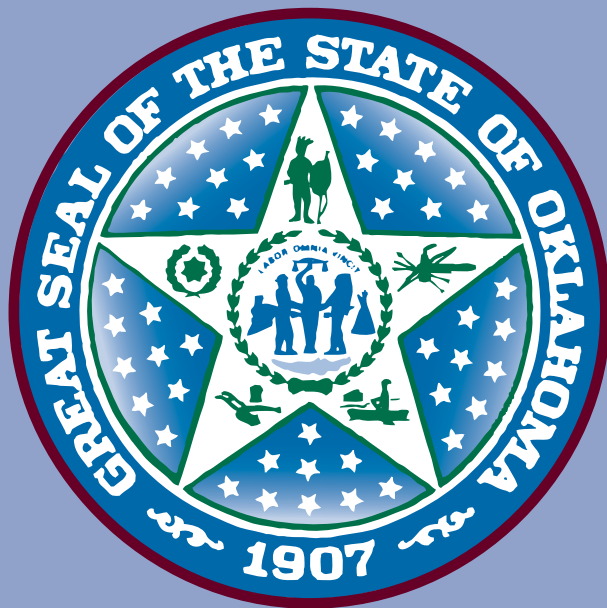


Certification Examinations for Oklahoma Educators™

Oklahoma Subject Area Tests™

STUDY GUIDE

024 Middle Level English



Oklahoma Commission
for Teacher Preparation

OK-SG-FLD024-04

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STUDY GUIDE INTRODUCTION AND GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

The first two sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[Study Guide Introduction and General Information About the Certification Examinations for Oklahoma Educators](#)



FIELD-SPECIFIC INFORMATION

- Test Competencies
 - Practice Test Questions and Answers
 - Constructed-Response Assignment Scoring
-

INTRODUCTION

This section includes a list of the test competencies, as well as a set of practice selected-response (multiple-choice) questions and one or more practice constructed-response assignments (if applicable), for the test field included in this study guide.

Test Competencies

The test competencies are broad, conceptual statements that reflect the subject-matter skills, knowledge, and understanding an entry-level educator needs to teach effectively in Oklahoma public schools. The list of test competencies for each test field represents the **only** source of information about what a specific test will cover and therefore should be reviewed carefully.

The descriptive statements that follow the competencies are included to provide examples of possible content covered by each competency. These descriptive statements are neither exhaustive nor exclusionary.

Practice Test Questions

The practice selected-response questions and any practice constructed-response assignments included in this section are designed to give you an introduction to the nature of the questions included in this OSAT test field. The practice test questions represent the various types of questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

To help you prepare for your OSAT, each practice selected-response question in this section is preceded by the competency it measures and followed by a brief explanation of the correct response. On the actual test, the competencies, correct responses, and explanations will **not** be given.

If the test field included in this guide has a constructed-response assignment, a sample response is provided immediately following the practice constructed-response assignment. The sample response in this guide is for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

A description of the process that is used for scoring the constructed-response assignment is provided in addition to the OSAT performance characteristics and score scale.

When you are finished with the practice test questions, you may wish to go back and review the entire list of test competencies and descriptive statements for your test field.

TEST COMPETENCIES: MIDDLE LEVEL ENGLISH

SUBAREAS:

Oral and Visual Communication
Writing Process and Applications
Reading Process and Comprehension
Literature and Language

SUBAREA I—ORAL AND VISUAL COMMUNICATION

Competency 0001

Apply strategies for effective listening and speaking.

The following topics are examples of content that may be covered under this competency.

Identify the characteristics and purposes of various types of listening, including informational (i.e., listening to gain knowledge), critical (i.e., listening to evaluate the sender's message or intent), and empathic (i.e., listening to understand and appreciate the sender's thoughts and feelings).

Demonstrate knowledge of the barriers to listening effectively, including selective listening (e.g., listening only to what's considered important, listening only to what's expected or what's interesting).

Distinguish among types of speech delivery (e.g., memorized, manuscript, extemporaneous, impromptu) that are appropriate for various purposes, content, audiences, and occasions.

Distinguish among styles of language (e.g., formal, informal, technical, regional, jargonistic, slang) that are appropriate for various purposes, content, audiences, and occasions.

Demonstrate knowledge of rhetorical strategies used to enhance clarity and generate interest in speeches (e.g., previews, summaries, anecdotes, rhetorical questions, transitions).

Recognize the different roles that voice (e.g., volume, rate, pitch, tone/quality) and body language (e.g., posture, hand gestures, facial expressions, eye contact) play in speech delivery.

Competency 0002

Apply strategies for participating in conversations and group discussions.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of skills needed for participating in conversations for various purposes and in various contexts (e.g., greetings and introductions, sharing experiences and ideas, interviewing).

Apply strategies for participating actively in conversations, including encouraging the sender verbally and nonverbally (e.g., using body language); clarifying, restating, or summarizing the sender's message; building (e.g., asking questions, suggesting other ideas); reflecting; and validating.

Recognize the importance of social norms and conventions in interpersonal communication and how these are influenced by factors such as self-concept, self-talk, perception of others, and culture.

Demonstrate knowledge of the various purposes of participating in group discussions (e.g., presenting ideas, promoting group cohesion, questioning, problem solving, brainstorming).

