



# Massachusetts Tests for Educator Licensure®

# TEST INFORMATION BOOKLET

**44 Speech**

MA-SG-FLD044-05

*Massachusetts Department of Education*

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## **Test Information Booklet Order Form**

*Speech*  
*(Field 44)*

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**Test Overview Chart**

**Test Objectives**

**Sample Test Items**

**Answer Key and Sample Response**



***Test Overview Chart:  
Speech (44)***

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Subareas	Approximate Number of Multiple-Choice Items	Number of Open-Response Items
I. The Role of Public Speech in Democratic Societies	55–57	
II. Public Speaking	43–45	
III. Integration of Knowledge and Understanding		2

The Speech test is designed to assess the candidate's knowledge of the subject matter required for the Massachusetts Speech license. This subject matter knowledge is delineated in the Massachusetts Department of Education's *Regulations for Educator Licensure and Preparation Program Approval* (7/2001), 603 CMR 7.06 "Subject Matter Knowledge Requirements for Teachers."

The Speech test assesses the candidate's proficiency and depth of understanding of the subject at the level required for a baccalaureate major, according to Massachusetts standards. Candidates are typically nearing completion of or have completed their undergraduate work when they take the test.

The multiple-choice items on the test cover the subareas as indicated in the chart above. The open-response items may relate to topics covered in any of the subareas and will typically require breadth of understanding of the speech field and the ability to relate concepts from different aspects of the field. Responses to the open-response items are expected to be appropriate and accurate in the application of subject matter knowledge, to provide high-quality and relevant supporting evidence, and to demonstrate a soundness of argument and understanding of the speech field.

***Test Objectives:  
Speech (44)***

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**Massachusetts Tests for Educator Licensure™**

**FIELD 44: SPEECH  
TEST OBJECTIVES**

**Subarea**

	<b>Multiple-Choice</b>	<b>Range of Objectives</b>	<b>Approximate Test Weighting</b>
I.	The Role of Public Speech in Democratic Societies	01–04	40%
II.	Public Speaking	05–08	<u>40%</u> <b>80%</b>
	<b>Open-Response</b>		
III.	Integration of Knowledge and Understanding	09	<b>20%</b>

**SUBAREAS:**

THE ROLE OF PUBLIC SPEECH IN DEMOCRATIC SOCIETIES  
PUBLIC SPEAKING  
INTEGRATION OF KNOWLEDGE AND UNDERSTANDING

**THE ROLE OF PUBLIC SPEECH IN DEMOCRATIC SOCIETIES [40%]**

**0001 Understand classical, modern, and contemporary theories of rhetoric.**

For example: definitions of rhetoric; purposes and components of rhetorical criticism; major theories and elements of classical, modern, and contemporary rhetoric; application of rhetorical principles (e.g., unity, coherence, emphasis) to produce a desired effect; consideration of subject, purpose, and audience in producing speech communications; analysis of rhetorical techniques; and use of appropriate arrangement and organization (e.g., logical ordering of ideas), style and tone (e.g., lexical choices, cadence), and form of delivery.

**0002 Understand the role of oratory, public argument, and debate in democratic societies.**

For example: the contexts of public discourse and debate from ancient times to the present (e.g., Roman Senate debates, English parliamentary debates); the place of policy and legislative debate in democratic societies; speeches by major figures in world history (e.g., Pericles, Elizabeth I, Winston Churchill, Václav Havel, Margaret Thatcher, Nelson Mandela); analysis of important speeches in terms of purpose, meaning, audience, delivery, rhetorical devices, organization, and relationships among ideas; and parliamentary procedure and other essential elements in conducting meetings.

