Early Adolescence/English Language Arts

Component 1:
Content Knowledge

SAMPLE ITEMS
AND SCORING RUBRICS

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Contents

Overview

This document provides information about the Early Adolescence/English Language Arts (EA/English Language Arts) Component 1 computer-based assessment. It includes sample assessment center selected response items and answer key, constructed response exercises, and the scoring rubric used to assess each constructed response exercise.

Component 1: Content Knowledge

Component 1: Content Knowledge is a computer-based assessment requiring candidates to demonstrate knowledge of and pedagogical practices for their teaching content area. Candidates must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of the chosen certificate area.

EA/English Language Arts Component 1 Computer-Based Assessment

In the EA/English Language Arts Component 1 computer-based assessment, content knowledge is assessed through the completion of approximately 45 selected response items and three constructed response exercises.

EA/English Language Arts Standards Measured by Selected Response Items

The EA/English Language Arts selected response items focus on the following Standards:

Standards Content	Approximate Percentage of Selected Response Item Section*
Reading and Viewing (Standard V) • The purposes of reading • Genres • Instructional strategies for reading and viewing	40%
Writing and Producing (Standard VI) • Knowledge about writing and producing • Instructing students in writing and producing • Resources for writing and producing • Assessment of writing and producing	40%
Speaking and Listening; Language Study (Standards VII and VIII) • Pedagogy and strategies for teaching speaking and listening • Integration of speaking and listening with other strands of English language arts • The evolving nature of the English language • Language in context • Instructional approaches in the study of the English language	20%

* These percentages are an approximation only. Following field testing and review of data, the final assessment will be created. The final assessment content may vary from these estimates.

For the complete EA/English Language Arts Standards, refer to **www.boardcertifiedteachers.org.**

EA/English Language Arts Constructed Response Exercises

The EA/English Language Arts constructed response exercises assess the following:

- **Exercise 1: Literary Genres**
  In this exercise, you will use your knowledge of English language arts to identify literary genres and to analyze the connection between an author's choices and use of literary devices, techniques, and meaning. You will discuss the genre, its purpose, and the theme and how the author's choices and use of literary devices affect the meaning of the text. You will be asked to respond to one prompt.

- **Exercise 2: Teaching Reading**
  In this exercise, you will use your knowledge of English language arts to analyze one student's response to a text and discuss strategies that the student could use to correct a misconception in the reading. You will be asked to respond to one prompt.

- **Exercise 3: Teaching Writing**
  In this exercise, you will use your knowledge of English language arts to analyze student writing and discuss strategies to improve writing skills. You will be asked to respond to one prompt.

Each constructed response exercise will be assessed using a scoring rubric. Each EA/English Language Arts Component 1 scoring rubric is derived from the EA/English Language Arts Standards and defines the levels of accomplished teaching that you must demonstrate.

You should read the rubric while preparing to take Component 1 to understand how the rubric guides assessors in evaluating your responses to the constructed response exercises.

Inside This Document

This document includes the following two sections: "Sample Selected Response Items and Answer Key for EA/English Language Arts Component 1" and "Sample Constructed Response Exercises and Scoring Rubrics for EA/English Language Arts Component 1."

Selected Response Section

This section includes the following:

- five sample selected response items
- answer key

Constructed Response Section

This section includes the following:

- three sample constructed response exercises
- associated scoring rubric for each exercise

For information about scheduling and taking your test at the assessment center, please refer to the *Assessment Center Policy and Guidelines*. For more information about how the assessment is scored, please refer to the *Scoring Guide*.

Sample Selected Response Items and Answer Key for EA/English Language Arts Component 1

This section includes

- **sample selected response items** to help you become familiar with the content and format of the items on an actual computer-based assessment.

  Although this section illustrates some of the types of items that appear on the assessment, note that these sample items do not necessarily define the content or difficulty of an entire actual assessment.

  Please note that the selected response items cover the *entire* age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **reference material,** as appropriate, provided as part of the assessment, such as formula and constants pages and the periodic table.

- an **answer key.**

Sample Selected Response Items

1. A sixth-grade teacher displays the writing sample below for the students.

   > Elliott woke to the smell of eggs, bacon, and toast, and memories of the past. He could hear the "sizzle pop" sound of the bacon frying in Grandmother's cast iron skillet. Opening his eyes, he saw the brown, knotted pinewood walls of his grandparents' guest bedroom. He winced as his feet touched the cold bare floor, paving a pathway to the kitchen.

