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Reading Teacher (Grades K–12)

Subtest 1 Sample Items

1. A teacher would like to use small-group differentiated instruction to provide students with guided practice in applying recently taught prosodic reading skills. Which of the following guidelines would be most appropriate to use when planning the composition of small groups arranged for this purpose?

- A. including in each group students with a range of reading skill levels
- B. using students' areas of interest to determine the texts and the student makeup of the groups
- C. changing the student makeup of the groups from lesson to lesson
- D. ensuring that students in each of the groups have the same instructional reading level

2. An elementary reading teacher encourages classroom teachers at all levels to include informational/expository texts among the texts they select for teacher read-alouds and informal class discussions. This practice primarily contributes to students' reading proficiency by promoting their:

- A. development of decoding strategies.
- B. knowledge of academic language.
- C. development of word consciousness.
- D. knowledge of print conventions.

3. Which of the following questions would be most important to answer first when determining whether a particular formal reading test, administered annually to students districtwide, would provide useful information about the adequate yearly progress (AYP) of students in district schools?

- A. Can the schools ensure that testing conditions will be the same for all examinees in the district?
- B. Are the skills and knowledge measured by the test aligned with state and district curricular goals in reading?
- C. Can school faculty readily access individual test scores to inform ongoing differentiated instruction?
- D. Are the norms used for scoring the test based on test administrations in demographically comparable school districts?

4. Which of the following types of miscues is interpreted as a scorable reading error on an oral reading fluency assessment?

- A. repeating a word or phrase
- B. ignoring the punctuation between two sentences
- C. omitting a word or phrase
- D. hesitating before pronouncing a word correctly

5. A high school reading teacher is helping a social studies teacher plan instruction in strategic reading to promote students' comprehension of content-area texts. When helping the teacher develop a lesson focused on a specific text, which of the following steps would be most effective for the reading teacher to take *first*?

- A. determining the teacher's learning goals for the reading assignment
- B. identifying the approximate reading difficulty of the specific text
- C. surveying the reading assignment for content-specific vocabulary
- D. obtaining assessment data about the reading skills of class members

Answer Key

Item Number	Correct Response	Subarea	Objective
1	D	I. Planning and Organizing Reading Instruction	0001
2	B	I. Planning and Organizing Reading Instruction	0001
3	B	II. Assessment Tools and Practices	0004
4	C	II. Assessment Tools and Practices	0005
5	A	III. Literate and Professional Environment	0008

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