

Illinois Certification Testing System

STUDY GUIDE

Elementary/
Middle Grades (110)



Illinois State Board of Education

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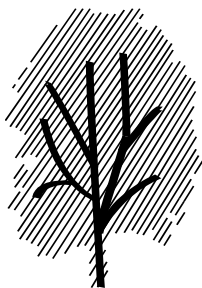
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General Information About the Illinois Certification Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the Illinois Certification Testing System](#)



Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Explanation of the Test Score Report**

INTRODUCTION

The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which certification is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

Objective Statement

Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.

Descriptive Statements

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

PRACTICE TEST QUESTIONS

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ICTS test for each field. The practice test questions represent the various types of test 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 predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

- I. Language Arts and Literacy
- II. Mathematics
- III. Science
- IV. Social Sciences
- V. The Arts, Health, and Physical Education

SUBAREA I—LANGUAGE ARTS AND LITERACY

0001 Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.

For example:

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

0002 Understand strategies for reading for different purposes and constructing meaning from a variety of reading materials.

For example:

- Demonstrate knowledge of various reading comprehension strategies and study skills (e.g., previewing, rereading) for different purposes (e.g., to review facts for a test, to analyze literature, to conduct research, to respond to social or business correspondence).
- Apply knowledge of strategies for promoting the reading comprehension skills of students who are at different stages of reading and for facilitating comprehension before, during, and after reading (e.g., prompting students to make predictions).
- Demonstrate knowledge of literal comprehension skills (e.g., recognizing facts and opinions, sequence of events, main ideas, or supporting details in a text).
- Demonstrate knowledge of inferential comprehension skills (e.g., summarizing, drawing conclusions, or making generalizations from given information; drawing inferences about character, setting, or cause and effect relationships in an excerpt).
- Demonstrate understanding of interpretive and evaluative comprehension skills (e.g., analyzing an author's purpose or point of view; evaluating the use of language or illustration to portray characters, develop plot, or create an emotional impact).
- Demonstrate knowledge of the diverse body of works, authors, and movements of U.S. and world literature, children's and young adult literature, and other resources that promote students' literary response and analysis skills (e.g., promoting cultural awareness or addressing student issues with young adult literature).
- Analyze major characteristics of classic and contemporary literature from the United States and throughout the world, key features of various literary genres (e.g., folk tale, myth, poetry, fiction), and the use of literary elements (e.g., figurative language, dialogue, setting, mood) in various texts.

0003 Understand the process of writing and writing strategies for a variety of purposes and audiences.

For example:

- Recognize characteristics of children's development of writing skills, factors that influence development of writing skills, signs that a student may be experiencing difficulties in written language, and strategies for addressing written language needs.
- Demonstrate knowledge of factors to consider when conducting research and writing for various audiences and purposes (e.g., expressive, informative, persuasive).
- Apply knowledge of techniques for generating topics and developing ideas (e.g., brainstorming, outlining, semantic mapping); methods of organizing written presentations; and strategies for drafting, revising, editing, proofreading, and publishing materials (e.g., peer conferences).
- Analyze and revise written work in relation to English grammar and mechanics (i.e., usage, sentence structure, punctuation, capitalization, spelling).
- Analyze and revise written work in relation to organization, unity, clarity, and style (e.g., adding topic sentences, reordering sentences, deleting unnecessary information).
- Demonstrate knowledge of activities, instructional resources, and technologies for promoting students' writing competence and for integrating writing with the other language arts.

0004 Understand effective communication through the use of listening and speaking skills.

For example:

- Demonstrate understanding of concepts related to communication theory, language development, language diversity, and the role of language in learning (e.g., the cultural dimensions of communication, the significance of nonverbal cues in communication).
- Apply knowledge of listening strategies for various purposes and contexts (e.g., acquiring or analyzing information, appreciating literature read aloud, social interaction, personal response).
- Recognize factors that affect children's development of listening skills and their ability to listen effectively and construct meaning in various situations, and strategies for addressing listening needs.
- Recognize strategies for organizing and presenting ideas and information for different audiences and purposes (e.g., to inform, persuade, entertain; to participate in group discussions).
- Recognize factors that affect children's development of speaking skills, signs that a child may be experiencing difficulties in language development, and strategies for addressing oral language needs.

