Component 1:
Content Knowledge

SAMPLE ITEMS
AND SCORING RUBRICS
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Overview

This document provides information about the Early and Middle Childhood/Literacy: Reading-Language Arts (EMC/Literacy: Reading-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.

EMC/Literacy: Reading-Language Arts Component 1 Computer-Based Assessment

In the EMC/Literacy: Reading-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.

EMC/Literacy: Reading-Language Arts Standards Measured by Selected Response Items

The EMC/Literacy: Reading-Language Arts selected response items focus on the following Standards:

<table>
<thead>
<tr>
<th>Standards Content</th>
<th>Approximate Percentage of Selected Response Item Section*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Learners and Collaborating with Families (Standards I, XII)</td>
<td>20%</td>
</tr>
<tr>
<td>• Knowing Each Student as an Intellectual, Social, Emotional, Cultural, and Language Learner</td>
<td></td>
</tr>
<tr>
<td>• Understanding Learning and Child Development Theories</td>
<td></td>
</tr>
<tr>
<td>• Assisting Families in Supporting Their Children’s Learning Development</td>
<td></td>
</tr>
<tr>
<td>Equity, Fairness, and Diversity; the Learning Environment; and Literacy Assessment (Standards II, III, IV, V)</td>
<td>25%</td>
</tr>
<tr>
<td>• Promoting Fairness and Equity</td>
<td></td>
</tr>
<tr>
<td>• Establishing the Intellectual Environment</td>
<td></td>
</tr>
<tr>
<td>• Selecting Resources</td>
<td></td>
</tr>
<tr>
<td>• Knowledge of Assessment and Selecting and Administering Assessments</td>
<td></td>
</tr>
</tbody>
</table>
Sample Items and Scoring Rubrics
Component 1: Content Knowledge

<table>
<thead>
<tr>
<th>Reading and Writing (Standards VI and VII)</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knowledge and Instruction of Reading</td>
<td></td>
</tr>
<tr>
<td>• Knowledge and Instruction of Writing</td>
<td></td>
</tr>
<tr>
<td>• Connections of Reading and Writing to the Other Language Arts and to Other Disciplines</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening and Speaking; Viewing and Visual Literacy (Standards VIII and IX)</th>
<th>35%</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Knowledge and Instruction of Listening and Speaking</td>
<td></td>
</tr>
<tr>
<td>• Knowledge and Instruction of Viewing and Visual Literacy</td>
<td></td>
</tr>
</tbody>
</table>

* These percentages are an approximation only.


**EMC/Literacy: Reading-Language Arts Constructed Response Exercises**

The EMC/Literacy: Reading-Language Arts constructed response exercises assess the following:

- **Exercise 1: Analyzing Student Reading**
  In this exercise, you will analyze a transcript of a student’s oral reading, identify two significant patterns with respect to reading miscues and/or fluency, and discuss an appropriate teaching strategy to address one of the identified patterns. You will be asked to respond to one prompt.

- **Exercise 2: Writing Development**
  In this exercise, you will identify one area of strength and one area of need in a student’s writing sample and describe a developmentally appropriate teaching strategy to address each of them. You will be asked to respond to one prompt.

- **Exercise 3: Literacy Across the Curriculum**
  In this exercise, you will demonstrate your ability to integrate literacy and content-area learning. Using the grade-level content-area text provided, you will create a learning experience that effectively supports students’ development of literacy strategies and content knowledge. You will be asked to respond to one prompt.

Each constructed response exercise will be assessed using a scoring rubric. Each EMC/Literacy: Reading-Language Arts Component 1 scoring rubric is derived from the EMC/Literacy: Reading-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 EMC/Literacy: Reading-Language Arts Component 1” and “Sample Constructed Response Exercises and Scoring Rubrics for EMC/Literacy: Reading-Language Arts Component 1.”

