

Certification Examinations for Oklahoma Educators™

Oklahoma Subject Area Tests™

STUDY GUIDE

- 050 Elementary Education Subtest 1:
Reading/Language Arts
- 051 Elementary Education Subtest 2:
Social Studies/Mathematics/Science/
Health, Fitness, and the Arts



Oklahoma Commission
for Teacher Preparation

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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
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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.

The OSAT™ Elementary Education test consists of two subtests:

- **Elementary Education Subtest 1: Reading/Language Arts** (see page 2-2) includes selected-response questions and one constructed-response assignment, which will focus on the teaching of reading.
- **Elementary Education Subtest 2: Social Studies/Mathematics/Science/Health, Fitness, and the Arts** (see page 2-22) includes selected-response questions only.

Both subtests are given in one regular four-hour testing session. See the most recent version of the CEOE registration bulletin for additional important information about the Elementary Education subtests.

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: ELEMENTARY EDUCATION SUBTEST I

SUBAREAS:

- I. Reading
- II. Language Arts

SUBAREA I—READING

Competency 0001

Understand foundations of literacy development in English, including development and assessment of phonological and phonemic awareness.

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

Demonstrate knowledge of the relationship of oral language to written language in English (e.g., how phonology and morphology relate to spelling and orthography) and how students' oral language development directly affects their literacy development, and apply knowledge of implicit and explicit strategies for promoting students' oral language development to support their literacy development and their interest and engagement in reading and writing.

Demonstrate knowledge of phonological awareness (i.e., the awareness that oral language is composed of smaller units, such as spoken words and syllables), and apply knowledge of research-based, systematic instruction in phonological awareness skills (e.g., detecting and identifying spoken word boundaries, syllables, rhyming words, onset/rime).

Demonstrate knowledge of phonemic awareness (i.e., a specific type of phonological awareness involving the ability to distinguish the separate phonemes in a spoken word) and research-based, systematic instruction in phonemic awareness skills (e.g., recognizing that words are made up of separate phonemes; distinguishing initial, medial, and final phonemes; blending, segmenting, deleting, and substituting phonemes).

Demonstrate knowledge of concepts of print, letter recognition, and letter formation and apply knowledge of implicit and explicit strategies for promoting students' development in these areas.

Apply knowledge of the use of appropriate materials and effective, engaging oral language and writing activities to reinforce students' development in oral language, phonological awareness, phonemic awareness, concepts of print, letter recognition, and letter formation.

Demonstrate knowledge of formal and informal methods for assessing students' development in oral language, phonological awareness, phonemic awareness, concepts of print, letter recognition, and letter formation; and demonstrate ability to interpret and use the results of these assessments to plan effective instruction in these areas.

Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, readers ranging from struggling to highly proficient) with respect to their development in oral language, phonological awareness, phonemic awareness, concepts of print, letter recognition, and letter formation.

Competency 0002

Understand the alphabetic principle and the development and assessment of accurate, automatic word recognition and spelling at beginning stages of literacy development.

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

Demonstrate knowledge of terminology (e.g., stop and continuous consonant sounds, consonant digraphs, consonant blends, vowel digraphs, diphthongs, r- and l-controlled vowels) and concepts (e.g., the relationship between beginning stages of word reading and beginning stages of spelling, the reciprocity between decoding and encoding) related to phonics and spelling instruction.

Demonstrate knowledge of the alphabetic principle, and apply knowledge of research-based, systematic instruction in letter-sound correspondences.

Apply knowledge of research-based, systematic phonics instruction at beginning stages of literacy development to promote accurate decoding and spelling of words that follow basic, regular phonics/spelling patterns of increasing complexity (e.g., VC, CVC, CVCC, CCVC, CVVC, CVCe).

Apply knowledge of research-based, systematic instruction in sight words, common inflectional morphemes (e.g., -ed, -er, -est, -ing, -s), and orthographic guidelines (e.g., drop final -e before adding an inflectional ending that begins with a vowel) to promote rapid, automatic word recognition and accurate spelling of regular and irregular words.

Apply knowledge of the use of appropriate texts and effective, engaging reading and writing activities to reinforce students' development in letter-sound correspondence and beginning decoding and spelling.

Demonstrate knowledge of formal and informal methods for assessing students' development in letter-sound correspondence, decoding, and spelling at beginning stages of literacy development; and demonstrate ability to interpret and use the results of these assessments to plan effective instruction in these areas.

Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, readers ranging from struggling to highly proficient) with respect to their development in letter-sound correspondence and beginning decoding and spelling.

Competency 0003

Understand development and assessment of accurate, automatic word recognition and spelling at later stages of literacy development.

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

Apply knowledge of research-based, systematic instruction in complex phonics/spelling patterns (e.g., CCVCCC) and elements (e.g., qu-, kn-, ph-) and grade-level-appropriate orthographic guidelines and sight words to promote accurate, automatic decoding and spelling of complex regular and irregular single-syllable and multisyllable words.

Apply knowledge of research-based, explicit instruction in syllable patterns (e.g., open, closed), syllabication guidelines, and structural analysis skills (e.g., recognizing word roots, derivational affixes, and compound words) to promote accurate, automatic decoding and spelling of multisyllable words.

Apply knowledge of the use of appropriate texts and effective, engaging reading and writing activities to reinforce students' development in decoding and spelling at later stages of literacy development.

Demonstrate knowledge of formal and informal methods for assessing students' development in decoding and spelling at later stages of reading development, and demonstrate ability to interpret and use the results of these assessments to plan effective instruction in decoding and spelling of complex regular and irregular single-syllable and multisyllable words.

Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, readers ranging from struggling to highly proficient) in decoding and spelling at later stages of literacy development.

Competency 0004

Understand development and assessment of fluency at all stages of reading development.

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

Demonstrate knowledge of fluency at all stages of reading development (i.e., from letter naming to word reading to reading connected text), including key indicators of reading fluency (i.e., accuracy, rate, and prosody), factors that can disrupt fluency (e.g., lack of automaticity; lack of familiarity with vocabulary, academic language, or background knowledge), and the role of fluency in reading comprehension.

Apply knowledge of research-based, explicit instruction to promote fluency with respect to accuracy, rate, and prosody.

Apply knowledge of the use of appropriate texts (e.g., using decodable texts with students whose decoding is not automatic, using a wide range of independent-level texts for students at later stages of reading development) and effective, engaging reading activities to reinforce students' fluency development.

Demonstrate knowledge of formal and informal methods for assessing students' fluency development at various stages of reading development, and demonstrate ability to interpret and use the results of these assessments to plan effective fluency instruction.

Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, readers ranging from struggling to highly proficient) in fluency.

Competency 0005

Understand development and assessment of vocabulary knowledge and skills.

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

Apply knowledge of components of effective vocabulary instruction (e.g., explicitly teaching words and word-learning strategies, promoting word consciousness and wide reading, providing meaningful exposure to and opportunities to use new vocabulary) and criteria for selecting words for vocabulary instruction.

Apply knowledge of research-based, explicit instruction in words and their meanings, including common Latin and Greek roots, idiomatic expressions, and foreign words and expressions used in English.

Apply knowledge of research-based, explicit instruction in independent strategies for building vocabulary (e.g., structural analysis) and for verifying the meaning and pronunciation of unfamiliar words or words with multiple meanings (e.g., appositives, semantic and syntactic clues, reference materials).

Apply knowledge of the use of appropriate texts and effective, engaging oral language, reading, and writing activities to reinforce students' vocabulary development.

Demonstrate knowledge of formal and informal methods for assessing students' vocabulary development, and demonstrate ability to interpret and use the results of these assessments to plan effective vocabulary instruction.

Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, readers ranging from struggling to highly proficient) in vocabulary development.

Competency 0006

Understand development and assessment of reading comprehension and comprehension strategies.

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

Demonstrate knowledge of different levels of reading comprehension (i.e., literal, inferential, and evaluative) and factors affecting reading comprehension (e.g., automaticity of word recognition, fluency, vocabulary knowledge, knowledge of academic language structures, background knowledge, comprehension strategies, linguistic and organizational complexity of text).

Apply knowledge of research-based, explicit instruction in comprehension strategies (e.g., prediction, prior knowledge, monitoring, think-aloud, text structure, visual representation, mental imagery, summarization, questions/questioning) that students can use to enhance their own comprehension of texts.

Apply knowledge of the use of appropriate texts and effective, engaging oral language, reading, and writing activities to facilitate students' comprehension of texts before, during, and after reading and to reinforce their development of comprehension strategies.

Demonstrate knowledge of formal and informal methods for assessing students' development in reading comprehension, and demonstrate ability to interpret and use the results of these assessments to plan effective comprehension instruction.

Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, readers ranging from struggling to highly proficient) in reading comprehension and the use of comprehension strategies.

Competency 0007

Understand literary/narrative texts and development and assessment of comprehension and analysis of literary/narrative texts.

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

Recognize key features of major works, authors, and genres of children's literature from various cultures and time periods and key characteristics and elements of literary/narrative texts (e.g., story elements such as character and plot, stylistic elements such as figurative language) and apply knowledge of explicit instruction in key features, genres, and elements of literary/narrative texts.

Apply knowledge of explicit instruction in literary response and analysis skills (e.g., using evidence from a text to support responses, analyzing elements of story grammar, interpreting figurative language, evaluating tone and mood, recognizing that texts can reflect diverse cultural perspectives).

Apply knowledge of the use of appropriate materials and effective, engaging oral language, reading, and writing activities to reinforce students' comprehension and analysis of literary/narrative texts.

Demonstrate knowledge of formal and informal methods for assessing students' literary response and analysis, and demonstrate ability to interpret and use the results of these assessments to plan effective instruction in literary response and analysis.

Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, readers ranging from struggling to highly proficient) in comprehension and analysis of literary/narrative texts.

Competency 0008

Understand informational/expository texts, development and assessment of comprehension and analysis of informational/expository texts, and development and assessment of study and research skills.

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

Recognize key features (e.g., textual features such as indexes and headings, graphic features such as charts and diagrams) and organizational structures (e.g., descriptive, chronological, cause/effect, comparison/contrast, problem/solution) of various types of informational/expository texts (e.g., textbook, news article, persuasive essay), and apply knowledge of explicit instruction in key features and organizational structures of various informational/expository texts.

Apply knowledge of explicit instruction in analysis of informational/expository texts (e.g., analyzing an author's point of view or argument, evaluating a text with respect to credibility, analyzing a text's internal consistency or logic).

Apply knowledge of explicit instruction in study skills (e.g., note taking, interpretation of graphs, use of reference materials) and research skills (e.g., identifying research topics, using multiple resources when conducting research, using technology to manage information, paraphrasing information).

Apply knowledge of the use of appropriate materials and effective, engaging oral language, reading, and writing activities to reinforce students' comprehension and analysis of informational/expository texts and their development of study and research skills.

Demonstrate knowledge of formal and informal methods for assessing students' analysis of informational/expository texts and their study and research skills, and demonstrate ability to interpret and use the results of these assessments to plan effective instruction in comprehension and analysis of informational/expository texts and in study and research skills.

Apply knowledge of strategies for addressing the assessed needs of individual students (e.g., English language learners, readers ranging from struggling to highly proficient) in comprehension and analysis of informational/expository texts and in study and research skills.

SUBAREA II—LANGUAGE ARTS

Competency 0009

Understand the fundamental elements of the writing process.

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

Recognize aspects of the complex act of producing written communication (e.g., planning, drafting, revising, editing, publishing).

Recognize the relationship between oral and written language and elements of language structure (e.g., the syntactic system, the relationships among linguistic units, the semantic system, the meaning system of language).

Demonstrate knowledge of the link between the study of grammar and language patterns to the wider purposes of communication and artistic development.

Apply knowledge of language conventions (e.g., grammar, spelling, punctuation) and other writing techniques (e.g., varying organizational methods, using relevant illustrations, dialogue, literary conflict, literary elements and devices).

Apply knowledge of media techniques, figurative language, and genre to critique print and nonprint texts.

Demonstrate knowledge of composing processes and writing skills used to communicate knowledge, ideas, insights, and experiences.

