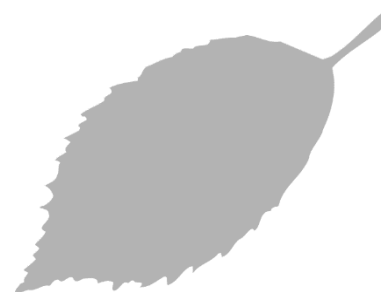


**Massachusetts
Tests for Educator Licensure® (MTEL®)**



**Vocational Technical
Literacy Skills Test–
Writing (291)**

PRACTICE TEST



www.mtel.nesinc.com

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INTRODUCTION

This practice test is a sample test consisting of 60 multiple-choice questions and 2 open-response item assignments.

To assist you in recording and evaluating your responses on the practice test, a [Multiple-Choice Answer Sheet](#), an [Answer Key Worksheet](#), and an [Evaluation Chart](#) by test objective are included for the multiple-choice questions. [Evaluation Information](#), [Sample Responses and Analyses](#), and 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 Vocational Technical Literacy Skills Test–Writing Subtest (291). 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 Guide 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 Vocational Technical Literacy Skills Test–Writing Subtest (291), it is not possible to predict precisely how you might score on an official MTEL Vocational Technical Literacy Skills Test–Writing Subtest (291). Keep in mind that the subareas for which the test weighting is greatest will receive emphasis on this test. Refer to the Test Information Guide for additional information about how to prepare for the test.

* For tests that have subtests, candidates may take one or both subtests during the four-hour session.

**VOCATIONAL TECHNICAL LITERACY SKILLS TEST–
WRITING SUBTEST (291)
PRACTICE TEST**

MULTIPLE-CHOICE ANSWER SHEET

Question Number	Your Response
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	

Question Number	Your Response
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	

Question Number	Your Response
29	
30	
31	
32	
33	
34	
35	
36	
37	
38	
39	
40	

DIRECTIONS FOR THE MULTIPLE CHOICE SECTION

Each question in this section is a multiple-choice question with four answer choices. Read each question and answer choice carefully and choose the ONE best answer. Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will NOT be penalized for guessing.

Some of the questions in this section are based on short text selections. For testing purposes, the selections contain numbered "parts" (e.g., sentences, sentence fragments, run-on sentences that should be punctuated as two sentences); these are the "parts" to which the test questions refer. In this part of the writing section, the term *error* refers to language use that does not conform to the conventions of standard American English. Each selection is followed by one or more multiple-choice question(s) related to the selection. The selection will be presented on-screen with each item. Read each selection carefully and then read the question that refers to that selection. For each question, choose the ONE best answer based on the information contained in the selection you have just read.

MULTIPLE-CHOICE QUESTIONS

Read the passage below; then answer the two questions that follow.

¹Epinephrine is a prescription drug that can be administered by injection in the event of anaphylaxis, a life-threatening allergic reaction. ²Some patients and even medical care providers believe that oral medications, such as antihistamines, can be used to stop serious allergic reactions, but epinephrine is the only reliable solution. ³The medication should be administered into the muscle of a patient's outer thigh, through clothing if necessary. ⁴Injecting the medication anywhere else can cause serious side effects, such as cardiac arrhythmia, which can lead to death. ⁵If the patient is unable to remain still prior to or during administration of the medication, the patient's leg must be held in place to assure proper injection into the muscle. ⁶When the leg is steady, aim the injector with the cap facing up and the tip facing down. ⁷Then remove the cap, and push down on the injector button while listening for a clicking sound, which is an indication the needle has been injected properly. ⁸Hold the injector still for three seconds, and then carefully remove it from the patient's leg. ⁹_____

1. Which of the following numbered sentences is *least* important to the main idea of the passage?
 - A. Sentence 2
 - B. Sentence 3
 - C. Sentence 4
 - D. Sentence 5
2. Which of the following sentences, used in place of the blank line labeled Sentence 9, would best fit the writer's pattern of development?
 - A. Automatic epinephrine injectors and caps are disposable after use and should not be saved.
 - B. Your hospital or medical office may have a needle-free injector you can use to practice.
 - C. Some liquid may remain in the injector after the injection, but this is normal and not an indication that the injection failed.
 - D. If administered properly, an epinephrine injection will not cause significant pain to the patient.

Read the marketing letter below; then answer the two questions that follow. This passage contains an error.

May 22

Pedro Iglesias
45 Overlook Drive
Mayberry, WA 48004

Dear Mr. Iglesias,

Welcome to the neighborhood! I would like to take this opportunity to introduce myself and provide information about how my landscaping company can assist you in caring for your new yard. For over 20 years, Chung Landscaping has been devoted to making the community brighter and more beautiful, one yard at a time. We pride ourselves on qualitative service and dedication to our thousands of satisfied customers. Our knowledgeable staff would love the opportunity to serve you and help create an oasis in your own backyard, whether you need basic maintenance or tree removal. We are fully licensed and have an outstanding safety record.

Chung Landscaping offers a wide range of services at affordable prices, including:

- Mowing & Edging
- Seeding & Fertilization
- Weed Control
- Garden Mulching
- Tree Trimming
- Tree Removal
- Brush Removal
- Leaf Collection
- Landscape Design

We are pleased to provide free estimates on all services and have flexible hours to help meet your scheduling needs. If you would like to set up a free consultation or have any questions, please call us at 555-511-5151 or visit our Web site at: chunglandscaping.com.

Thank you,
Katy Chung

3. Which underlined word in the letter should be replaced by a more appropriate word?

- A. devoted
- B. qualitative
- C. knowledgeable
- D. affordable

4. The writer's main purpose in writing this letter is to:

- A. offer a new customer a discount on lawn-care maintenance.
- B. provide a description of the company's wide range of services.
- C. persuade a new homeowner to hire the landscaping company.
- D. describe the company's mission statement and business goals.

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

¹Wetlands are areas where water covers soil, such as marshes or swamps. ²Another type of habitat is woodlands, which tend to be much drier and offer different benefits to plants and wildlife. ³For many plant and animal species, including those that are endangered or threatened, wetlands provide a natural habitat. ⁴Wetlands also naturally purify water, produce nutrients essential for plants and wildlife, and serve as a buffer to blunt the force of damage from coastal storms.