Selected Response Section

This section includes the following:

- 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

Other Important Information

Refer to the National Board website for the following:

- For information about scheduling and taking your test at the assessment center, please refer to the Assessment Center Policy and Guidelines.
- For a link to an online tutorial, please refer to the Assessment Center Testing page.
- For more information about how the assessment is scored, please refer to the Scoring Guide.
Sample Selected Response Items and Answer Key for EMC/Literacy: Reading-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.

- an **answer key**.

**Sample Selected Response Items**

**Standard I. Knowledge of Learners**

1. A literacy teacher is notified that there will be a new student in the class who is an entering-level English language learner. Which of the following steps would be most effective for the teacher to take *first* in order to best plan for the needs of this student?
   - A. collaborate with colleagues who have experience with English language learners
   - B. attending professional development seminars focused on teaching English language learners
   - C. attempting to find a translator who is proficient in both English and the student's primary language
   - D. reading professional publications that provide information about teaching English language learners

2. A first-grade teacher notices that students are interrupting each other during a class discussion of a read-aloud. The teacher leads the students in a conversation about the advantages of listening to their classmates. This approach most closely supports the educational concept of:
   - A. active learning.
   - B. social/emotional learning.
   - C. discovery learning.
   - D. experiential learning.
Standard III. Learning Environment

3. A fourth-grade teacher would like to utilize community resources to enhance student learning. Which of the following activities would be most appropriate for this purpose?
   A. having students view political ads and hold a mock election
   B. inviting a local meteorologist to share duties of the job and knowledge with students during a unit on weather
   C. asking students to tour a radio station and write a news story of their own
   D. helping students use a directory of local government officials to identify different civic occupations

Standard IV. Instruction

4. The practice of providing electronic versions of classroom texts, enhanced with interactive audio and video features, for students' use at school and at home is likely to primarily promote which of the following goals?
   A. encouraging students to use technology to complete homework
   B. fostering students' engagement in independent reading
   C. eliciting greater interest from parents/guardians in students' work
   D. supporting students' comprehension of the reading content

Standard VI. Reading

5. For a guided reading lesson, a first-grade teacher chooses the text below.

A starfish lives in the sea. Most starfish have five arms. When an arm is lost, the starfish will grow another one.

Which of the following groups of categories is this teacher most likely considering when selecting this text?
   A. author's purpose, text structure, and connections
   B. decodable patterns, sight words, and reader interest
   C. word formation, new science concept, and cause-and-effect relationship
   D. vocabulary level, sentence complexity, and reader's background knowledge
Standard VII. Writing

<table>
<thead>
<tr>
<th>6. A second-grade student who is a fluent reader and speller often tries to avoid writing activities. The student enthusiastically agrees to write when the teacher dictates words or sentences but is very reluctant to write connected text. The teacher asks the student to choose an interesting photograph from an informational text and write a few sentences about the photograph. The student is able to do so. Which of the following rationales best explains why the use of a visual aid benefits this student?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The student needs the photograph to help generate ideas for writing.</td>
</tr>
<tr>
<td>B. The student needs the photograph to help plan and organize the writing.</td>
</tr>
<tr>
<td>C. The student needs the photograph as a reminder of what the assignment is.</td>
</tr>
<tr>
<td>D. The student needs the photograph as a reference to use when describing details.</td>
</tr>
</tbody>
</table>

Standard IX. Viewing and Visual Literacy

<table>
<thead>
<tr>
<th>7. A fourth-grade teacher is planning a persuasive writing unit. The students’ final project will be an editorial piece with accompanying supporting visuals. Although students have written persuasively in past units, they have not focused on visual persuasion. Which of the following visual literacy skills should the teacher highlight initially for this age level and topic?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. classifying the type of emotion and response a visual is likely intended to provoke in the viewer</td>
</tr>
<tr>
<td>B. analyzing the ways in which visuals can extend and reinforce the message of the written text</td>
</tr>
<tr>
<td>C. comparing the similarities and differences between written and visual persuasive pieces</td>
</tr>
<tr>
<td>D. recognizing visual cues such as color palette and facial expressions in photographs</td>
</tr>
</tbody>
</table>

