are the core of the testing program and a helpful study tool. Read them carefully to determine the areas of strength and weakness in your content knowledge.

✓ **Identify resources.**

After you have identified the objectives on which you will focus your time, consider the resources you may use in studying the content of those objectives. The most appropriate resources may well be textbooks from courses you have taken. You may also wish to consult your class notes. This is especially important for courses you took more than a year ago. Talk with other candidates who have taken those courses more recently. Meet with your advisor or the professors who teach these courses. They may be able to provide you with some guidelines for reviewing your notes and textbooks. You may also wish to review other materials and publications from local, state, and national professional education organizations.

✓ **Review the sample test questions.**

After you have become familiar with the objectives, you may want to review the sample test directions and the test question formats and suggested approaches contained in the appropriate MTEL test information booklet. Then try to answer the sample multiple-choice questions for the test you are taking. All MTEL tests include open-response items, so you should try to respond to the sample assignments as well.

Next, review the sample responses to the open-response items and the answer key for the sample multiple-choice questions.

✓ **If you are retaking a test, use the information on your score report.**

Your subarea performance will help you identify possible areas on which to focus your studies. You may wish to concentrate your study on those subareas or sections of the test that include the greatest number of test items and that count the most toward your total test score.

✓ **Take additional courses.**

Consult with your advisor about whether you have completed sufficient coursework in preparation for the test. Your advisor may be able to identify specific courses that may cover content you have not yet studied.

✓ **Form or join a study group.**

Joining a study group can be effective for reviewing test-related content. You may gain the most from participation in a study group if you have already identified the test objectives with which you are less familiar and which you need to review more. If you have a specific need or area of weakness, a study group that focuses on that need or area may be best for you.

✓ **Avoid cramming before the test.**

A gradual study pattern will be more effective for learning unfamiliar or difficult content. In the last few days before the test, take time to review the content with which you feel more comfortable and avoid trying to learn new material.



A-4: TEST-TAKING STRATEGIES

The following suggestions may help you develop strategies to use when you are taking the Massachusetts Tests for Educator Licensure® (MTEL®).

Follow directions.

It is very important to listen to and follow all test directions. This includes the oral directions that will be read by the test administrators and any written directions in the test booklet.

Pace your work.

You will be assigned to one or both test sessions depending on the number of tests for which you register. Each test session is four hours in length. The time it takes test administrators to read the directions at the beginning of the test session is not included in the four hours. You may wish to flip through the test booklet when you are given the signal to begin testing. This may give you an idea of how to pace yourself when taking the test. Remember to leave enough time to respond to the open-response items.

Read carefully.

Do not try to speed up by skimming directions or by reading the test questions too quickly. You may miss important information and instructions.

Determine the "best answer."

Your response to each multiple-choice test question should be the best of the alternatives provided. Read and evaluate all four answer choices before deciding which one is best.

Guess wisely.

Your multiple-choice test score will be based on the number of multiple-choice questions you answer correctly. You will not be penalized for guessing. If you are unsure about a question, use your knowledge in the content area to eliminate as many of the alternatives as you can. Then select among the remaining choices.

Mark your answers carefully.

Your responses to the multiple-choice questions will be scored electronically. It is critical for you to mark your answers carefully and to erase any stray marks completely. If you skip a question, be sure that you skip the corresponding row of answer choices on the answer sheet.

Check your accuracy.

Use any remaining time at the end of the test session to check the accuracy of your work. Make sure that you have filled in the appropriate bubbles on the answer sheet and that you have completely erased any stray marks.

Review carefully the open-response items and write legibly.

Be sure to read and respond to each part of the items.

Your responses to the open-response items will be evaluated by at least two qualified scorers. It is important for the scorers to be able to read your responses.

Also, make sure that you have recorded your responses to the open-response items on the appropriate answer documents in the appropriate space.