   Which of the following types of figurative language can best be taught using this text?
   A. irony
   B. allusion
   C. hyperbole
   D. imagery

2. Creating an interrelated set of texts is a critical planning process that involves identifying an anchor text and formulating a line of inquiry for the set. It also involves evaluating texts for inclusion in the set to determine if they are worthy. The following questions can guide the evaluation of texts.

    - Does each text in the set contribute to a range and balance of text types and formats in the overall set?

    - Is each text worthy of student time and attention?

    - Have the reader and task been taken into consideration and will the text support this task?

    Which of the following additional questions would be most relevant for further evaluation in putting together a text set?
    A. Is the text engaging enough to draw readers at all levels?
    B. Does the text contribute to productive struggle?
    C. Does the text have comparable complexity to the others in the set?
    D. Is the text going to be read for information or pleasure?

3. After discussing the importance of audience awareness with sixth-grade students, a teacher asks them to create a scenario in which a writer shows appropriate audience awareness. Which of the following student scenarios best demonstrates the students' understanding of audience awareness?
    A. A student writes a letter to a new sixth grader in which he or she includes a short narrative that describes a personal experience that will be helpful to a new student, such as learning a trick to tackle a sticky locker.
    B. A student writes an informative piece for the school Web site in which he or she shares with parents/guardians why new sixth graders need to make sure they remember to take the correct books to the right class.
    C. A student writes an opinion piece for the school welcome letter in which he or she states that sixth grade is a daunting experience and should be met with caution.
    D. A student writes a letter to the superintendent in which he or she gives an opinion about how silly it is to make a fuss about leaving sixth grade and going to middle school.

4. Using peer review to help students improve their writing is recognized as an important component of the writing process. The most appropriate definition of a peer reviewer is:

    A. the strongest writer in the class whose job is to evaluate the writing of others.

    B. an essential member of the writing team.

    C. an extra pair of eyes whose responsibility is to point out mistakes.

    D. a reader whose job is to be observant and ask questions of the writer.

5. ELA students should be able to distinguish among the connotations of words with similar denotations. A teacher has students read the sentences below.

    - Trish talked with her neighbor, Melissa, in the yard.

    - Trish chatted with her neighbor, Melissa, in the yard.

    - Trish gossiped with her neighbor, Melissa, in the yard.

    In order to teach this distinction, a seventh-grade teacher could best lead a discussion on how:

    A. the verbs "talked," "chatted," and "gossiped" all involve conversation, and each implies a different sort of delivery and purpose.

    B. the verb "gossiped" implies a negative exchange.

    C. the verb "chatted" implies that the exchange takes less time.

    D. it is difficult to use words in the proper context without first knowing the denotation of each of the verbs.

Answer Key to Sample Selected Response Items

Item Number	Correct Response
1	D
2	C
3	A
4	D
5	A

Sample Constructed Response Exercises and Scoring Rubrics for EA/English Language Arts Component 1

This section includes

- **sample constructed response exercises** to help you become familiar with the content and format of the exercises on an actual computer-based assessment. These exercises include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses.

  Although this section illustrates some of the types of exercises that appear on the assessment, note that these sample exercises do not necessarily define the content or difficulty of the exercises on an actual assessment.

  Please note these constructed response exercises cover the **entire** age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **scoring rubrics** that are used by assessors in evaluating your responses to help you understand how your responses are assessed.

Sample Exercise 1 and Scoring Rubric

Sample Exercise 1

Exercise 1: Literary Genres - Candidate Name	⏲ **Time Remaining** **29:31**

Literary Genres

Introduction

In this exercise, you will use your knowledge of English language arts to identify literary genres and to analyze the connection between an author's choices and use of literary devices, techniques, and meaning. You will discuss the genre, its purpose, and the theme and how the author's choices and use of literary devices or techniques affect the meaning of the text. You will be asked to respond to one prompt.

Criteria for Scoring

To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:

- an identification of genre and purpose (written or implied);

- an insightful interpretation and description of the theme and the author's choices and use of literary devices or techniques with thorough support, using examples from the text; and

- a thorough and cohesive explanation of the relationship between the author's choices and use of literary devices, techniques, and the meaning of the text.