Which of the following sentences is *not* important to the main idea of the passage?

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

6. Read the paragraph below; then answer the question that follows.

¹ _____ ²Thorough hand cleaning, using either soap and water or an alcohol-based hand sanitizer, must occur at the beginning of each shift, as well as before and after caring for every patient. ³The entire surface of both hands should be cleaned, including the palm, the back of the hand, each finger, and between the fingers. ⁴When hands are not visibly dirty, an alcohol-based hand sanitizer is the most effective and preferred method of cleaning hands for health-care providers.

Which of the following would be the best topic sentence to replace the blank line labeled Sentence 1 in the paragraph?

- A. There are a couple of different ways to clean the hands that can be used effectively in a work setting.
- B. An important role of health-care providers is to teach patients appropriate hand-washing methods.
- C. Proper hand hygiene is essential for all medical staff, in order to prevent the spread of germs and disease.
- D. Hospital employees observed not following appropriate hand-washing techniques will be subject to disciplinary action.

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

¹You will notice that the latest drafting software makes drawing a line quicker and easier. ²First, we need to open the main drawing menu by clicking on the icon in the upper right-hand corner. ³Next, you will click the "Draw" option and select "Draw Line." ⁴Then, click the spot where you want the line to begin, and finally, click the spot where you want it to end. ⁵The software will automatically create a line between the two points.

In which sentence does the writer change from a second-person to a first-person point of view?

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

8. Read the paragraph below; then answer the question that follows.

When choosing which kind of dog to adopt, it's important to consider the dog's temperament. Dog breeds often give a rough sense of a dog's temperament. If you like energetic dogs, you might enjoy working with a dog who has Border Collie genes. However, if you like dogs that are more laid-back, you might fare better with an English Mastiff. Since you will be in the company of your dog on a daily basis, you should choose a breed whose personality suits you.

Which of the following sentences would best support the main idea of this paragraph?

- A. Make sure that you maintain careful documentation of your dogs' family histories.
- B. Before you bring your dog home, make sure that your home is properly equipped.
- C. Some dog breeds are at a higher risk for hereditary disorders, such as hip dysplasia.
- D. Tests are available to match adopters with the right type of dog.

9. Which sentence is in the *future* tense?
- A. My cousin will have been employed at her dream job for six months this week.
 - B. We watched the solar eclipse from our city park on a hot summer night.
 - C. Sunil will grow more golden orchids in his greenhouse next year.
 - D. Our tabby cat is chasing a fleet-footed mouse around the kitchen.
10. Which sentence is in the *present* tense?
- A. There was no rain or cloud cover that day, nor any other day that week.
 - B. Jamal, Breanna, and I will bike over to the school's library after dinner.
 - C. An owl nests in the pine tree outside and often mutters to itself at night.
 - D. Sami will have trained for over six months by the time the marathon arrives.
11. Which sentence is in the *past* tense?
- A. Ming orders his favorite sandwich every week at the corner café.
 - B. Wendy will enjoy this hidden pictures puzzle I found at the bookstore.
 - C. Sherice ate a balanced meal before the exam in order to help her focus.
 - D. David will have been an accountant at our firm for five years this July.
12. In which sentence is the underlined word used *correctly*?
- A. My parents' house is located just a few blocks from where my mother grew up.
 - B. Family and friends' ate and danced late into the night of my sister's wedding.
 - C. Early this morning, three deer's walked through our campsite on their way to the lake.
 - D. The hiker's were sure to remember to pack water before they ventured out on a hot day.
13. Which sentence is grammatically *correct*?
- A. Our guidance counselor gave us lots of good advices about how to apply to college.
 - B. The existences of many safety concerns caused a necessary delay in the product's launch.
 - C. As a part of routine maintenances, the oil filter and oil should be replaced roughly every 5,000 miles.
 - D. Many of the salespeople will be rewarded for improving their individual performance.
14. Which sentence is in the *future* tense?
- A. This year, we took a road trip through Maine for our annual vacation.
 - B. Next year, we will plan a trip to Niagara Falls on the border of Canada.
 - C. At the end of our long journey, we will have visited a total of seven states.
 - D. We are looking forward to the many adventures we will have along the way.

15. In which sentence is the underlined word used *correctly*?
- A. The child's personality is best characterized as independent.
 - B. All the uniform for the volunteers were shipped before the festival started.
 - C. The successfully completed infrastructure projects helped to calm traffics.
 - D. It is impossible to know the effect of the storm on the city's economies.

16. In which sentence is the underlined verb form used *correctly*?
- A. Johan was discussing his plans for the upcoming rollout of the graphic design project.
 - B. Pocket park development and the budget was added to the city council meeting agenda.
 - C. The storm that the forecasters warned about were a day away from impacting the region.
 - D. Much were made of the director's decision to use multiple flashbacks and foreshadowings in the movie.

17. In which sentence is the underlined word used *correctly*?
- A. Your going to be happy when you see the grade you earned in the class.
 - B. They're planning to attend graduation to support all of my hard work.
 - C. Bring you're textbook and notes to the study group this weekend.
 - D. Their are 15 units we will study in class over the course of the semester.

18. Choose the best word to complete the sentence below.

Allie and Juan took _____ tools with them to the work site.

- A. that
 - B. there
 - C. their
 - D. they're
19. In which sentence is the underlined word used *correctly*?
- A. I studied all weekend to make sure I knew the material, and I think I did good on the exam.
 - B. Some of the other students finished quickly, so they must not have taken their time.
 - C. It was important to me to stay focused and check my work to avoid carelessly errors.
 - D. If I performed poor on the exam, I would not receive the necessary certification for my job.