**0003 Understand the history of public discourse and debate in the United States.**

For example: the purposes, modes, and development of public discourse and debate in U.S. society; individuals, movements, and activities associated with the public lecture circuits of nineteenth-century and early-twentieth-century America (e.g., regular speakers at the Lyceum and Chautauqua meetings: Ralph Waldo Emerson, Frederick Douglass, Booker T. Washington, Mary Livermore, Mark Twain, William Jennings Bryant); notable debates in U.S. history (e.g., Constitutional Convention, Webster-Haynes, Lincoln-Douglas, and contemporary political/presidential debates); analysis of important speeches and speeches by major figures in American history (e.g., Jonathan Edwards, Abraham Lincoln, Susan B. Anthony, Woodrow Wilson, Franklin D. Roosevelt, John F. Kennedy, Martin Luther King, Jr.) in terms of purpose, meaning, audience, delivery, rhetorical devices, organization, and relationships among ideas.

**0004 Understand ethical and legal decisions related to communication.**

For example: philosophical foundations of freedom of speech; documents and statements related to the evolution of the principle of freedom of expression (e.g., John Milton's "Areopagitica," French Declaration of the Rights of Man and of the Citizen, and John Stuart Mill's "On Liberty"); the relationship between free speech and democratic theory; analysis of U.S. Supreme Court decisions on freedom of speech (e.g., *Schenck v. United States*, *Abrams v. United States*, *New York Times v. Sullivan*, *Chaplinsky v. New Hampshire*); ethical issues associated with communication in democratic societies (e.g., application of ethical standards in the selection of evidence and the evaluation of public communications); examples of unethical communication; laws, principles, and issues related to modern media (e.g., copyright, plagiarism, bias, broadcast, cable television, and Internet regulations); and legal obligations and ethical responsibilities of journalists.

**PUBLIC SPEAKING [40%]**

**0005 Understand the planning, preparation, and organization of public speeches.**

For example: features and strategies associated with different types of speeches (e.g., informative, persuasive, entertaining); guidelines for topic selection; preparation of speech outlines; selection of language strategies; elements of effective introductions and conclusions; use of transitions; preparation and use of notes; techniques for adapting communication strategies to the needs of the situation and setting; procedures for gathering and evaluating the credibility of relevant information and supporting evidence; and characteristics of different types of organizational patterns (e.g., chronological order, comparison and contrast, problem-solution).

**0006 Understand effective speech delivery.**

For example: oral English skills (e.g., voice and diction), structure of oral English, and standard English usage; speech appropriate to different situations; characteristics of different speech delivery methods (e.g., manuscript, memorized, extemporaneous, impromptu); types, characteristics, and functions of nonverbal communication; effects of verbal and nonverbal cues on speech delivery; recognizing the demands of communication in a variety of settings; use of audiovisual communication aids (e.g., microphones, lecterns, transparencies, projectors, computer-generated visuals); rehearsing speeches; strategies for managing fear of public speaking and overcoming communication anxiety; dealing with distractions; responding to listener questions; and critical listening and evaluation of communication styles, strategies, and content.

**0007 Understand the principles of argumentation and debate.**

For example: elements of an argument (e.g., claims, grounds, warrants); rules of evidence governing the presentation of arguments; identification and analysis of logical fallacies; characteristics of various debate formats (e.g., from both school-based and real-world settings); knowledge of debating rules and procedures; evaluating the effectiveness of various types of evidence in supporting a proposition; types and application of reasoning (e.g., deductive, inductive); guidelines for effective refutation and cross-examination; and criteria for judging debates.

**0008 Understand persuasive communication.**

For example: theoretical approaches to persuasion (e.g., cognitive dissonance theory, attribution theory, social judgment theory, information processing theory); models of persuasion (e.g., cognitive, interpersonal, motivated sequence, Maslow's Hierarchy of Needs); persuasive strategies and types of persuasive appeals; preparation and organization of persuasive messages and speeches; proper application of evidence and reasoning; use of rhetorical devices; adapting persuasive messages to listener attitudes; establishment of credibility; interview skills and strategies; evaluation of persuasive speeches; and persuasion in negotiation or public advocacy.

**INTEGRATION OF KNOWLEDGE AND UNDERSTANDING [20%]**

This section of the test will consist of two open-response questions addressing content from the preceding objectives.

**0009 Prepare an organized, developed analysis related to one or both of the following: the role of public speech in democratic societies, and public speaking.**

For example: major theories and elements of classical, modern, and contemporary rhetoric; the historical contexts of public discourse and debate from ancient times to the present; speeches by major figures in American history; the evolution of the principle of freedom of expression; features and strategies associated with different types of speeches; strategies for managing fear of public speaking and overcoming communication anxiety; characteristics of debate formats; and preparation and organization of persuasive messages and speeches.

***Sample Test Items:***  
***Speech (44)***

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1. Which of the following is the best definition of rhetoric?
  - A. any form of communication that influences thought and actions
  - B. the use of language to convey knowledge
  - C. any linguistic theory that can be verified by independent research
  - D. the cultural meanings that people attach to communication
  
2. In which of the following ways does the place of debate in a democratic society differ most from its role in an authoritarian society?
  - A. It is likely to focus on a narrower range of political issues.
  - B. It is less likely to be based on verifiable forms of evidence.
  - C. It is likely to involve a broader range of opinion.
  - D. It is more likely to be governed by generally accepted rules.

Use the excerpt below from an 1873 speech by Susan B. Anthony to answer the two questions that follow.

- [1] *Friends and Fellow-citizens:* I stand before you tonight, under indictment for the alleged crime of having voted at the last Presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my *citizen's right*, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any State to deny. . . .
- [2] [According to the Fourteenth Amendment,] "No state shall make or enforce any law which shall abridge the privileges or immunities of citizens; nor shall any state deprive any person of life, liberty or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws."
- [3] The only question left to be settled now, is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens, and no state has a right to make any new law, or to enforce any old law, that shall abridge their privileges or immunities. Hence, every discrimination against women in the constitutions and laws of the several states, is to-day null and void . . . .

3. Which of the following best describes the speaker's fundamental claim in the excerpt above?
- A. that the speaker is not guilty of the crime of which she is accused
  - B. that women are citizens of the United States
  - C. that all laws discriminating against women are null and void
  - D. that the Constitution gives women the right to vote
4. The speaker's observations in the excerpt above best illustrate the use of which of the following persuasive appeals?
- A. reasoning by analogy
  - B. causal reasoning
  - C. reasoning by example
  - D. syllogistic reasoning

**Read the excerpt below from a speech by Benjamin Franklin at the Constitutional Convention in 1787; then answer the two questions that follow.**

- [1] I confess that I do not entirely approve of this Constitution at present, but Sir, I am not sure I shall never approve it: For having lived long, I have experienced many instances of being oblig'd, by better information or fuller consideration, to change opinions even on important subjects, which I once thought right, but found to be otherwise. It is therefore that the older I grow the more apt I am to doubt my own judgment, and to pay more respect to the judgment of others. Most men indeed as well as most sects in religion, think themselves in possession of all truth, and that wherever others differ from them it is so far error. . . . But tho' many private persons think almost as highly of their own infallibility, as of that of their sect, few express it so naturally as a certain French lady, who in a little dispute with her sister, said, I don't know how it happens, Sister, but I meet with nobody but myself that's *always* in the right. . . .
- [2] In these sentiments, Sir, I agree to this Constitution, with all its faults, if they are such; because I think a general government necessary for us, and there is no *form* of government but what may be a blessing to the people if well administered; and I believe farther that this is likely to be well administered for a course of years, and can only end in despotism as other forms have done before it, when the people shall become so corrupted as to need despotic government, being incapable of any other. I doubt too whether any other convention we can obtain, may be able to make a better Constitution: For when you assemble a number of men to have the advantage of their joint wisdom, you inevitably assemble with those men all their prejudices, their passions, their errors of opinion, their local interests, and their selfish views. . . .
- [3] On the whole, Sir, I cannot help expressing a wish, that every member of the Convention, who may still have objections to it, would with me on this occasion doubt a little of his own infallibility, and to make *manifest* our *unanimity*, put his name to this instrument.

