

# Massachusetts Tests for Educator Licensure (MTEL™)

## FIELD 91: VOCATIONAL TECHNICAL LITERACY SKILLS TEST TEST OBJECTIVES

### READING SUBTEST

<b>Multiple-Choice</b>	<b>Approximate Test Weighting</b>
Word Meaning	15%
Main Idea and Detail	15%
Writer's Purpose	15%
Idea Relationships	15%
Critical Reasoning	15%
Graphs, Tables, and Charts	25%
<b>TOTAL</b>	<b>100%</b>

### WRITING SUBTEST

<b>Multiple-Choice</b>	<b>Approximate Test Weighting</b>
Unity and Focus	11%
Verbs and Nouns	11%
Pronouns and Modifiers	11%
Sentence Structure and Punctuation	11%
Capitalization and Spelling	<u>11%</u>
Total Multiple-Choice	55%
<b>Open-Response</b>	
Composition Exercise	
Summary Exercise	
Total Open-Response	<u>45%</u>
<b>TOTAL</b>	<b>100%</b>

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**Massachusetts Tests for Educator Licensure (MTEL™)  
Test Objectives  
Field 91: Vocational Technical Literacy Skills Test**

**SUBTESTS:**

READING  
WRITING

**READING**

**0001 Determine the meaning of words and phrases in written material.**

For example: recognizing the meaning of commonly used words; determining the meaning of unfamiliar words or words with multiple meanings in the contexts in which they appear; recognizing the correct use of commonly misused words (e.g., their/there/they're, to/too); and identifying appropriate synonyms or antonyms for words.

**0002 Recognize the main idea and supporting details in written material.**

For example: identifying the main idea of written material; identifying information, facts, and details that support, illustrate, or elaborate on the main idea; and identifying an accurate summary, outline, or graphic representation of information presented in written material.

**0003 Identify a writer's purpose, audience, point of view, and intended meaning.**

For example: recognizing a writer's purpose for writing (e.g., to persuade, to describe); recognizing the audience that written material addresses; and using the content, word choice, and phrasing of written material to determine a writer's opinions, intended meaning, or point of view.

**0004 Recognize the relationship among ideas in written material.**

For example: identifying the order of events or steps described in written material; identifying cause-and-effect relationships; and making generalizations or drawing conclusions from ideas or information presented in written material.

**0005 Use critical reasoning skills to evaluate written material.**

For example: determining the relevance of specific facts or examples to a writer's argument; recognizing qualifying language; distinguishing between fact and opinion in written material; assessing the credibility, objectivity, or bias of a writer; and evaluating a writer's reasoning and identifying flaws.

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**0006 Understand information presented in graphs, tables, and charts.**

For example: interpreting information from tables, line graphs, bar graphs, and pie charts; recognizing appropriate representations of written information in graphic or tabular form; and drawing conclusions based on information presented in a graph, table, or chart.

**WRITING**

**0007 Recognize examples of unified and focused writing.**

For example: writing for a specific purpose or audience; recognizing appropriate word choice; identifying effective organization of written material; recognizing unnecessary shifts in point of view; recognizing distracting details or material irrelevant to the main idea; identifying effective topic sentences; and providing support for the main idea.

**0008 Apply knowledge of the use of verbs and nouns in standard American English.**

For example: recognizing the standard use of verbs (e.g., subject-verb agreement, verb tense, consistency of tense) and nouns (e.g., plural and possessive forms) in written material.

**0009 Apply knowledge of the use of pronouns and modifiers in standard American English.**

For example: recognizing the standard use of pronouns (e.g., pronoun-antecedent agreement, pronoun cases, possessive pronouns, relative and demonstrative pronouns) and modifiers (e.g., adverbs, adjectives, prepositional phrases) in written material.

**0010 Apply knowledge of the use of sentence structure and punctuation in standard American English.**

For example: identifying sentence fragments and run-on sentences; and recognizing instances in which incorrect or extraneous punctuation has been used or necessary punctuation has been omitted.

**0011 Apply knowledge of the use of capitalization and spelling in standard American English.**

For example: identifying the use of standard initial capitalization and standard capitalization with proper words and titles; and recognizing standard spelling of commonly encountered words presented in context.

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Test Objectives**

**0012 Demonstrate the ability to prepare a written response in an appropriate form on a given topic.**

For example: preparing a written response on a given topic for a specified audience, purpose, and occasion; using appropriate and accurate vocabulary, mechanics, and grammar, according to the conventions of standard American English; and creating a well-organized and well-developed composition.

**0013 Demonstrate the ability to outline or summarize a given piece of written material.**

For example: preparing an outline or summary of the main ideas and essential points of a given piece of written material, using the appropriate conventions of standard American English.