20. In which sentence is the underlined word used *correctly*?
- A. I sore miss my best childhood friend, whom I haven't seen in many years.
 - B. I determined to clean the apartment efficient so I would have time to go to the zoo.
 - C. Sometimes when I am driving, my tiredly eyes have trouble focusing on signs.
 - D. The residents nodded approvingly at the mayor's cost-saving budget proposals.
21. **Choose the best word to complete the sentence below.**
- Sarah gave me the _____ ring I have ever seen for our anniversary.
- A. beautiful
 - B. beautifully
 - C. beautifulest
 - D. most beautiful
22. In which sentence is the underlined word or phrase used *correctly*?
- A. The newborn baby's eyes were the most bluest the midwife had ever seen.
 - B. Dante is the more funny of the two comedians who performed last night.
 - C. It was the hottest coffee I've ever tasted, and it instantly burned my tongue.
 - D. With well-manicured grass, Tal's lawn was the tidier one in her neighborhood.
23. In which sentence is the underlined word used *correctly*?
- A. Be sure to wear a mask in lab class because the fumes can be harmfully.
 - B. She pronounced the words inaccurate and did not know their meanings.
 - C. The newborn baby cried hysterical because he wanted to be held.
 - D. The bus driver graciously waited as I ran in the rain to catch the bus.
24. In which sentence is the underlined word used *correctly*?
- A. They were the only ones who arrived on time.
 - B. To who should I send a request for a new username?
 - C. Whoever arrives first should start stacking the chairs.
 - D. It is I whom assumed the greatest responsibility.
25. Which of the following is a *complete* sentence?
- A. Cold winter days that make him feel pensive but lacking physical energy.
 - B. With a fire crackling in the background and snow falling outside the window.
 - C. She sat down on the couch to relax and read a book for 45 minutes.
 - D. Tomorrow, before he returns the book to the library, on his way to work.

26. In which sentence are two ideas joined using correct structure and punctuation?
- A. I read a nonfiction book by a local author and it was not one I would recommend to a friend or colleague.
 - B. The plot was not complicated, but, I had trouble understanding some of it.
 - C. Many of the characters had similar names, so the story was often confusing for no apparent reason.
 - D. I was intrigued by the novel's themes; yet I won't recommend it to anyone.
27. Which sentence is punctuated *correctly*?
- A. Additionally we should be sure to exercise every day and eat a healthy, balanced diet.
 - B. The lunch consisted of sweet tea, pea soup, macaroni and cheese and creamy yogurt.
 - C. It will be exciting to live in a new place and we very much look forward to meeting new people.
 - D. Adjusting to a new way of life is challenging even though we always manage to adapt quickly.
28. Which of the following is a *complete* sentence?
- A. Surfing the Web is endlessly fun.
 - B. When you feel like going for a swim in the rain.
 - C. Faster trains and shorter wait times.
 - D. Looking in the mirror at the new pair of shoes.
29. In which sentence is the underlined section punctuated *correctly*?
- A. If I'd known it would be warm today, I wouldn't have bothered wearing a coat.
 - B. A lightweight, sweater would have been a much better choice given the conditions.
 - C. Next time, I come I will be more prepared and wear several layers of lightweight clothing.
 - D. I won't be as sweaty under my clothing so, I will be much more comfortable and happy.
30. Which of the following is a *complete* sentence?
- A. It is a sunny, clear day we have to apply ample sunscreen.
 - B. Racers from around the world gather for the annual competition.
 - C. Civics classes that establish an engaged and informed citizenry.
 - D. The dolphins, who always seem to be frolicking around the boat.
31. Which sentence is punctuated *correctly*?
- A. Lions, and cheetahs often hunt gazelle on the vast African savanna.
 - B. The boat eventually drifted away from the dock; down the slow-moving river, and out of sight.
 - C. He saw his friend's car parked in the driveway, from the front window.
 - D. The dog barked when the mail carrier came to the door; the cat totally ignored the mail carrier.

32. Which sentence is punctuated *correctly*?
- A. "My first day is tomorrow, she noted and I still have a lot of planning to do."
 - B. "I was happy" (and relieved) "to arrive just in the nick of time."
 - C. "The restaurant is quite busy today," he said, noting the long line out front.
 - D. "My best friend is coming to our motel, to see us while we are here".

33. In which sentence is the underlined word capitalized *correctly*?
- A. We enjoyed seeing many famous landmarks as we traveled East on our road trip.
 - B. The best cook I have ever known is my Dad, who always prepares wonderful meals.
 - C. I learned to speak Spanish when I studied abroad as a high school exchange student.
 - D. My favorite season is Spring, when the flowers are in bloom and leaves appear on trees.

34. Which underlined word in the sentence below should be capitalized?

Ruth Bader Ginsburg was a volunteer lawyer for the American Civil Liberties Union in the 1970s, but in 1980 the president, Jimmy Carter, appointed her to be a judge for an appeals court in the district of Columbia.

- A. president
 - B. judge
 - C. appeals
 - D. district
35. Which underlined word in the sentence below is spelled *correctly*?

The new laundry detergent provides a truely excellant money-back guarantee in which the customer recieves a full refund if the customer is not satisfied with the product.

- A. truely
- B. excellant
- C. guarantee
- D. recieves

36. Which underlined word in the sentence below should be capitalized?

My sister indira loves everything about summer, especially growing tomatoes and eating chocolate ice cream.

- A. indira
- B. summer
- C. tomatoes
- D. chocolate

37. In which sentence is the underlined word spelled *correctly*?

- A. Our restaurant can acommodate guests with many types of food allergies.
- B. The kitchen's staff is conscious of the need to always avoid cross-contamination.
- C. We can definitly provide an enjoyable dining experience for your special occasion.
- D. We hope to excede your expectations and that you love the dining experience here!

38. Which underlined word in the sentence below is spelled *correctly*?

The maintenance crew has been busy for the last 12 hours, basicly repairing every single downed power line hit by lightening during the surprise thunderstorm that interupted rush hour.

- A. maintenance
- B. basicly
- C. lightening
- D. interupted

39. In which sentence is the underlined word capitalized *correctly*?

- A. Anita visited Mexico for one Week.
- B. Robert Frost's poems make me think about Birch trees.
- C. I waited on the Northern side of town for Richard to arrive for his visit.
- D. Goya's paintings belong to the artistic movement known as Romanticism.

40. Which underlined word in the sentences below is capitalized *correctly*?

My best friend, olivier, was a french-born biologist who strongly supported the preservation of the United States' wilderness. He was particularly interested in the southern portion of the Appalachian mountains.