Standard IX. Viewing and Visual Literacy

<table>
<thead>
<tr>
<th>8. During a language arts unit on literacy elements a middle school teacher will show students the movie <em>Fly Away Home</em>. The teacher's plan is to pause at various spots throughout the movie to engage students in conversation about what is happening in the story. Which of the following steps should the teacher take prior to showing the movie that will best promote the students' learning with regard to plot structure?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. asking the students to brainstorm predictions about events they think are likely to occur during the movie</td>
</tr>
<tr>
<td>B. directing the students' viewing to alert them to important events they should be watching for in the movie</td>
</tr>
<tr>
<td>C. telling the students they can decide when they think events warrant stopping the movie for a discussion</td>
</tr>
<tr>
<td>D. providing the students with note-taking sheets to record important events in the movie</td>
</tr>
</tbody>
</table>
### Answer Key to Sample Selected Response Items

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Correct Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
</tr>
<tr>
<td>5</td>
<td>B</td>
</tr>
<tr>
<td>6</td>
<td>A</td>
</tr>
<tr>
<td>7</td>
<td>D</td>
</tr>
<tr>
<td>8</td>
<td>B</td>
</tr>
</tbody>
</table>
Sample Constructed Response Exercises and Scoring Rubrics for EMC/Literacy: Reading-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

Standard I. Knowledge of Learners / Standard IV. Instruction / Standard V. Assessment / Standard VI. Reading

Exercise 1: Analyzing Student Reading - Candidate Name

Analyzing Student Reading

Introduction

In this exercise, you will analyze a transcript of a student’s oral reading, identify two significant patterns with respect to reading miscues and/or fluency, and discuss an appropriate teaching strategy to address one of the identified patterns. 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:

- a thorough analysis of two significant patterns with respect to reading miscues and/or fluency in a transcript of a student’s oral reading;
- examples from the student’s transcript that are detailed and strongly support the identified patterns;
- an in-depth description of an appropriate teaching strategy that you would use to address one of the identified patterns; and
- a detailed and sensible explanation of how this strategy will promote the student’s reading development.

Directions

You may view the prompt by clicking the Next button. Compose your response in the space provided.
Exercise 1: Analyzing Student Reading - Candidate Name

Stimulus

You are working one-on-one with a fourth-grade student. You have provided this student with a passage of unfamiliar text to read aloud. Below is the transcript of the student’s oral reading.

Excerpt from The Hot and Cold Summer by Johanna Hurwitz.

Rory sat on the lounge chair in his backyard, hurting in two places. His poor toes hurt him because he had forgotten mints and stepped down hard on them a few minutes ago. The other hurt was in the pit of his stomach. It wasn’t a stomachache exactly. It was the queasy feeling he had before an arithmetic test. But that was silly because it was still summer vacation and Rory didn’t have to worry about arithmetic tests for weeks.

What he was worrying about was that Derek would be returning home in a few minutes. The boys hadn’t even spoken to each other for two days before Derek left for camp.

And even though Derek had sent him a postcard right at the beginning, perhaps he had changed his mind. Or maybe he had made so many new friends since then that he wouldn’t need Rory anymore.

Key:
- omission
- short pause
- repetition
- insertion
- long pause
- substitution
- self-correction
Exercise 1: Analyzing Student Reading - Candidate Name

You must address each of the following in your response.

- Analyze the student’s reading transcript and identify two significant patterns with respect to reading miscues and/or fluency.
- Provide specific examples from the transcript of the student’s reading of the passage to support your response.
- Describe a developmentally appropriate teaching strategy that you would use to address one of the identified patterns.
- Explain how this strategy will promote the student’s reading development.
Scoring Rubric for Exercise 1

The **LEVEL 4** response provides *clear, consistent, and convincing* evidence of analysis of a student’s oral reading transcript, identification of two significant patterns with respect to reading miscues and/or fluency, and description of an appropriate teaching strategy to thoughtfully address one of the identified patterns.