5. Which of the following best describes the speaker's main purpose in the excerpt above?
- A. to analyze the strengths and weaknesses of the Constitution
  - B. to persuade members of the convention to discard their preconceptions
  - C. to identify areas where the Constitution needs further amendment
  - D. to explain why he believes the Constitution is acceptable
6. Which of the following best describes the speaker's main reason for beginning his remarks with the statement that he does not entirely approve of the draft Constitution?
- A. The speaker pretends he is an opponent of the Constitution so that his endorsement of it will come as a dramatic surprise to his listeners.
  - B. The speaker expresses his own reservations at the outset to insulate himself from criticism should the action he proposes prove unwise.
  - C. The speaker assumes that no one is satisfied with the Constitution as a means of identifying with his listeners.
  - D. The speaker establishes his own objectivity before attempting to persuade others of a recommended course of action.

7. In *Tinker v. Des Moines School District* (1969), the U.S. Supreme Court ruled that the district could not suspend students for wearing black armbands to protest the government's policy in Vietnam. Which of the following best describes an important free speech question raised by this case?
- A. In what circumstances does freedom of expression conflict with other rights protected by the Constitution?
  - B. Should an opinion's popularity be a factor in determining whether it is protected by the First Amendment?
  - C. Are there classes of individuals to whom freedom of speech does not apply?
  - D. Is criticism of the government protected by the First Amendment to the Constitution?
8. Which of the following questions should one answer *first* when attempting to determine an appropriate topic for a speech?
- A. How should I structure the speech?
  - B. Who will be my audience?
  - C. What is the purpose of the speech?
  - D. For how long will I be speaking?

9. In general, it is recommended that speakers responding to audience questions adopt a deductive technique that moves from the general to the particular. In which of the following situations would a speaker be best advised to abandon this approach and adopt an inductive technique that moves from the particular to the general?
- A. when responding to questions from an indifferent audience that seems uninterested in what the speaker has to say
  - B. when responding to questions from a hostile audience that opposes the speaker's position
  - C. when responding to questions from an attentive audience that is interested in what the speaker has to say
  - D. when responding to questions from a friendly audience that supports the speaker's position
10. In an academic debate, the affirmative introduces evidence that the negative recognizes does not apply to the issue at hand. Which of the following rules of evidence should members of the negative be most concerned with at this point?
- A. Evidence must be verifiable and consistent with other known evidence concerning the topic.
  - B. The opposition may ask for clarification of any evidence presented in case construction during cross-examination.
  - C. Weak evidence that is not refuted by the opposition may be considered adequate and acceptable.
  - D. Advocates of a position need only to persuade the judges that they have a preponderance of evidence.

11. **Use the excerpt below from an 1811 speech by the Native American leader Tecumseh to complete the exercise that follows.**

*After the conclusion of the American Revolution, white settlers from the eastern seaboard began to move in greater and greater numbers across the Appalachian Mountains into the Ohio and Mississippi River valleys. Shawnee chief Tecumseh traveled extensively during the first decade of the nineteenth century, speaking to native peoples from Iowa to Florida about the expansion of white settlements. The following speech was delivered to representatives from the Choctaw and Chickasaw peoples of Mississippi.*