Directions

You may view the prompt by clicking the **Next** button. Compose your response in the space provided.

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Exercise 1: Literary Genres - Candidate Name

🕐 **Time Remaining**
29:31

From Running for My Life: One Lost Boy's Journey from the Killing Fields of Sudan to the Olympic Games

by Lopez Lomong with Mark Tabb

My eyes were closed in prayer when the trucks pulled up. I heard them before I saw them. When I looked up, I saw soldiers pouring out of the back of the trucks. They appeared nervous, as though they wanted to get this over with as quickly as possible. "Everybody down! Now!" they shouted as they ran into the middle of the congregation. . . .

My parents dropped to the ground, pulling me down with them. I huddled close to my mother's side. She wrapped her arm so tightly around me that my ribs hurt. All around me people screamed and cried. I started crying too. My mother tried to calm me, but she was as frightened as I was.

Suddenly I felt a hand on my back. I looked up and saw a giant man standing over me. When you are a little boy, every adult looks like a giant. His gun was slung behind his back. A chain of bullets hung across his chest. My mother pleaded with him. "No, no, no! Don't take my boy!" The soldier did not reply. With one hand he yanked my mother's arm off me while picking me up with the other. He dragged me past the giant tree at the front of our church and toward the trucks. "Hurry up. Let's go!" he yelled. All around me, other soldiers herded boys and girls and teenagers toward the trucks, all the while yelling for everyone to speed up.

I turned around. My mother and father were off the ground, chasing after me. Tears ran down their faces. They were not alone. All across our church parents chased their children, weeping and wailing. "Please do not take our children," they begged. "Please, please, we will do anything you ask—just do not do this."

One especially giant soldier swung back around toward our crying parents. He waved his gun in the air and screamed, "One more step and we will open fire!" I could not see what happened next. I felt myself being picked up and thrown into the back of one of the trucks. I bounced off another boy and landed on the hot, dirty, metal truck bed. The truck was full of children from my church. A green canopy covered the top and sides of the truck bed, so I could not see out. Suddenly, the tailgate slammed shut and the truck lurched forward.

I did not know at the time, but my childhood had just ended. I was six years old.

You must address each of the following in your response.

- Provide an identification (either written or implied) of the genre and its purpose.
- Provide your interpretation of the text's theme and the author's choices and use of literary devices or techniques that affect the meaning.
- Explain the relationship between the text's meaning and the author's choices and use of literary devices or techniques in the text.

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Scoring Rubric for Exercise 1

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to identify specific genres using purpose and text features and to provide an insightful analysis of the meaning of the text.

Characteristics:

- Identification of genre and purpose is accurate and well defined.

- Interpretation of theme and description are insightful.

- Support for theme and purpose, using examples from text, is thorough.

- Identification of the author's choices and use of structure and or literary devices or techniques is accurate.

- Explanation of the effect of the author's choices and use of devices or techniques on the meaning of the text is thorough and cohesive.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to identify specific genres using purpose and text features and to provide an insightful analysis of the meaning of the text.

Characteristics:

- Identification of genre and purpose is correct.

- Interpretation of theme and description are complete and appropriate.

- Support for theme and purpose, using examples from text, is complete.

- Identification of the author's choices and use of structure and or literary devices or techniques is sufficient.

- Explanation of the effect of the author's choices and use of devices or techniques on the meaning of the text is accurate.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to identify specific genres using purpose and text features and to provide an insightful analysis of the meaning of the text.

Characteristics:

- Identification of genre is given, but no purpose is available.

- Interpretation of theme and description are simplistic and possibly confusing.

- Support for theme and purpose, using examples from text, is limited.

- Identification of the author's choices and use of structure and or literary devices or techniques is given but description may be inaccurate and omissions of an important device are made.

- Explanation of the effect of the author's choices and use of devices or techniques on the meaning of the text is minimal and loosely connected.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to identify specific genres using purpose and text features and to provide an insightful analysis of the meaning of the text.

Characteristics:

- Identification of genre and purpose is inaccurate or missing entirely.

- Interpretation of theme and description are superficial or incomplete.

- Support for theme and purpose, using examples from text, is missing.

- Identification of the author's choices and use of structure and or literary devices or techniques is ambiguous or missing altogether (general overarching statements may be given with no textual evidence).