0005 Understand literacy development and how to use effective, developmentally appropriate strategies to promote students' literacy skills.

For example:

- Demonstrate knowledge of children's literacy development, factors that influence development of reading skills, signs that a child may be experiencing difficulties in reading, and strategies for addressing reading needs.
- Recognize factors that affect a reader's construction of meaning through interactions with text (e.g., prior knowledge and experiences, reading rate, characteristics of the text).
- Demonstrate knowledge of print concepts (e.g., letter, word, and sentence representation; directionality; tracking); of ways to assess students' understanding of print; and of instructional strategies, activities, and materials for promoting students' interaction with print in varied and meaningful contexts.
- Demonstrate knowledge of spelling development and its significance for reading; of ways to assess students' spelling skills; and of effective instructional strategies, activities, and materials for promoting students' spelling skills.
- Relate reading development to the development of skills in oral and written language.
- Demonstrate knowledge of the importance of independent reading and effective approaches for guiding students to select independent reading materials and for motivating students to read independently.

SUBAREA II—MATHEMATICS

0006 Apply a variety of approaches (e.g., estimation, mental mathematics, formal and informal reasoning, modeling, pattern recognition, technology) to solve problems; investigate real-world situations; and analyze, interpret, and communicate mathematical ideas and information.

For example:

- Apply knowledge of appropriate mathematical strategies (e.g., mental computation; working backwards; numerical, geometric, and algebraic pattern recognition) to analyze mathematical ideas, solve problems, and investigate real-world situations.
- Apply knowledge of formal and informal mathematical reasoning processes (e.g., evaluating solutions to problems, judging the validity of arguments, using logical reasoning to draw and justify conclusions from given information).
- Apply knowledge of how to interpret mathematical terminology, symbols, and representations and how to convert among graphic, numeric, symbolic, oral, and written representations of mathematical ideas and relationships.
- Apply knowledge of how to use graphic, numeric, symbolic, oral, and written representations to interpret and communicate mathematical information, reasoning, concepts, applications, and procedures.
- Recognize common uses, benefits, and limitations of calculators and computers as tools for learning, exploration, and problem solving.

0007 Understand concepts and skills related to numbers, number sense, and numeration (including fractions, decimals, ratios, and percents) to support the learning of mathematics.

For example:

- Apply knowledge of strategies for promoting the development of number sense in children and factors that can affect development.
- Recognize and compare properties of whole numbers and the whole number system (e.g., commutative, distributive).
- Apply concepts of the number and numeration systems to compare, order, and round numbers.
- Recognize concepts and skills related to using integers, fractions, decimals, ratios, and percents to solve problems (e.g., finding equivalent forms of fractions, decimals, and percents).
- Demonstrate knowledge of how to select and use a wide range of manipulatives, instructional resources, and technologies to explore concepts and solve real-world problems involving number, number sense, and numeration.

0008 Understand and apply concepts and methods related to algebra and geometry to support the learning of mathematics.

For example:

- Recognize patterns in numbers, shapes, and data and how to use variables, expressions, equations, and inequalities to describe patterns and express relationships algebraically.
- Identify different types of functions (e.g., linear, nonlinear) and uses of patterns and functions to model real-world situations and make predictions.
- Recognize types of geometric figures in one, two, and three dimensions and their properties (e.g., symmetry).
- Solve problems involving perimeter, area, volume, geometric transformations (e.g., reflections, translations), and coordinate systems (e.g., using coordinate systems on lines and planes to solve problems).
- Apply knowledge of how to use various geometric and algebraic concepts (e.g., similarity, congruence, spatial relationships, patterns, functions, variables), models, materials, methods, and technologies to represent and solve real-world problems involving algebra and geometry.

0009 Understand and apply principles, concepts, and procedures related to measurement, statistics, and probability to support the learning of mathematics.

For example:

- Recognize appropriate measurement instruments, units, and procedures for various measurement problems (e.g., involving length, area, angles, volume, mass, temperature).
- Apply knowledge of procedures for estimating and converting measurements within the customary and metric systems and for using measurements to describe and compare phenomena.
- Apply knowledge of basic concepts and principles of statistics and probability (e.g., mean, median, mode, range).
- Identify various methods (e.g., surveys, tables, graphs) of systematically collecting, organizing, describing, and analyzing data.
- Apply knowledge of how to interpret graphic and nongraphic representations of statistical data (e.g., frequency distributions, percentiles).
- Recognize how to use a variety of materials, models, and methods (e.g., combinations, theoretical probability) to represent and solve problems involving probability and mathematical expectations.
- Demonstrate knowledge of how to select and use various age-appropriate simulations, manipulatives, materials, and technologies to explore concepts and solve real-world problems involving measurement, data analysis, statistics, and probability.

SUBAREA III—SCIENCE

0010 Understand and apply fundamental concepts and principles of life and environmental science to interpret, analyze, and explain phenomena.

For example:

- Recognize basic processes and concepts related to cells and the characteristics, needs, and organization of living things.
- Recognize the basic structures and functions of the human body in comparison to those of other organisms.
- Recognize the processes by which energy and nutrients cycle through ecosystems and are used by organisms (e.g., photosynthesis, respiration).
- Analyze how organisms interact with one another and with their environment.
- Apply knowledge of the principles of genetics and evolutionary theory to understand how organisms change over time.
- Apply knowledge of how to use major concepts, processes, and themes of life science (e.g., those related to heredity, flow of energy, systems, interactions) and the interconnections of life, physical, environmental, earth, and space sciences to interpret, analyze, and explain everyday phenomena.
- Recognize relationships among life and environmental science, technology, and society in historical and contemporary contexts.
- Identify a wide range of instructional resources and technologies to support the learning of life and environmental science.

0011 Understand and apply fundamental concepts and principles of physical science to interpret, analyze, and explain phenomena.

For example:

- Apply knowledge of basic concepts related to matter and energy (e.g., composition and structure of matter, conservation of energy).
- Recognize the physical and chemical properties of matter (e.g., mass, boiling point, pH).
- Apply knowledge of characteristics of different forms of energy (e.g., sound, heat).
- Analyze the interactions of matter and energy in a system, including transfers and transformations of energy and changes in matter.
- Apply knowledge of how to use major concepts, processes, and themes of physical science (e.g., those related to motion of objects, waves and vibrations, changes in matter), as well as the interconnections of physical, life, environmental, earth, and space sciences to interpret, analyze, and explain everyday phenomena.
- Recognize relationships among physical science, technology, and society in historical and contemporary contexts.
- Identify a wide range of instructional resources and technologies to support the learning of physical science.

0012 Understand and apply fundamental concepts and principles of Earth and space science to interpret, analyze, and explain phenomena.

For example:

- Apply knowledge of the geological composition and history of the earth.
- Analyze the major features of the earth in terms of the natural processes that shape them (e.g., plate tectonics, erosion, volcanic activity).
- Demonstrate understanding of the water cycle.
- Recognize fundamental weather processes and phenomena (e.g., storms, atmospheric circulation) and factors that influence them.
- Apply knowledge of the basic components and structure of the solar system.
- Apply principles and concepts of Earth and space science to describe the composition, motions, and interactions of objects in the universe.
- Apply knowledge of how to use major processes and themes of Earth and space science (e.g., those related to weather, the water cycle, patterns of change), as well as the interconnections of Earth, space, physical, life, and environmental sciences to interpret, analyze, and explain everyday phenomena.
- Recognize interrelationships among Earth and space science, technology, and society in historical and contemporary contexts.
- Identify a wide range of instructional resources and technologies to support the learning of physical science.

0013 Understand the principles and processes of scientific investigation and how to promote students' development of scientific knowledge and skills, including their use of scientific thinking, inquiry, reasoning, and investigation.

For example:

- Determine the type of scientific investigation (e.g., experimentation, systematic observation) that best addresses a given question or hypothesis.
- Demonstrate knowledge of considerations and procedures, including safety practices, related to designing and conducting experiments (e.g., formulation of hypothesis; use of control and experimental groups; recognition of variables being held constant, those being manipulated, and those responding in an experiment).
- Recognize how to use methods, tools, technologies, and measurement units to gather and organize data, compare and evaluate data, and describe and communicate the results of investigations in various formats.
- Recognize the values inherent in science (e.g., reliance on verifiable evidence, reasoning, logic, avoidance of bias) and strategies for helping students discover new knowledge through the use of scientific thinking and reasoning.
- Demonstrate knowledge of strategies to engage students in discovering new knowledge through the use of scientific thinking and reasoning (e.g., exploration labs, learning cycle approach).

SUBAREA IV—SOCIAL SCIENCES

0014 Understand the structures and functions of government; the rights and responsibilities of citizenship in the United States; and the skills, knowledge, and attitudes necessary for successful participation in civic life.

For example:

- Recognize basic purposes and concepts of government, including the constitutional principles and democratic foundations of U.S. government.
- Demonstrate knowledge of the basic structures and functions of federal, state, and local government in the United States (e.g., the branches of federal government and their roles, key aspects of government in Illinois).
- Demonstrate knowledge of basic democratic principles and rights (e.g., due process, equal protection) and fundamental democratic values and beliefs (e.g., majority rule, individual participation) and their significance for individuals, groups, and society.
- Apply knowledge of the responsibilities of U.S. citizens, including classroom, school, and community applications (e.g., respecting others' rights, obeying laws and rules, voting in class elections) and the skills, knowledge, and attitudes necessary for successful participation in civic life (e.g., compromise, consensus building, cooperation).
- Recognize the role of law in the Illinois and U.S. constitutional systems.
- Identify a wide range of instructional resources and technologies to support the learning of the structures and functions of government.

0015 Understand the interrelationships of economic and political principles, concepts, and systems and their relationship to historical and contemporary developments in Illinois, the United States, and the world.

For example:

- Demonstrate understanding of fundamental concepts and principles of economics (e.g., supply and demand) and key features of different economic systems (e.g., command, market, mixed).
- Recognize major features of the U.S. economic system, including the roles of consumers and producers and types of economic resources and activities in various regions, including Illinois.
- Recognize key features and historical developments associated with different types of political systems; the interrelationships of economic and political systems; and their relationship to historical and contemporary developments in Illinois, the United States, and the world.
- Demonstrate knowledge of the political processes and the role of political parties in the United States.
- Analyze political relationships between the United States and other nations; the role of the United States in world affairs; and global patterns of trade, exchange, and interdependence among individuals, businesses, and governments.
- Identify a wide range of instructional resources and technologies to support learning about economic and political systems.

0016 Understand from multiple perspectives the significant eras, themes, events, and cultural developments in the history of Illinois, the United States, and the world.

For example:

- Demonstrate knowledge of significant eras, themes, events, and people in the history of Illinois, the United States, and the world.
- Analyze ways in which cultural groups have affected and been affected by U.S. society and ways in which cultural heritage and diversity have influenced historical developments in the United States.
- Analyze the influence of science, technology, economic activity, and religious and philosophical ideas on contemporary societies and societies throughout history.
- Recognize how economic, political, cultural, geographic, and social processes interact to shape patterns of human population, cooperation, and conflict.
- Demonstrate knowledge of how to use historical concepts and themes to analyze events, patterns, and relationships in Illinois, the United States, and the world.
- Identify a wide range of instructional resources and technologies to support the learning of history.

0017 Understand major principles, concepts, and phenomena of geography and the interrelationships between people and their environment.

For example:

- Demonstrate understanding of major geographic features of Illinois, the United States, and the world and their historical and contemporary significance.
- Recognize how to use maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
- Apply concepts of geography (e.g., location, movement, population, migration) to analyze contemporary and historical issues and trends.
- Recognize the connections among and common concerns of world societies (e.g., food production and distribution, human rights) and analyze the influence of these global connections and concerns on people, places, and events.
- Recognize basic concepts related to the structure and organization of human societies and processes of socialization and social interaction.
- Analyze the nature and implications of various types of interactions between people and the environment and the effects of human activities (e.g., consumption of natural resources, pollution) on the environment.
- Identify a wide range of instructional resources and technologies to support the learning of geography.