Demonstrate knowledge of the principles of group dynamics and factors that influence group effectiveness (e.g., group size, norms, and composition; environment; roles assumed by group members).

Apply strategies for identifying, managing, and resolving conflict in group discussions (e.g., compromise, negotiation, collaboration, accommodation).

Demonstrate knowledge of skills needed for facilitating group discussions.

Competency 0003

Apply strategies for preparing and delivering effective presentations.

The following topics are examples of content that may be covered under this competency.

Recognize methods of establishing clear objectives for a presentation (e.g., providing information, urging a particular action, changing a point of view, entertaining, inspiring).

Recognize methods of organizing a presentation to achieve objectives and meet an audience's needs and expectations (e.g., selecting points of emphasis, incorporating a sufficient level of detail, creating an appropriate tone).

Recognize methods of modifying a presentation to better correspond to the specific characteristics of various audiences (e.g., demographics, attitudes, values).

Recognize methods of incorporating appropriate and effective visual aids (e.g., posters, flip charts, slides, video footage, multimedia) into a presentation to reinforce a message, clarify a point, or create excitement and interest.

Demonstrate knowledge of appropriate technologies and media to use to produce various types of communications (e.g., school newspapers, video reports, Web pages/sites) and to convey specific messages.

Competency 0004

Apply strategies for analyzing and evaluating visual images in various media.

The following topics are examples of content that may be covered under this competency.

Recognize messages, meanings, and themes conveyed through various visual images (e.g., illustrations, political cartoons, photographs, advertisements) in various media (e.g., print, television, film, the Internet).

Recognize how certain media combinations (e.g., photograph accompanying a newspaper story, music or celebrity endorsement accompanying a television commercial) are used to emphasize and reinforce messages, meanings, and themes.

Analyze how the elements of visual images (e.g., symbols, shapes, color, space, composition, perspective, style, content) are manipulated to convey particular messages, meanings, and themes.

Analyze how visual images are used to change behavior and influence public opinion by appealing to reason, emotion, authority, and convention.

Recognize the role that an individual's personal experience and prior knowledge play in how the individual interprets certain visual images or captions.

SUBAREA II—WRITING PROCESS AND APPLICATIONS

Competency 0005

Understand the writing process.

The following topics are examples of content that may be covered under this competency.

Determine the audience and purpose of writing (e.g., to describe/inform, to explain, to entertain, to persuade, to analyze, to evaluate).

Demonstrate knowledge of ways to generate ideas (e.g., brainstorming, drawing on prior knowledge or personal experience) and to organize ideas (e.g., outlining; clustering; using graphic organizers such as Venn diagrams, story maps, and plot pyramids) before writing.

Recognize methods of drafting text so that it shows consistent development of a central idea or theme, including providing strong supporting details and organizing key points or events logically.

Recognize methods of revising text to eliminate wordiness, ambiguity, redundancy, and clichés.

Recognize methods of revising text to clarify meaning, including varying sentence structure, subordinating ideas, maintaining parallel form, using appropriate transitional words and phrases, eliminating distracting details, and keeping related ideas together.

Recognize methods of editing text so that it conforms to the conventions of standard American English (e.g., eliminating comma splices, run-on sentences, sentence fragments, and misplaced or dangling modifiers).

Demonstrate familiarity with proofreading techniques (e.g., reading text backward, reading text aloud) and other tools used to finalize text for publishing (e.g., word-processing software with spelling and grammar checks and find-and-replace features).

Competency 0006

Understand the elements of effective composition.

The following topics are examples of content that may be covered under this competency.

Recognize effective ways to present original ideas or perspectives in a text clearly, concisely, and coherently.

Recognize the appropriate format (e.g., business/personal letter, formal essay, research report, story, play), tone/voice (e.g., familiar, formal, humorous), and diction (e.g., technical terms, figurative language) to use for a specific writing purpose and audience.

Recognize methods of developing an introduction to a text that draws a reader's attention, specifies the topic or issue, or provides a thesis.

Recognize effective ways to organize ideas in a text (e.g., spatially, chronologically, from general to specific, in order of importance).

Recognize effective ways to emphasize, link, and contrast important ideas in a text (e.g., repetition, restatement, parallelism, transitional words and phrases).

Recognize effective ways to incorporate graphic features in a text (e.g., tables, charts, graphs, maps, photographs, illustrations).

Recognize methods of developing a conclusion to a text that provides a resolution or a suggested course of action.

Competency 0007

Understand the conventions of standard American English.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of the conventions of capitalization (e.g., capitalizing proper nouns/adjectives, titles of persons, titles of works, brand names).

Demonstrate knowledge of the conventions of punctuation (e.g., using commas in compound and complex sentences, for words or phrases in a series, and for appositives; using apostrophes in contractions and for possessives; using quotation marks in dialogue and with other punctuation).

Demonstrate knowledge of the conventions of spelling (e.g., forming plurals; recognizing and correcting commonly misspelled and misused words).

Demonstrate knowledge of the correct use of the parts of speech (e.g., nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjections) in simple sentences.

Recognize ways to form simple, compound, and complex sentences in which there is subject–verb agreement and noun–pronoun agreement.

