| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Reading (33 1/3%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Reading Skills and Knowledge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading Skills and Knowledge questions  measure the examinee’s ability to understand,  interpret, and analyze a wide range of text.  Questions are based on reading passages—as  well as graphs, charts, and tables—drawn from  a variety of subject areas and real-life situations.  The questions assess the examinee’s ability to: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify the main idea or primary purpose |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identify supporting ideas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Identify how a reading selection is organized |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Determine the meanings of words or phrases in  context |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Draw inferences or implications from directly  stated content |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Determine whether information is presented as  fact or opinion |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Interpret information from tables, diagrams,  charts, and graphs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Application of Reading Skills and**  **Knowledge to Classroom Instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reading Application questions are typically  based on classroom scenarios in which  students are involved in reading-related tasks,  such as reading assigned passages or working  on vocabulary development. Some questions  concern *foundations of reading*: the knowledge  and skills students need when they are learning  the basic features of words and written text.  These questions assess the examinee’s ability to  help students: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Sound out words (e.g., recognize long and short  vowels, consonant sounds, rhymes) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Break down words into parts (e.g., recognize  syllables, root words, prefixes, suffixes) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Decode words or phrases using context clues |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Distinguish between synonyms, antonyms, and  homonyms |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Alphabetize words |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other questions are concerned with *tools of*  *the reading process*: common strategies used  in classrooms before, during, and after reading  to aid students’ reading skills. These questions  assess the examinee’s ability to: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Help students use prereading strategies, such as  skimming or making predictions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Ask questions about a reading selection to help  students understand the selection |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Make accurate observations about students’  ability to understand and interpret text |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Help students use a dictionary |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Interpret written directions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Mathematics (33 1/3%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Mathematics Skills and Knowledge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The Math Skills and Knowledge questions  assess the examinee’s knowledge of  mathematical concepts and ability to apply  them to abstract and real-life situations. The  test questions do not require knowledge of  advanced-level mathematics vocabulary.  **Examinees may not use calculators.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Three categories of math skills are tested: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Number Sense and Basic Algebra |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. perform basic addition, subtraction,  multiplication, and division of whole  numbers, fractions, and decimals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. recognize multiplication as repeated  addition and division as repeated  subtraction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. recognize and interpret mathematical  symbols such as +, <, and >. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. understand the definitions of basic terms  such as sum, difference, product, quotient,  numerator, and denominator |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. recognize the position of numbers in  relation to each other (e.g., 1/3 is between ¼ and ½ ) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. recognize equivalent forms of a number  (*e*.*g*., 22=4 ) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. demonstrate knowledge of place value for  whole numbers and decimal numbers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| h. compute percentages |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| i. demonstrate knowledge of basic concepts  of exponents (*e*.*g*., 22=4, 24=2x2x2x2=16) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| j. demonstrate knowledge of “order of  operations” (parentheses, exponents,  multiplication, division, addition, and  subtraction) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| k. use mental math to solve problems by  estimation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| l. solve word problems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| m. solve one-step, single-variable linear  equations (e.g., find *x* if *x* + 4 = 2) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| n. identify what comes next in a sequence of  numbers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Geometry and Measurement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. represent time and money in more than one  way(e.g., 30 minutes = ½ hour; 10:15 = quarter after 10; $0.50 = 50 cents = half dollar) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. convert between units or measures in the  same system (e.g., inches to feet; centimeters  to meters) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. identify basic geometrical shapes (e.g.,  isosceles triangle, right triangle, polygon) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. perform computations related to area,  volume, and perimeter for basic shapes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. graph data on an xy-coordinate plane |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Data Analysis |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. interpret information from tables, charts, and  graphs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. given a table, chart, or graph with time-related  data, interpret trends over time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. create basic tables, charts, and graphs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. compute the mean, median, and mode |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Application of Mathematics Skills and**  **Knowledge to Classroom Instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The Math Application questions assess the  examinee’s ability to apply the three categories  of math skills listed in Section II (Mathematics)  in a classroom setting or in support of  classroom instruction. The questions focus  on testing the mathematical competencies  needed to assist the teacher with instruction.  The test questions do not require knowledge  of advanced-level mathematics vocabulary.  Examinees may not use calculators. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Writing (33 1/3%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Writing Skills and Knowledge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing Skills and Knowledge questions assess  the examinee’s ability to identify: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Basic grammatical errors in standard written  English |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Errors in word usage (e.g., their/they’re/there,  then/than) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Errors in punctuation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Parts of a sentence (e.g., subject and verb/  predicate) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Parts of speech (nouns, verbs, pronouns,  adjectives, adverbs, and prepositions) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Errors in spelling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Application of Writing Skills and Knowledge**  **to Classroom Instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing Application questions are typically  based on classroom scenarios in which students  are planning, composing, revising, or editing  documents written for a variety of purposes.  Some questions are concerned with aspects of  the writing process—the full range of activities  used when composing written documents.  These questions assess the examinee’s ability to  help students: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Use prewriting to generate and organize ideas  (including freewriting and using outlines) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identify and use appropriate reference materials |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Draft and revise (including composing or  refining a thesis statement, writing focused and  organized paragraphs, and writing a conclusion) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Edit written documents for clarity, grammar,  sentence integrity (run-ons and sentence  fragments), word usage, punctuation, spelling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Some questions are concerned with *writing*  *applications*; i.e., the application of writing for  different purposes. These questions assess the  examinee’s ability to help students: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Write for different purposes and audiences  (including using appropriate language and  taking a position for or against something) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Recognize and write in different modes and  forms (e.g., descriptive essays, persuasive essays,  narratives, letters) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |