



Massachusetts Tests for Educator Licensure[®]

TEST INFORMATION BOOKLET

**01 Communication
and Literacy Skills**

MA-SG-FLD001-06

Massachusetts Department of Education

Table of Contents

How to Prepare for the Tests.....	1
Overview of the Subject Matter Tests.....	2
Overview of the Communication and Literacy Skills Test.....	3
The Reading Subtest.....	3
The Writing Subtest.....	3
Development of the Tests.....	5
Structure of the Content of the Tests.....	5
Using the Test Objectives.....	8
Developing a Study Outline.....	8
Identifying Resources.....	9
Approaching the Test Items.....	13
Multiple-Choice Item Formats.....	13
Multiple-Choice Item Format One: The Single Test Item.....	14
Multiple-Choice Item Format Two: Test Items with Stimulus Material.....	15
Open-Response Item Formats.....	16
Sample Test Administration Documents.....	17
Sample Answer Document.....	17
Sample Written Response Booklet.....	27
The Day of the Test Administration.....	31
Preparing for the Test Administration.....	31
Test-Taking Tips.....	31
After the Test Administration.....	33
Score Reporting.....	33
Interpreting Your Score Report.....	33
Communication and Literacy Skills (Field 01).....	35
Communication and Literacy Skills Test Overview.....	37
Test Overview Chart.....	39
Test Objectives.....	40
Sample Test Directions and Test Items.....	43
Reading Subtest.....	45
Writing Subtest.....	52
Answer Key.....	75

Test Information Booklet Order Form

COMMUNICATION AND LITERACY SKILLS (Field 01)

Communication and Literacy Skills Test Overview

Test Overview Chart

Test Objectives

Sample Test Directions and Test Items

Answer Key

Communication and Literacy Skills Test Overview

The Communication and Literacy Skills test comprises two subtests: Reading and Writing. Candidates taking the test are asked to demonstrate that they have the communication and literacy skills necessary for effective instruction and communication between school and parents. Areas tested include the comprehension and analysis of readings; development of ideas in essay form on specific focused topics; outlining and summarizing; interpretation of tables and graphs; and mastery of vocabulary, grammar, and mechanics.

Reading Subtest

The Reading subtest contains content defined by six Communication and Literacy Skills test objectives (0001 through 0006). It uses multiple-choice items and word meaning (vocabulary) items to test the knowledge of educator candidates. Each item counts equally toward a candidate's total reading subtest score.

Multiple-Choice Items. Multiple-choice items are linked to extended passages of up to approximately 750 words. Candidates must read, understand, and analyze the passages to answer specific questions about them.

Word Meaning (Vocabulary) Items. Candidates are asked to provide definitions for vocabulary words presented.

Writing Subtest

The Writing subtest contains content defined by 12 Communication and Literacy Skills test objectives (0007 through 0018). It comprises four sections: Written Summary, Written Composition, Grammar and Usage, and Written Mechanics. Each section counts equally toward a candidate's total writing subtest score.

Written Summary. In this section of the Writing subtest, candidates are asked to summarize in their own words an extended written passage. Candidates must read the passage, identify its main ideas and essential points, and produce a written summary using the conventions of edited American English.

Written Composition. Candidates are asked to prepare in their own words an extended written passage on a specified topic of general interest. They must produce a composition that is unified, well organized and developed, and written in edited American English.

Grammar and Usage

Multiple-choice items. Multiple-choice items are linked to brief written passages that contain grammatical, usage, or structural errors. Candidates must analyze the passages, recognize the errors, and identify proposed corrections.

Sentence correction items. Each sentence correction item presents a sentence that contains one or more grammatical or usage errors. Candidates must read the sentence, recognize the error(s), and rewrite the sentence in edited American English.

Grammar definition items. Each grammatical definition item asks candidates to define in their own words a grammatical term.

Written Mechanics. There are approximately 30 multiple-choice items that are linked to brief written passages. Candidates must analyze whether each sentence in the passage contains an error, and, for those sentences that contain an error, determine whether the error is one of spelling, capitalization, or punctuation.

The Communication and Literacy Skills test objectives, sample items, and sample responses follow.

Test Overview Chart

Communication and Literacy Skills (01)

Reading Subtest

Skills	Approximate Number of Multiple-Choice/Short-Answer Items
Word Meaning	5–7
Main Idea and Detail	5–7
Writer's Purpose	5–7
Idea Relationships	5–7
Critical Reasoning	5–7
Study Skills	5–7

Writing Subtest

Sections	Approximate Number of Multiple-Choice/Short-Answer Items	Number of Open-Response Items
Written Mechanics Exercise	29-31	
Grammar and Usage	19–21	
Written Summary Exercise		1
Written Composition Exercise		1

The Communication and Literacy Skills test is designed to assess each candidate's communication and literacy skills as required by the Massachusetts Reform Act of 1993 and specified in the Massachusetts Department of Education's *Regulations for Educator Licensure and Preparation Program Approval* (7/2001). Candidates taking the test are asked to demonstrate that they have the communication and literacy skills necessary for effective instruction and communication between school and parents.

The multiple-choice and short-answer items on the test cover the subareas as indicated in the chart above. The open-response items require candidates to prepare written responses to demonstrate mastery of vocabulary, grammar, mechanics, summarizing, and development of ideas in essay form on specified topics.

Communication and Literacy Skills Test Objectives

SUBTESTS:

READING
WRITING

READING

0001 Determine the meaning of words and phrases.

For example: using context clues to determine the meaning of a word with multiple meanings; using the context of a paragraph or passage as a clue to the meaning of an unfamiliar or uncommon word or phrase; and determining the meaning of a figurative expression from its context in a paragraph or passage.