Competency 0008

Understand the process of writing to describe, inform, or explain.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of forms of writing that are appropriate for describing events, providing information about issues, or answering questions (e.g., newspaper article, formal essay, research report).

Demonstrate the ability to select an appropriate subject or topic for writing and to formulate a specific question to address in writing.

Recognize methods of developing a thesis statement that expresses the central idea of a piece of writing (e.g., makes a specific claim, provides a focus).

Identify appropriate primary sources (e.g., interviews/transcripts, surveys/polls, experimental data) and secondary sources (e.g., encyclopedias, periodicals, electronic databases, the Internet) to use to research a subject or topic.

Evaluate the relevance of specific information to the central idea of a piece of writing.

Evaluate the reliability and credibility of various sources of information used in writing.

Demonstrate knowledge of methods of paraphrasing, summarizing, and quoting sources appropriately and of acknowledging and documenting sources to avoid plagiarism.

Demonstrate the ability to select an appropriate organizational structure or scheme for developing ideas in writing (e.g., analogy, classification and division, problem and solution, cause and effect).

Competency 0009

Understand the process of writing to persuade or instruct.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of forms of writing that are appropriate for influencing beliefs, arguing a point, expressing an opinion, or providing rules or guidelines (e.g., editorial, petition, brochure, advertisement, regulations, directions).

Demonstrate the ability to establish a clear position or controlling idea in persuasive writing and to develop it logically through the use of meaningful examples or details, sound reasoning, and effective transitions.

Demonstrate the ability to select relevant, complete, and accurate information or evidence that can be used to support points expressed in persuasive writing.

Demonstrate the ability to anticipate questions, concerns, and counterarguments for points expressed in persuasive writing and to incorporate effective responses to them into the writing.

Recognize methods of producing writing that provides instruction or guidance or performs a function related to everyday activities or tasks (e.g., poster/sign, label, recipe, schedule, walking/driving directions).

Competency 0010

Understand the process of writing for personal expression and social interaction.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of forms of writing that are appropriate for expressing personal thoughts and feelings or for exploring various points of view (e.g., journal entry, personal essay, sketch/skit, story, poem, song).

Recognize specific details that are important to include in personal writing to achieve an effect or fulfill a purpose (e.g., to establish a tone, to create a mood, to describe a character or setting).

Apply strategies for composing personal writing by presenting characters and actions directly (i.e., showing) and, alternatively, by interpreting and evaluating the motives of characters and the causes of actions (i.e., telling).

Apply strategies for composing personal writing that makes effective and appropriate use of various literary elements (e.g., figurative language, imagery, dialogue, voice, rhythm).

Apply strategies for writing personal notes and letters that convey a message or point of view clearly and concisely and that engage and maintain the reader's interest.

Competency 0011

Understand the process of writing for literary response and critical analysis.

The following topics are examples of content that may be covered under this competency.

Apply strategies for writing a response to a literary text, including referring to personal experience and prior knowledge.

Apply strategies for writing a cogent analysis of a literary text that offers original insights about the use of various literary elements in the text (e.g., how a character's actions advance the plot, how setting creates a mood, how symbolism suggests a theme, how dialogue reveals the thoughts/feelings of characters).

Incorporate specific words and phrases as well as general styles and tones in a literary text that can be used to illustrate a point or to support an interpretation made about the text.

Relate characters, themes, and points of view from one literary text to characters, themes, and points of view from other literary texts.

SUBAREA III—READING PROCESS AND COMPREHENSION

Competency 0012

Understand the roles of phonological and phonemic awareness in the reading process and strategies for developing word identification skills and vocabulary knowledge.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of the skills associated with phonological awareness (e.g., distinguishing spoken words, syllables, and onsets/rimes) and phonemic awareness (e.g., segmenting, blending, rhyming).

Demonstrate knowledge of the alphabetic principle (i.e., recognition that each phoneme corresponds to a letter or letter combination) and how readers use the alphabetic principle to master letter–sound correspondence and to decode simple words.

Demonstrate knowledge of various word identification strategies, including the use of phonics, semantic and syntactic cues, context clues, syllabication, and word structure (e.g., base words, word roots, prefixes, suffixes) and the recognition of high-frequency sight words with regular and irregular spellings.

Demonstrate knowledge of the relationships between words (e.g., homonyms, synonyms, antonyms) and the complexities related to word selection (e.g., denotative and connotative meanings, words with multiple meanings, idioms, similes, metaphors).

Apply strategies for building and extending readers' vocabulary knowledge (e.g., linking new vocabulary to concrete experiences, selecting vocabulary words that are conceptually related and that provide opportunities to read across content areas).

Competency 0013

Understand strategies for developing reading comprehension and fluency.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of factors that influence reading comprehension and fluency (e.g., vocabulary, reading rate, intonation, interest in text, familiarity with genre of text).

Recognize the appropriate reading strategy (e.g., scanning, skimming, in-depth reading, rereading) to use for a specific text and purpose (e.g., reading a newspaper for a particular story, reading a textbook to learn about an unfamiliar topic, reading a poem to determine its theme).

Demonstrate knowledge of strategies to use before, during, and after reading to enhance comprehension (e.g., activating relevant prior knowledge, making connections to personal experience, previewing, predicting, using graphic organizers, taking notes, self-questioning, outlining, summarizing).

Demonstrate knowledge of oral language activities that promote comprehension (e.g., retelling, think-alouds, discussing).

Demonstrate knowledge of literal comprehension skills (e.g., identifying facts, causal relationships, and the sequence of events in a text).

Demonstrate knowledge of inferential comprehension skills (e.g., making generalizations from information presented in a text, interpreting information conveyed implicitly in a text).

Competency 0014

Understand strategies for reading expository texts.

The following topics are examples of content that may be covered under this competency.

Identify the characteristics and purposes of various types of expository texts (e.g., newspaper, journal, and magazine articles; textbooks; informal essays).

Demonstrate the ability to use effectively the organizational features of expository texts (e.g., table of contents, headings, captions, footnotes/endnotes, glossary, index).

Recognize accurate summaries of information presented in an expository text.

Distinguish between general statements and specific details presented in an expository text.

Identify the main idea and purpose of an expository text, whether stated or implied, and details used to support the main idea.

Recognize primary and secondary source material and assess the credibility, objectivity, and appropriateness of various sources of information (e.g., the Internet, print, nonprint) used in an expository text.

Demonstrate the ability to make inferences and draw conclusions from information presented in an expository text.

Recognize the organizational structure of an expository text (e.g., cause and effect, chronology, comparison and contrast) and how that structure helps convey and clarify the ideas in the text.

Interpret graphic features used in an expository text (e.g., tables, charts, photographs, illustrations).

Competency 0015

Understand strategies for reading persuasive texts.

The following topics are examples of content that may be covered under this competency.

Identify the characteristics and purposes of various types of persuasive texts (e.g., editorials, petitions, marketing brochures, print advertisements).

Distinguish between fact and opinion in a persuasive text.

Evaluate the relevance, importance, and sufficiency of facts offered in support of an argument presented in a persuasive text.

Assess the credibility, objectivity, and appropriateness of various sources of information used in a persuasive text.

Analyze how tone, style, and rhetorical techniques (e.g., repetition, exaggeration, euphemisms, testimonials) are used to achieve certain effects in a persuasive text.

Recognize incomplete, inaccurate, extraneous, or unclear information and faulty reasoning in a persuasive text.

Competency 0016

Understand strategies for reading functional and technical texts.

The following topics are examples of content that may be covered under this competency.

Identify the characteristics and purposes of various types of functional texts (e.g., dictionaries, thesauri, encyclopedias, atlases, schedules/timetables, catalogs, application forms) and technical texts (e.g., instruction manuals; consumer product warranties and disclaimers; safety regulations; policies, contracts, and laws).

Demonstrate the ability to use information presented in functional texts to perform tasks (e.g., finding or confirming word meanings and pronunciations, locating people and places, planning travel, purchasing goods and services, applying for jobs).

Demonstrate the ability to use information presented in technical texts to develop skills and gain knowledge (e.g., using a new computer software program, operating a machine or an appliance, learning consumer rights, practicing responsible citizenship).

Interpret graphic features in functional and technical texts (e.g., diagrams, maps, keys/legends, flowcharts, schematic drawings).

Competency 0017

Understand strategies for reading texts from multiple subject areas.

The following topics are examples of content that may be covered under this competency.

Analyze recurrent concepts and themes in texts from a variety of subject areas.

Recognize how similes, metaphors, and analogies can be used to compare and contrast concepts and themes in texts from a variety of subject areas.

Recognize how the same words, phrases, and expressions can be used in texts from a variety of subject areas to connote different meanings.

Recognize how unfamiliar concepts and themes from texts in one subject area may be explored and better understood by relating them to familiar concepts and themes from texts in other subject areas.

SUBAREA IV—LITERATURE AND LANGUAGE

Competency 0018

Understand strategies for reading various genres of fiction and drama.

The following topics are examples of content that may be covered under this competency.

Recognize the characteristics of various types of fictional narrative (e.g., folk legend, epic, fantasy, mystery, realistic novel).

Analyze the use of elements of fiction (e.g., plot, setting, characterization, theme) in works of fiction and drama.

Analyze the use of common literary and rhetorical devices (e.g., dialogue, flashback, foreshadowing, symbolism, personification) in works of fiction and drama.

Analyze how narrative point of view (e.g., first person versus third person, limited versus omniscient, objective versus unreliable) affects the interpretation of a work of fiction or drama.

Analyze how word choice is used to create or reveal a particular mood, tone/voice, or style in a work of fiction or drama.

Recognize the characteristics of major types of dramatic works (e.g., comedy, tragedy).

Demonstrate knowledge of dramatic structure (e.g., introduction/exposition, rising action, climax, falling action, resolution/denouement).

Analyze the use of common dramatic devices (e.g., soliloquy, aside, subplot, irony, suspense) in dramatic works.

Competency 0019

Understand strategies for reading various genres of literary nonfiction.

The following topics are examples of content that may be covered under this competency.

Recognize the characteristics of various types of literary nonfiction (e.g., formal essay, biography, autobiography, memoir, letter/epistle).

Analyze how the narrative point of view, tone/voice, and style of a work of literary nonfiction affect the interpretation of the work.

Analyze how the organizational structure of a work of literary nonfiction is used to help develop the central idea or theme of the work.

Analyze how common literary and rhetorical devices (e.g., exaggeration, understatement, analogy, anecdote, examples, appeals to emotion or authority) are used in works of literary nonfiction.

Competency 0020

Understand strategies for reading various forms of poetry.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of the formal characteristics of various types of poetry (e.g., ode, sonnet, haiku, free verse).

Demonstrate knowledge of metrical structures (e.g., iambic pentameter) and stanzaic structures (e.g., couplet, quatrain).

Analyze the use of formal rhyme schemes and other sound devices in works of poetry (e.g., alliteration, assonance, consonance, onomatopoeia).

Analyze the use of common poetic devices in works of poetry (e.g., imagery, allusion, simile, metaphor).

Analyze how the formal characteristics of a work of poetry relate to the tone, mood, or theme of the work.

Competency 0021

Understand major themes, characteristics, trends, writers, and works in literatures from around the world.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of the significance of major writers in literatures from around the world (e.g., Homer, Matsuo Basho, William Shakespeare, Mark Twain, Virginia Woolf, Chinua Achebe).

Demonstrate knowledge of the significance of major literary works (e.g., *The Iliad*, *The Tale of Genji*, *The Canterbury Tales*, *Leaves of Grass*).

Demonstrate knowledge of the significance of major literary movements and periods (e.g., English Renaissance, romanticism, American realism and transcendentalism, Harlem Renaissance).

Demonstrate knowledge of significant literary forms, genres, and styles (e.g., epic, haiku, sonnet, slave narrative, stream of consciousness).

Analyze within the context of a passage the thematic concerns and stylistic and formal characteristics associated with major prose writers (e.g., Jane Austen, Ernest Hemingway), dramatists (e.g., Samuel Beckett, Wole Soyinka), and poets (e.g., John Keats, Gwendolyn Brooks) who have contributed to literatures from around the world.

Recognize within the context of a passage references to historical events and to political, social, and cultural movements and institutions that have influenced the development of literatures from around the world (e.g., civil and world wars, colonialism, slavery, immigration, industrialism, civil and human rights).

Competency 0022

Understand the historical, social, and cultural aspects of literature, including the ways in which literary works and movements both reflect and shape history, society, and culture.

The following topics are examples of content that may be covered under this competency.

Demonstrate knowledge of the common structural and stylistic elements of and shared themes in literary works from the oral tradition (e.g., creation stories, epic poems, ballads, fables, trickster tales, nursery rhymes, fairy tales, legends).

Analyze how social and cultural issues and issues relating to gender and ethnicity are explored in traditional and contemporary literature for adolescents and young adults (e.g., problem novels, coming-of-age stories, biographies, science fiction/fantasy).

Analyze how writers from diverse cultural backgrounds and various historical periods have commented on major historical events and influenced public opinion about and understanding of social and cultural issues through their literary works (e.g., Harriet Beecher Stowe's *Uncle Tom's Cabin*, Charles Dickens's *Oliver Twist*, John Steinbeck's *The Grapes of Wrath*).

Analyze the expression of specific cultural values, ideas, and attitudes (e.g., regional, ethnic, tribal) in literary works.

Competency 0023

Understand the historical, social, cultural, and technological influences shaping the English language.

The following topics are examples of content that may be covered under this competency.

Recognize the significance of historical events that have influenced the development of the English language (e.g., interactions among indigenous peoples, peoples of African heritage, and Europeans during the European colonization of North America).

Recognize the effects of technological innovations (e.g., printing press, telephone, television, computer) on the English language.

Relate English derivatives and borrowings, including slang terms, to their origins in other languages.

Recognize regional and social variations in language (e.g., dialects, idioms) in the United States.

PRACTICE TEST QUESTIONS AND ANSWERS: MIDDLE LEVEL ENGLISH

Practice Selected-Response Questions

Competency 0003

Apply strategies for preparing and delivering effective presentations.

1. Before selecting and organizing material for an oral presentation designed to urge a particular action, an individual should take which of the following steps *first* to ensure that the presentation achieves its objective?
 - A. drafting a provocative introduction and conclusion for the presentation
 - B. analyzing the demographics and attitudes of the intended audience for the presentation
 - C. determining which type of organizational pattern to use to structure the presentation
 - D. deciding how much time to devote in the presentation to using visual aids

Correct Response: B. To develop an effective oral presentation designed to urge an audience to take a particular action, a presenter must first be familiar with the general characteristics of the audience—what the audience brings to the communication situation in terms of knowledge, attitudes, and interests. Familiarity with these characteristics of the audience will allow the presenter to adapt his or her presentation to create links between what audience members do or think and what the presenter would like them to do or think.

Competency 0005

Understand the writing process.

2. Which of the following statements best explains how freewriting can be used as part of the writing process?
- A. Freewriting involves writing continuously for a specified amount of time and is best used by student writers to generate ideas for their writing.
 - B. Freewriting involves allowing students to choose topics for compositions that are of personal interest and is best used by teachers as a motivational tool.
 - C. Freewriting involves writing in a personal diary for one's own satisfaction and is best used by student writers to maintain creative fluency.
 - D. Freewriting involves writing highly structured essays that will not be graded and is best used by teachers to build students' confidence in their ability to write essays.

