| **Test Content Categories**  | **How well do I know the content? (scale 1–5)** | **What resources do I have/need for this content?** | **Where can I find the resources I need?** | **Dates I will study this content** | **Date completed** |
| --- | --- | --- | --- | --- | --- |
| **I. Reading (33 1/3%)** |  |  |  |  |  |
| **A. Reading Skills and Knowledge** |  |  |  |  |  |
| Reading Skills and Knowledge questionsmeasure the examinee’s ability to understand,interpret, and analyze a wide range of text.Questions are based on reading passages—aswell as graphs, charts, and tables—drawn froma variety of subject areas and real-life situations. The questions assess the examinee’s ability to: |  |  |  |  |  |
| 1. Identify the main idea or primary purpose |  |  |  |  |  |
| 2. Identify supporting ideas |  |  |  |  |  |
| 3. Identify how a reading selection is organized |  |  |  |  |  |
| 4. Determine the meanings of words or phrases in context |  |  |  |  |  |
| 5. Draw inferences or implications from directlystated content |  |  |  |  |  |
| 6. Determine whether information is presented as fact or opinion |  |  |  |  |  |
| 7. Interpret information from tables, diagrams,charts, and graphs |  |  |  |  |  |
| **B. Application of Reading Skills and****Knowledge to Classroom Instruction** |  |  |  |  |  |
| Reading Application questions are typicallybased on classroom scenarios in whichstudents are involved in reading-related tasks,such as reading assigned passages or workingon vocabulary development. Some questionsconcern *foundations of reading*: the knowledgeand skills students need when they are learningthe basic features of words and written text.These questions assess the examinee’s ability tohelp students: |  |  |  |  |  |
| 1. Sound out words (e.g., recognize long and short vowels, consonant sounds, rhymes) |  |  |  |  |  |
| 2. Break down words into parts (e.g., recognizesyllables, root words, prefixes, suffixes) |  |  |  |  |  |
| 3. Decode words or phrases using context clues |  |  |  |  |  |
| 4. Distinguish between synonyms, antonyms, and homonyms |  |  |  |  |  |
| 5. Alphabetize words |  |  |  |  |  |
| Other questions are concerned with *tools of**the reading process*: common strategies usedin classrooms before, during, and after readingto aid students’ reading skills. These questionsassess the examinee’s ability to: |  |  |  |  |  |
| 1. Help students use prereading strategies, such as skimming or making predictions |  |  |  |  |  |
| 2. Ask questions about a reading selection to help students understand the selection |  |  |  |  |  |
| 3. Make accurate observations about students’ability to understand and interpret text |  |  |  |  |  |
| 4. Help students use a dictionary |  |  |  |  |  |
| 5. Interpret written directions |  |  |  |  |  |
| **II. Mathematics (33 1/3%)** |  |  |  |  |  |
| **A. Mathematics Skills and Knowledge** |  |  |  |  |  |
| The Math Skills and Knowledge questionsassess the examinee’s knowledge ofmathematical concepts and ability to applythem to abstract and real-life situations. Thetest questions do not require knowledge ofadvanced-level mathematics vocabulary.**Examinees may not use calculators.** |  |  |  |  |  |
| Three categories of math skills are tested: |  |  |  |  |  |
| 1. Number Sense and Basic Algebra |  |  |  |  |  |
| a. perform basic addition, subtraction,multiplication, and division of wholenumbers, fractions, and decimals |  |  |  |  |  |
| b. recognize multiplication as repeatedaddition and division as repeatedsubtraction |  |  |  |  |  |
| c. recognize and interpret mathematicalsymbols such as +, <, and >. |  |  |  |  |  |
| d. understand the definitions of basic termssuch as sum, difference, product, quotient,numerator, and denominator |  |  |  |  |  |
| e. recognize the position of numbers inrelation to each other (e.g., 1/3 is between ¼ and ½ ) |  |  |  |  |  |
| f. recognize equivalent forms of a number(*e*.*g*., 22=4 ) |  |  |  |  |  |
| g. demonstrate knowledge of place value forwhole numbers and decimal numbers |  |  |  |  |  |
| h. compute percentages |  |  |  |  |  |