- Explanation of the effect of the author's choices and use of devices or techniques on the meaning of the text is minimal if there at all.

Sample Exercise 2 and Scoring Rubric

Sample Exercise 2

Exercise 2: Teaching Reading - Candidate Name	⏱ **Time Remaining** 29:31

Teaching Reading

Introduction

In this exercise, you will use your knowledge of English language arts to analyze one student's response to a text and discuss strategies that the student could use to correct a misconception in the reading. You will be asked to respond to one prompt.

Criteria for Scoring

To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:

- an accurate and informed identification of a student reader's misconception in the reading process, supported with details from the student's response to a given text; and

- an in-depth description of two substantive strategies that the student reader could use to correct the misconception, with rationales that connect the strategies to the misconception.

Directions

You may view the prompt by clicking the **Next** button. Compose your response in the space provided.

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Exercise 2: Teaching Reading - Candidate Name

🕐 **Time Remaining**
29:31

Carefully read the following passage, student prompt, and student response.

From "Inaugural address"

of Franklin Delano Roosevelt

This is an excerpt from the inaugural address of President Franklin Delano Roosevelt. During the time of his presidency, the United States was in the middle of the Great Depression.

". . . If I read the temper of our people correctly, we now realize as we have never realized before our interdependence on each other; that we can not merely take but we must give as well; that if we are to go forward, we must move as a trained and loyal army willing to sacrifice for the good of a common discipline, because without such discipline no progress is made, no leadership becomes effective. We are, I know, ready and willing to submit our lives and property to such discipline, because it makes possible a leadership which aims at a larger good. This I propose to offer, pledging that the larger purposes will bind upon us all as a sacred obligation with a unity of duty hitherto evoked only in time of armed strife.

With this pledge taken, I assume unhesitatingly the leadership of this great army of our people dedicated to a disciplined attack upon our common problems. . . ."

An **eighth grader** responded to the following prompt.

Student Prompt

In this part of the speech, President Roosevelt is using the analogy of an army. Who is he comparing to the army? Explain why he is making the comparison.

Student Response

I think that he is comparing the United States to an army. He is saying he will be a leader like in an army because he is the president. The United States has many different people, and it is the duty of the people to prepare for any attack.

You must address each of the following in your response.

- In your assessment of the student's response to the passage, identify **one** misconception. Provide details from the student's response to support your assessment of the student's misconception.
- Identify and describe **two** strategies that the student reader could use to address the misconception. Provide a rationale for **each** strategy that connects the strategy to the misconception.

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Scoring Rubric for Exercise 2

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to provide a thorough explanation of a reader's misunderstanding in the reading process and an in-depth description of strategies used to correct misconceptions.

Characteristics:

- Identification of the misconception is accurate and informed.
- Support for the identification of the misconception is thorough.
- The two strategies are substantive and targeted to address the misconception.
- The rationale for each strategy is tightly connected to the misconception.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to provide a thorough explanation of a reader's misunderstanding in the reading process and an in-depth description of strategies used to correct misconceptions.

Characteristics:

- Identification of the misconception is accurate and informed.
- Support for the identification of the misconception is appropriate.
- The two strategies are effective and targeted to address the misconception.
- The rationale for each strategy is connected to the misconception.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to provide a thorough explanation of a reader's misunderstanding in the reading process and an in-depth description of strategies used to correct misconceptions.

Characteristics:

- Identification of the misconception is over-broad or unclear.
- Support for the identification of the misconception is minimal.
- The two strategies are vague and loosely related to the misconception.
- The rationale for each strategy is partially connected to the misconception.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to provide a thorough explanation of a reader's misunderstanding in the reading process and an in-depth description of strategies used to correct misconceptions.

Characteristics:

- Identification of the misconception is inaccurate or misinformed.
- Support for the identification of the misconception is ambiguous or missing.
- The two strategies are either inappropriate or misinformed.
- The rationale for each strategy is missing or disconnected from the misconception.

Sample Exercise 3 and Scoring Rubric

Sample Exercise 3

Exercise 3: Teaching Writing - Candidate Name	⏱ **Time Remaining** **29:31**

Teaching Writing

Introduction

In this exercise, you will use your knowledge of English language arts to analyze student writing and discuss strategies to improve writing skills. You will be asked to respond to one prompt.