**Characteristics:**

- Analysis of two significant patterns with respect to reading miscues and/or fluency in a student’s oral reading is thorough.
- Examples from the student’s transcript are detailed and strongly support the identified patterns.
- An appropriate teaching strategy to address one of the identified patterns is described in-depth.
- An explanation of how the strategy will promote the student’s reading development is detailed and sensible.

The **LEVEL 3** response provides *clear* evidence of analysis of a student’s oral reading transcript, identification of two significant patterns with respect to reading miscues and/or fluency, and description of an appropriate strategy to thoughtfully address one of the identified patterns.

**Characteristics:**

- Analysis of two significant patterns with respect to reading miscues and/or fluency in a student’s oral reading is solid.
- Examples from the student’s transcript support the identified patterns.
- A teaching strategy to address one of the identified patterns is appropriate.
- An explanation of how the strategy will promote the student’s reading development is logical.
### Component 1: Content Knowledge

#### Early and Middle Childhood/Literacy: Reading - Language Arts

<table>
<thead>
<tr>
<th>The LEVEL 2 response provides <em>limited</em> evidence of analysis of a student’s oral reading transcript, identification of two significant patterns with respect to reading miscues and/or fluency, and description of an appropriate strategy to thoughtfully address one of the identified patterns.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Characteristics:</strong></td>
</tr>
<tr>
<td>▪ Described patterns with respect to reading miscues and/or fluency may be trivial, incomplete, or vague.</td>
</tr>
<tr>
<td>▪ Examples from the student’s transcript are only tangentially connected to the patterns identified.</td>
</tr>
<tr>
<td>▪ The teaching strategy may only vaguely address one of the identified patterns or may be inappropriate.</td>
</tr>
<tr>
<td>▪ Explanation of how the strategy will promote the student’s reading development is vague.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The LEVEL 1 response provides <em>little or no</em> evidence of analysis of a student’s oral reading transcript, identification of two significant patterns with respect to reading miscues and/or fluency, and description of an appropriate strategy to thoughtfully address one of the identified patterns.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Characteristics:</strong></td>
</tr>
<tr>
<td>▪ Described patterns with respect to reading miscues and/or fluency may be incorrect or missing.</td>
</tr>
<tr>
<td>▪ Examples from the student’s transcript are not connected to the identified patterns.</td>
</tr>
<tr>
<td>▪ The teaching strategy may not address one of the identified patterns or may be missing.</td>
</tr>
<tr>
<td>▪ An explanation of how the strategy will promote the student’s reading development is incomplete or illogical.</td>
</tr>
</tbody>
</table>
Sample Exercise 2 and Scoring Rubric

Sample Exercise 2

Standard IV. Instruction / Standard VII. Writing

Exercise 2: Writing Development - Candidate Name

Writing Development

Introduction

In this exercise, you will identify one area of strength and one area of need in a student's writing sample and describe a developmentally appropriate teaching strategy to address each of them. 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 insightful identification of one area of strength with a supporting example from the student’s writing sample and a description of a thoughtful and targeted teaching strategy that you would use to build upon that area of strength; and
- a detailed and thoughtful identification of one area of need with a supporting example from the student’s writing sample and an in-depth description of a teaching strategy that you would use to address that area of need.

Directions

You may view the prompt by clicking the Next button. Compose your response in the space provided.
Stimulus
Read the following student prompt and sixth-grade student’s written response. The writing sample is a first draft.

Student Prompt
Write a persuasive letter to the principal asking him or her to use extra funds to buy classroom sets of laptops for students at the middle school. Pay specific attention to your audience, purpose, and structure.

Student Response
Dear Principal Moss,

Isn’t the academic growth of students here at Brown Middle School our first priority? Of course it is! That is why each classroom should be equipped with laptops for us students!

Students need the latest technology to be able to keep up with the world and students in other school districts as well. Don’t you want us to have a competitive advantage?

Also, having laptops to use in class, will allow us internet options. We can use technology to have online lessons, use modern options like blogging and online publications to further our classroom lessons.