Correct Response: A. Freewriting is a process in which students write continuously for a prescribed period of time without stopping to edit their writing for usage, mechanics, and organization. This type of writing is most useful as an individual brainstorming exercise that allows students to express their ideas in an unstructured way and generate new ideas for writing that interests them.

Competency 0006

Understand the elements of effective composition.

3. **Read the draft version of a paragraph from an essay below; then answer the question that follows.**

Whether it is better to buy a home or rent one is a debatable issue. Those who favor buying usually mention tax deductions and potential profits from the resale of property as major advantages. They also note that there is comfort in being able to make residential modifications without having to consult a landlord. _____, those who favor renting contend that a renter is not tied down with the financial and maintenance obligations of a homeowner. In addition, many people simply cannot afford the large down payment required for buying a home. For anyone faced with the choice of buying or renting, both sides offer points well worth considering.

Which of the following transitional words would be most appropriate to use in the blank in this paragraph?

- A. Similarly
- B. Moreover
- C. However
- D. Instead

Correct Response: C. Because this paragraph summarizes and contrasts two opposing points of view, *however* is the best transitional word to link the two sides of the argument. It clearly indicates a change from one point of view to the other.

Competency 0008

Understand the process of writing to describe, inform, or explain.

4. A middle school student is developing a research report on the various customs observed by people from diverse ethnic groups living together in one particular local community. Which of the following research approaches would be most effective for the student to use to find information relevant to this topic?
- A. collecting national census data on the ethnic groups being examined
 - B. reviewing anthropology texts written about each of the ethnic groups
 - C. interviewing local members of each ethnic group being examined
 - D. analyzing newspaper editorials written by members of each ethnic group

Correct Response: C. The most effective way for the student to gather relevant information about the customs practiced by local community members from diverse ethnic groups is through direct communication. Personal interviews with individual community members will provide up-to-date information about the customs they practice, as well as the meanings and importance of these customs.

Competency 0014

Understand strategies for reading expository texts.

5. **Read the excerpt below from a newspaper article; then answer the question that follows.**

Our town library is a small, square, granite building with a flat roof. We invite a classical musician to play in the lobby every Sunday afternoon. There are frequent book discussion groups for adults during the week. In the back we have a media center that includes three Internet stations. Modest as it is, our little library is a vital part of our community.

Which of the following sentences from this excerpt provides a general statement rather than a specific detail?

- A. Our town library is a small, square, granite building with a flat roof.
- B. We invite a classical musician to play in the lobby every Sunday afternoon.
- C. In the back we have a media center that includes three Internet stations.
- D. Modest as it is, our little library is a vital part of our community.

Correct Response: D. This paragraph is constructed of several sentences that describe details about the library, followed by a general statement that ties all the details together. The last sentence is a general statement that brings coherence to the details presented in the first several sentences.

Competency 0017

Understand strategies for reading texts from multiple subject areas.

6. The medical term *anemic* is sometimes used metaphorically in other contexts to mean:
- A. deviating from the common rule.
 - B. lacking definite form or structure.
 - C. avoiding personal possessions.
 - D. lacking vitality or spirit.

Correct Response: D. In the medical field, a person suffering from anemia, a blood disorder, often shows signs of having very low energy. Therefore, the metaphoric sense of the word *anemic* is "lacking vitality or spirit."

Read the poem below; then answer the two questions that follow.

When to the sessions of sweet silent thought
I summon up remembrance of things past,
I sigh the lack of many a thing I sought,
And with old woes bewail my dear time's waste:
Then can I drown an eye, unused to flow,
For precious friends hid in death's dateless night,
And weep afresh love's long since cancelled woe,
And moan th'expense of many a vanished sight:
Then can I grieve at grievances foregone,
And heavily from woe to woe tell o'er
The sad account of fore-bemoanéd moan,
Which I new pay, as if not paid before.
But if the while I think on thee, dear friend,
All losses are restored and sorrows end.

Competency 0020

Understand strategies for reading various forms of poetry.

7. Which of the following phrases from this poem provides an example of assonance?
- A. "sweet silent thought"
 - B. "death's dateless night"
 - C. "love's long since cancelled woe"
 - D. "fore-bemoanéd moan"

Correct Response: D. The poetic device known as assonance is the use of the same or similar vowel sounds in stressed syllables that end with different consonant sounds. The phrase "fore-bemoanéd moan," with its repeated long *o* sounds, exemplifies assonance.

Competency 0021

Understand major themes, characteristics, trends, writers, and works in literatures from around the world.

8. In which of the following traditional forms is this poem written?
- A. sonnet
 - B. ode
 - C. ballad
 - D. elegy

Correct Response: A. A sonnet generally consists of fourteen lines written in iambic pentameter and has a very specific rhyme scheme. Shakespearean sonnets, of which this poem is an example, consist of three quatrains and a couplet and have a rhyme scheme of abab, cdcd, efef, gg.

Competency 0022

Understand the historical, social, and cultural aspects of literature, including the ways in which literary works and movements both reflect and shape history, society, and culture.