Criteria for Scoring

To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:

- an accurate identification of one significant weakness and one significant strength in the writing conventions in a student's response;

- an informed and substantive identification and a thorough explanation of one significant weakness in organization or content in the student's response;

- a thorough understanding of the recursive nature of the writing process as demonstrated through identification of two significant strategies that are tightly connected to the identified weakness in organization or content; and

- an informed choice of the appropriate stage in the writing process for application of each strategy and a thorough rationale for the choice of each strategy.

Directions

You may view the prompt by clicking the **Next** button. Compose your response in the space provided.

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Exercise 3: Teaching Writing - Candidate Name

⏱ **Time Remaining**
29:31

Carefully read the following scenario, student prompt, and final draft of a student response.

Scenario

A **seventh-grade** class was asked to write an essay on heroes.

Student Prompt

Define what it means to be a hero. Based on your definition, decide if Odysseus is a hero. Use specific examples from *The Odyssey* to support your opinion.

Student Response

When Odysseus started out in the book. He never wanted to help Menelaus to get his wife back. When Odysseus pledged to take care of Helen. Whatever happened to her. He had to think about it before he left.

What makes a good hero it is someone muscular, dauntless, and powerful.
A hero will put himself or herself in peril to save others. I think a hero needs to have all of these characteristics. A true hero will stop to help other people. Odysseus is not a true hero he thinks about saving himself first then he thinks about others. When he and his men got out of the cave.
He had to go back. And talk to the Cyclops. He put his men in danger. When the Cyclops threw something big at the boat. A hero will not put other people in danger. Just to get a little revenge. I think Odysseus is not a good hero

You must address each of the following in your response.

- Identify **one** significant weakness and **one** significant strength in the **writing conventions** in the student's response.

- Identify and analyze **one** significant weakness in either **organization or content** in the student's response. Provide examples from the student's response to support your analysis.

- To assist this student when writing a similar piece, identify **two** strategies you would use to address the weakness in either organization or content you identified above. Indicate at what stage in the writing process you would apply **each** of your strategies.

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Scoring Rubric for Exercise 3

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to provide an in-depth description of patterns of writing and writing conventions and a thorough understanding of the recursive nature of the writing process.

Characteristics:

- Identification of one significant weakness and one significant strength in the conventions is accurate.

- Identification of one significant weakness in organization or content is informed and substantive.

- Explanation of the weakness in organization or content is thorough.

- Two identified strategies are significant and tightly connected to the weakness in organization or content.

- Choice of the appropriate stage for application of the strategy is informed and aligned with the strategy and the identified weakness in organization or content.

- Rationale for choice of strategies is thorough.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to provide an in-depth description of patterns of writing and writing conventions and a thorough understanding of the recursive nature of the writing process.

Characteristics:

- Identification of one significant weakness and one significant strength in conventions is accurate.

- Identification of one significant weakness in organization or content is accurate.

- Explanation of the weakness in organization or content is appropriate.

- Two identified strategies are worthwhile and connected to the weakness in organization or content.

- Choice of the appropriate stage for application of the strategy is appropriate and aligned with the strategy and the identified weakness in organization or content.

- Rationale for choice of strategies is appropriate.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to provide an in-depth description of patterns of writing and writing conventions and a thorough understanding of the recursive nature of the writing process.

Characteristics:

- Identification of one significant weakness and one significant strength in the conventions is weak or confusing.

- Identification of one significant weakness in organization or content is vague.

- Explanation of the weakness in organization or content is confused.

- Two identified strategies are simplistic and loosely connected to the weakness in organization or content.

- Choice of the appropriate stage for application of the strategy is unclear and loosely connected with the strategy and the identified weakness in organization or content.

- Rationale for choice of strategies is weak.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to provide an in-depth description of patterns of writing and writing conventions and a thorough understanding of the recursive nature of the writing process.

Characteristics:

- Identification of one significant weakness and one significant strength in the conventions is inaccurate.

- Identification of one significant weakness in organization or content is inappropriate or inaccurate.

- Explanation of the weakness in organization or content is weak or missing.

- Two identified strategies are weak and loosely connected to the weakness in organization or content.

- Choice of the appropriate stage for application of the strategy is misinformed and disconnected from the strategy and the identified weakness in organization or content.

- Rationale for choice of strategies is weak or missing.

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