Competency 0010

Understand writing skills and strategies for various purposes and audiences.

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

Recognize the uses of various types of writing for different audiences in a variety of situations and for diverse purposes (e.g., obtaining and communicating information, literary response and expression, learning, reflection, problem solving, application).

Recognize strategies authors can use to compose their own works, such as poems, diaries, family letters, e-mail exchanges, or petitions.

Demonstrate knowledge of the uses of print (e.g., reports, essays, poems, scripts, letters) and nonprint text (e.g., photographs, drawings, collages, videos, computer graphics).

Recognize the stylistic qualities of a work that reflect its author's use of language, its effects, and its appropriateness to the author's intent and theme.

Competency 0011

Understand the fundamental elements of research.

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

Recognize strategies for conducting research on issues and interests by posing problems and by generating ideas and questions, identifying good topics, gathering information, and interpreting findings.

Apply knowledge of strategies for gathering, evaluating, and synthesizing data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate in ways that suit the author's purpose and audience.

Apply an array of technologies (e.g., computers, computer networks, e-mail, interactive video, CD-ROMs) and an assortment of information, ideas, and images for research.

Recognize how to use computers individually and collaboratively to develop and publish a variety of works such as storybooks, essays, newsletters, classroom anthologies, and school newspapers.

Demonstrate knowledge of new technologies for gaining access to databases, bibliographies, other data resources, and computer users around the world.

Competency 0012

Understand oral and visual language, including listening, speaking, viewing, and representing.

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

Identify and define the components of the communication process and the importance of effective listening in daily life.

Demonstrate knowledge of the characteristics of expressive and receptive language in oral and visual formats and characteristics of style in oral and visual language, particularly the specific way in which a person uses language in a given social environment.

Analyze effective use of speaking skills to communicate knowledge, ideas, understanding, insights, feelings, and experiences to peers, parents/guardians, teachers, and other adults.

Analyze relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs) in presentations and the use of primary and secondary sources.

Recognize types of speaking presented to different audiences and in different situations and the listening skills needed to understand, consider, respond to, and discuss spoken material (e.g., nonfiction, stories, poems).

Demonstrate knowledge of the nature of visual images (e.g., concrete, abstract, sensory), and the ways of representing, conveying information, or expressing oneself using nonverbal visual means, such as drawing, computer graphics (e.g., maps, charts, artwork), photography, or physical performance.

Recognize ways to analyze communication conveyed by visual representation, including the use of tactile drawings or diagrams, or gesture and performance.

PRACTICE TEST QUESTIONS AND ANSWERS: ELEMENTARY EDUCATION SUBTEST I

Practice Selected-Response Questions

Competency 0001

Understand foundations of literacy development in English, including development and assessment of phonological and phonemic awareness.

1. A kindergarten teacher plays an oral language game with students. In the game, the teacher says a familiar word and students respond by repeating and drawing out each individual sound they hear in the word. For example, when the teacher says the word *miss*, the students say *mmiiiss*. This kind of phonemic segmentation oral language activity most directly supports the development of which of the following future literacy skills?
 - A. applying word-learning strategies
 - B. interpreting print conventions
 - C. spelling regular words
 - D. recognizing textual structures

Correct Response: C. The symbolic system of written English is alphabetic. This means that the single letters and complex letter patterns used to represent words in print correspond to the phonemes of the spoken words. Readers who have mastered the phonics patterns (i.e., the grapheme-phoneme relationships) of English and who can determine the component phonemes of a word can apply this knowledge to determine the likely spellings of the word. The phoneme-segmentation activity described enhances the ability of emergent readers to hear and identify the separate phonemes that make up familiar words, which is a foundational skill for spelling regular words.

Competency 0002

Understand the alphabetic principle and the development and assessment of accurate, automatic word recognition and spelling at beginning stages of literacy development.

2. A second-grade student frequently misreads and then self-corrects VCe pattern words ending in the inflection *-ing* (e.g., *hoping*, *taping*, *biting*). For example, when reading aloud a word list, the student initially mispronounces *hoping* as [hōping] and then pronounces the word correctly. Which of the following differentiation strategies would likely be most effective in addressing this student's difficulty?
- A. providing repeated oral reading practice of texts that include instances of words ending in *-ing*
 - B. using texts for oral reading practice in which only uninflected verb forms appear
 - C. providing systematic review of and practice in reading grade-level verb inflections
 - D. using word sorts to provide practice distinguishing between VCe and CVC words with the *-ing* ending

Correct Response: D. The student's decoding errors, pronouncing VCe pattern words with a short-vowel sound when they appear with the inflectional ending *-ing*, suggest that he or she initially analyzes these complex words as CVC pattern words ending in *-ing*. The student's self-corrections indicate some familiarity with the word pattern or the relevant orthographic guideline (i.e., when *-ing* is added to a VCe pattern word, the final silent *e* of the base word is dropped) but not yet automaticity. Word sorts that require the student to distinguish between the similar inflected forms would focus the student's attention on the forms' spelling differences and provide practice likely to promote automatic recognition.

Competency 0002

Understand the alphabetic principle and the development and assessment of accurate, automatic word recognition and spelling at beginning stages of literacy development.

3. A second grader makes the responses listed below on an oral reading test.

Stimulus	Response
steam	stem
shop	chop
cloud	cloud
swim	swim
bread	breed
dish	ditch

The student's errors on this assignment suggest that the student would likely benefit most from instruction on which of the following sets of topics?

- A. initial consonants and *r*-controlled vowels
- B. consonant digraphs and vowel digraphs
- C. final consonants and medial consonants
- D. consonant blends and vowel diphthongs

Correct Response: B. The student's oral responses demonstrate difficulty decoding the *sh* found in *shop* and *dish*, and the *ea* found in *steam* and *bread*. The *sh* is a consonant digraph and the *ea* is a vowel digraph. This pattern of errors indicates that the student would benefit from further help with consonant and vowel digraphs.

Competency 0005

Understand development and assessment of vocabulary knowledge and skills.