0018 Understand concepts, skills, and processes of inquiry in the social sciences (e.g., locating, gathering, organizing, formulating hypotheses) and how to promote students' development of knowledge and skills in this area.

For example:

- Demonstrate knowledge of common themes and concepts in the social sciences (e.g., continuity, change, culture) and how to apply them in understanding people, places, and events.
- Demonstrate understanding of the basic principles and procedures of inquiry in the social sciences (e.g., modes of inquiry, formulation of research questions and hypotheses, use of historical analysis to make informed decisions).
- Apply principles and procedures for gathering, organizing, comparing, interpreting, analyzing, and summarizing social science information presented in various forms (e.g., tables, maps, graphs, narratives).
- Recognize how to use children's and young adult literature to support learning in the social sciences.
- Demonstrate knowledge of a wide range of instructional resources and technologies to support learning in the social sciences.

SUBAREA V—THE ARTS, HEALTH, AND PHYSICAL EDUCATION

0019 Understand historical, cultural, and societal contexts for the arts (visual arts, music, drama, dance) and the interrelationships among the arts.

For example:

- Demonstrate knowledge of characteristic features of various artistic traditions and the role of art in various contexts.
- Recognize the role and functions of the arts in various cultures and historical periods and ways in which the arts can be used to explore various cultures and historical periods.
- Demonstrate understanding of how music, visual art, creative drama, and dance can be used as forms of communication, self-expression, and social expression (e.g., to express ideas and values, share life experiences, explore feelings).
- Recognize and evaluate strategies and activities intended to foster skills in creating, producing, viewing, responding to, analyzing, and appreciating music, visual art, drama, and dance.
- Demonstrate knowledge of the interrelationships among the arts and the connections between the arts and other subject areas.

0020 Understand concepts, techniques, and materials related to visual art, music, and dramatic activities and how to provide students with learning opportunities that encourage them to express themselves through the arts.

For example:

- Demonstrate knowledge of basic terms and concepts of visual art (e.g., elements of art and principles of design) and types and characteristics of materials, tools (including technology), techniques, and processes (e.g., drawing, painting, printmaking, desktop publishing) used to create and evaluate works of visual art.
- Demonstrate knowledge of common musical terms and concepts (e.g., harmony, melody, rhythm); types and characteristics of instrumental and vocal music; and techniques, activities, technology, and materials for producing, listening to, analyzing, and responding to music.
- Demonstrate knowledge of basic types of dramatic activities (e.g., creative drama, puppet theater, pantomime, improvisation); of ways in which creative drama can be used across the curriculum; and of techniques, activities, technology, and materials for creating, producing, viewing, evaluating, and responding to drama.
- Demonstrate knowledge of basic types of creative movement and dance; of ways in which creative movement and dance can be used across the curriculum; and of techniques, activities, technology, and materials for performing, viewing, evaluating, and responding to creative movement and dance.

0021 Understand principles, concepts, and practices related to movement and physical fitness and the role of physical activity in promoting students' personal and social development.

For example:

- Demonstrate understanding of fundamental motor, body control, and perceptual awareness skills and appropriate movement activities to promote the physical development of all students.
- Apply knowledge of basic principles and concepts of physical fitness (e.g., frequency, intensity, duration of training), the components of fitness (e.g., cardiovascular endurance, flexibility, muscular strength, body composition), and practices and activities that promote lifelong fitness and stress reduction.
- Recognize skill progressions, safety practices, equipment, strategies, rules, and appropriate behaviors for individual, group, and team activities and sports.
- Analyze how physical education activities can promote the development of personal, social, and workplace skills (e.g., responsibility, leadership, team building, perseverance, confidence, cooperation, fairness).
- Demonstrate knowledge of the interactions between physical, emotional, and social well-being and the importance of movement and fitness experiences in establishing productive, lifelong habits and behaviors.
- Apply knowledge of considerations and procedures in selecting and using various activities, instructional resources, and technologies to promote students' physical development and wellness.