With laptops in each classroom, teachers can expand our minds with technology and modern teaching methods. We will be competitive with other school districts, and grow academically. Please consider this, not only for our school’s future, but for the future of the students!

Sincerely,
A Student

You must address each of the following in your response.

- **Identify one** area of strength in this student’s writing sample. Support your identification with a specific example from the student sample.
- Describe an effective and developmentally appropriate teaching strategy that you would use to build upon the identified strength to further the student’s writing development.
- **Identify one** area of need in this student’s writing sample. Support your identification with a specific example from the student sample.
- Describe an effective and developmentally appropriate teaching strategy that you would use to address the identified area of need and to further the student’s writing development.
Scoring Rubric for Exercise 2

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate demonstrates knowledge of student writing development by thoughtfully analyzing a writing sample to accurately identify one area of strength and one area of need with supporting examples, and to describe a teaching strategy to address each of them in detail.

**Characteristics:**

- The identification of one area of strength in a student’s writing sample is accurate and insightful with supporting examples and the teaching strategy described to build upon that area of strength is thoughtful and targeted.
- The identification of one area of need in a student’s writing sample is detailed and thoughtful with supporting examples and the teaching strategy to address that area of need is effective and is described in-depth.

The **LEVEL 3** response shows *clear* evidence that the candidate demonstrates knowledge of student writing development by thoughtfully analyzing a writing sample to accurately identify one area of strength and one area of need with supporting examples, and to describe a teaching strategy to address each of them in detail.

**Characteristics:**

- The identification of one area of strength in a student’s writing sample is accurate with supporting examples and the teaching strategy described to build upon that area of strength is appropriate.
- The identification of one area of need in a student’s writing sample is detailed with supporting examples and the teaching strategy to address that area of need is sensible.
The **LEVEL 2** response shows *limited* evidence that the candidate demonstrates knowledge of student writing development by thoughtfully analyzing a writing sample to accurately identify one area of strength and one area of need with supporting examples, and to describe a teaching strategy to address each of them in detail.

**Characteristics:**

- The identification of one area of strength in a student’s writing sample is sketchy with loosely connected examples and the teaching strategy described to build upon that area of strength is vague.
- The identification of one area of need in a student’s writing sample may be inaccurate with loosely connected examples lacking detail and the teaching strategy to address that area of need is loosely connected to the weakness or inappropriate.

The **LEVEL 1** response shows *little or no* evidence that the candidate demonstrates knowledge of student writing development by thoughtfully analyzing a writing sample to accurately identify one area of strength and one area of need with supporting examples, and to describe a teaching strategy to address each of them in detail.

**Characteristics:**

- The identification of one area of strength in a student’s writing sample is incorrect or missing, examples are not connected or missing, and the teaching strategy described to build upon that area of strength is inaccurate or missing altogether.
- The identification of one area of need in a student’s writing sample may be misinformed or missing, examples are not connected or missing, and the teaching strategy to address that area of need is not connected to the weakness, incorrect, or missing.
Sample Exercise 3 and Scoring Rubric

Sample Exercise 3


Exercise 3: Literacy Across the Curriculum - Candidate

Name

Time Remaining 29:31

Literacy Across the Curriculum

Introduction

In this exercise, you will demonstrate your ability to integrate literacy and content-area learning. Using the grade-level content-area text provided, you will create a learning experience that effectively supports students’ development of literacy strategies and content knowledge. 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 features or characteristics of a content-area text that are likely to be challenging for students at a specified grade level, with appropriate specific examples from the text;
• an in-depth description of strategies designed to guide students through reading and understanding the text; and
• a detailed and reasoned explanation of how the identified strategies would help students with the text.

Directions

You may view the prompt by clicking the Next button. Compose your response in the space provided.
Exercise 3: Literacy Across the Curriculum - Candidate Name

Stimulus

Students in a fifth-grade class will be reading the following passage as part of a health lesson.

Excerpt from Why Exercise Is Cool from KidsHealth.org.