4. Structural analysis would be the most appropriate strategy for a student to use to determine the meaning of which of the following words?
- A. impassable
 - B. elephant
 - C. interim
 - D. examine

Correct Response: A. Structural analysis is a strategy used to predict the meaning of unfamiliar morphologically complex words by breaking the words into their component elements (e.g., roots, affixes, inflectional endings). Of the answer choices given, only choice A, *impassable*, is well suited for using structural analysis to determine its meaning. This is because a reader can readily break the word into its component parts (*im*, *pass*, *able*) and then use the meaning of each part to predict the meaning of the complex word.

Competency 0007

Understand literary/narrative texts and development and assessment of comprehension and analysis of literary/narrative texts.

5. After students read a novel narrated from the point of view of an outside observer, the teacher has them write a journal entry in which they retell the climactic event of the story from the point of view of the story's central character. This assignment effectively promotes the development of which of the following comprehension skills?
- A. inferring information not explicitly stated in a text
 - B. analyzing the intended audience of a text
 - C. identifying recurring themes in a text
 - D. evaluating the use of figurative language in a text

Correct Response: A. The point of view of a novel limits the explicit information presented in the text to the direct experience, thoughts, and perspectives of the narrator. In a novel narrated by an outside observer, the thoughts and emotions of the central character in the story are suggested to the reader only indirectly, by the character's actions or spoken words as reported by the narrator. In order to write an account of the climactic event from the central character's point of view, students must infer the character's opinions and emotional responses to the event from the objective actions explicitly reported in the text.

Competency 0009

Understand the fundamental elements of the writing process.

6. Use the passage below to answer the question that follows.

¹The sled dogs were bearing the brunt of the burden, but they were rewarded for their efforts with a fine feast each evening. ²And, as the journey across the tundra progressed, the packs on their sleds grew lighter. ³In the evenings the dogs lay next to one another in a furry mass to keep warm. ⁴Sometimes they joined in the howling of the wolf packs encircling the camp in the distance, making the humans extremely edgy. ⁵The wolves seemed fearful of the campfires. ⁶In the mornings, the dogs scrambled to their feet and shook themselves off, sometimes creating momentary rainbow bursts as the early morning rays of sun filtered through the spraying snow and ice droplets.

Which of the following revisions would best improve the overall unity of this text?

- A. deleting the second half of Sentence 1
- B. switching the order of Sentences 2 and 3
- C. deleting Sentence 5
- D. moving Sentence 6 to the beginning of the text

Correct Response: C. This passage, about a group of sled dogs making a journey across a tundra, includes a narrative description of the dogs' behaviors and experiences in the evening encampment. Sentence 4, in which the dogs "joined in the howling of the wolf packs," describes an alliance between dogs and wolves that makes "humans edgy." Sentence 5 not only interrupts the narrative focus on the dogs and the camp by shifting focus to the wolves outside the camp looking in, but also contrasts with the previous sentence in outlook by suggesting the wolves—not the humans—are afraid. Deleting the sentence would restore the unity of the passage.

Competency 0010

Understand writing skills and strategies for various purposes and audiences.

7. **Read the paragraph below about a national park; then answer the question that follows.**

I'm from a city, and I had always thought of "nature" as peaceful and quiet, but these woods fairly crackled with activity and noise. While jays made an angry "kkkk-kar," squirrels crashed through the treetops, their bottle-brush tails flickering in and out of sight as I squinted against the bright sky to follow their progress.

Which of the following best describes the most likely intent of the passage's author?

- A. to warn future visitors to the park about the noise level
- B. to describe a misconception about the natural world
- C. to convey a vivid personal experience of the place
- D. to convince others that they should visit the park

Correct Response: C. The author of this passage uses a wealth of sensory detail to describe the woods, describing very specific sounds (e.g., "jays made an angry 'kkkk-kar'") and sights (e.g., the "bottle-brush tails" of the squirrels). These details, taken as a whole, convey a sense of the woods as the author experienced them.

Competency 0011

Understand the fundamental elements of research.

8. Sixth-grade students are beginning research for individual writing projects on topics related to the ancient Mayan civilization. To help students take effective notes from various sources, the teacher should ensure students *first* take which of the following steps?
- A. learning the structure of a traditional outline
 - B. formulating specific questions they want to address in their papers
 - C. making a list of key words related to their topic
 - D. developing a color-coded system keyed to reference materials

Correct Response: B. In order to navigate resources successfully at the start of a research project, students need to define specific questions that will give purpose and focus to their reading. If students have specific questions from which to work, they can quickly determine if certain resources will be useful in their research. Students can then use their research questions as a guide for locating key information within the resources they have identified as useful.

Competency 0012

Understand oral and visual language, including listening, speaking, viewing, and representing.

9. To best ensure the success of a persuasive speech, a speaker should carry out which of the following steps before planning how to select, organize, and present supporting material?
- A. analyzing the knowledge, attitudes, and interests of the intended audience
 - B. drafting an interesting introduction and conclusion for the speech
 - C. determining which type of organizational pattern to use for the speech
 - D. deciding how much time to devote to the presentation of visual aids

Correct Response: A. A speaker is most likely to be successful in persuading an audience if the speaker has taken steps beforehand to understand the audience he or she is trying to persuade. Analyzing an audience's knowledge, attitudes, and interests before developing a persuasive speech enables a speaker to focus on information and issues that can be expected to be meaningful and important to the audience.

Practice Constructed-Response Assignment: Elementary Education Subtest I

10. Use the information below to complete the exercise that follows.

A fourth-grade teacher is assessing Emily's reading comprehension by having her silently read a narrative passage and then answer some questions about the text. Printed below is an excerpt from the story.

Won't Mamma be surprised! Allie smiled to herself as she walked lazily along holding the bouquet of wildflowers she had gathered down by the creek. She imagined the table as Mamma would see it this evening. Mamma would be tired after traveling in the wagon all day. She would feel dusty and parched. Even so, she would be thinking about preparing dinner for everyone. And then she'd open the door and smell the meal Allie had cooked. She would see the table laid with her fine linen tablecloth, freshly washed by Allie and bleached in the sun. The tablecloth would surely be dry by now, Allie thought. After she put the flowers in Mamma's favorite blue pitcher, she would bring it in from the line, being careful to keep it from touching the dusty red ground. Then she would set the table.