0022 Understand principles and practices related to personal, family, and community health and safety and ways to provide students with knowledge and skills that will help them make sound health-related decisions.

For example:

- Apply knowledge of basic principles of nutrition and the effects of food choices on health, and the benefits of good hygiene, adequate sleep and rest, and regular physical activity.
- Demonstrate knowledge of principles and techniques of conflict resolution and its relationship to health and well being.
- Apply knowledge of principles and strategies for accident prevention and risk reduction (e.g., making healthy choices by applying communication, self-monitoring, self-control, decision-making, and safety skills).
- Demonstrate understanding of factors that affect personal, interpersonal, family, and community health (e.g., pollution, cost of health care), and the implications and consequences of health risks for individuals and society.
- Recognize the roles of various health care providers, agencies, and organizations; sources of information about children's and family services; and techniques and criteria for evaluating the reliability and validity of health information and resources.
- Apply knowledge of how to select and use various activities, instructional resources, and technologies to promote students' development of skills that contribute to health and safety.

ELEMENTARY/MIDDLE GRADES PRACTICE TEST QUESTIONS

1. A teacher wants students to understand the phonics rule stating that when a single vowel appears in a closed syllable, it usually stands for the short sound of the vowel. Which of the following words best exemplifies that rule?
 - A. *say*
 - B. *cow*
 - C. *hit*
 - D. *toy*

2. A group of fourth graders reads a short story. Their teacher asks students to select a character from the story and write a one-minute speech from that character's perspective, explaining his or her behavior in the story. The students present their speeches to the group while the teacher listens. This type of activity would be most effective for facilitating the students' ability to:
 - A. determine the main idea of a text.
 - B. identify a sequence of events.
 - C. make inferences based on a text.
 - D. separate facts from opinions.

3. As part of the writing process, it is most appropriate and effective for students to use peer conferences for which of the following purposes?
 - A. to develop a list of potential topics to use for their writing
 - B. to learn whether their ideas are well developed and their writing is clear
 - C. to put the important ideas for their writing down on paper
 - D. to correct the most obvious errors in their spelling and punctuation

4. Use the introduction below given by a teacher to answer the question that follows.

Teacher: The story I will be reading is about a young boy who finds a mirror. While I am reading, I want you to think about mirrors. Don't say anything yet, but listen for the things that are said about the mirror the boy finds. Think about whether it is like the mirrors you have seen. Later, we will talk about the story.

A teacher offers the introduction above in preparation for reading a story aloud to a group of first graders. This introduction will promote the students' listening comprehension primarily by:

- A. putting complex ideas in simple terms and fostering their confidence as listeners.
 - B. reinforcing the importance of paying attention and reminding them to sit quietly.
 - C. spelling out the plot of the story and providing them with a model of a good listener.
 - D. activating prior knowledge and focusing their attention on significant content.
5. Ashley, a second grader, is reading orally to her teacher. The teacher notices that Ashley is omitting words while reading. Afterward, the teacher asks Ashley to pronounce the omitted words, but she does not know them. Given these circumstances, it is most likely that Ashley is having difficulty with which of the following?
- A. sight vocabulary
 - B. decoding skills
 - C. structural analysis
 - D. context cues

6. **Read the word problem below; then answer the question that follows.**

In the schoolyard, there are five different trees of varying ages. The elm tree is taller than the cedar tree, and the cedar is taller than the birch tree. The birch is shorter than the elm, but it is taller than the walnut tree. The walnut is shorter than the pine tree, and the pine is taller than the elm tree. List the trees from the tallest to the shortest.

Which of the following problem-solving strategies would be most effective for determining the answer to the word problem shown above?

- A. finding a pattern
- B. setting up an equation
- C. simplifying and estimating
- D. drawing a diagram

7. **Read the word problem below; then answer the question that follows.**

In order to get an A in her math class, Alma must have an average of at least 90 for her test scores. Alma's scores on the first two tests were 85 and 92. To get an A in math, what scores can Alma get on her third test?

If y represents Alma's score on the third test, which of the following expresses the inequality for the word problem stated above?