- A. olivier
- B. french-born
- C. southern
- D. mountains

DIRECTIONS FOR THE WRITTEN COMPOSITION EXERCISE

This section of the writing subtest consists of one writing assignment. You are asked to prepare a multiple-paragraph composition of approximately 150 to 300 words on an assigned topic.

You may use the erasable notebooklet provided to make notes, write an outline, or otherwise prepare your composition. **However, your score will be based solely on the version of your composition that is typed in the on-screen response box.**

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

Your composition will be evaluated based on the following criteria:

APPROPRIATENESS: The extent to which the response addresses the topic and uses language and style appropriate to the given audience, purpose, and occasion.

MECHANICAL CONVENTIONS: The extent to which words are spelled correctly and the response follows the conventions of punctuation and capitalization.

USAGE: The extent to which the response shows care and precision in word choice and is free of usage errors.

SENTENCE STRUCTURE: The effectiveness of the sentence structure and the extent to which the sentences are free of structural errors.

FOCUS AND UNITY: The clarity with which the response states and maintains focus on the main idea or point of view.

ORGANIZATION: The clarity of the writing and the logical sequence of ideas.

DEVELOPMENT: The extent to which the response provides statements of appropriate depth, specificity, and/or accuracy.

Your composition must be communicated clearly enough to permit valid judgment of the evaluation criteria by scorers. The final version of your composition should conform to the conventions of standard American English. Your composition should be your original work, written in your own words, and not copied or paraphrased from some other work.

You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

WRITTEN COMPOSITION EXERCISE

Read the information below; then follow the instructions for writing your composition.

Deciding what type of food to eat on a consistent basis as part of a healthy diet is of major importance for most individuals. Your purpose is to write a composition, to be read by a general audience of adults, in which you describe the considerations involved in choosing a healthy diet. You may include in your composition, but are not limited to, the following topics: personal health issues, financial considerations, the accessibility of different types of food, and strategies used to research various types of diets, foods, and food sources.

DIRECTIONS FOR THE WRITTEN SUMMARY EXERCISE

This section of the writing subtest presents a passage for you to summarize in your own words. Prepare a summary of approximately 75 to 125 words.

You may use the erasable notebooklet provided to make notes, write an outline, or otherwise prepare your summary. **However, your score will be based solely on the version of your summary that is typed in the on-screen response box.**

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

Your summary will be evaluated based on the following criteria:

FIDELITY (closeness, faithfulness): The accuracy and clarity with which the response uses your own words to convey and maintain focus on the writer's main ideas.

CONCISENESS (briefness, succinctness): The extent to which the response is of appropriate length, depth, and specificity to convey the writer's main ideas.

ORGANIZATION (logic, clarity): The clarity of the writing and the logical sequence of ideas.

GRAMMAR AND MECHANICS: The effectiveness of the sentence structure and the extent to which the sentences are free of structural errors. The extent to which the writing shows care and precision in word choice and is free of usage errors. The extent to which words are spelled correctly and the writing follows the conventions of punctuation and capitalization.

Your summary must be communicated clearly enough to permit valid judgment of the evaluation criteria by scorers. The final version of your summary should conform to the conventions of standard American English. Your summary should be your original work, written in your own words, and not copied or paraphrased from some other work.

You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

WRITTEN SUMMARY EXERCISE

Read the selection below; then follow the instructions for writing your summary.

The Quabbin Reservoir

Early in the twentieth century, leaders in Boston recognized the need to secure more freshwater resources if the eastern part of the state of Massachusetts was to continue to develop and thrive. The Wachusett Reservoir, which was completed in 1905, was already deemed to be inadequate for future growth. Officials soon set their sights on the Swift River Valley in western-central Massachusetts, where eventually plans were drawn up to dam the Swift River and create a huge new reservoir to serve the growing population of greater Boston.

With the passage of the Swift River Valley Act in 1927, state contractors began planning for the construction of the Quabbin Reservoir, which when filled years later would become the largest body of water in the state. The engineering feat was enormous; it was one of the most ambitious civil works projects in the country. Thousands of people would find jobs on the project—jobs that were much needed during the time of the Great Depression.

The construction process began with workers digging and dynamiting tunnels for aqueducts that would carry water eastward to the Wachusett Reservoir. Other workers started the task of dismantling the four towns in the region and clearing roughly 40 square miles of land. At the south end of the area, engineers began construction of the Winsor Dam, a nearly half-mile-long earthen dam that would, along with a dike, contain the waters of the Swift River and its tributaries.

There were other engineering problems to overcome. For example, because outflows from the Quabbin were at a lower elevation than areas of the aqueduct, engineers had to design a system of gates that could create a natural siphon, actually pulling water uphill through parts of the 25-mile-long aqueduct. Another dam had to be constructed to allow excess water from the nearby Ware River to flow through the aqueduct to the reservoir. In 1939, engineers diverted waters from the Swift River and began filling the Quabbin; it took seven years until the water level reached full pool.

Today, water quality in the Quabbin is considered to be exceptionally high. Because the watershed around the reservoir is undeveloped, water is naturally filtered as it runs into the main body. Also, special dams redirect entering water so that it will cycle around the reservoir for up to five years, becoming purified and mixing with the clear water already in the reservoir. The Quabbin Reservoir now provides clean water to millions of people in the greater Boston area every day.

PRACTICE TEST RESULTS

PRACTICE TEST RESULTS OVERVIEW

The practice test provides valuable information regarding your preparedness for the MTEL Vocational Technical Literacy Skills–Writing Subtest (291). 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

A Multiple-Choice Question 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 test question was written, and the third column indicates the correct response. The remaining 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 Vocational Technical Literacy Skills–Writing Subtest (291) 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	0007	A		
2	0007	C		
3	0007	B		
4	0007	C		
5	0007	B		
6	0007	C		
7	0007	B		
8	0007	D		
9	0008	C		
10	0008	C		
11	0008	C		
12	0008	A		
13	0008	D		
14	0008	B		
15	0008	A		
16	0008	A		
17	0009	B		
18	0009	C		
19	0009	B		
20	0009	D		
21	0009	D		
22	0009	C		
23	0009	D		
24	0009	A		
25	0010	C		
26	0010	C		
27	0010	D		
28	0010	A		
29	0010	A		
30	0010	B		
31	0010	D		
32	0010	C		
33	0011	C		
34	0011	D		

**MULTIPLE-CHOICE QUESTION
ANSWER KEY WORKSHEET (continued)**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
35	0011	C		
36	0011	A		
37	0011	B		
38	0011	A		
39	0011	D		
40	0011	C		

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

_____ of 40 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 II: Writing

Objective 0007: Recognize examples of unified and focused writing.