Allie felt a gust of wind at her back. The cool air raised goosebumps on her arms. She looked up at the sky still wrapped in her thoughts, and glanced absently over her shoulder. That was when she finally noticed. The weather was turning. A bank of heavy clouds was sidling in from the west, and already a great dark shadow was swallowing up the meadow she'd just left behind. A wet drop blew against her forehead, then another. And she was still nearly a half mile from home!

Allie hiked up her skirts and began to run, red dust billowing around her ankles and a vision of a white cloth splattered with red flashing before her eyes.

After Emily's silent reading, the teacher asks some questions. Printed below is a partial transcript of their conversation.

Teacher: What happens in this story?

Emily: Well. Mamma comes home. And everyone ate dinner already. But Allie isn't home yet. She went to get flowers as a surprise and she didn't know it was so late.

Teacher: Why does Allie think Mamma will be surprised?

Emily: Because Allie picked her flowers and she is going to put them in a vase for her.

Teacher: Allie is walking lazily at the beginning. Why does she decide to run home?

Emily: I think she's worried about being late. She didn't realize it was already night.

Teacher: (*pointing to the second paragraph above*) Remember when we talked about personification in class? Where does the author use personification in this paragraph?

Emily: Well. She's all *wrapped up* in her thoughts. That's one. And she glances *absently*.

Teacher: What is Allie thinking about when she is running?

Emily: (*reviewing the text*) She's running and there's dust all around and her skirt is flashing back and forth in front of her.

Using your knowledge of reading comprehension, write a response in which you:

- identify one reading comprehension need demonstrated by this student;
- provide evidence of this need by citing two specific examples of the need from the student's responses to the text;
- describe two different instructional strategies or activities to help address the need you identified; and
- explain why each of the strategies or activities you describe would be effective for this purpose.

A Very Good Response to the Practice Constructed-Response Assignment

One reading comprehension need Emily demonstrates is misinterpreting the sequence in which the main character, Allie, experiences the various events in the passage, which makes it difficult for her to make accurate inferences about the text.

An example of Emily's difficulty is that she doesn't recognize that Allie is only imagining what will happen that evening, so she thinks "everyone ate dinner already." This leads Emily to make several incorrect inferences, including assuming 1) the mother's surprise is the bouquet of flowers (rather than the dinner Allie is preparing), 2) Allie started to run because she's late for dinner (rather than she's worried about the tablecloth), and 3) the "vision of a white cloth splattered with red" refers to Allie's skirt (rather than the tablecloth).

The first instructional strategy I would use to improve Emily's comprehension would be to help her look for clues in the text that help distinguish between real and imagined events. Using a photocopy of the text, I'd first help her identify and underline all the verbs and verb constructions (e.g., smiled, walked, had gathered, would see). Then I'd have her double underline all the constructions that use the helping verb "would" (e.g., would see, would feel). I'd point out that in this text this construction is used to indicate an imagined event.

The second instructional strategy I would use with Emily would be to help her use the clues she underlined to create a chronological list of the actual events in the story, starting with the events that took place somewhat earlier in the day (e.g., Allie washed the tablecloth and hung it out to dry, she went to a meadow to pick flowers for the table), and continuing with events that are just taking place (e.g., Allie is walking lazily homeward, she imagines her mother's homecoming, she notices the weather is turning, she feels rain drops, she starts to run).

These activities would be effective in promoting Emily's reading comprehension because she has to be able to understand a text literally before she can make inferences about it. These activities provide her with two strategies (i.e., analyzing verb clues, developing a chronological list) that she can use to determine the actual sequence of events in a story.

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.

TEST COMPETENCIES: ELEMENTARY EDUCATION SUBTEST 2

SUBAREAS:

- I. Social Studies
- II. Mathematics
- III. Science
- IV. Health/Fitness and the Arts

SUBAREA I—SOCIAL STUDIES

Competency 0001

Understand social studies process skills.

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

Interpret pictures, maps, graphs, charts, diagrams, and timelines; analyze points of view; and apply criteria for evaluating research information (e.g., date, authorship, analysis, credibility).

Identify a variety of sources (e.g., primary and secondary sources, maps, statistical data, electronic technology-based information) and the appropriate use of firsthand, oral accounts of historical events for research.

Recognize effective strategies for formulating well-supported oral and written arguments, policies, and positions and applying knowledge in new settings.

Identify informative resources typically available from museums, historical sites, presidential libraries, local and state historical societies, and community resources such as field studies, guest speakers, and historical museums.

Competency 0002

Understand the basic principles of government, civics, and economics.

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

Analyze the purpose of government and the differences between various forms of government (e.g., socialism, theocracy, totalitarianism, constitutional monarchy, democratic republic).

Analyze the beliefs and ideals of a democratic republican form of government (e.g., the rule of law, equality, human dignity).

Distinguish between the powers and duties of the judicial, legislative, and executive branches of the federal government and between the roles of federal, state, and local governments.

Analyze the influence of civic discussion, special interest groups, and citizen action on policy decisions and actions of governments in the United States.

Apply knowledge of the rights (e.g., life, liberty, justice) and responsibilities (e.g., to vote, to respect the property of others, to pay taxes, to respect the rights of others, to be honest, to be tolerant, to work for the common good) of the individual in a democratic society.

Identify the freedoms provided by the Bill of Rights (e.g., freedom of the press, freedom of assembly, freedom of expression) and in subsequent amendments to the U.S. Constitution.

Demonstrate knowledge of basic economic concepts and terminology (e.g., supply and demand, profits, scarcity, capital, tariff, opportunity cost, natural resources, trade embargo).

Make comparisons of traditional, market, command, and mixed economies as organizing systems for the production, distribution, and consumption of goods and services.

Analyze factors that affect standards of living in world communities (e.g., availability of natural resources, famine, labor unrest, ethnic conflict, outsourcing, technological innovation).

Competency 0003

Understand the basic principles of geography.

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

Apply knowledge of different types of maps (e.g., thematic, topographical, political, relief), geographic representations (e.g., absolute location, relative location), and tools (e.g., Geographic Information Systems [GIS], population pyramids) to acquire, process, and report information and analyze the spatial organization of people, places, and environments on Earth's surface.