Why Exercise Is Cool

Kids exercise all the time without even thinking of it. Just being active, like when you run around outside or play kickball at school, is a kind of exercise. What else counts as exercise? Playing sports, dancing, doing push-ups, and even reaching down to touch your toes.

When you exercise, you’re helping build a strong body that will be able to move around and do all the stuff you need it to do. Try to be active every day and your body will thank you later!

Exercise Makes Your Heart Happy

You may know that your heart is a muscle. It works hard, pumping blood every day of your life. You can help this important muscle get stronger by doing aerobic (say: air-OH-bik) exercise.

Aerobic means “with air,” so aerobic exercise is a kind of activity that requires oxygen. When you breathe, you take in oxygen, and, if you’re doing aerobic exercise, you may notice you’re breathing faster than normal. Aerobic activity can get your heart pumping, make you sweaty, and quicken your breathing.

When you give your heart this kind of workout on a regular basis, your heart will get even better at its main job—delivering oxygen (in the form of oxygen-carrying blood cells) to all parts of your body.

So you want to do some aerobic exercise right now? Try swimming, basketball, ice or roller hockey, jogging (or walking quickly), inline skating, soccer, cross-country skiing, biking, or rowing. And don’t forget that skipping, jumping rope, and playing hopscotch are aerobic activities, too!

You must address each of the following in your response.

- Identify two features or characteristics of the content-area text that are likely to be challenging for fifth graders. Provide specific examples from the text.
- Describe two strategies to use with students to address these challenges.
- Explain why these strategies would be effective.
Scoring Rubric for Exercise 3

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate demonstrates knowledge of literacy across the curriculum by thoughtfully analyzing a content-area text to accurately identify challenging features or characteristics of the text for students in the given grade level, describing strategies to address these challenges, and explaining how the identified strategies would help students’ understanding of the text.

**Characteristics:**

- Challenging features or characteristics of a content-area text are well described and accurately identified and supporting examples are well-chosen and specific.
- The strategies described demonstrate thorough understanding of how to guide students in reading and understanding the text.
- The explanation of how these strategies would be effective is detailed, well-reasoned, and clearly connected to the identified characteristics or challenges.

The **LEVEL 3** response shows *clear* evidence that the candidate demonstrates knowledge of literacy across the curriculum by thoughtfully analyzing a content-area text to accurately identify challenging features or characteristics of the text for students in the given grade level, describing strategies to address these challenges, and explaining how the identified strategies would help students’ understanding of the text.

**Characteristics:**

- Challenging features or characteristics of a content-area text are clearly identified and supporting examples are appropriate.
- The strategies described demonstrate appropriate understanding of how to guide students in reading and understanding the text.
- The explanation of how these strategies would be effective is related to the identified characteristics or challenges.
The **LEVEL 2** response shows *limited* evidence that the candidate demonstrates knowledge of literacy across the curriculum by thoughtfully analyzing a content-area text to accurately identify challenging features or characteristics of the text for students in the given grade level, describing strategies to address these challenges, and explaining how the identified strategies would help students’ understanding of the text.

**Characteristics:**

- Identification of challenging features or characteristics of a content-area text and supporting examples may be inaccurate. Examples may be loosely connected.
- The strategies described demonstrate limited understanding of how to guide students in reading and understanding the text.
- The explanation of how these strategies would be effective is vague, lacking in detail, or inappropriate.

The **LEVEL 1** response shows *little or no* evidence that the candidate demonstrates knowledge of literacy across the curriculum by thoughtfully analyzing a content-area text to accurately identify challenging features or characteristics of the text for students in the given grade level, describing strategies to address these challenges, and explaining how the identified strategies would help students’ understanding of the text.

**Characteristics:**

- Identification of challenging features or characteristics of a content-area text is incorrect or missing and examples are not connected or missing.
- The strategies described are inaccurate or missing altogether.
- The explanation of how these strategies would be effective may be misinformed or not connected to characteristics or challenges identified, incorrect, or missing.