1A ___ 2C ___ 3B ___ 4C ___ 5B ___ 6C ___ 7B ___ 8D ___ ___/8

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

9C ___ 10C ___ 11C ___ 12A ___ 13D ___ 14B ___ 15A ___ 16A ___ ___/8

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

17B ___ 18C ___ 19B ___ 20D ___ 21D ___ 22C ___ 23D ___ 24A ___ ___/8

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

25C ___ 26C ___ 27D ___ 28A ___ 29A ___ 30B ___ 31D ___ 32C ___ ___/8

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

33C ___ 34D ___ 35C ___ 36A ___ 37B ___ 38A ___ 39D ___ 40C ___ ___/8

Subarea II: Writing (Objectives 0007–0011) Total ___/40

OPEN-RESPONSE ITEM EVALUATION INFORMATION

How Open-Response Items Are Scored

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

How to Evaluate Your Practice Responses

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

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

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

**OPEN-RESPONSE ITEMS
SCORING RUBRICS, SAMPLE RESPONSES,
AND ANALYSES**

Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR THE WRITTEN COMPOSITION EXERCISE

Performance Characteristics:

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

Scoring Scale:

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

FIRST SAMPLE WEAK RESPONSE FOR THE WRITTEN COMPOSITION EXERCISE

A healthy diet is essential for the survival of a healthy life. Its never an easy choice between whats fast and whats good for you. Today, many people don't have the time to eat healthy so they choose to eat junk food. Cheap food and good diets never go together. When you want to eat healthy, the price of good food is usually considerable more then junk food with no neutritious value. Cheap junk food is readily available at most stores. while good healthy food is not hard to get it comes with a price of time, these days our time is a precious commodity.

We must take a look at what we eat and decide if that's the right food for you or not. I have always recomended that people without any food allergies start with fresh fruits and perhaps nuts with a bowl of oatmeal.

For lunch a fresh grilled chicken salad with some lemon juice dressing and a glass of water or cranberry juice. A bowl of light soup and a slice of wheat bread. We can't forget that excercising is also important part of staying healthy. I also recommended meditation on a daily basis to help relive any stress. If, one follows those simple steps then you are on your way to staying healthy.

ANALYSIS FOR FIRST WEAK RESPONSE TO THE WRITTEN COMPOSITION EXERCISE

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

Appropriateness: The response only partially addresses the topic. The first paragraph attempts to link junk food, price, and time, but the main point is not clear. While the response includes a limited number of recommendations for what to eat at each meal, it does not explain the "considerations involved in choosing" the suggested diet.

Mechanical Conventions: Errors are frequent and varied. They include missing apostrophes in contractions (e.g., "whats fast"), misspellings (e.g., "neutritious," "recomended," "excercising"), and errors in capitalization (e.g., lower case to begin the sentence "while good healthy food is not hard to get") and punctuation (e.g., a misused comma in "If, one follows those simple steps").

Usage: The usage errors are distracting. They include using "Its" for "It's" and "then" for "than." The choice of the word "survival" in the first sentence does not fit the meaning—"maintenance" would be more apt. The inconsistency of switching from "you" to "we" to "I" throughout the response is incorrect and distracting; this occurs even within a single sentence (e.g., "We must take a look at what we eat and decide if that's the right food for you or not.") The adjective "considerable" should be an adverb. "Relive" should be "relieve."

Sentence Structure: The response contains errors in sentence structure, such as fragments (e.g., the sentence beginning "For lunch") and comma splices (e.g., the sentence beginning "while good healthy food").).

Focus and Unity: The main idea seems to be that a healthy diet is required for a healthy life. An attempt is made to discuss cheap junk food versus "good healthy food," but the point is not clear. After asserting that everyone needs to decide what the "right food for you" is, the candidate outlines recommendations for perhaps three meals in a typical day, although it is not clear since only "lunch" is specified. After this list the response includes two nondietary activities—exercise and meditation, which does not sustain the focus on food and diet.

Organization: There is no introductory paragraph that distinguishes the main idea from the support that follows. Instead, the first paragraph contains both the main idea and a discussion of cheap food. Recommendations for what to eat are separated into two paragraphs for no clear reason. The last paragraph contains both meal recommendations and two other nonrelated suggestions (exercise and meditation). The logical sequencing of the cheap food argument is not clear.

Development: The response is not adequately developed. After the unclear discussion of cheap food, "good" food, and "a price of time," the rest of the response is a short list of recommended food and suggestions that are not food-related. The "simple steps" mentioned in the last sentence have not been explained.

SECOND SAMPLE WEAK RESPONSE FOR THE WRITTEN COMPOSITION EXERCISE

As we look at the health issue in America it is something that needs to be looked at individually. In the federal Government health eating is on the top of the list of issues that need to be looked at. Within the past ten years the average American is ten pounds over weight. The focus is to change the way a healthy diet is part of are life style.

This can be done by looking at the markert place. Most grocery market are set up in four key area. The first is fruits and greens. The second part is meats and seafood that helps with our protien. The third part is dairy that helps with a healthy diet, the last one is grain and breads that helps with changing your body system.

The importance of understanding the way a market is set up is key to a health diet. When we look at the food prymid of health eating it hits upon all four food groups. By staying on the outside of the market. It allows one to only get health food. This is a key to health eating and keeping weight off.

The soulton for change is up to people that want to live a longer life. If we follow the Chart of health eating, in most cases a healthy diet can help us live 12 years longer. So one must ask if we change a little of our bad behavior it could help us live longer.

ANALYSIS FOR SECOND WEAK RESPONSE TO THE WRITTEN COMPOSITION EXERCISE

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

Appropriateness: The response only partially addresses the topic. The assignment is to "describe the considerations involved in choosing a healthy diet." The candidate discusses just one possible consideration, the "market place," and does not make adequately clear the relationship between grocery store organization and a healthy diet.

Mechanical Conventions: Errors are frequent and varied. Misspellings include "Goverment," "over weight," "markert," "protien," and "soulton." Capitalization errors include "Goverment" and "Chart." Commas are missing from introductory clauses (e.g., "As we look at the health issue in America it is something that needs to be looked at" and "When we look at the food prymid of health eating it hits upon all four food groups").

Usage: The usage errors are distracting. After describing a grocery market as set up in "four key area," the candidate writes "The second part" and "The third part." A more appropriate word would be spatial, such as "section." "Are" is used instead of "our."

Sentence Structure: The response contains errors in sentence structure, such as a fragment ("By staying on the outside of the markert") and a comma splice ("The third part is dairy that helps with a healthy diet, the last one is grain and breads that helps with changing your body system"). The syntax of the last sentence is faulty ("it" and "could" should be inverted or, better, the sentence revised to "So one must ask if changing a little of our bad behavior could help us live longer").

Focus and Unity: The main idea is not clear. At the beginning of the response, it seems to be that the federal government is involved in helping people change their lifestyle to include a healthier diet. The focus on "grocery market[s]" does not follow from that idea, at least as written in this response. At the end of the response, it seems to be up to the individual to "change a little of our bad behavior," behavior which has not been explained in the preceding paragraphs.

Organization: There is an effort to organize the response, which contains an introductory paragraph, two paragraphs of development, and a concluding paragraph. However, the sequencing of sentences is largely unclear. Although the four sentences of the introduction point to a federal push towards healthy eating, it is not clear how looking at the issue "individually" relates to that effort. In the third paragraph, it is not clear what the connection is between the design of the "market," the "food prymid," and "staying on the outside of the market."

Development: While the purpose of the response seems to be to show how changing lifestyle can lead to healthier eating, the response is not adequately developed. The focus on the grocery store only provides four different sections of food, and lacks an explanation of how knowing the way a store is set up leads to "keeping weight off." Development is also limited in the number of "considerations involved in choosing a healthy diet" that the candidate discusses. The design of the grocery store is just one consideration. An adequate response would develop more aspects of how to determine a healthy diet.

FIRST SAMPLE STRONG RESPONSE FOR THE WRITTEN COMPOSITION EXERCISE

Adults are dying of heart disease, diabetes, and cancer at an alarming rate these days, and childhood obesity has increased dramatically. These trends should motivate every American to improve his or her diet; however, choosing a healthy diet can be a difficult and confusing process. Popular magazines often tout the latest food fad, which will change by the next publication date. To avoid bad advice, the best approach is to be self-educated about basic nutrition.

A good place to start is to look at online guidelines published by organizations such as the American Diabetes Association. Many of these kinds of websites offer free nutritional information based in solid research for all Americans, not just those with a disease. Because there is so much misinformation on the internet, visiting official sites is the most reliable way to read advice and guidelines based on the latest studies.

What is the difference between saturated fat and polyunsaturated fat? Knowing these kinds of distinctions is critical to good health, and the knowledge is at everyone's fingertips. What are the basic food groups, and what percentage of each should be included in a daily diet? Other kinds of information to be aware of include how many calories per day are appropriate based on age, gender and body type, how much daily hydration the body needs, and what time of the day is best for a big meal.

Online resources also provide recipes, instructions for reading food labels, information about vitamin requirements, and tips on how to cut down the use of sweeteners and salt. One of the reasons so many Americans find it hard to make healthy food choices is simple lack of knowledge.

No one would try to change the timing belt in a car without a very clear understanding of how to go about doing it, but many try to change their eating habits without really knowing the mechanics of nutrition. A little basic research can make all the difference.

ANALYSIS FOR FIRST STRONG RESPONSE TO THE WRITTEN COMPOSITION EXERCISE

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

Appropriateness: The response fully addresses the topic. The first paragraph links poor food choices to diseases such as heart disease, diabetes, and cancer, and suggests that these poor choices are the result of a lack of knowledge among the U.S. population. The next paragraph recommends using online websites to gain research-based information, and the following two paragraphs give examples of the information that can be found on such websites.

Mechanical Conventions: The response shows mastery of mechanical conventions such as punctuation and spelling. Sentences demonstrate the correct use of the semicolon (e.g., "These trends should motivate every American to improve his or her diet; however, choosing a healthy diet can be a difficult and confusing process"), and commas (e.g., "Because there is so much misinformation on the internet, visiting official sites is the most reliable way to read advice and guidelines based on the latest studies"). Not only simple words, but more difficult words such as "hydration," "nutritional," and "polyunsaturated" are spelled correctly.

Usage: Usage is correct, and word choice is careful and precise (e.g., "tout," "misinformation," "self-educated").

Sentence Structure: The response uses effective sentence structure, including sentences joined with semicolons (e.g., "These trends should motivate every American to improve his or her diet; however, choosing a healthy diet can be a difficult and confusing process"), compound sentences (e.g., "Adults are dying of heart disease, diabetes, and cancer at an alarming rate these days, and childhood obesity has increased dramatically"), and simple sentences ("A little basic research can make all the difference").

Focus and Unity: The main idea of the response is that, while good nutrition is important to good health, Americans often have difficulty assessing just what "good nutrition" is. This is followed up with a paragraph on reliable sources of information, another on the types of questions these sources might answer, and a third on additional information to be found on these websites.

Organization: Organization is controlled and clear. The introductory paragraph sets up the main idea (the importance and difficulty of obtaining good nutritional information), while each of the following three paragraphs contains a distinct topic: the best websites to visit, the basic information to look for, and additional information related to preparing food. The final paragraph reiterates the idea that good nutrition must be based on adequate information.

Development: The response is fully developed, with ample statements of specific information (e.g., "Adults are dying of heart disease, diabetes, and cancer," "A good place to start is to look at online guidelines published by organizations such as the American Diabetes Association," and "Online resources also provide recipes, instructions for reading food labels, information about vitamin requirements, and tips on how to cut down the use of sweeteners and salt").

SECOND SAMPLE STRONG RESPONSE FOR THE WRITTEN COMPOSITION EXERCISE

Informed advice for a healthier diet is unanimous: eat more fruits and vegetables, switch to whole grains, and cut back on salt, sugar, and saturated fats. While this is good general advice, people with certain personal health issues may need some help implementing it. Two diseases which have reached almost epidemic proportions in the United States are diabetes and heart disease. For people suffering from either or both of these conditions, the following specific information should be helpful.

Vegetables are important for both diabetics and people at risk for heart disease. Instead of a "side salad," cover half of your plate with dark leafy greens. Enjoy experimenting with unusual salad combinations: add apples or orange slices and top your salad off with nuts. Salads are full of vitamins and minerals, low in carbohydrates, and help to maintain strong arteries and stable blood sugar levels.

Whole grains are especially important for people with heart disease or diabetes. These are grains that have not been processed or refined. As such they are chewier and more flavorful than refined grains. The nutty flavors of oatmeal, brown or wild rice, and whole grain breads are a delicious and healthy alternative to sugary cereals and white rice.

While meat is a good source of protein, it is high in cholesterol and saturated fats. Consider using beans, which are an inexpensive way to cut back on meat dishes. Try black bean chili or pinto bean soup with only a small amount of meat (and maybe some hot sauce) for flavor or add garbanzo beans to your next salad. Not only are beans easy to use (the canned ones are fine!), they are high in protein and fiber.

Substituting healthy foods like fruits and vegetables for the refined, sweetened, and highly salted foods in a typical American diet is a good idea for anyone. For the person at risk from heart disease or diabetes, it may be a matter of life and death.

ANALYSIS FOR SECOND STRONG RESPONSE TO THE WRITTEN COMPOSITION EXERCISE

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

Appropriateness: The response fully addresses the topic. The first paragraph gives the consensus of informed advice for a healthier diet and then narrows the considerations to those suffering from diabetes and heart disease. The next three paragraphs give more detailed information relevant to those conditions. The style is appropriate. It ranges from informational formality (e.g., "Two diseases which have reached almost epidemic proportions in the United States are diabetes and heart disease") to a less formal tone appropriate to friendly advice ("Not only are beans easy to use (the canned ones are fine!), they are high in protein and fiber").

Mechanical Conventions: The response shows mastery of mechanical conventions such as punctuation and spelling. Not only simple words, but more difficult words such as "saturated" and "carbohydrates" are spelled correctly. Items in a series are properly punctuated with commas (e.g., "The nutty flavors of oatmeal, brown or wild rice, and whole grain breads").

Usage: Usage is correct. Word choice such as "unanimous" and "implementing," and phrases such as "unusual salad combinations," "healthy alternative," and "typical American diet" demonstrate care and precision.

Sentence Structure: Sentences demonstrate the correct use of the colon (e.g., "Enjoy experimenting with unusual salad combinations: add apples or orange slices and top your salad off with nuts"). There

is a mix of different sentence types, with commas after introductory phrases (e.g., "While this is good general advice, people with certain personal health issues may need some help implementing it") and parallel constructions for elements in a series (e.g., "eat more fruits and vegetables, switch to whole grains, and cut back on salt, sugar, and saturated fats").

Focus and Unity: The main idea of the response is that general advice on eating a healthy diet needs to be more specific for people with certain health conditions, such as those with heart disease or diabetes. The response stays focused on this idea throughout. The next three paragraphs break down the general advice (e.g., "eat more fruits and vegetables", "switch to whole grains", and "cut back on salt, sugar, and saturated fats") into more easily followed steps.

Organization: The introductory paragraph sets up the main idea, while the following three paragraphs explain the steps needed to implement the advice given in the introduction. The final paragraph sums up the advice given in the developmental paragraphs. This organization is clear and logical.

Development: The response is fully developed, with ample statements of specific information (e.g., "add apples or orange slices and top your salad off with nuts"). The topic sentence of each body paragraph is followed by explanation and examples, with clear details helpful to those who may be reading for advice and ideas on changing their diets.

**Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR THE WRITTEN SUMMARY EXERCISE**

Performance Characteristics:

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

Scoring Scale:

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

FIRST SAMPLE WEAK RESPONSE FOR THE WRITTEN SUMMARY EXERCISE

This passage tells about how Quabbin Reservoir was constructed. It began with the passing of the Swift River Act in 1927, with this planning began on the largest body of water in Massachusetts. First, workers dug and dynamitted tunnels to carry water eastward. Then, they dismantled four towns in order to make space for the reservoir. Next, they began building the Winsor dam, which was nearly half a mile long. Also, they had to design a system of gates that could create a natural siphon, and construct another dam to allow excess water from Ware River to flow through the aqueduct. Finally, they began filling the Quabbin in 1939, which took seven years. Today the water from the Quabbin is considered to be exceptionally high, providing clean water for millions of Boston residents everyday.

ANALYSIS FOR FIRST WEAK RESPONSE TO THE WRITTEN SUMMARY EXERCISE

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

Fidelity: The response conveys only some of the writer's main ideas. By placing emphasis on the construction process, the response ignores main ideas such as the need for a new reservoir, the ambitiousness of the project, and the jobs created. The response relies heavily on the writer's words, such as the phrase "design a system of gates that could create a natural siphon." "Today the water from the Quabbin is considered to be exceptionally high" is also very similar to the original, while the misquotation suggests that it is the water itself, rather than the quality of the water, that is exceptionally high.

Conciseness: The response includes few statements that contribute effectively to the development of the response. Much of the response consists of supporting details rather than main ideas—for example, the details regarding the system of gates and the dam for excess water; these supporting details fail to make the more important point that the construction of the reservoir presented engineering problems.

Organization: The candidate makes an effort to organize ideas, but this organization misrepresents the original passage. For example, the response imposes a sequential organization (first/then/next) that obscures the fact that the various phases of construction occurred simultaneously.

Grammar and Mechanics: Sentence structure contains noticeable errors, such as the comma splice in the second sentence. Imprecision in usage and word choice is distracting (e.g., "tells about how"; "planning began on" instead of "planning began for"; "everyday" instead of "every day").

