What Future Teachers Need to Know about the Wisconsin Foundations of Reading Test

Workshop
Presented by
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and Leslie McClain
April 27, 2014

Read to Lead Task Force Recommendation

The current Wisconsin teacher licensure exam has few questions on reading instruction, and many of those questions are lacking in rigor. Reading should be emphasized specifically; however, the state should also take this opportunity to strengthen licensure requirements overall. Specifically, the Task Force recommends the well--regarded Massachusetts Test for Education Licensure (MTEL) "Foundations of Reading" to be the required state exam by 2013 to raise the bar. The exam should be incorporated within the current Wisconsin exam to reduce costs in the short term. In the long term, the states should explore adopting MTEL exams across all subject areas.

Recommendation Became Law

According to the newly enacted **Wisconsin State Statute ACT 166:**

SECTION 21. 118.19 (14) (a) *any person applying for a teacher license "…to teach in grades kindergarten to 5 or in special education, an initial license as a reading teacher, or an initial license as a reading specialist…"* are required to take and pass a Foundations of Reading Test.

"Just because you do not take an interest in politics doesn't mean politics won't take an interest in you."

Pericles
"The Olympian"
430 B.C.

Who will have to take it?

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છ **What licenses will be affected?**

છ *The department may not issue an initial teaching license that authorizes the holder to teach in grades kindergarten to 5 or in special education, an initial license as a reading teacher, or an initial license as a reading specialist, unless the applicant has passed an examination....*

છ ☐ **Early Childhood - Regular Education (70-777)**
છ ☐ **Early Childhood - Special Education (70-809)**
છ ☐ **Early Childhood - Middle Childhood (71-777)**
છ ☐ **Middle Childhood - Early Adolescence (72-777)**
છ ☐ **Middle Childhood - Early Adolescence Cross Categorical (72-801)**
છ ☐ **Middle Childhood - Early Adolescence Specific Learning Disabilities (72-811)**
છ ☐ **Middle Childhood - Early Adolescence Emotional Behavioral Disabilities (72-830)**
છ ☐ **Middle Childhood - Early Adolescence Cognitive Disabilities (72-810)**
છ ☐ **Early Adolescence - Adolescence Cross Categorical (73-801)**
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છ ☐ **Early Adolescence - Adolescence Cognitive Disabilities (73-810)**
છ ☐ **Reading Teacher (316)**
છ ☐ **Reading Specialist (17)**

When Does It Start?

ભ **When does it go into effect?**

ભ *First applies to an application for a teaching license received by the department of public instruction*

After January 31, 2014

ભ Out-of-state applicants applying for an initial Wisconsin license beginning February 1, 2014 forward, will need to take the exam and post passing scores in order to obtain Wisconsin licensure in the licenses affected

ભ Wisconsin educators who have been prepared and have not applied for initial licensure, will need to post passing scores on the exam, if they apply for licensure beginning February 1, 2014 forward

ભ Wisconsin candidates who are student teaching Fall, 2013 and apply for their license before January 31, 2 014. Will they need to take the exam? NO but you must apply before January 31, 2014!

Wisconsin Foundations of Reading Test

 Following the prescription of the statutory language, Wisconsin developed permission to work with the provider of the Massachusetts Foundations of Reading test to create:

"...an examination identical to the Foundations of Reading test that is part of the Massachusetts Tests for Educator Licensure (MTEL)."

Feedback is that the WFRT is very much like the MTEL!

Jennifer Yaeger's study guide is built on years of helping educators pass the MTEL!

Thinking of moving to another state?

Arizona, California, Texas, Oklahoma, Massachusetts, Colorado, New York, Michigan, Illinois, Connecticut…

WFRT = MTEL Format

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One Hundred Multiple Choice Questions

Two constructed response questions.

Subareas	Approximate Number of Multiple-Choice Items	Number of Open-Response Items
I. Foundations of Reading Development	43–45	
II. Development of Reading Comprehension	33–35	
III. Reading Assessment and Instruction	21–23	
IV. Integration of Knowledge and Understanding		2

First Big Tip…

Do the constructed response questions first when you are fresh. Prepare an outline of your possible answer and record it on the laminated sheet as you start. You will only have 150-300 words to complete the item clearly and concisely. The constructed response questions are Predictable!

About the Test
http://www.wi.nesinc.com/

- The test will be offered in a computer-based testing format
- Testing will be available by appointment, Monday through Saturday at testing centers
- Pearson has determined testing center sites needed in the state. UWSP is a testing site.
- Test results have a minimum 4-week turn-around time
- You can retake; you will pay again!

About the Test

The test cost is \$155.

> Test fee (\$30) + Registration (\$125)

Pearson has established a Wisconsin website, which will include test registration and score reporting services, and preparation information.

http://www.wi.nesinc.com/

Other information…

ᥩ No scheduled break

ᥩ You can navigate back and forth

ᥩ You have a single laminated sheet for writing down things

UWSP SOE is recommending

Spend time working through the Wisconsin Foundations of Reading Test NES study guide

http://www.wi.nesinc.com/TestView.aspx?f=HTML_FRAG/SA090_PrepMaterials.html

Spend time taking the Wisconsin Foundations of Reading Test NES computer-based test tutorial

http://www.wi.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_CBTTutorials.html

WFRT Objectives

1. **Understand phonological and phonemic awareness.**
2. **Understand concepts of print and the alphabetic principle.**
3. **Understand the role of phonics in promoting reading development.**
4. **Understand word analysis skills and strategies.**
5. Understand vocabulary development.
6. Understand how to apply reading comprehension skills and strategies to imaginative/literary texts.

WFRT Objectives

7 . Understand how to apply reading comprehension skills and strategies to informational/expository texts.

8. Understand formal and informal methods for assessing reading development.

9. Understand multiple approaches to reading instruction.

10. Prepare an organized, developed analysis on a topic related to one or more of the following: foundations of reading development; development of reading comprehension; **reading assessment & instruction**.

	Range of Objectives	Approximate Test Weighting
I. Foundations of Reading Development	01–04	35%
II. Development of Reading Comprehension	05–07	27%
III. Reading Assessment and Instruction	08–09	18%
IV. Integration of Knowledge and Understanding	10	20%

Passing Score = 229
(Licensure applied for before 8/31/2014)

Passing Score = 240
(Licensure applied for after 9/1/2014)

Perfect Score on Constructed response score = 60
Multiple Choice Needed = 81%

Bomb the constructed response score = 24

Multiple Choice Needed = 91%

Most of the questions are application oriented

Let's look at a sample question…

28. A second-grade teacher administers spelling inventories periodically to help assess students' phonics knowledge. The following shows one student's performance on a spelling inventory at the beginning of the school year and again several months later.

Dictated Word Student Spelling (Beginning)

set	set
star	ster
drive	driv
peach	pech
turn	tarn
join	joyn

Dictated Word Student Spelling (Later)

set	set
star	star
drive	drive
peach	peche
turn	turn
join	joyn

The student's performance on the second administration of the spelling inventory indicates that the student made the most improvement in which of the following areas?
A. initial and final consonants
B. short vowels and diphthongs
C. digraphs and blends
D. long and *r*-controlled vowels

Word	1ˢᵗ attempt		2ⁿᵈ attempt	
set	set		set	
star	ster		star	
drive	driv		drive	
peach	pech		peche	
turn	tarn		turn	
join	joyn		joyn	

[Rachael Marie](#) Finished a rimes unit, now prepping a unit on digraphs (ch, th, sh, and wh). Also getting a week of guided reading done today, and hopefully a solid outline for my first week of a dialogue unit for Reader's Workshop. I am up to my eyeballs in literacy, but its fun!

[Rachael Marie](#) I thought I would be prepared because I always did really well in my classes, but it is so much different when you are actually applying it to real students, lol. You really have to know your stuff because you can't look at your phonics book when you are teaching! You have to really know it backwards and forwards.

So how do you prepare?

ᔆ 1. Invest in a notebook or file where you can gather materials that will support you as you prepare for the exam.

ᔆ 2. Save or secure any tutorial text in phonics to review content and exercises before taking the exam. Remember that a major part of the proposed test (almost 35%) relates to this content.

ᔆ 3. Save or secure any basic text book in reading content before taking the exam. Focus on chapters that introduce and examine each of the five key elements of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

ᔆ 4. Download a copy of Put Reading First (Kindergarten through Grade 3)
http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf

Review each section again focused on phonemic awareness, phonics, fluency, vocabulary and comprehension. The exam tends to privilege the view of reading presented in this document.

So how do you prepare?

❧ 5. Secure a copy of *a basic resource on working with English Learners* to review content before taking the test. Save your notes and handouts about working with ELs to review before taking the exam. Remember about 1 out of every 15 questions deal with ELs.

❧ 6. Save any class activities, PowerPoint slides and notes to review before taking the exam.

❧ 7. Save sample questions practiced in any class to rework prior to taking the exam.

❧ 8. Secure framework articles on phonemic awareness (Yopp), phonics (Stahl), fluency (Pikulski and/or Hudson), vocabulary (Bromley) and comprehension (Pardo and/or McLaughlin) to reread prior to taking the exam. All articles are archived on the UWSP website.

http://www3.uwsp.edu/education/Pages/ReadingTest.aspx

So how do you prepare?

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- 9. Consult the college website where test information, preparation materials and other resources will be archived and accessible. Watch for and read information that is disseminated from the School of Education office on the test.

    UWSP recommends
    Study and review additional resources listed on our website
    http://www.uwsp.edu/education/Pages/ReadingTest.aspx

- 10. Watch for and attend a review session and/or workshop prior to taking the exam. These may be scheduled in conjunction with other conferences and/or stand alone workshops.

    UWSP reminder …**workshop dates will be announced in the SOE   Newsletter and typically will be offered the last half of each semester.   Please watch SOE Newsletter for dates, times & registration   information**
    http://www.uwsp.edu/education/Pages/CurrentUndergrad/Newsletter/default.aspx

So how do you prepare?

ର୍ଷ 11. If you suffer from test anxiety, schedule an appointment with available campus services to get tips about being better prepared for standardized tests.

ର୍ଷ 12. Take another reading course to build your knowledge base.

ର୍ଷ 13. Invest in other available and accessible resources on the net that will guide your preparation. For example, take a look at materials that other sites are sharing with their students.

ର୍ଷ 14. Use a study guide available to self-evaluate your knowledge of critical terms and concepts.

ର୍ଷ 15. Take the practice test before signing up to take the exam. Make sure you can pass the all modules of the practice exam. If you fall short in any of the areas, rework those and try the practice test again.

UWSP SOE recommends taking the University of Wisconsin

web-based study modules   http://go.wisc.edu/8zh3ys

UW Stevens Point

http://www3.uwsp.edu/education/Pages/ReadingTest.aspx

Another helpful tool recommended by UWSP SOE

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*   Download the Quizlet app and develop flashcards (many sets are available)

http://quizlet.com/15689192/mtel-foundations-of-reading-flash-cards/

UWSP LRC Resources

University Library
University of Wisconsin - Stevens Point
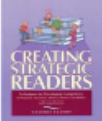
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Foundations of Reading Test for Wisconsin

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UWSP Library resources

Creating Strategic Readers - Valerie Ellery
Call Number: LB 1050 .E42 2005 (first floor Reserve Desk)
These teaching techniques show how to foster active, strategic reading by implementing the five components of reading instruction identified in the 2000 National Reading Panel report - phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Making Content Comprehensible for English Learners: The SIOP Model (4th Edition) - Jana J. Echevarria; MaryEllen J. Vogt; Deborah J. Short
Call Number: PE 1128 .A2 E248 2012 (fourth floor)
In this new fourth edition, the authors explain the popular SIOP®(Sheltered Instruction Observation Protocol) Model and provide lesson plans and instructional activities to help teachers implement it in K-12 classrooms.

Phonics and Word Study for the Teacher of Reading - Barbara J. Fox
Call Number: LB 1573.3 .F69 2014 (fourth floor)
A self-paced, self-instruction program designed to help teachers independently develop a comprehensive background in phonics, syllable and accent patterns, onset-rime, the morphemes that contribute to word meaning, and phonological and phonemic awareness. Throughout the book, readers see how to connect the information they're studying with grade-specific learning expectations described in the Foundational Skills strand of the Common Core State Standards.

Self-Paced Phonics: A Text for Educators - Roger S. Dow and G. Thomas Baer
Call Number: LB 1573.3 .B34 2013 (fourth floor)
A resource for pre-service and in-service teachers to get practical instruction that helps them develop a sound understanding of both the content and pedagogy of phonics.

Phonics, Phonemic Awareness, and Word Analysis for Teachers - Donald J. Leu; Charles K. Kinzer; Robert M. Wilson; Maryanne Hall
Call Number: LB 1050.44 .W55 2012 (fourth floor)
This self-paced tutorial gives pre-service teachers practical information about phonemic awareness, phonics, and word analysis, and provides in-service teachers with a helpful approach to updating their knowledge, preparing for teacher certification, or studying for competency tests.

Teaching for Comprehending and Fluency - Irene C. Fountas and Gay Su Pinnell
Call Number: LB 1573 .F645 2006 (fourth floor)
Teaching for Comprehending and Fluency describes appropriate expectations for comprehension, fluency, and vocabulary development. The authors will give you a firm understanding of your students' reading levels: where they are, where they should be, and what they need to do to get there.

Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3 - Linda J. Dorn and Carla Soffos
Call Number: LB 1525 .D655 2012
Literacy experts Linda J. Dorn and Carla Soffos guide teachers and administrators in implementing effective reading interventions for children in kindergarten through third grade. Based on the authors' Comprehensive Intervention Model (CIM)

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✉ **By Email:** libref@uwsp.edu

👤 **In Person:** University Library, Reference Desk on Main Floor

💬 Ask Us!
By Chat: Librarians are available.

Comments (0)

UW Madison site

http://literacy.education.wisc.edu/literacy/reading/featured-projects/wisconsin-foundations-of-reading-test (not active)

http://go.wisc.edu/8zh3ys

jenniferyaeger.weebly.com

http://jenniferyaeger.weebly.com/

Yaeger's Wisconsin Foundations of Reading Study Guide

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- Phonological, Phonemic and Phonics (pp. 10 -14)
- Concepts of Print & Alphabetic Principle (pp. 17-20)
- Role of Phonics (pp. 21-33) especially Phonics (linguistic) terms (pp. 25-26), sequence (p. 28) and example words (pp. 31-32)
- Word analysis (pp. 34-36)
- Vocabulary (pp. 37-42)
- Comprehension (pp. 43-56)
- Assessment and Instruction (pp. 57—66)
- English Learners (pp. 67-77)
- Glossary (pp. 102-114)

So what about test anxiety?

Tips from the RSC

Managing Test Anxiety

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 Realize that we all experience some level of test anxiety

 Face your fears

Writing, discussing – change your focus from problems to solutions

 Keep things in perspective

Counter negative thoughts with positive ones, replace perfectionism with realism

 Understand your optimal learning conditions

Managing Test Anxiety

❧ Prepare, organize, practice, self-assess
Study plan, study guide, study groups, etc. – banish procrastination

❧ Imagine yourself succeeding
Build confidence and visualize your desired outcome

❧ Honor the mind/body connection
Rest, eat well, exercise, etc.

❧ Breathe
To calm down, to concentrate, to refocus

Practice Questions in Packet

Early Literacy and
Phonemic Awareness
Let's warm up with WFRSG p. 16

1. Which of the following students is demonstrating the specific type of phonological awareness known as phonemic awareness?
A. a student who, after being shown a letter of the alphabet, can orally identify its corresponding sound(s)
B. a student who listens to the words *sing*, *ring*, *fling*, and *hang* and can identify that *hang* is different
C. a student who, after hearing the word *hat*, can orally identify that it ends with the sound /t/
D. a student who listens to the word *Wisconsin* and can determine that it contains three syllables

2. A kindergarten teacher could best determine if a child has begun to develop phonemic awareness by asking the child to:
A. count the number of words the child hears in a sentence as the teacher says the sentence.
B. say the word *cat*, then say the first sound the child hears in the word.
C. point to the correct letter on an alphabet chart as the teacher names specific letters.
D. listen to the teacher say *boat* and *coat*, then identify whether the two words rhyme.

4. The ability to divide words containing major phonograms into onsets and rimes would best help a first-grade reader decode which of the following words?
A. itch
B. girl
C. learn
D. stick

FIGURE 5. Illustration of Relationship Among Phonological Awareness, Phonemic Awareness, and Phonics
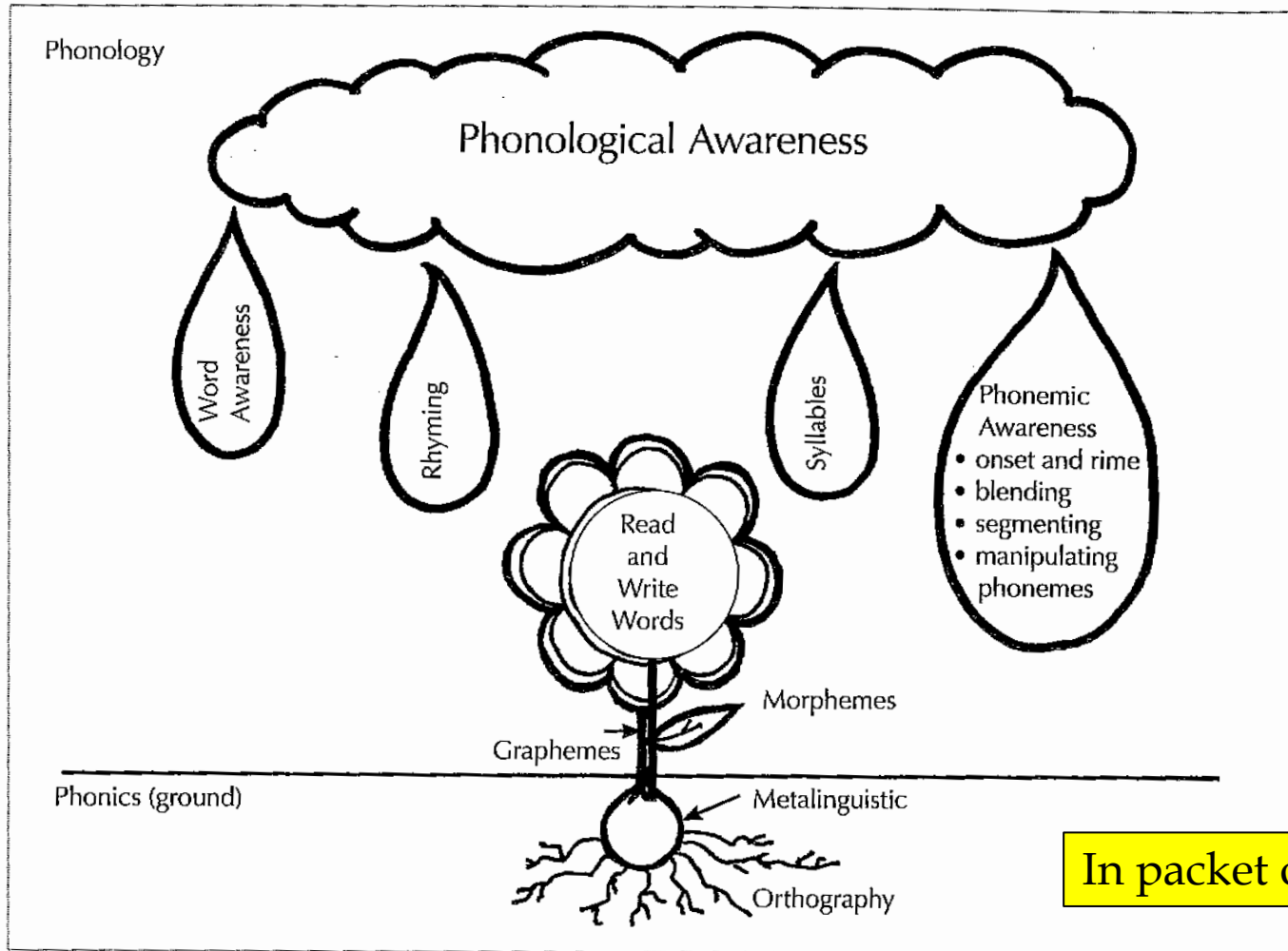
In packet of materials

Phonological	Phonics
Auditory Only IN THE DARK	Adding in Visual NEED THE LIGHTS ON
Broad Concepts Groups of sounds 1. Word Awareness 2. Syllable Awareness 3. Rhyming Narrow Concepts 4. Onsets and Rimes Single Sounds 5. **Phonemic Awareness**	Mapping sounds (phonemes) to letters and letter combinations (graphemes)

Yaeger's WFRSG (p. 13)

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C. learn
D. stick

girl	learn	stick
curl	burn	hick
hurl	churn	kick
whirl	turn	lick
plural	fern	pick
rural	turn, tern	sick
swirl	yearn	tick
twirl	stern	wick

The rules of English are simple and consistent compared to other languages.

In addition, nearly 500 words can be derived from the following 37 rimes:

-ack	-ain	-ake	-ale	-all	-ame
-an	-ank	-ap	-ash	-at	-ate
-aw	-ay	-eat	-ell	-est	-ice
-ick	-ide	-ight	-ill	-in	-ine
-ing	-ink	-ip	-ir	-ock	-oke
-op	-or	-ore	-uck	-ug	-ump
-unk					

5. Phonemic awareness contributes most to the development of phonics skills in beginning readers by helping them:
A. recognize different ways in which one sound can be represented in print.
B. count the number of syllables in a written word.
C. identify in spoken language separate sounds that can be mapped to letters.
D. understand the concept of a silent letter.

6. Which of the following first-grade students has attained the *highest* level of phonemic awareness?
A. a student who, after hearing the word *hot* and the sound /ĭ/, can substitute /ĭ/ for /ŏ/ to make the word *hit*
B. a student who can orally segment the word *wonderful* into *won-der-ful*
C. a student who, after hearing the words *fish* and *fun*, can identify that they both begin with the same phoneme, /f/
D. a student who can orally segment the word *train* into its onset and rime

8. A kindergarten teacher asks a small group of students to repeat after her. First, she says the word *grape* and then pronounces it as *gr* and *ape*. Next, she says the word *take* and then pronounces it as *t* and *ake*. This activity is likely to promote the students' phonemic awareness primarily by:
A. helping them recognize distinct syllables in oral language.
B. encouraging them to divide words into onsets and rimes.
C. teaching them how to distinguish between consonants and vowels.
D. promoting their awareness of letter sound correspondence.

10. Which of the following oral language activities would best promote the phonological processing skills of a student who is an English Language Learner?
A.   Read aloud in English and ask the student to guess the meaning of unfamiliar words
B.   Identify phonemes that are used in spoken English but not in the student's primary language
C.   Help identify words that sound the same in English and in the student's primary language.
D.   Give feedback immediately after the student makes pronunciation errors n spoken English.

The test privileges…

✓ Using phonics/visual as the first strategy.

✓ Using meaning/semantics and structure/syntax as back up systems.

✓ Systematic, explicit instruction is preferable.

✓ When it comes to phonics, it's back to basics.

Practice Questions in Packet

Word Identification

35. A teacher poses the following question to fourth-grade students. What words can you think of that have the root word "tract" in them? Learning that "trac" means to draw or pull, the students response, and the teacher creates a web on the board that includes: tractor, attract, contract, retract, distract, extract and traction
This technique is likely to be most helpful for enhancing the students' awareness of:
A. syllable patterns.
B. compound words.
C. morphemic structure.
D. Greek roots.

36. Which of the following sets of words would be most effective to use when introducing students to the concept of structural analysis?
A. late, great, wait, eight
B. afraid, obtain, explain, remain
C. swim, swims, swam, swum
D. pretest, retest, tested, testing

37. An English Language Learner pronounces tigers as tiger when reading the following sentence aloud. They saw tigers at the zoo. Which of the following actions is most appropriate for the teacher to take first in response to the student's miscue?
A. guide the student in reading lists of nouns with and without plural –s on the end
B. verify that the student understands that tigers means more than one tiger
C. provide the student with independent practice in adding plural –s to singular nouns
D. provide a picture card to determine whether the student can identify a tiger

38. The following sentence is missing several words. (1) ___unusual (2) ___of spices (3) ____the soup an (4)_____flavor. A word with the suffix -tion would fit best in which of the blanks in the sentence?
A. (1)
B. (2)
C. (3)
D. (4)

Word Analysis

Phonemes = sound

Graphemes = letters/symbols

Sound/symbol analysis = phonics

Including multiple syllabic words for pronunciation

Morphemes = meaning

Meaning analysis = morphemic/structural analysis

Including multiple syllabic words for meaning

Morphemic analysis

Structural analysis

Affixes (prefixes, suffixes, inflected endings)

Root words

Compound Words

Contractions

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B. (2)
C. (3)
D. (4)

___unusual _____of spices the soup an ____flavor.

Determiner unusual noun of spices verb the soup an adjective flavor.

An unusual concoction of spices gave the soup an interesting flavor.

-tion = nouns

42. Instruction in structural analysis is likely to promote upper elementary students' reading comprehension primarily by:
A. facilitating their ability to use phonics generalizations to decode words.
B. enhancing their familiarity with the text structures and features used in different genres.
C. equipping them with strategies for understanding the meanings of unfamiliar multisyllable words.
D. increasing their knowledge of key vocabulary found in content-area textbooks.

44. A second-grade teacher uses the following handout to guide the class through an activity.
Look at the word fair in these two sentences:
• It isn't fair that Juan got an extra scoop of ice cream.
• Simon and Ling went to the fair and rode on the merry-go-round.
How are these words the same? How are they different?
Can you think of sentences that show two different ways in which each of the following words can be used?
saw spell root run play fly kind seal
This activity would best promote students' ability to:
A. identify and decode common homographs.
B. use structural cues to identify the meaning of words.
C. cluster new vocabulary together into meaningful groups.
D. find and use synonyms for common words.

Categories

ﷻ Homonyms = same pronunciation, different meaning, and usually the same spelling (bear the animal, bear the burden)

ﷻ Homophones= same pronunciation, different meaning, different spelling (bear, bare)

ﷻ Homographs = same spelling, different pronunciation, different meanings (today I read, yesterday I read)

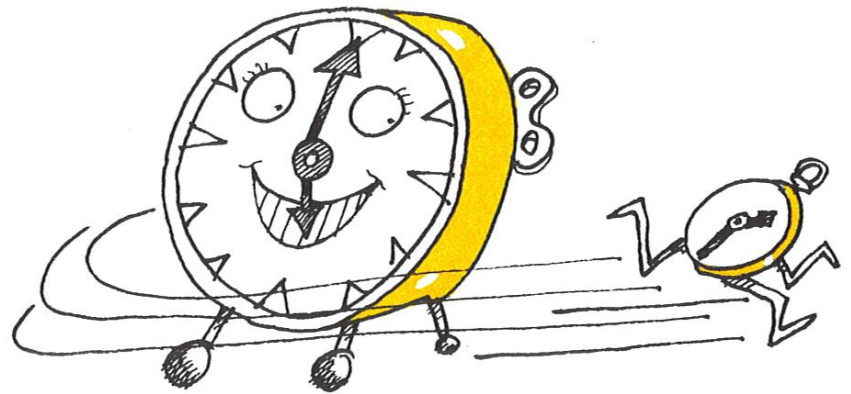Context needed for meaning, spelling and/or pronunciation

Homophone vs Homograph

What did the fancy flying machine call the undecorated one?

62. The **tiny sixty seconds** passed swiftly.

Practice Questions in Packet

Vocabulary and Comprehension

46. Before beginning a new content-area reading passage, a fourth-grade teacher asks students to think of words related to the topic of the text. The teacher writes the words on the board and then asks the students to suggest ways to group the words based on meaningful connections. The teacher also encourages them to explain their reasons for grouping particular words together. This series of activities is likely to promote the students' reading development primarily by helping them:

A. extend and reinforce their expressive and receptive vocabularies related to the text's topic.
B. infer the meaning of new vocabulary in the text based on root words.
C. strengthen and extend their understanding of the overall structure of the text.
D. verify word meanings in the text by incorporating syntactic & semantic cues into word analysis.

50. A fifth-grade teacher is about to begin a new unit on weather and climate. Which of the following types of vocabulary words from the unit would be most appropriate for the teacher to preteach?

A. words that are conceptually challenging
B. high-frequency, phonetically irregular words
C. multisyllable words
D. high-frequency words with multiple meanings

53. Students in a third-grade class are studying different forms of transportation that are used around the world. As part of this unit of study, they work together to create a word web of words associated with transportation, including words that they have recently learned (e.g., barge, rickshaw). This activity is most likely to promote students' vocabulary development by:
A. showing them how structural analysis can be used to determine meanings of new vocabulary.
B. helping them to categorize, connect, and remember new vocabulary.
C. guiding them to discover the multiple meanings of new vocabulary.
D. providing them with frequent, varied reading experiences using the new vocabulary.

64. A second-grade teacher notices that one of her students lacks fluency when reading aloud. The first thing the teacher should do in order to help this student is assess whether the student also has difficulties with:
A. predicting.
B. inferring.
C. comprehension monitoring
D. decoding.

75. A fifth-grade teacher gives students a reading guide to complete as they read an informational text. The reading guide contains several questions to answer and a chart to complete, as well as comprehension aids for potentially challenging vocabulary and passages. This activity is likely to be most effective for achieving which of the following instructional purposes?
A. teaching students to adjust their reading rate based on text difficulty
B. encouraging students to interact with the text
C. supporting students' development of reading fluency
D. fostering students' motivation to read cooperatively

91. A fourth-grade English Language Learner is new to a school. Assessments suggest that the student can read orally with accuracy on grade level; however, the student's comprehension of grade-level textbooks fluctuates widely. Which of the following steps would be most appropriate for the teacher to take first in order to determine the cause of the student's difficulty?

A. Assess the student's word analysis and decoding skills.

B. Determine whether the student has a specific learning disability that affects language processing.

C. Assess the student's level of first language literacy.

D. Determine whether the student has adequate vocabulary and background knowledge to support comprehension of the textbooks.

Practice Questions

Assessment
Constructed response

OPEN-RESPONSE ITEM ASSIGNMENT #2

Use the information below to complete the exercise that follows.

Daniel, a third-grade student, reads aloud a passage from an unfamiliar story. As he reads, the teacher notes his performance on a separate copy of the story. Printed below is an excerpt from the teacher's record of Daniel's oral reading performance.

Emily ran into her bedroom and threw her|backpack on the bed. "There you
[băka ©]
are,|Sunshine!" she cried. "Did you miss me?"|Sunshine was Emily's new
[sushin / sush ©]
pet|goldfish.| Sunshine seemed to swim a little faster as Emily gazed into the
[gōlish ©]
|bubbling|fishbowl. "Are you|hungry?" she asked, reaching for the small
[bubble / bub / -fib ©]
container of fish food.| Sunshine swam up as Emily|sprinkled the little flakes of
[counter © / spilled]
food on the water. It had only been a week since she brought Sunshine home
from the pet store. But now Emily felt like she had known Sunshine|forever. It
[fever ©]
was not difficult to take care of a pet fish. Emily always|remembered to feed
[different / remmer ©]
her pet when she came home from school. Sunshine kept her|company while
[copy ©]
she did her|homework. After dinner she often lay on her bed and (daydreamed)
[hommer ©]
letting her mind float while she watched Sunshine glide through the water.

Key:

| ⬭ deletion | | short pause | ⟵ repetition | © self-correction |
| ∧ insertion | ‖ long pause | cat/cow substitution | |

Using your knowledge of **word identification strategies** (e.g., use of phonics, analysis of word structure, use of context clues, identification of sight words), write a response in which you:

• identify one of Daniel's *strengths in using word identification strategies; and*

• identify one of Daniel's *weaknesses in using word identification strategies.*

Be sure to cite specific evidence from the information shown above to support your response.

Text	Student
backpack	baka (corrected)
Sunshine	sush, sushin (corrected)
goldfish	golish (corrected)
bubbling	**Bub, bubble**
fishbowl	fib (corrected)
container	counter (corrected)
sprinkled	**spilled**
forever	fever (corrected)
difficult	**different**
remembered	remmer (corrected)
company	copy (corrected)
homework	hommer (corrected)
daydreamed	**(omitted)**

Text	Student
backpack	baka (corrected)
Sunshine	sush, sushin (corrected)
goldfish	golish (corrected)
bubbling	**Bub, bubble**
fishbowl	fib (corrected)
container	counter (corrected)
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difficult	**different**
remembered	remmer (corrected)
company	copy (corrected)
homework	hommer (corrected)
daydreamed	**(omitted)**

Word strategy	Strength	Weakness	Evidence
phonics			
Word structure			
Context clues			
Sight words			

The student has a strength in _____ and the students has a weakness in _____ .

The student's strengths is _____ which is_____. Two or three specific examples of this are _____.

The student's weaknesses is _____ which is_____. Two or three specific examples of this are _____.

So I would support the student to improve on _____ by doing _____.

Words Missed

෨ Bub, bubble for bubbling

෨ Spilled for sprinkled

෨ Different for difficult

෨ Omitted daydreamed

෨ Did the errors make sense? (context)

෨ Did the errors sound right syntactically? (context, structure)

෨ Were the errors visually similar? (phonics, sight)

Words Corrected

backpack
sunshine
goldfish
container
forever
remembered
company
Homework

ଅ How does Daniel usually strategically approach unknown words?

ଅ How does he strategically figure out the unknown words?

ଅ What could strengthen his word strategies?

ଅ What is similar about all these words?

Sight ?   Sound (phonics)?   Structure?   Context?

Analysis

Purpose

The candidate fulfills the assignment fully by describing a significant strength and weakness. He cites evidence from the prompt of a reading record to support what he says. The candidate's response is thorough, with clear explanations. The information is accurate and appropriate for a prompt focused on word identification strategies.

Analysis

Subject Matter Knowledge

The response shows a more than adequate understanding of the reading process. The candidate identifies a clear strength, sight words, and a significant weakness, phonics. [GENERAL] The discussion reveals a thorough knowledge of the subject matter and is accurate for a third grader who has this specific weakness and this specific strength as a developing reader. The candidate uses accurate subject matter terminology (consonant digraphs and diphthongs) to explain Daniel's difficulty with phonics.

Analysis

ଓSupport

The response provides examples and explanations for each task. [SPECIFIC]. The support is substantial—the candidate cites several sight words to demonstrate Daniel's facility with sight word vocabulary, explains the problems Daniel has with the words *difficult* and *forever*, uses a specific sentence from the passage to demonstrate Daniel's fluency, and analyzes the skills needed to break down the word *fishbowl*. These examples are precise and relevant to the discussion of Daniel's strengths and weaknesses.

Analysis

Rationale

This response reflects a comprehensive knowledge of word identification skills. It is ably reasoned and goes beyond a simple discussion of fluency to demonstrate how fluency is enhanced by sight words and is impeded by problems in phonics.

Comprehension strategy	Response would include	Strength	Weakness
Literal comprehension	Facts and Details		
Inferential comprehension	Inferences, big ideas		
Activating schema	Connections		
Comprehension monitoring	Meta-cognitive language		

The student has a strength in _____ and the students has a weakness in _____ .

The student' s strengths is _____ which is_____. Two or three specific examples of this are _____.

The student' s weaknesses is _____ which is_____. Two or three specific examples of this are _____.

So I would support the student to improve on _____ by doing _____.

Open Ended

 1st paragraph answer the question

 2nd paragraph talk about the strengths

 3rd paragraph talk about the weaknesses

 4th How and what you would teach to support the students

 Explain key terms and two or three examples

 Reference your strengths and weaknesses

So what questions do you have?

The test objectives are provided here.
http://www.mtel.nesinc.com/PDFs/MTELobjs_newfld90.pdf

The full-length practice test may be found here.
http://www.mtel.nesinc.com/PDFs/MA_FLD090_PRACTICE_TEST.pdf

A complementary document to the practice test is a set of item explanations. These may be found here.

http://www.mtel.nesinc.com/PDFs/MA_FLD090_PT_appendix_13.pdf

Next step…

Make a TO DO List!

Thanks for Coming!

Good luck!