0002 Understand the main idea and supporting details in written material.

For example: identifying the explicit main idea of a paragraph or passage; identifying the statement that best expresses the implied main idea of a paragraph or passage; and recognizing ideas that support, illustrate, or elaborate the main idea of a paragraph or passage.

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

For example: recognizing a statement of a writer's expressed or implied purpose for writing (e.g., to persuade, to describe); evaluating the appropriateness of written material for a specific purpose or audience; recognizing the likely effect on an audience of a writer's choice of words; and using the content, word choice, and phrasing of a passage to determine a writer's opinions or point of view.

0004 Analyze the relationship among ideas in written material.

For example: identifying a sequence of events or steps; recognizing cause-effect relationships; analyzing relationships between ideas in opposition (e.g., pro and con); identifying a solution to a problem presented in a passage; and drawing conclusions inductively and deductively from information stated or implied in a passage.

0005 Use critical reasoning skills to evaluate written material.

For example: analyzing the stated or implied assumptions on which the validity of an argument depends; judging the relevance or importance of particular facts, examples, or graphic data to a writer's argument; evaluating the logic of a writer's argument; evaluating the validity of analogies; distinguishing between fact and opinion; and assessing the credibility or objectivity of the writer or source of written material.

0006 Apply skills for outlining and summarizing written materials and interpreting information presented in graphic form.

For example: organizing information for study purposes (e.g., using note-taking skills, outlining, mapping the text); following written instructions or directions; interpreting information presented in charts, graphs, or tables; and identifying a summary of a passage.

WRITING

0007 Recognize purpose and audience.

For example: recognizing writing that is appropriate for a given purpose; and recognizing writing that is appropriate for a given audience and occasion.

0008 Recognize unity, focus, and development in writing.

For example: recognizing unnecessary shifts in point of view (e.g., shifts from first to third person) or distracting details that impair the development of the main idea in a piece of writing; recognizing revisions that improve the unity and focus of a piece of writing; and recognizing examples of well-developed writing.

0009 Recognize effective organization in writing.

For example: recognizing methods of paragraph organization; reorganizing sentences to improve coherence and the effective sequence of ideas; and recognizing the appropriate use of transitional words or phrases to convey text structure.

0010 Recognize effective sentences.

For example: recognizing ineffective repetition and inefficiency in sentence construction; identifying sentence fragments and run-on sentences; identifying standard subject-verb agreement; identifying standard placement of modifiers, parallel structure, and use of negatives in sentence formation; and recognizing imprecise and inappropriate word choice.

0011 Recognize writing that conforms to standards of edited American English usage.

For example: recognizing the standard use of verb forms; recognizing the standard use of pronouns; recognizing the standard formation and use of adverbs, adjectives, comparatives and superlatives, and plural and possessive forms of nouns; and recognizing standard punctuation.

0012 Demonstrate the ability to write on a given topic using language and style appropriate to a given audience, purpose, and occasion.

For example: preparing writing samples on a given topic for a specified audience; matching language and style to a given audience; and writing for a specified purpose and/or occasion.

0013 Demonstrate the ability to prepare a unified and focused piece of writing.

For example: preparing writing samples on specified topics that establish and maintain a unified theme; establishing and maintaining a specific focus; and incorporating effective thesis statements, transitions, and conclusions.

0014 Demonstrate the ability to develop and support a topic in a piece of writing.

For example: preparing writing samples that show effective topic development, illustrations, and examples; using effective reasoning to support a given topic; and presenting a concise summary (e.g., précis, abstract) of a passage.

0015 Demonstrate the ability to prepare a well-organized piece of writing.

For example: preparing writing samples that demonstrate effective organization; employing appropriate organizational strategies in writing; and maintaining effective organization throughout a writing sample.

Test Objectives: Communication and Literacy Skills

0016 Demonstrate the ability to use effective sentence structure.

For example: preparing writing samples that demonstrate proper and effective sentence structure.

0017 Demonstrate the ability to apply the standards of edited American English usage.

For example: preparing writing samples that employ the standards of edited American English word usage and grammar in ways appropriate to the audience and purpose of the writing sample.

0018 Demonstrate the ability to spell, capitalize, and punctuate according to the standards of edited American English.

For example: preparing writing samples that employ the standards of edited American English mechanics and punctuation in ways appropriate to the audience and purpose of the writing sample.

Communication and Literacy Skills

Sample Test Directions and Test Items

This section of the booklet presents sample test directions, sample test items, and sample responses for each test section of the Communication and Literacy Skills test. The sample items are meant to be illustrative and reflect the test items used in the program. The sample responses illustrate varying levels of performance. An answer key for the reading and writing multiple-choice items can be found at the end of this booklet.

The general test directions that will be found at the beginning of each test booklet are provided below.

Reading Subtest

GENERAL DIRECTIONS

Each multiple-choice question in this booklet has four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on Answer Document E in the space that corresponds to the question number. Completely fill in the circle containing the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question: 1. What is the capital of Massachusetts?
- A. Worcester
 - B. New Bedford
 - C. Boston
 - D. Springfield

The correct answer to this question is C. You would indicate that in the answer document as follows.

1. (A) (B) ● (D)

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.

The directions for each section appear immediately before that section. You may work on and complete the multiple-choice and the open-response items in any order that you choose. Be sure to allocate your time carefully so that you are able to complete the entire subtest within the testing session.

FOR SECURITY REASONS, YOU MAY NOT REMOVE YOUR NOTES OR ANY OF THE TEST MATERIALS FROM THE ROOM. You may use the margins of this test booklet for scrap paper, but only the responses recorded on Answer Document E will be scored.

The words "End of Subtest" indicate that you have completed a subtest. At any time, you may go on to another subtest if you are taking two subtests today. You may go back and review your answers, but be sure you have answered all questions before raising your hand to leave. Your subtest materials will be collected and you may leave. Your test materials must be returned to a test administrator before you leave the testing room.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

Writing Subtest

GENERAL DIRECTIONS

This test consists of two sections: (1) a multiple-choice section, and (2) an open-response section, containing short-answer items and writing assignments requiring written responses.

Each question in the multiple-choice section is a multiple-choice item with four answer choices. Read each question carefully and choose the ONE best answer. Record each answer on Answer Document G in the space that corresponds to the question number. Completely fill in the circle having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question:
1. What is the capital of Massachusetts?
 - A. Worcester
 - B. New Bedford
 - C. Boston
 - D. Springfield

The correct answer to this question is C. You would indicate that on Answer Document G as follows:

1. (A) (B) ● (D)

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.

The directions for each section appear immediately before that section. You may work on and complete the multiple-choice items and the open-response items in any order that you choose. Be sure to allocate your time carefully so that you are able to complete the entire subtest within the testing session.

FOR SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM. You may use the margins of this test booklet for scrap paper, but only the responses recorded in Answer Document G and Written Response Booklet B will be scored.

The words "End of Subtest" indicate that you have completed a subtest. At any time you may go on to the other subtest if you are taking two subtests today. You may go back and review your answers but be sure you have answered all questions, completed all assignments, and properly recorded all of your responses in Answer Document G and Written Response Booklet B before raising your hand to leave. Your subtest materials will be collected, and you may leave. Your test materials must be returned to a test administrator before you leave the testing room.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

This part of the reading subtest consists of multiple-choice items matched to reading selections. Candidates are asked to respond to several multiple-choice items about each reading selection. Responses to the multiple-choice items are scored as correct or incorrect. A sample of the test directions is provided below.

DIRECTIONS FOR THE MULTIPLE-CHOICE SECTION OF THE READING SUBTEST

The multiple-choice section of the reading subtest consists of six reading selections. Each reading selection is followed by several multiple-choice questions related to the selection. Read each question carefully and choose the ONE best answer based on the information contained in the selection you have just read. You may refer back to the selection to answer the questions.

There are a total of 30 multiple-choice questions in this section of the reading subtest, numbered 1 to 30. Record your answer to each question **on Answer Document E** in the space that corresponds to the question number. Completely fill in the space having the same letter as the answer you have chosen.

Do NOT make any stray marks in your answer document. **You may use the margins of the test booklet for scrap paper, but only the answers that you record in your answer document will be scored.**

In the multiple-choice section of the reading subtest, the order of information requested by the questions does not necessarily correspond to the order of information in a given selection.

**USE
ANSWER DOCUMENT**

E

Read the passage below. Then answer the questions that follow.

Bacteria Farming

1 Most people consider bacteria dangerous. After all, these microorganisms cause a host of serious human diseases, including tuberculosis, typhoid fever, pneumonia, and food poisoning. In fact, only a small percentage of bacteria cause diseases, while many bacteria are actually beneficial to humans. For example, doctors use bacteria to produce vaccines and other medicines. Bacteria are also critical to many industrial processes, from fermenting wine to recycling wastes, and scientists use bacteria to study many of the biological processes common to all living things.

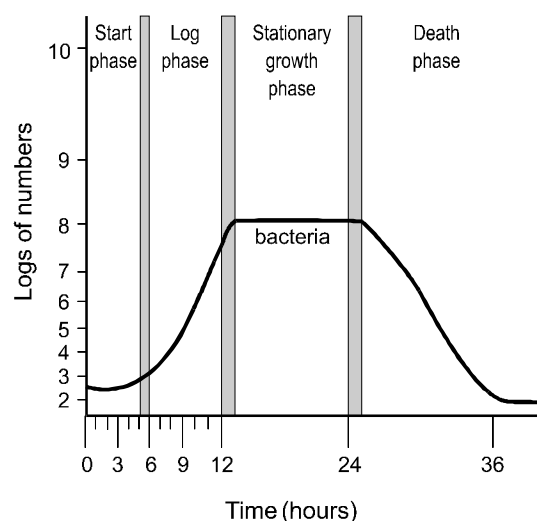
2 With such a wide variety of economic and scientific applications, it is no surprise that several laboratories around the United States grow and sell bacteria as a crop. These laboratories use specialized farming techniques to produce one of the nation's most valuable biological commodities.

3 Like plants, bacteria have specific growth requirements. In particular, they need a place to grow, and they need a supply of nutrients. Bacteria may be cultivated in containers ranging from small test tubes to giant steel tanks. The organisms are placed in a container along with a nutritionally balanced liquid or jelly, called a culture medium, that provides vitamins, minerals, and fluids to the growing bacteria. The growth container and culture medium must be kept at a constant temperature that is appropriate for the type of bacteria being cultivated. Most bacteria used in medicine and industry grow best between 20° and 45°C.

4 In a closed container, bacteria exhibit a definite growth pattern. The figure shows a typical bacterial growth curve. All bacteria

follow this pattern, a fact that is very important to anyone who wants to cultivate them in large numbers.

FIGURE 1



5 When bacteria are first placed in a growth container, they must adapt to their new environment, and growth is slow while they are making this adjustment. This period is called the "start phase" of the bacterial growth cycle. At the end of this phase, as the bacteria become accustomed to their new living conditions, they begin to grow and reproduce rapidly. During the second phase, called the "log phase," a population explosion occurs. In a large tank, millions of new bacteria may be produced every hour during this phase. Eventually, however, the bacterial population reaches the maximum size possible, given the limitations of the growth container. At this point, the bacteria enter the "stationary growth phase," during which they continue to reproduce, but at a slower rate. After a time,

Communication and Literacy Skills Test
Reading Subtest: Sample Multiple-Choice Items

the bacteria use up their supply of nutrients and their wastes accumulate in the growth container. The final period in the growth cycle, called the "death phase," occurs when the bacteria begin to die faster than they reproduce.

- 6 People who grow bacteria for science and industry take advantage of this unique growth cycle. Bacteria are harvested during the "stationary growth phase," yielding a good crop of usable organisms. By carefully

monitoring the growth pattern, bacteria farmers can also decide when to add more nutrients to the culture medium or to transfer the bacteria to new growth containers. In this way, they can prevent large losses during the "death phase." By applying knowledge of the growth requirements and patterns of bacteria, these modern-day agriculturalists are able to help everyone derive the maximum benefit from these versatile organisms.



1. Which of the following statements from the selection best expresses the main idea of the first paragraph?
 - A. Most people consider bacteria dangerous.
 - B. Only a small percentage of bacteria cause diseases, while many bacteria are actually beneficial to humans.
 - C. These microorganisms cause a host of serious human diseases.
 - D. Bacteria are critical to many industrial processes, from fermenting wine to recycling wastes, and scientists use bacteria to study many of the biological processes common to all living things.
2. The writer's main purpose in this selection is to:
 - A. explain how bacteria are cultivated.
 - B. identify harmful and beneficial forms of bacteria.
 - C. compare methods of growing bacteria.
 - D. demonstrate the beneficial uses of bacteria.

Communication and Literacy Skills Test
Reading Subtest: Sample Multiple-Choice Items

3. According to information presented in the selection, which of the following would most likely hasten the "death phase" of the bacterial growth cycle?
- A. transferring the bacterial population to a smaller growth container
 - B. neglecting to monitor growth during the "start phase" of the growth cycle
 - C. increasing the amount of liquids in the culture medium
 - D. failing to make adjustments in the temperature of the culture medium
4. Ideas presented in the selection are most influenced by which of the following assumptions?
- A. Bacteria farming is more useful and profitable than most other types of farming.
 - B. All organisms exhibit similar growth rates.
 - C. The greatest strides in medicine and industry have come about through the use of bacteria.
 - D. Scientific knowledge often has important commercial applications.

This part of the reading subtest consists of vocabulary words. Candidates are asked to provide definitions for vocabulary words presented. Responses are scored as correct or incorrect based on the accuracy and sufficiency of the definition provided. A sample of the test directions is included below.

DIRECTIONS FOR THE VOCABULARY SECTION OF THE READING SUBTEST

The vocabulary section of the reading subtest consists of six questions. Each question asks you to define the underlined word.

Write or print your responses on pages 3 and 4 of Answer Document E in the space that corresponds to each question number. Your score will be based solely on the responses that are written in the space provided for each question. Be sure to write or print legibly.

**USE
ANSWER DOCUMENT**

E

PAGES 3 AND 4

Communication and Literacy Skills Test
Reading Subtest—Word Meaning (Vocabulary): Sample Items and Responses

SAMPLE VOCABULARY ITEM 1:

Define the word abolish.

SAMPLE INCORRECT RESPONSES:

a law about something

to abandon, to set free

SAMPLE CORRECT RESPONSES:

do away with completely

to put an end to

Communication and Literacy Skills Test
Reading Subtest—Word Meaning (Vocabulary): Sample Items and Responses

SAMPLE VOCABULARY ITEM 2:

Define the word democracy.

SAMPLE INCORRECT RESPONSES:

Democracy means a form of community. Under a democracy there are rules and regulations. Each government forms a democracy.

Democracy is conflict.

SAMPLE CORRECT RESPONSES:

Democracy is the system of government where decisions are made by the people of that government. It takes many forms, most frequently representative, where people elect others to represent their interests.

Democracy is a system of government where the people govern themselves. This may be done through direct democracy where all people vote to decide an issue, or through representation, where some people are elected to enact laws and otherwise govern.

This section of the writing subtest presents a passage for the candidate to summarize in his or her own words. Responses are scored on the extent to which they effectively communicate the main idea and essential points of the passage clearly and concisely, in the candidate's own words. The response should conform to the conventions of edited American English (i.e., be free of grammatical errors) and should be written legibly. More specifically, the candidate's response is scored according to the following performance characteristics:

- **FIDELITY:** 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:** The extent to which the candidate's response is of appropriate length, depth, and specificity.
- **ORGANIZATION:** The clarity of the writing and the logical sequence of the candidate's ideas.
- **SENTENCE STRUCTURE:** The effectiveness of the sentence structure and the extent to which the sentences are free of structural errors.
- **USAGE:** The extent to which the candidate's writing shows care and precision in word choice and is free of usage errors.
- **MECHANICAL CONVENTIONS:** The extent to which words are spelled correctly and the candidate's writing follows the conventions of punctuation and capitalization.

A sample of the test directions is provided on the next page

DIRECTIONS FOR THE WRITING SUMMARY EXERCISE OF THE WRITING SUBTEST

This section of the writing subtest presents a passage for you to summarize in your own words. The passage can be found on the next page. Prepare a summary of approximately 150 to 250 words.

You may use any blank space in this test booklet or on the unlined page following the passage 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 written on pages 5 and 6 of Answer Document G. Summaries written in the test booklet will NOT be scored.**

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:** The accuracy and clarity with which the response uses your own words to convey and maintain focus on the writer's main ideas.
- **CONCISENESS:** The extent to which the response is of appropriate length, depth, and specificity to convey the writer's main ideas.
- **ORGANIZATION:** The clarity of the writing and the logical sequence of ideas.
- **SENTENCE STRUCTURE:** The effectiveness of the sentence structure and the extent to which the sentences are free of structural errors.
- **USAGE:** The extent to which the response shows care and precision in word choice and is free of usage errors.
- **MECHANICAL CONVENTIONS:** The extent to which words are spelled correctly and the response follows the conventions of punctuation and capitalization.

The final version of your summary should conform to the conventions of edited American English, should be written legibly, and should be your own original work.

**USE
ANSWER DOCUMENT
G
PAGES 5 AND 6**

The Meaning of the Constitution

How to interpret the U.S. Constitution has long been a subject of debate among lawyers, legal scholars, and other academics. More often than not, such controversies have focused on what the Founding Fathers meant to accomplish during the summer of 1787. According to certain authorities, all judicial decisions concerning constitutional questions should be based upon the framers' original intentions. But is this really possible? Can we determine with reasonable clarity what the founders had in mind? A review of relevant documents and the conduct of participants in the Constitutional Convention suggests that doing so is not quite as easy as some believe.

A major problem that advocates of original intent immediately confront is the poor quality of documentary evidence describing the convention's proceedings. To minimize outside pressure on their deliberations, delegates to the convention adopted rigid rules of secrecy. No reporters were allowed on the convention floor, and the only contemporary newspaper stories we have of the debates are based largely on unverifiable rumors. Moreover, the delegates themselves observed the rule of secrecy with a strictness that is almost inconceivable in our age of journalistic leaks. More than thirty years passed before a first-hand account of the convention's transactions was published.

Of the three accounts that did appear, two are of little or no use to anyone seeking to discover the founders' intentions. One was no more than a straightforward listing of resolutions, motions, and vote tallies; another, though more informative, was thoroughly unreliable.

This leaves us with James Madison's *Notes of Debates in the Federal Convention of 1787*. As a leading figure in the movement to reorganize the central government, Madison was certainly as well qualified as anyone to comment on the convention's proceedings. Indeed, many contemporaries viewed the brilliant Virginian as the "father of the Constitution." He was not, however, a skilled stenographer. And despite the care he bestowed on his notes, they contain significant omissions. Although Madison provided a reasonably detailed account of his own speeches, his description of what others had to say is much more limited. No one can determine with any certainty how much has been lost.

What makes these omissions so significant is the manner in which the founders conducted their work. Hailing from different regions and with different interests, delegates to the convention soon realized that nothing could be accomplished without compromise. Nearly everyone had to give way on some point or another during four months of often heated debate. In the end, few if any participants approved all of the provisions contained in the final document. Indeed, three of the forty-two delegates present at the final session declined to sign the Constitution. The only surprise was that more of them did not refuse.

In light of the foregoing, it is unlikely that we will ever know the founders' original intent. But this is hardly cause for despair. As one eminent jurist has written, the framers' most enduring contribution was the Constitution's "language and spirit. Even if they cannot point the way with precision, their legacy can still guide us."

Communication and Literacy Skills Test
Writing Subtest—Written Summary: Sample Responses

The sample below is an example of a weak response.

In the selection entitled, The Meaning of the Constitution. Interpreting the Constitution raises many questions. What did the Founding Fathers mean to do. These are questions we all ask ourselves, even today.

The major problem with this passage is that, there was no documentary of the debat, so the delegates kept them secret. We can only find out about the convention, in today's newspaper. There are three accounts. One was just a list and one could't be trusted.

James Madison was the Father of the Constitution. But he was no good at notes. He wrote a lot of notes on the debates. But also left some stuff out. What we will never know. In the convention, delegates had to debate and compromise. 42 people did not sign and thanks to James Madison we will never know, why?

The sample below is an example of a strong response.

A number of scholars and lawyers have asserted that jurists must act in accordance with the intentions of the Founding Fathers when applying elements of the U.S. Constitution to contemporary legal issues. When this assertion is examined closely, however, it is clear that determining the goals of the men who created this document in 1787 is a daunting task.

Records, correspondence, and newspaper articles concerning the Constitutional Convention are of limited value to modern interpreters. Strict rules of secrecy were adopted and honored by the participants at the convention. This maintenance of privacy allowed the delegates to engage in genuine discussions without the pressures associated with public scrutiny.

Thirty years after the convention, first-hand reports of the Convention's proceedings were finally published. But what was revealed shed only modest light on what took place or how decisions were reached. Aside from vote tallies, only James Madison wrote in a reliable way about the proceedings. While Madison was a worthy source, he primarily documented his own efforts at the convention.

Madison makes little reference, for example, to the speeches of other delegates, and he omits details concerning the controversies that emerged between men from various regions of the new country. The Founding Fathers were compelled to make difficult compromises, yet no written record exists that can provide insight into the delegates' aims and aspirations.

Thus, it is likely that our understanding of the Founders' original intent will never be wholly clear. Nonetheless, despite our limited knowledge of the convention's proceedings, the essence of the U.S. Constitution is a valuable guide to all who frame or interpret our laws.

Communication and Literacy Skills Test
Writing Subtest—Written Composition: Sample Item

In this section of the writing subtest, the candidate is asked to prepare a composition on an assigned topic.

Responses are scored on the extent to which they effectively communicate a whole message to the specified audience for the stated purpose. The candidate is assessed on his or her ability to express, organize, and support opinions and ideas. The candidate is not assessed on the position he or she takes. The final version of the composition should conform to the conventions of edited American English, should be written legibly, and should be the candidate's own original work. More specifically, the candidate's response is scored according to the following 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.

A sample of the test directions is provided on the next page.

DIRECTIONS FOR THE COMPOSITION EXERCISE OF THE WRITING SUBTEST

This section of the writing subtest consists of one writing assignment. The assignment can be found on the next page. You are asked to prepare a multiple-paragraph composition of approximately 300 to 600 words on an assigned topic.

You may use any blank space in the test booklet 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 written in Written Response Booklet B. Compositions written in the test booklet will NOT be scored.**

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 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 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.

The final version of your composition should conform to the conventions of edited American English, should be written legibly, and should be your own original work.

**USE
WRITTEN RESPONSE
BOOKLET
B**

Communication and Literacy Skills Test
Writing Subtest—Written Composition: Sample Item

Read the passage below about raising the federal tax on gasoline; then follow the instructions for writing your composition.

Should the federal tax on gasoline be raised significantly to help pay for public transportation and road improvements? Opponents argue that significantly higher gas taxes will hurt business by raising costs and will decrease the freedom of mobility of the general public. Proponents say that we need the additional revenues to finance public works projects and that U.S. citizens pay less for gasoline than do citizens in other industrial nations.

Your purpose is to write a composition, to be read by a classroom instructor, in which you indicate whether you agree or disagree that the federal tax on gasoline should be raised significantly to help pay for public transportation and road improvements. Be sure to defend your position with logical arguments and appropriate examples.

The sample below is an example of a weak response.

Gasoline is not cheap. It cost \$15 for me to fill up my gas tank, that is with gas at \$1.25 a gallon. You try to be very carefull about running you're car but the next thing you know you're out of gas. Ask anyone, running out of gas especially at night when on a highway when its dark is horibal. It is dangerous to so that is why you try to stay filled up. Gas is not the only expens. \$15 would not be that much. But what about cloths, and you need some money to go out. Gas is all ready to expensive, why make it more. Added to all the other things it can mount up. For example, school books and fees. You have to make up a budget and stick to it. Give yourself room for one fillup a week, that's it. You have to save money aside for books, food, ect. If you need to go somewhere else, tough. That's all ready the way it is, if they make gas cost more it will be worst.

Sometimes I don't think our Representatives don't listen to the people. They get of up their and forget who got them where they are. The voters who voted them in. May be they only come back 2 or 3 times per year. To them may be they get their expenses payed for by the government. Call somebody and have their car filled up and wash it. It is not a big deal. But ask anybody, it really is some thing to think about. You go out for lunch, that is 5 or 6 dollars, and you need the gas to get their which makes it even worse.

Do not make gas price any more. Less people could afford it, the way it is now. It all ready cost enough. If you want to raise some thing really some one should take a look at the way the goverment waists money, that would be a good way to save money and not put it on gas. We put them up their, we can put them back.

Communication and Literacy Skills Test
Writing Subtest—Written Composition: Sample Responses

The sample below is an example of a strong response.

It is a well-known fact that Americans love their automobiles. In urban areas it is a common daily occurrence for Americans to find themselves jammed together on freeways, frequently one to a car, or bouncing over city streets pitted with huge craters and potholes. Streets and highways that were built just a few years ago are already worn out or are insufficient to handle the demands of increased traffic flow. Our government lacks the resources to finance road construction and improvements at the rate required by this intensive use. What is the solution to these problems? The federal government must act at once to raise gasoline taxes in order to finance road improvements and public transportation.

Although no one likes the idea of taxes, most citizens accept the fact that they are necessary in order to pay for services that protect or benefit the public. The only thing most citizens demand is that taxes be fair. It is the responsibility of the government to place the greatest tax burden upon those individuals who most benefit from the service that is being provided. A gasoline tax would be a prime example of this kind of policy. Those who do the most driving use the most gasoline and thus should pay most of the tax. Companies with large fleets of trucks out on the public roads every day would face a high tax rate; retired people or younger drivers, who do not utilize public streets that often, would be taxed at a much lower rate. In this way road improvements could be financed by those who actually use the service.

In addition to funding road improvements, a higher gasoline tax might have an important secondary effect: It might lead to reduced gasoline consumption. Like all petroleum products, gasoline is a fossil fuel, and the supplies are not unlimited; there is a real possibility that one day the supplies will be exhausted. If the public is forced to pay additional taxes on every gallon of gas consumed, perhaps there will be a financial incentive to consume less. Commuters might be more motivated to car-pool, to share rides to common destinations, or to investigate alternative forms of transportation like busses, trains, bicycles, or even walking. People might think twice before jumping into their automobiles to drive around the block for a loaf of bread. More thought might go into examining the importance of various errands and into planning how these errands might be most efficiently accomplished.

(continued on next page)

If the federal government is going to raise gasoline taxes, however, they also have the responsibility to use some of the funds collected to develop and support alternative sources of transportation. The United States is far behind many other developed countries in terms of the availability and convenience of public transportation. Commuters in Asian and European countries utilize public transportation not just because gasoline prices are higher there, but because it is the easiest, most efficient way to reach one's destination. Whether it's a bullet train in Japan, a subway in France, or a tram in London, commuters in other countries have access to dependable and affordable public transportation. If the federal government is serious about extending the life of our current road and highway system, it must make a better effort to develop alternative systems of public transportation that Americans will really use.

Americans love their automobiles, and convincing them to cut down on automobile use or to seek out other forms of transportation will not be easy. Imposing increased gasoline taxes is the most equitable way to pay for the use of our current road system. Such an action also makes environmental sense, and may help move Americans toward a more responsible use of public transportation.

Communication and Literacy Skills Test
Writing Subtest—Grammar and Usage: Sample Items and Responses

This part of the writing subtest includes several sentences containing one or more grammatical errors. Candidates are asked to rewrite the sentences in proper grammatical form. Candidates must correctly use grammar and writing mechanics (i.e., spelling, punctuation, and capitalization). Responses to the sentence correction items are scored on the basis of the number of corrections made accurately, subtracting for the introduction of new errors. Responses may revise or restructure the syntax of the original sentence but must maintain the ideas and the relationship among ideas of the original sentence. A sample of the test directions is provided below.

**DIRECTIONS FOR THE SHORT-ANSWER SECTION
OF THE WRITING SUBTEST**

The short-answer section of the writing subtest consists of six questions. The first three questions ask you to define grammatical terms. The second three questions ask you to rewrite sentences to correct errors (e.g., in grammar, usage, punctuation).

Write or print your responses on pages 3 and 4 of Answer Document G in the space that corresponds to each question number. Your score will be based solely on the responses that are written in the space provided for each question. Be sure to write or print legibly.

**USE
ANSWER DOCUMENT**

G

PAGES 3 AND 4

SAMPLE SENTENCE CORRECTION ITEM 1:

The following sentence contains one or more grammatical errors. Rewrite the sentence in proper grammatical form.

A distinguished scholar and a great teacher, Professor Smith's famous lecture on the pyramids are not to be missed.

SAMPLE INCORRECT RESPONSES:

A distinguished scholar and great teacher, the famous lecture on the pyramids given by Professor Smith are not to be missed.

Because he is a distinguished scholar and a great teacher, you should not miss the famous lecture about the pyramids of Professor Smith.

SAMPLE CORRECT RESPONSES:

Because Professor Smith is a distinguished scholar and a great teacher, his famous lecture on the pyramids is not to be missed.

Professor Smith is a distinguished scholar and a great teacher whose famous lectures on the pyramids are not to be missed.

Communication and Literacy Skills Test
Writing Subtest—Grammar and Usage: Sample Items and Responses

SAMPLE SENTENCE CORRECTION ITEM 2:

The following sentence contains one or more grammatical errors. Rewrite the sentence in proper grammatical form.

Even though they both knew the boat was your's, neither Arthur nor Ed thought to ask themselves whether it was proper to use it without first obtaining permission.

SAMPLE INCORRECT RESPONSES:

Even though they both knew the boat was theirs. Neither Arthur nor Ed thought to ask themselves whether it was proper to use it without first obtaining permission.

Even though, they both knew the boat was ours, neither Arthur nor Ed thought to ask themselves whether it was proper to use it without obtaining permission first.

SAMPLE CORRECT RESPONSES:

Even though they both knew the boat was yours, neither Arthur nor Ed thought to ask himself whether it was proper to use it without first obtaining permission.

Even though they both knew the boat belonged to you, neither Arthur nor Ed thought to ask himself whether it was proper to use it without first obtaining permission.

Communication and Literacy Skills Test
Writing Subtest—Grammar and Usage: Sample Items and Responses

This part of the writing subtest asks candidates to define grammatical terms presented. Responses to the grammar definition items are scored as correct or incorrect based on the accuracy and sufficiency of the definition provided.

SAMPLE GRAMMAR DEFINITION ITEM 1:

What is a preposition?

SAMPLE INCORRECT RESPONSES:

A description of what is taking place in a sentence.

A word that links two words.

SAMPLE CORRECT RESPONSES:

A word used to show the relationship of a noun to another word in a sentence.

A word that joins with a noun to form a phrase telling where, when, how, etc.

Communication and Literacy Skills Test
Writing Subtest—Grammar and Usage: Sample Items and Responses

SAMPLE GRAMMAR DEFINITION ITEM 2:

What is a noun?

SAMPLE INCORRECT RESPONSES:

A word that describes something.

An action, a state

SAMPLE CORRECT RESPONSES:

A noun is the name of a person, place, thing, or idea.

A noun is a person, place, thing or idea represented in a sentence. An abstract noun is a quality (ie. kindness) that cannot be seen or touched; a concrete noun can be seen or touched (ie table); a proper noun names a specific person, place or thing (Boston) and a common noun represents any common thing, person or thing (ie subway, building).

Communication and Literacy Skills Test
Writing Subtest—Written Mechanics: Sample Multiple-Choice Items

This part of the writing subtest consists of multiple-choice items linked to written passages that contain errors in spelling, punctuation, and capitalization. Candidates are asked to respond to multiple-choice questions about each passage. Responses to the multiple-choice questions are scored as correct or incorrect. Each sentence should be considered as a single sentence. Errors involving apostrophes are considered errors in punctuation. A sample of the test directions is provided below.

DIRECTIONS FOR THE MULTIPLE-CHOICE SECTION OF THE WRITING SUBTEST
Part 1: Mechanics

The Mechanics section of the writing subtest consists of five passages. Each passage contains errors in spelling, punctuation, and capitalization. For testing purposes, each sentence in the passage is numbered. Each passage is followed by six multiple-choice questions, one for each sentence in the passage. For each question, you will be directed to determine if the sentence contains an error in spelling, punctuation, or capitalization or if the sentence is correct as written. Each sentence should be considered as a single sentence. For each question, choose the ONE best answer.

For this section, there are 30 multiple-choice questions in all, numbered 1 to 30. Record your answer to each question on **Answer Document G** in the space that corresponds to the question number. Completely fill in the space having the same letter as the answer you have chosen.

Do NOT make any stray marks in your answer document. **You may use the margins of this test booklet for scrap paper, but only the answers that you record in your answer document will be scored.**

**USE
ANSWER DOCUMENT**

G

Communication and Literacy Skills Test
Writing Subtest—Written Mechanics: Sample Multiple-Choice Items

Read the passage below; then answer the six questions that follow. The passage contains errors in spelling, punctuation, and capitalization.