9. **Read the excerpt below from "A Vision Beyond Time and Place," an essay by N. Scott Momaday; then answer the question that follows.**

When my father was a boy, an old man used to come to [my grandfather] Mammedaty's house and pay his respects. He was a lean old man in braids and was impressive in his age and bearing. His name was Cheney, and he was an arrowmaker. Every morning, my father tells me, Cheney would paint his wrinkled face, go out, and pray aloud to the rising sun.

I often think of old man Cheney, and of his daily devotion to the sun. He was a man who saw very deeply into the distance, I believe, one whose vision extended far beyond the physical boundaries of his time and place. In his mind's eye he could integrate all the realities and illusions of the earth and sky; they became for him profoundly intelligible and whole.

Most Indian people are able to see in these terms. It is indeed the basis upon which they identify themselves as individuals and as a race. When old man Cheney looked into the sunrise, he saw as far into himself, I suspect, as he saw into the distance. He knew certainly of his existence and of his place in the scheme of things.

In contrast, most of us in this society are afflicted with a kind of cultural nearsightedness. . . . [W]e do not see beyond the buildings and billboards that seem at times to be the monuments of our civilization, and consequently we fail to see into the nature and meaning of our own humanity. Now, more than ever, we might do well to enter upon a vision quest of our own, that is, a quest after vision itself.

In this excerpt, Momaday uses words such as *see* and *vision* in a figurative sense to express which of the following cultural attitudes?

- A. a firm conviction of the uniqueness of the agrarian lifestyle
- B. a unifying perception of the interconnectedness of all things
- C. a psychological insight into the common needs of all human beings
- D. a philosophical awareness of the worthlessness of the material world

Correct Response: B. In this excerpt, Momaday describes ways of seeing and types of vision that are deeply transcendent and that reveal the interconnectedness of the natural and spiritual worlds. According to Momaday, this kind of perception is integral to Native Americans' individual and collective identities.

Competency 0023

Understand the historical, social, cultural, and technological influences shaping the English language.

10. Which of the following sets of words entered the English language as slang?
- A. rubberneck, groovy, lollygag
 - B. prenatal, postgraduate, counteract
 - C. laser, radar, scuba
 - D. mentor, nemesis, protean

Correct Response: A. Slang is defined as highly informal language that consists of both coined words and phrases and new or extended meanings of existing words or phrases. The word *rubberneck* originated in the United States during the nineteenth century. It combines two nouns to create a verb that describes the action of stretching one's neck in order to see something. In the 1930s, the word *groovy* began being used by jazz musicians to mean "playing well," and in the 1950s, it was used by young people, mainly teens, to mean "wonderful" or "excellent." The word *lollygag* was coined in the mid-nineteenth century and meant "to dawdle."

Practice Constructed-Response Assignment

11. Read the excerpt below from *The Importance of Being Earnest*, a play by Oscar Wilde; then complete the exercise that follows.

In this excerpt, Cecily has just revealed to Algernon, whose name Cecily believes to be Ernest, that she has bought an engagement ring for herself in his name.

ALGERNON. Did I give you this? It's very pretty, isn't it?

CECILY. Yes, you've wonderfully good taste, Ernest. It's the excuse I've always given for your leading such a bad life. And this is the box in which I keep all your dear letters. (*Kneels at table, opens box, and produces letters tied up with blue ribbon.*)

ALGERNON. My letters! But my own sweet Cecily, I have never written you any letters.

CECILY. You need hardly remind me of that, Ernest. I remember only too well that I was forced to write your letters for you. I always wrote three times a week, and sometimes oftener....

ALGERNON. (*crossing to her, and kneeling*) What a perfect angel you are, Cecily.

CECILY. You dear romantic boy. (*He kisses her, she puts her fingers through his hair.*) I hope your hair curls naturally, does it?

ALGERNON. Yes, darling, with a little help from others.

CECILY. I am so glad.

ALGERNON. You'll never break off our engagement again, Cecily?

CECILY. I don't think I could break it off now that I have actually met you. Besides, of course, there is the question of your name.

ALGERNON. Yes, of course. (*Nervously.*)

CECILY. You must not laugh at me, darling, but it had always been a girlish dream of mine to love someone whose name was Ernest. (*ALGERNON rises, CECILY also.*) There is something in that name that seems to inspire absolute confidence. I pity any poor married woman whose husband is not called Ernest.

ALGERNON. But, my dear child, do you mean to say that you could not love me if I had some other name?

CECILY. But what name?

ALGERNON. Oh, any name you like—Algernon—for instance...

CECILY. But I don't like the name of Algernon.

ALGERNON. Well, my own dear, sweet, loving little darling, I really can't see why you should object to the name of Algernon. It is not at all a bad name. In fact, it is rather an aristocratic name. Half of the chaps who get into the Bankruptcy Court are called Algernon. But seriously, Cecily... (*Moving to her.*) ...if my name was Algy, couldn't you love me?

CECILY. (*rising*) I might respect you, Ernest, I might admire your character, but I fear that I should not be able to give you my undivided attention.

Using your knowledge of literature, write an essay in which you analyze the excerpt above, supporting your points with specific references to the text. In your essay:

- describe a significant theme that the author develops in the excerpt; and
- explain how the author's use of characterization and irony helps develop the theme that you have described.



FOR YOUR REFERENCE ONLY—*The constructed response item is written to assess understanding in Subarea IV, Literature and Language, which consists of the competencies listed below.*

Understand strategies for reading various genres of fiction and drama.