SECOND SAMPLE WEAK RESPONSE FOR THE WRITTEN SUMMARY EXERCISE

In the twentieth century Boston needed more freshwater so it was decided to dam the Swift River and built that reservoir there, the Quabbin. This was not so simple, there were people living that had to be evacuated, all the buildings had to be taken down, the utility poles, the graves dug up and bodies exhumed. This was the depression and many needed jobs were created, including: dig and dynamite tunnels, dismantle the four towns, and construction of Winsor dam to contain the waters and its tributaries, all needed to be performed by workers. Also, there were engineering problems. When they started filling it in 1939, it took until 1946 to reach fill pool. The Quabbin water is very high quality, it is filtered as it runs into the main body naturally. One of the reasons is because it keeps circling around and around for five years through the soil, which purified it. Millions of people drink it on a daily bases.

ANALYSIS FOR SECOND WEAK RESPONSE TO THE WRITTEN SUMMARY EXERCISE

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

Fidelity: Some of the writer's main ideas are only partially conveyed. For example, the response mentions the many jobs created, but fails to make the larger point that the construction of the Quabbin was an ambitious civil works project. Also, as the response makes no reference to the undeveloped watershed, the statement "it is filtered as it runs into the main body naturally" is unclear.

Conciseness: The response is too long, due partly to statements that do not contribute effectively to the response. The sentence beginning "One of the reasons" is a minor detail. The sentence beginning "This was not so simple" addresses material not in the original passage.

Organization: Organization is largely unclear. For example, the response addresses the main idea that there were engineering problems, but fails to provide the examples; because of this, the filling of the reservoir, discussed in the next sentence, appears to be an engineering problem.

Grammar and Mechanics: The response contains run-on sentences (e.g., "This was not so simple...") and mixed constructions (e.g., "This was the depression..."). Verb tenses are incorrect (e.g., "built that reservoir," "dig and dynamite tunnels"), and there are frequent errors in mechanical conventions (e.g., "depression" instead of "Depression," "bases" instead of "basis").

FIRST SAMPLE STRONG RESPONSE FOR THE WRITTEN SUMMARY EXERCISE

When Boston leaders realized that their city and surrounding towns needed more freshwater resources, they looked to the western-central part of Massachusetts. Passing the Swift River Valley Act in 1927 allowed them to dam the Swift River to create the Quabbin Reservoir.

The huge project created vital jobs during the Great Depression, such as digging and dynamiting aqueduct tunnels and clearing the towns and land that would be flooded. Engineers solved many difficult problems: creating a gate system that could pull water uphill, building a second dam for surplus water from the Ware River, and, in 1939, finally diverting the Swift River to the reservoir.

With very little development around the reservoir to disrupt the filtering of the water and a dam system that helps circulate the water, the Quabbin delivers clean, high-quality water to the people of Boston daily.

ANALYSIS FOR FIRST STRONG RESPONSE TO THE WRITTEN SUMMARY EXERCISE

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

Fidelity: The response accurately conveys the passage's main ideas, namely why and how the reservoir was constructed. With the exception of phrases like "freshwater resources" and "western-central," the language is original, and the focus and unity of the response are maintained.

Conciseness: At five sentences, the response is concise but includes specific details such as dates (1927 and 1939), names ("Swift River Valley Act" and "Quabbin Reservoir"), and locations ("western-central Massachusetts") as well as the specific jobs that the project created. The response also omits insignificant detail such as the Wachusett Reservoir being completed in 1905.

Organization: The response exhibits control of organization, utilizing paragraphs to indicate three central points: why the reservoir was needed, what was involved in its construction, and why the water is of such high quality.

Grammar and Mechanics: The response uses correct and effective sentence structure, including simple and complex sentences and the proper use of a colon. Words such as "surplus" and "circulate" illustrate careful and precise word choice, and there is little to no error in the response.

SECOND SAMPLE STRONG RESPONSE FOR THE WRITTEN SUMMARY EXERCISE

Today, people in the Boston area have clean water to drink and use. This might not be the case if it weren't for the construction of the Quabbin Reservoir. In 1927, recognizing an impending water shortage, Boston leaders chose to dam the Swift River in western-central Massachusetts. The project was large in scope, providing work tunneling aqueducts to carry the water, clearing the land for the reservoir, and constructing the dam itself. It also presented engineering challenges like designing and building a system that could pull water uphill through the aqueducts and a second dam to channel extra water from the nearby Ware River to the reservoir. The reservoir was filled by 1946, and the lack of development around the reservoir and a system of water-circulating dams ensures clean, usable water.

ANALYSIS FOR SECOND STRONG RESPONSE TO THE WRITTEN SUMMARY EXERCISE

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

Fidelity: The response accurately conveys the main ideas of the passage: the reason for the construction of the reservoir, the tasks and challenges the work presented, and the reason the water remains clean. It maintains focus and unity on these ideas, and very little language from the passage is used.

Conciseness: The response is concise but includes key details such as dates and locations that help clarify the main points. Furthermore, key details are provided that help to convey what the construction process entailed, the engineering problems that were overcome, and the reason the water quality is so high.

Organization: Although the entire response is presented in a single paragraph, it exhibits organizational control via clear pronoun references ("This" and "It") that help link ideas. The response also clearly conveys the chronological order of the conception and construction of the reservoir.

Grammar and Mechanics: Sentence structure is correct and effective, using simple and complex sentences and parallel structure. Words are careful and precise ("scope" and "channel"), and there is very little error.

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: 30

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

Open-Response Section

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

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

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

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

Total Practice Test Score (Estimated MTEL Score)

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

Practice Test Score Calculation Worksheet: Vocational Technical Literacy Skills Test: Writing

Table 1:		Table 2:	
Number of Multiple-Choice Questions Correct	Estimated MTEL Score	Number of Multiple-Choice Questions Correct	Estimated MTEL Score
0 to 19	100	29 to 31	132
20 to 22	102	32 to 34	142
23 to 25	112	35 to 37	152
26 to 28	122	38 to 40	162

Number of Open-Response Question Points	Estimated MTEL Score
2	54
3	68
4	81
5	95
6	108
7	122
8	135

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 =