- A. $3(85 + 92) > 90y$
- B. $\frac{85 + 92 + y}{3} > 90$
- C. $85 + 92 + y > 90 \div 3$
- D. $\frac{3y}{85 + 92} > 90$

8. Four families are picnicking with their children. The Chavez family has 2 children, the Wilsons have 3, the Pratts have 4, and the Shumway family has 6 children. If the children line up to get their lunches in a random order, what is the probability that the first child to get a lunch would be a Pratt?
- A. $\frac{1}{15}$
 - B. $\frac{1}{4}$
 - C. $\frac{4}{15}$
 - D. $\frac{4}{11}$
9. Through the process of respiration, animals benefit the ecosystem by:
- A. releasing oxygen into the atmosphere.
 - B. recycling nitrogen needed for food production.
 - C. removing contaminants from the water supply.
 - D. providing carbon dioxide needed by plants.
10. When an automobile driver suddenly applies the vehicle's brakes, the passengers in the automobile will feel as though they are being flung forward in their seats. The passengers' sensation is due to the effects of which of the following?
- A. friction
 - B. gravity
 - C. air resistance
 - D. inertia

11. Which of the following best describes the difference between a planet and a comet?
- A. A comet's orbit takes it outside the solar system; a planet stays within the solar system.
 - B. A comet revolves around a planet; a planet revolves around the sun.
 - C. A comet is composed of hydrogen and helium; a planet is composed of water and rocks.
 - D. A comet produces its own energy; a planet receives energy from the sun.
12. Under the First Amendment, which of the following actions is protected as a right of free speech?
- A. distributing political campaign posters that contain obscenities
 - B. speaking to a gathering of citizens in a way that incites them to riot
 - C. writing an article with false information to damage another's reputation
 - D. publishing a political cartoon that mocks the actions of government officials
13. The intervention of the United States in Central and South America in the late nineteenth and early twentieth centuries was largely motivated by a desire to:
- A. support U.S. and European colonization in the region.
 - B. end the landed aristocracy's suppression of the poor.
 - C. prevent military dictators from coming to power.
 - D. maximize U.S. economic investment in the region.
14. Which of the following best describes the position taken by the state of Illinois during the Civil War?
- A. Illinois reflected the nation's North-South division but eventually joined the North.
 - B. Following the election of Lincoln as president, Illinois quickly gave its support to the North.
 - C. Illinois was a staunch advocate of neutrality and did not join either side in the conflict.
 - D. Due to pressure from the state's cotton growers, Illinois gave its support to the South.

15. In which of the following ways has geography affected the foreign relations policy of Russia throughout history?
- A. A lack of mineral resources led to a desire to gain control of southern lands.
 - B. Natural barriers along the western border alleviated concerns about potential invasions.
 - C. Unnavigable rivers limited the ability to engage in trade with east Asian nations.
 - D. A lack of warm-water ports led to a desire to achieve control of western lands.
16. In the social sciences, which of the following categories of information are typically used to describe the characteristics of a *culture*?
- A. laws, crimes, and penalties
 - B. beliefs, values, and traditions
 - C. power, rights, and responsibilities
 - D. resources, commerce, and trade
17. Which of the following is the most common characteristic of the folk music found in different cultures?
- A. The songs were used to accompany dramatic performances.
 - B. People created songs by mimicking sounds they found in nature.
 - C. The songs were based on logical and mathematical principles.
 - D. People learned songs by hearing them rather than reading them.
18. Which of the following dramatic activities would be most effective for improving the body awareness and the expressive communication skills of elementary school students?
- A. role-playing
 - B. pantomime
 - C. interpretive reading
 - D. puppetry

19. The primary benefit for those who participate in aerobic exercise is improved:
- A. muscular strength.
 - B. cardiovascular condition.
 - C. overall flexibility.
 - D. manual dexterity.
20. The most effective strategy an individual can take to control the spread of infectious diseases would be to:
- A. get an immunization injection for a disease as soon as the signs or symptoms of it are recognized.
 - B. take preventive antibiotics as prescribed by a physician.
 - C. purify tap water before drinking it or using it for cooking.
 - D. bathe and wash hands frequently to remove dead skin cells that may carry causative agents of disease.