| i. demonstrate knowledge of basic conceptsof exponents (*e*.*g*., 22=4, 24=2x2x2x2=16) |  |  |  |  |  |
| j. demonstrate knowledge of “order ofoperations” (parentheses, exponents,multiplication, division, addition, andsubtraction) |  |  |  |  |  |
| k. use mental math to solve problems byestimation |  |  |  |  |  |
| l. solve word problems |  |  |  |  |  |
| m. solve one-step, single-variable linearequations (e.g., find *x* if *x* + 4 = 2) |  |  |  |  |  |
| n. identify what comes next in a sequence ofnumbers |  |  |  |  |  |
| 2. Geometry and Measurement |  |  |  |  |  |
| a. represent time and money in more than oneway(e.g., 30 minutes = ½ hour; 10:15 = quarter after 10; $0.50 = 50 cents = half dollar) |  |  |  |  |  |
| b. convert between units or measures in thesame system (e.g., inches to feet; centimetersto meters) |  |  |  |  |  |
| c. identify basic geometrical shapes (e.g.,isosceles triangle, right triangle, polygon) |  |  |  |  |  |
| d. perform computations related to area,volume, and perimeter for basic shapes |  |  |  |  |  |
| e. graph data on an xy-coordinate plane |  |  |  |  |  |
| 3. Data Analysis |  |  |  |  |  |
| a. interpret information from tables, charts, andgraphs |  |  |  |  |  |
| b. given a table, chart, or graph with time-related data, interpret trends over time |  |  |  |  |  |
| c. create basic tables, charts, and graphs |  |  |  |  |  |
| d. compute the mean, median, and mode |  |  |  |  |  |
| **B. Application of Mathematics Skills and****Knowledge to Classroom Instruction** |  |  |  |  |  |
| The Math Application questions assess theexaminee’s ability to apply the three categoriesof math skills listed in Section II (Mathematics)in a classroom setting or in support ofclassroom instruction. The questions focuson testing the mathematical competenciesneeded to assist the teacher with instruction. The test questions do not require knowledgeof advanced-level mathematics vocabulary.Examinees may not use calculators. |  |  |  |  |  |
| **III. Writing (33 1/3%)** |  |  |  |  |  |
| **A. Writing Skills and Knowledge** |  |  |  |  |  |
| Writing Skills and Knowledge questions assessthe examinee’s ability to identify: |  |  |  |  |  |
| 1. Basic grammatical errors in standard writtenEnglish |  |  |  |  |  |
| 2. Errors in word usage (e.g., their/they’re/there, then/than) |  |  |  |  |  |
| 3. Errors in punctuation |  |  |  |  |  |
| 4. Parts of a sentence (e.g., subject and verb/predicate) |  |  |  |  |  |
| 5. Parts of speech (nouns, verbs, pronouns,adjectives, adverbs, and prepositions) |  |  |  |  |  |
| 6. Errors in spelling |  |  |  |  |  |
| **B. Application of Writing Skills and Knowledge****to Classroom Instruction** |  |  |  |  |  |
| Writing Application questions are typicallybased on classroom scenarios in which studentsare planning, composing, revising, or editingdocuments written for a variety of purposes.Some questions are concerned with aspects ofthe writing process—the full range of activitiesused when composing written documents.These questions assess the examinee’s ability tohelp students: |  |  |  |  |  |
| 1. Use prewriting to generate and organize ideas (including freewriting and using outlines) |  |  |  |  |  |
| 2. Identify and use appropriate reference materials |  |  |  |  |  |
| 3. Draft and revise (including composing orrefining a thesis statement, writing focused andorganized paragraphs, and writing a conclusion) |  |  |  |  |  |
| 4. Edit written documents for clarity, grammar,sentence integrity (run-ons and sentencefragments), word usage, punctuation, spelling |  |  |  |  |  |
| Some questions are concerned with *writing**applications*; i.e., the application of writing fordifferent purposes. These questions assess theexaminee’s ability to help students: |  |  |  |  |  |
| 5. Write for different purposes and audiences(including using appropriate language andtaking a position for or against something) |  |  |  |  |  |
| 6. Recognize and write in different modes andforms (e.g., descriptive essays, persuasive essays, narratives, letters) |  |  |  |  |  |