Understand strategies for reading various genres of literary nonfiction.

Understand strategies for reading various forms of poetry.

Understand major themes, characteristics, trends, writers, and works in literatures from around the world.

Understand the historical, social, and cultural aspects of literature, including the ways in which literary works and movements both reflect and shape history, society, and culture.

Understand the historical, social, cultural, and technological influences shaping the English language.

A Very Good Response to the Practice Constructed-Response Assignment

In this excerpt, the author takes a farcical approach to exploring the theme of false romantic love through two characters whose engagement to be married is based more on the well-invented appearance of love than on the real presence of it. Here, romantic love is a ridiculous sham, acted out by shallow individuals who fake personal affection and intimacy and form false, empty relationships. The love that Cecily and Algernon show for one another is insincere and insignificant; however, the artistry and enthusiasm with which they invent that love is impressive. As Algernon says, "It's very pretty, isn't it?"--the word "pretty" here, instead of "beautiful," used very appropriately by the author to convey the superficiality of their artfully imitated love.

The author develops the theme of false romantic love by characterizing Cecily and Algernon as pretenders who play off one another's demonstrations of love and affection expertly. Cecily takes it upon herself to buy herself an engagement ring in Ernest's (Algernon's) name. She also takes it upon herself to write herself letters in Ernest's name. In both cases, Cecily demonstrates a preoccupation with the appearance of romantic love, not with its real presence; and in both cases, Algernon, as Ernest, literally plays along, calling Cecily a "perfect angel" for acting so considerately. Cecily reveals how preoccupied she is with superficial signs of love, beauty, and truth by admitting "it had always been a girlish dream of mine to love someone whose name was Ernest" and by inquiring of Algernon, "I hope your hair curls naturally, does it?" Again, her concern is with what her romantic partner is called and how he appears, not with who he really is. And Algernon, for his part, reveals himself to be similarly preoccupied with outward appearances by appealing to Cecily, "You'll never break off our engagement again . . . ?" His main concern here is, of course, the appearance of true love and personal commitment, not the real occurrence of it.

The author also uses irony in this excerpt to develop the theme of false romantic love. The irony occurs when our normal expectations of what constitutes true romantic love are reversed or undermined by the characters' words and actions. For example, in the first few lines, Cecily remarks that Algernon has "wonderfully good taste," a quality that she thinks compensates fully for his "leading such a bad life." The irony here is that Cecily chooses style over substance in her romantic partner. We expect that Cecily would consider how well Algernon leads his life--a reflection of personal character--much more important than how well he selects an engagement ring--a reflection of personal taste or style. Another example of irony is the overly dramatic and gushy way in which both Cecily and Algernon address one another. At one point, Algernon calls Cecily "my own dear, sweet, loving little darling," a ridiculously

(continued)

A Very Good Response to the Practice Constructed-Response Assignment (continued)

exaggerated demonstration of affection for Cecily, given that Algernon could not care less about how dear or loving Cecily is, only about how committed she is to maintaining the appearance of love.

So, in this excerpt, the discrepancy between what characters say and what they really feel or mean creates great verbal irony and serves to develop effectively the theme of false romantic love and to emphasize the author's contemptuous view of individuals who appear morally upright but act falsely and superficially.

CONSTRUCTED-RESPONSE ASSIGNMENT SCORING

All responses to OSAT constructed-response assignments (written and oral) are scored using scoring scales that describe varying levels of performance. These scales were approved by committees of Oklahoma educators who reviewed both the performance characteristics and the scoring scales.

Each response is scored by multiple scorers according to standardized procedures during scoring sessions held immediately after each administration of the CEOE. Scorers with relevant professional backgrounds are oriented to these procedures before the scoring session and are carefully monitored during the scoring sessions.

A constructed-response assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score. If you do not provide a scorable response for each constructed-response assignment on your test, you cannot pass the test regardless of your scores on the other section(s) of the test.

Sample Performance Characteristics for Constructed-Response Assignments

| | |
|---------------------------------|---|
| PURPOSE | The extent to which the response achieves the purpose of the assignment |
| SUBJECT MATTER KNOWLEDGE | Accuracy and appropriateness in the application of subject matter knowledge |
| SUPPORT | Quality and relevance of supporting details |
| RATIONALE | Soundness of argument and degree of understanding of the subject matter |

Sample Scoring Scale for Constructed-Response Assignments

| SCORE POINT | SCORE POINT DESCRIPTION |
|--------------------|---|
| 4 | <p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic. |
| 3 | <p>The "3" response reflects a general knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence generally supports the discussion; there are some relevant examples. • The response reflects a general understanding of the topic. |
| 2 | <p>The "2" response reflects a partial knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic. |
| 1 | <p>The "1" response reflects little or no knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic. |
| U | The response is unscorable because it is illegible, not written to the assigned topic, written in a language other than English, or of insufficient length to score. |
| B | There is no response to the assignment. |

ACKNOWLEDGMENTS

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2-20 Shakespeare's "Sonnet 30."

2-22 N. Scott Momaday. From "A Vision Beyond Time and Place" originally published in *Life Magazine*, 1971. Reprinted with permission.

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