- [1] The whites are already nearly a match for us all united, and too strong for any one tribe alone to resist; so that unless we support one another with our collective and united forces; unless every tribe unanimously combines to give check to the ambition and avarice of the whites, they will soon conquer us apart and disunited, and we will be driven away from our native country and scattered as autumnal leaves before the wind.
- [2] But have we not courage enough remaining to defend our country and maintain our ancient independence? Will we calmly suffer the white intruders and tyrants to enslave us? Shall it be said of our race that we knew not how to extricate ourselves from the three most dreadful calamities—folly, inactivity and cowardice?
- [3] But what need is there to speak of the past? It speaks for itself and asks, Where today is the Pequod? Where the Narragansetts, the Mohawks, Pocanokets, and many other once powerful tribes of our race? They have vanished before the avarice and oppression of the white men, as snow before a summer sun. In the vain hope of alone defending their ancient possessions, they have fallen in the wars with the white men. Look abroad over their once beautiful country, and what see you now? Naught but the ravages of the pale face destroyers meet our eyes.
- [4] So it will be with you Choctaws and Chickasaws! Soon your mighty forest trees, under the shade of whose wide spreading branches you have played in infancy, sported in boyhood, and now rest your wearied limbs after the fatigue of the chase, will be cut down to fence in the land which the white intruders dare to call their own. Soon their broad roads will pass over the grave of your fathers, and the place of their rest will be blotted out forever.
- [5] The annihilation of our race is at hand unless we unite in one common cause against the common foe. Think not, brave Choctaws and Chickasaws, that you can remain passive and indifferent to the common danger, and thus escape the common fate. Your people, too, will soon be as falling leaves and scattering clouds before their blighting breath. You, too, will be driven away from your native land and ancient domains as leaves are driven before the wintry storms. . . .
- [6] I know you will cry with me: Never! Never! Then let us by unity of action destroy them all, which we now can do, or drive them back whence they came. . . . Let us form one body, one heart, and defend to the last warrior our country, our homes, our liberty, and the graves of our fathers.

Using your knowledge of speech and public speaking, prepare a response in which you:

- identify the speaker's main purpose in the excerpt above;
- describe the principal argument made by the speaker; and
- analyze the organization of ideas and use of language to support the speaker's purpose and argument.

## ***Answer Key and Sample Response: Speech (44)***

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<b>Question Number</b>	<b>Correct Response</b>	<b>Test Objective</b>
1.	<b>A</b>	Understand classical, modern, and contemporary theories of rhetoric.
2.	<b>C</b>	Understand the role of oratory, public argument, and debate in democratic societies.
3.	<b>D</b>	Understand the history of public discourse and debate in the United States.
4.	<b>D</b>	Understand persuasive communication.
5.	<b>D</b>	Understand the history of public discourse and debate in the United States.
6.	<b>D</b>	Understand persuasive communication.
7.	<b>C</b>	Understand ethical and legal decisions related to communication.
8.	<b>C</b>	Understand the planning, preparation, and organization of public speeches.
9.	<b>B</b>	Understand effective speech history.
10.	<b>C</b>	Understand the principles of argumentation and debate.

The sample response below reflects a strong knowledge and understanding of the subject matter.

The purpose of Tecumseh's speech is to persuade his audience to join forces to combat the white European settlers. His principal argument is that unless the native peoples unite, they will surely be defeated. His first premise is that whites are too powerful for any single tribe to defeat, citing historical examples of tribes who were similarly defeated ("the Pequods, Narragansetts," etc.). This argument climaxes in the fourth paragraph where Tecumseh describes the fatal result should his audience ignore his warning. These supporting paragraphs lead to the conclusion that the only possibility for native peoples' survival is for all tribes to join forces against their common enemy.

The speech is organized to maximize its persuasiveness by interspersing rational argumentation with emotional appeal. For example, in paragraph two Tecumseh stirs his listeners' pride in their courage and independence; this appeal renders them more receptive to the rational line of argument that continues in the next paragraph. Tecumseh's powerful language also functions to move his audience emotionally. He describes the white settlers as "pale face destroyers," "intruders and tyrants" driven by "ambition and avarice" to acts of "oppression" and "enslavement." He claims that the whites will build roads over ancestral graves, thus desecrating that which native peoples hold sacred. The description of what will happen if no action is taken is also given in vivid and powerful terms. Tecumseh speaks of "annihilation" rather than mere 'defeat', and links this concept to a series of metaphors that convey a stark contrast between the natives' communion with and respect for nature and the white man's will to destroy it.

Since Tecumseh's ultimate purpose is to persuade his audience not merely to agree with his views, but to go to war, his speech must be inspiring. His combination of rational argumentation and emotional appeal is intended to achieve persuasive power sufficient to such an ambitious goal.