¹Located near Salisbury, England; and dating to between 3000 and 1000 BCE, Stonehenge is perhaps the single most famous prehistoric monument in Europe. ²Stonehenge is circular in plan and composed of four concentric sets of enormous stones around a central alter. ³The circular layout extends to the landscape in which the monument sits, surrounded by a band of 56 holes and connected to the East Avon river by a carefully crafted path. ⁴Despite some desecration by the Romans, enough of the monument survives to convince anthropologists that it is part of a Bronze Age tradition of circular temples made of either stone or wood. ⁵It is also the most celebrated and complex of the megalithic monuments on the European Subcontinent, other examples of which can be found in France, Belgium, Spain, and Portugal. ⁶While the original purpose of Stonehenge is unknown, there is little doubt that it had significanse as a ritual site; in the 1960s, an astronomer suggested that the monument's arrangement was intended to serve as a means of predicting seasonal changes and lunar and solar positions.

1. If sentence 1 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

Located near Salisbury, England; and dating to between 3000 and 1000 BCE,
Stonehenge is perhaps the single most famous prehistoric monument in Europe.

- A. spelling error
B. punctuation error
C. capitalization error
D. sentence correct

2. If sentence 2 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

Stonehenge is circular in plan and composed of four concentric sets of enormous stones around a central alter.

- A. spelling error
 - B. punctuation error
 - C. capitalization error
 - D. sentence correct
3. If sentence 3 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

The circular layout extends to the landscape in which the monument sits, surrounded by a band of 56 holes and connected to the East Avon river by a carefully crafted path.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

Communication and Literacy Skills Test
Writing Subtest—Written Mechanics: Sample Multiple-Choice Items

4. If sentence 4 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

Despite some desecration by the Romans, enough of the monument survives to convince anthropologists that it is part of a Bronze Age tradition of circular temples made of either stone or wood.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct
5. If sentence 5 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

It is also the most celebrated and complex of the megalithic monuments on the European Subcontinent, other examples of which can be found in France, Belgium, Spain, and Portugal.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

6. If sentence 6 contains an error in spelling, capitalization, or punctuation, select the type of error. If there is no error, select D, "sentence correct."

While the original purpose of Stonehenge is unknown, there is little doubt that it had significanse as a ritual site; in the 1960s, an astronomer suggested that the monument's arrangement was intended to serve as a means of predicting seasonal changes and lunar and solar positions.

- A. spelling error
- B. punctuation error
- C. capitalization error
- D. sentence correct

DIRECTIONS FOR THE MULTIPLE-CHOICE SECTION OF THE WRITING SUBTEST
Part 2: Grammar and Usage

This multiple-choice section of the writing subtest is based on several passages. For testing purposes, the passages 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 edited American English.

Each passage is followed by several multiple-choice questions related to the passage. Read each passage carefully and then read the questions that refer to that passage. For each question, choose the ONE best answer based on the information contained in the passage you have just read.

For this section, there are 14 multiple-choice questions in all, numbered 31 to 44. Record your answer to each question **on Answer Document G** in the space that corresponds to the question number. Completely fill in the space having the same letter as the answer you have chosen.

Do NOT make any stray marks in your answer document. **You may use the margins of this test booklet for scrap paper, but only the answers that you record in your answer document will be scored.**

**USE
ANSWER DOCUMENT**

G

**Read the passage below, written in the style of a college fine arts article.
Then answer the questions that follow.**

Note: An error in paragraph organization has been purposely included in the second paragraph.

¹Martha Graham's innovative dancing and choreography have had a profound influence on the development of modern dance in America. ²Her concept of dance as an expression of the inner self led to the creation of a highly athletic disciplined, and passionate dance technique.

³Graham was born in 1893. ⁴Her professional dancing career began when, as a teenager, she trained and performed with the Denishawn dance company, where she remained for seven years. ⁵Her use of violent movement and discordant music in those original works was disturbing to many people, and her creations were not well received at first. ⁶The company's traditional emphasis on grace and lyricism, however, was ultimately too confining for her,

and in the mid-1920s she began to choreograph, or design, her own dances. ⁷She pursued her own course, however, and during the 1940s created some of her most acclaimed works, including *Letter to the World*, based on the life of poet Emily Dickinson, and the joyous *Appalachian Spring*, for which Aaron Copland composed the score.

⁸Although Graham spent years struggling against the disapproval of audiences who disliked and ridiculed her work, the power and substance of her unique vision proved in the end to be undeniable. ⁹Martha Graham's technique has long since been recognized as a truly monumental contribution to the art of modern dance.



- | | |
|---|---|
| <p>7. Which of the following changes would make the sequence of ideas in the second paragraph clearer?</p> <p>A. Reverse the order of Parts 3 and 4.</p> <p>B. Place Part 7 before Part 3.</p> <p>C. Reverse the order of Parts 5 and 6.</p> <p>D. Delete Part 7.</p> | <p>8. Which of the following changes is needed in the above passage?</p> <p>A. Part 1: Add a comma after "choreography."</p> <p>B. Part 2: Add a comma after "athletic."</p> <p>C. Part 8: Replace the comma after "work" with a semicolon.</p> <p>D. Part 9: Change "recognized" to "recognizing."</p> |
|---|---|

Answer Key to Sample Multiple-Choice Items

Reading Subtest

Question Number	Correct Response
1	B
2	A
3	A
4	D

Writing Subtest

Question Number	Correct Response
1	B
2	A
3	C
4	D
5	C
6	A
7	C
8	B