ANSWER KEY

This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	C	Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.
2.	C	Understand strategies for reading for different purposes and constructing meaning from a variety of reading materials.
3.	B	Understand the process of writing and writing strategies for a variety of purposes and audiences.
4.	D	Understand effective communication through the use of listening and speaking skills.
5.	B	Understand literacy development and how to use effective, developmentally appropriate strategies to promote students' literacy skills.
6.	D	Apply a variety of approaches (e.g., estimation, mental mathematics, formal and informal reasoning, modeling, pattern recognition, technology) to solve problems; investigate real-world situations; and analyze, interpret, and communicate mathematical ideas and information.
7.	B	Understand and apply concepts and methods related to algebra and geometry to support the learning of mathematics.
8.	C	Understand and apply principles, concepts, and procedures related to measurement, statistics, and probability to support the learning of mathematics.
9.	D	Understand and apply fundamental concepts and principles of life and environmental science to interpret, analyze, and explain phenomena.
10.	D	Understand and apply fundamental concepts and principles of physical science to interpret, analyze, and explain phenomena.
11.	A	Understand and apply fundamental concepts and principles of Earth and space science to interpret, analyze, and explain phenomena.
12.	D	Understand the structures and functions of government; the rights and responsibilities of citizenship in the United States; and the skills, knowledge, and attitudes necessary for successful participation in civic life.
13.	D	Understand the interrelationships of economic and political principles, concepts, and systems and their relationship to historical and contemporary developments in Illinois, the United States, and the world.

(continued on next page)

Question Number	Correct Response	Test Objective
14.	A	Understand from multiple perspectives the significant eras, themes, events, and cultural developments in the history of Illinois, the United States, and the world.
15.	D	Understand major principles, concepts, and phenomena of geography and the interrelationships between people and their environment.
16.	B	Understand concepts, skills, and processes of inquiry in the social sciences (e.g., locating, gathering, organizing, formulating hypotheses) and how to promote students' development of knowledge and skills in this area.
17.	D	Understand historical, cultural, and societal contexts for the arts (visual arts, music, drama, dance) and the interrelationships among the arts.
18.	B	Understand concepts, techniques, and materials related to visual art, music, and dramatic activities and how to provide students with learning opportunities that encourage them to express themselves through the arts.
19.	B	Understand principles, concepts, and practices related to movement and physical fitness and the role of physical activity in promoting students' personal and social development.
20.	D	Understand principles and practices related to personal, family, and community health and safety and ways to provide students with knowledge and skills that will help them make sound health-related decisions.

OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Certification Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for each content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial certificate in Illinois.

Passing Score

To pass a content-area test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice questions you answered correctly.

Subarea Scores

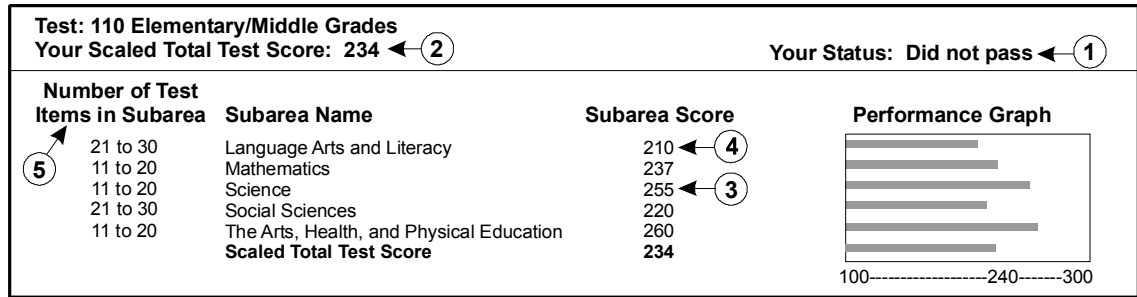
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of an Elementary/Middle Grades test score report is provided below.



According to the above sample, the examinee did not pass the Elementary/Middle Grades test ①, because the examinee's total test score of 234 ② is below the passing score of 240.

The examinee did better on the Science section ③ of the test than on the Language Arts and Literacy section ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.