Identify the human characteristics of a place (e.g., continents, cities, buildings, roads, bridges, ports) or region (e.g., Midwest, New England, Caribbean, southern Africa), ways in which regions are connected (e.g., river systems, cultural ties, trade), and the characteristics, distribution, and migration of human populations (e.g., push-and-pull factors, population density).

Identify characteristics of different landforms (e.g., mountains, valleys, plateaus, oceans, glaciers, islands, plains) and the physical processes and phenomena that shape the patterns of Earth's surface (e.g., floods, tornadoes, hurricanes, earthquakes, drought).

Recognize the influence of changes to the environment from human activities (e.g., dam building, urban growth) and human migration (e.g., deforestation, desertification, Dust Bowl).

Apply knowledge of a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Competency 0004

Understand the history of Oklahoma, the United States, and the world.

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

Recognize the chronological organization of important events in the history of Oklahoma, the United States, and the world.

Recognize how major events are related to one another in time and interpret timelines of key events, people, and periods of a historical era.

Demonstrate knowledge of key movements (e.g., abolition, woman suffrage, civil rights) and major themes (e.g., European colonization, the development of the U.S. Constitution, the creation of the U.S. political system) in the history of the United States.

Recognize important global events (e.g., the development of democracy in Greece, the signing of the Magna Carta, the feudal system) in the development of nations, institutions, economic systems, and culture.

Distinguish fact from opinion, relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.

Recognize connections between geography and the historical development of communities, states, and nations.

Demonstrate knowledge of scientific and technological innovations (e.g., telescope, World Wide Web, X-ray machine) that shaped history.

SUBAREA II—MATHEMATICS

Competency 0005

Understand number sense, numeration, and operations.

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

Use integers to represent and compare quantities, and recognize the meaning and effects of arithmetic operations with fractions, decimals, and integers.

Demonstrate knowledge of large numbers and exponential, scientific, and calculator notation.

Demonstrate knowledge of ratios and proportions and use them to represent quantitative relationships.

Apply knowledge of factors, multiples, prime factorization, and prime numbers to solve problems.

Apply the associative and commutative properties of addition and multiplication and the distributive property of multiplication over addition to simplify computations with integers, fractions, and decimals.

Apply the inverse relationships of addition and subtraction, multiplication and division, and squaring and finding square roots to simplify computations and solve problems.

Determine greatest common factors, least common multiples, and equivalent fractions.

Competency 0006

Understand algebraic patterns and relationships.

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

Analyze a variety of relationships and patterns using tables, graphs, and words.

Recognize the properties and characteristics of linear and nonlinear functions, and use algebraic functions to describe given graphs, to plot points, and to determine slope.

Use algebraic concepts to represent real-world situations and to solve mathematical problems, including those that involve variables and linear relationships.

Solve inequalities and represent the solution on a number line.

Use graphs to analyze the nature of changes in quantities in linear relationships.

Competency 0007

Understand the concepts and skills of geometry.

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

Demonstrate knowledge of the properties of and relationships between two- and three-dimensional objects.

Demonstrate knowledge of the relationships between the angles, side lengths, perimeters, areas, and volumes of similar objects.

Evaluate inductive and deductive arguments concerning geometric ideas and relationships, such as congruence, similarity, and the Pythagorean theorem.

Identify the effects of reflections, translations, rotations, and scaling on various shapes.

Use coordinate geometry to represent and examine the properties of geometric shapes, including regular polygons or those with pairs of parallel or perpendicular sides.

Apply geometric ideas and relationships in areas outside the mathematics classroom, such as art, science, and everyday life.

Competency 0008

Understand the concepts and skills of measurement.

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

Select appropriate units of measurement from customary and metric systems to measure angles, perimeter, area, surface area, and volume.

Convert from one unit of measurement to another within the same system.

Select appropriate methods for estimating measurements.

Apply formulas to determine the circumference of circles; the area of triangles, parallelograms, trapezoids, and circles; and the surface area and volume of prisms, pyramids, and cylinders.

Solve problems involving time, ratio, rate, velocity, density, and proportions, such as scaling and finding equivalent ratios.

Competency 0009

Understand the fundamental concepts of statistics.

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

Select and use appropriate graphical representations of data (e.g., line graphs, bar graphs, circle graphs, histograms, box plots, stem-and-leaf plots, broken-line graphs, scatterplots).

Formulate questions (e.g., Is there a relationship between the size of a car and the gas mileage it gets?) and draw conclusions based on data.

Interpret measures of mean, median, mode, and range and understand the correspondence between data sets and their graphical representations.

Competency 0010

Understand the fundamental concepts of probability.

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

Apply knowledge of complementary and mutually exclusive events.

Use proportionality and probability to predict the results of experiments and simulations.

Compute probabilities for simple compound events, using such methods as organized lists, tree diagrams, and area models.

Competency 0011

Understand mathematical problem solving, including calculation and estimation.

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

Apply and adapt a variety of appropriate strategies to solve problems (e.g., finding a pattern, working backward, guessing and checking, making a list).

Solve problems that arise in mathematics and in other contexts.

Apply estimation strategies to determine the reasonableness of an answer in mathematical and practical situations.

Recognize strategies for monitoring and reflecting on the process of mathematical problem solving.

Competency 0012

Understand mathematical representation, communication, and connections.

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

Use numeric, symbolic, and visual representations to express mathematical ideas and interpret physical, social, and mathematical phenomena.

Interpret the terminology and symbols used in mathematics.

Translate between different forms of mathematical representations to solve problems.

Recognize relationships between mathematical symbols and ordinary language.

Use a variety of methods (e.g., words, numbers, symbols, charts, graphs, tables, diagrams) to explain mathematical reasoning.

Recognize connections between mathematical ideas.

SUBAREA III—SCIENCE

Competency 0013

Understand the nature and history of science.

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

Demonstrate knowledge of the historical development of key science ideas and the dynamic nature of scientific knowledge.

Identify important elements of scientific thought (e.g., verifiable evidence, logical structure, openness to criticism).

Recognize the use of technological design and science and the use of technology for addressing local challenges and social issues.

Recognize science as a human endeavor and how a cumulative knowledge base is built through collaboration.

Competency 0014

Understand the scientific process and inquiry.

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

Demonstrate knowledge of different forms of measurement (e.g., temperature, mass, volume, time, position, length); tools (e.g., metric ruler, graduated cylinder, balance, stopwatch); the International System of Units (SI) (e.g., grams, liters, degrees Celsius); and SI prefixes (e.g., micro-, milli-, centi-).

Demonstrate knowledge of the classification of objects, organisms, and events based on similarities, differences, and interrelationships (e.g., using observable properties to place an object, organism, or event into a classification system; recognizing properties by which a set of objects, organisms, or events could be ordered).

Recognize characteristics of experimentation (e.g., making observations and measurements, asking questions about the world, designing investigations, evaluating the design of a scientific investigation).

Competency 0015

Understand fundamental concepts and principles of physical science.

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

Apply knowledge of the physical properties and changes in properties of objects and materials (i.e., mass, volume, temperature, color, and texture) that can be observed, described, and measured.

Demonstrate knowledge of types of forces (e.g., gravity, friction, inertia) and their effects on the motion and position of objects.

Demonstrate knowledge of simple machines (e.g., wheel and axle, lever, pulley).

Demonstrate knowledge of different forms of energy (e.g., kinetic, thermal, chemical, potential) and how these forms can be transferred and stored.

Apply knowledge of the characteristics of light, heat, electricity, and magnetism.

Competency 0016

Understand fundamental concepts and principles of Earth and space science.

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

Demonstrate knowledge of Earth, its structure, the processes that shaped it (e.g., earthquakes, glacial erosion), and its place in the solar system.

Apply knowledge of the solar system and the motion of objects in the sky to explain phenomena such as seasons, day and night, tides, and eclipses.

Recognize basic weather phenomena (e.g., wind, rain, snow, fog) and processes (e.g., atmospheric circulation).

Demonstrate knowledge of the water cycle and the rock cycle.

Competency 0017

Understand fundamental concepts and principles of life science.

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

Demonstrate knowledge of the structures, characteristics, and life cycles of different organisms and compare the structures and functions of living systems.

Recognize the interrelationships of organisms with their environment and each other (e.g., food chain, predators, extinction).

Demonstrate knowledge of photosynthesis and respiration and their importance to life.

Apply knowledge of reproduction and heredity, including the roles of genes and chromosomes, and the ways in which organisms pass on traits to their offspring.

Recognize the diverse nature of species, changes in species that occur through genetic variations, and environmental adaptations of species over the course of many centuries.

SUBAREA IV—HEALTH/FITNESS AND THE ARTS

Competency 0018

Understand concepts of health, fitness, and safety.

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

Apply knowledge of the structure and function of the human body and its systems (e.g., circulatory, digestive, nervous, respiratory).

Demonstrate knowledge of motor skills and sequences of motor development.

Recognize the importance and benefits of sound nutrition, physical fitness, and physical activity.

Demonstrate knowledge of major health issues concerning children and the social forces that affect them.

Identify benefits of a healthy lifestyle and characteristics and prevention of disease.

Recognize reliable sources of health information.

Competency 0019

Understand basic genres, materials, tools, and historical and cultural traditions of visual art.

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

Recognize the basic elements (e.g., value, color, texture, shape, volume), materials (e.g., clay, glass, charcoal, canvas), and tools (e.g., chisel, brush, easel, kiln) of art.

Demonstrate knowledge of visual art processes (e.g., collage, digital imaging, etching, photography, stenciling).

Recognize characteristics of different genres (e.g., landscape painting, still life painting, carved sculpting, relief sculpting) of visual arts.

Analyze relationships between visual art, music, dance, and theatre, and relationships between the arts and other academic disciplines.

Competency 0020

Understand basic genres, composers, instruments, and historical and cultural traditions of the performing arts (i.e., music, dance, and theatre).

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

Recognize the basic elements of music (e.g., melody, rhythm, harmony, tempo), dance (e.g., movement, time, space, body), and theatre (e.g., script, process, audience).

Recognize different genres of music (e.g., folk, jazz, rock, blues), dance (e.g., modern, ballet, jazz, tap), and theatre (e.g., improvisational, mime, musical, puppetry).

Recognize characteristics of exemplary works of music (e.g., *1812 Overture*, *Clair de Lune*, *Rhapsody in Blue*), dance (e.g., *The Nutcracker*, *The Firebird*, *Appalachian Spring*), and theatre (e.g., *Macbeth*, *The Crucible*, *Oklahoma!*) from various historical and cultural perspectives.

PRACTICE TEST QUESTIONS AND ANSWERS: ELEMENTARY EDUCATION SUBTEST 2

Practice Selected-Response Questions

Competency 0004

Understand the history of Oklahoma, the United States, and the world.

1. Which of the following developments most directly influenced the shift from nomadic life to village living and occupational specialization among the Neolithic peoples of the Near East?
 - A. the creation of religious belief systems
 - B. the fashioning of tools from stone and wood
 - C. the establishment of the family group as the basic social unit
 - D. the cultivation of food-producing plants

Correct Response: D. The cultivation of food-producing plants by Neolithic peoples created food surpluses that freed some population segments for work in specialized occupations. Because food crops require regular attention throughout much of the year, their increased production strongly influenced the shift from nomadic life to the development of permanent settlements with sedentary populations.

Competency 0005

Understand number sense, numeration, and operations.

2. Which of the following pairs of numbers shares a greatest common factor with 15 and 30?
- A. 10 and 25
 - B. 30 and 55
 - C. 60 and 75
 - D. 80 and 105

Correct Response: C. The greatest common factor of two nonzero whole numbers, a and b , is the largest whole number that is a factor of both a and b . In this case, $15 \times 1 = 15$ and $15 \times 2 = 30$; therefore, the greatest common factor of 15 and 30 is 15. Since $15 \times 4 = 60$ and $15 \times 5 = 75$, 15 is also the greatest common factor of 60 and 75.

Competency 0006

Understand algebraic patterns and relationships.

3.

Janelle calls her friend Frank long-distance. The first minute of the call costs \$0.08, and each additional minute costs \$0.04. The total cost of the call is \$1.64. For how many minutes did Janelle and Frank talk?

If x represents the total number of minutes talked, which of the following equations can be used to solve the problem above?

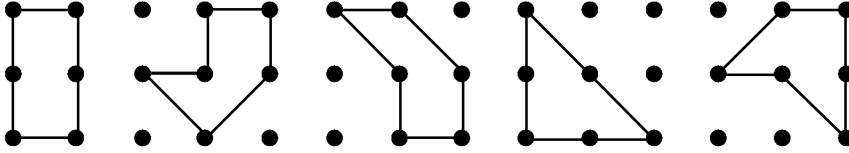
- A. $0.08 + 0.04 = 1.64$
- B. $0.08 + 0.04(x - 1) = 1.64$
- C. $(0.08 + 0.04)x = 1.64$
- D. $(0.08 + 0.04)(x - 1) = 1.64$

Correct Response: B. Given that x is the total number of minutes, the number of additional minutes is $(x - 1)$, the total number of minutes minus the first minute. The charge for the first minute, \$0.08, combined with the total charge for the additional minutes $\$0.04(x - 1)$, equals the total charge for the call, \$1.64. Therefore, the total number of minutes can be found by solving for x in the equation $0.08 + 0.04(x - 1) = 1.64$.

Competency 0007

Understand the concepts and skills of geometry.

4. The diagram below shows five different figures on a geoboard.



Which of the following statements about the figures is true?

- A. All the figures have the same area.
- B. All the figures have the same perimeter.
- C. The sum of the internal angles of all the figures is the same.
- D. The corresponding sides of all the figures are proportional.

Correct Response: A. The area of any figure equals the number of square units that can fit inside it. By this definition it can be said that the first figure has an area of two square units on the geoboard. Each of the subsequent figures is comprised of squares and half squares, the total area of which is equal to that of the rectangle.

Competency 0016

Understand fundamental concepts and principles of Earth and space science.

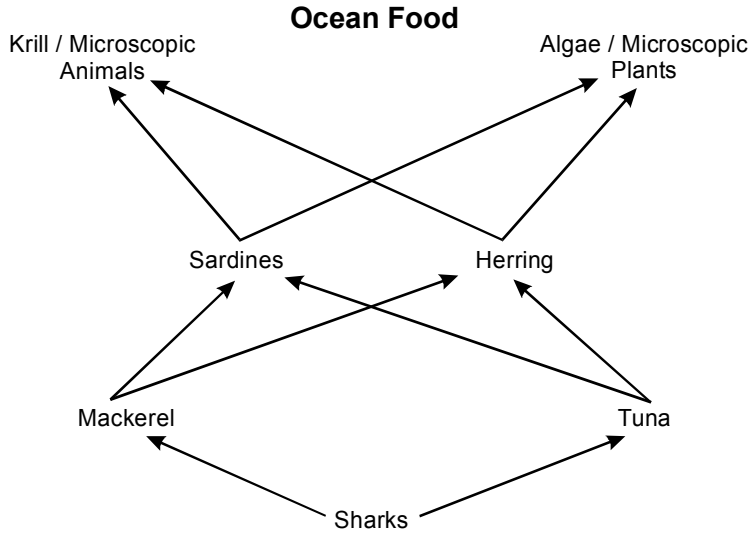
5. Mesosaurus fossils have been found in geologic formations on the east coast of South America and the west coast of Africa, and nowhere else in the world. These matching fossil beds are strong evidence that:
- A. convergent evolution occurred over time on these continents.
 - B. both continents were once joined together in a single landmass.
 - C. similar organisms adapted to diverse environments on the different continents.
 - D. the climate conditions of the two continents when the fossils formed were similar.

Correct Response: B. The surface of Earth is composed of plates that move relative to one another. Over the course of geologic time these plates have moved great distances. The continents of Africa and South America are on different tectonic plates that were once adjacent to each other, but are now separated by the Atlantic Ocean. Since it is unlikely that any organism would have been able to traverse the Atlantic Ocean, the matching mesosaurus fossils found in similar geologic deposits on either side of the ocean provide strong evidence that the continents of Africa and South America were once joined as part of a single continent.

Competency 0017

Understand fundamental concepts and principles of life science.

6. Use the information below to answer the question that follows.



Recent scientific research indicates that the destruction of the earth's protective ozone layer may cause sharp declines in the populations of krill and other microscopic plants and animals in the oceans. How would such declines be expected to affect the food web shown in the diagram above?

- A. The numbers of sardines and herring would increase as those organisms took over habitats formerly used by krill and other microscopic organisms.
- B. All organisms in the food web would suffer sharp population declines as their main food sources became increasingly scarce.
- C. There would be a decrease in sardine and herring populations, but other organisms in the food web would be unaffected.
- D. All other organisms in the food web would experience a brief decline in population but would then return quickly to their original size.

Correct Response: B. The organisms at each level of the food web are dependent upon the organisms in the level above them for their main source of food. Therefore, a decline in the population of organisms at the top of the food web will cause a decline in all the organisms beneath it in the diagram. Therefore, the decline of krill and other microscopic plants and animals causes the decline not only of sardines and herring but also of all the other organisms that are lower on the food web.

Competency 0019

Understand basic genres, materials, tools, and historical and cultural traditions of visual art.

7. Use the reproduction below of the painting *Stone City, Iowa* by Grant Wood to answer the question that follows.



Which of the following contributes most to the sense of rhythm in this painting?

- A. naturalistic rendition of form
- B. use of formal perspective
- C. repetition of shapes
- D. establishment of uniform value

Correct Response: C. In a work of visual art, as in music, repetition tends to establish a rhythm. In *Stone City, Iowa*, Grant Wood has used this device to create a variety of rhythmic effects from the slow, rolling rhythm of the mound-shaped hills, to the trees that seems to march along the middle ground, to the lively staccato rhythm of the seedlings beneath the viewer's feet.

ACKNOWLEDGMENTS

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Wood, Grant. *Stone City, Iowa*. Art © Estate of Grant Wood / Licensed by VAGA, New York. Image © Joslyn Art Museum, Omaha, Nebraska. Used with permission.

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