

Illinois Certification Testing System

STUDY GUIDE

Reading Specialist (176)



Illinois State Board of Education

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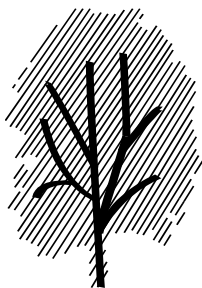
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General Information About the Illinois Certification Testing System

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.

READING SPECIALIST TEST OBJECTIVES

- I. Language, Reading, and Literacy
- II. Reading Instruction and Assessment
- III. Reading Research and Curriculum Design
- IV. Professional Responsibilities and Resource Management

SUBAREA I—LANGUAGE, READING, AND LITERACY

0001 Understand the nature, acquisition, and development of language.

For example:

- Recognize that written language is a symbolic system.
- Demonstrate knowledge of major theories of language development, cognition, and learning.
- Demonstrate knowledge of the principles of language acquisition.
- Demonstrate an understanding of the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process.

0002 Understand the development of literacy.

For example:

- Recognize that literacy can be a means for transmitting moral and cultural values and the importance of literacy for personal and social growth.
- Demonstrate knowledge of the interrelation of language and literacy acquisition.
- Recognize that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually.
- Recognize the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, responders).

0003 Understand the history, theoretical models, and philosophies of reading education.

For example:

- Demonstrate knowledge of the history of reading instruction and the contributions of past and present literacy leaders to current theory, practice, and the knowledge base.
- Demonstrate familiarity with theoretical models and philosophies of reading education and their relevance to instruction.
- Demonstrate familiarity with relevant reading research from general education and how it influenced literacy education.
- Demonstrate knowledge of significant trends, controversies, and issues in the field of reading education.
- Recognize the differences between reading skills and strategies and the role each plays in reading development.
- Recognize the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.

0004 Understand the nature of reading and the language arts.

For example:

- Apply understanding of reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.
- Demonstrate knowledge of emergent literacy and the experiences that support it.
- Demonstrate understanding of the interrelation of reading and writing, and listening and speaking, and the reasons why reading should be taught as a process.
- Demonstrate an understanding of the role of metacognition in reading and writing, and listening and speaking.
- Recognize the importance of promoting the integration of the language arts in all content areas.

0005 Understand the influence of individual differences and diversity on language development and reading acquisition.

For example:

- Demonstrate understanding of the effects of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition.
- Demonstrate knowledge of how contextual factors in the school can influence student learning and reading (e.g., grouping procedures, school programs, and assessment).
- Recognize how individual differences among learners influence their literacy development.
- Recognize the importance of adjusting reading instruction to meet the needs of diverse learners (e.g., gifted, ESL) as well as those who speak nonstandard dialects.
- Recognize the importance of understanding, respecting, and valuing cultural, linguistic, and ethnic diversity.

0006 Understand elements of the classroom environment that can promote students' interest in reading.

For example:

- Demonstrate an understanding of ways to create a literate environment that fosters interest and growth in all aspects of literacy.
- Identify ways to use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth.
- Identify ways to provide opportunities for learners to select from a variety of written materials, read extended texts, offer creative and personal responses to literature (e.g., storytelling), and read for many authentic purposes.
- Demonstrate understanding of the importance of modeling and discussing reading and writing as valuable, lifelong activities.
- Demonstrate understanding of strategies for using instructional and information technologies to support reading and writing instruction.

SUBAREA II—READING INSTRUCTION AND ASSESSMENT

0007 Understand strategies for promoting students' word identification, spelling, and vocabulary skills.

For example:

- Identify strategies for teaching students to use syntactic, semantic, and graphophonemic relations to monitor their own word identification and to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning.
- Identify methods for teaching students to use context to identify and define unfamiliar words and to recognize and use various spelling patterns as an aid to word identification.
- Demonstrate knowledge of effective techniques and strategies for the ongoing development of independent vocabulary acquisition.
- Demonstrate understanding that spelling is developmental and is based on students' knowledge of the phonological system and letter names, their judgments of phonetic similarities and differences, and their ability to abstract phonetic information from letter names.

0008 Understand strategies for promoting students' reading comprehension skills.

For example:

- Demonstrate knowledge of methods to provide explicit instruction and ways to model when and how to use multiple comprehension strategies (e.g., retelling, questioning strategies).
- Demonstrate knowledge of strategies to teach students to monitor their own comprehension.
- Demonstrate knowledge of strategies to teach students to connect prior knowledge with new information.
- Identify methods for helping students use various aspects of text (e.g., conventions of written English, text structure, genres, intertextual links) to gain comprehension and helping students gain understanding of the meaning and importance of the conventions of standard written English (e.g., punctuation, usage).
- Demonstrate familiarity with a wide range of classic and contemporary children's and young adult literature and knowledge of ways to locate, evaluate, and use literature for readers of all abilities and ages.
- Demonstrate familiarity with various tools and processes used to estimate the readability of texts.

0009 Understand methods for promoting students' study skills.

For example:

- Identify methods for providing students with opportunities to locate and use a variety of print, nonprint, and electronic reference sources.
- Identify methods for teaching students to vary reading rate according to the purpose(s) and difficulty of the material.
- Identify methods for teaching students effective time-management strategies.
- Identify methods for teaching students strategies to organize and remember information.
- Identify methods for teaching students test-taking strategies.

0010 Understand methods for promoting students' writing skills.

For example:

- Demonstrate knowledge of methods for teaching students the planning strategies that are most appropriate for particular kinds of writing.
- Demonstrate knowledge of methods for teaching students to draft, revise, and edit their writing.
- Demonstrate knowledge of methods for teaching students the conventions of standard written English needed to edit their compositions.

0011 Understand the characteristics and construction of formal and informal assessments of students' reading.

For example:

- Demonstrate an understanding of methods for assessing strengths and needs of individual students in the areas of reading, writing, and spelling and for determining students' reading levels (i.e., independent, instructional, frustration).
- Demonstrate understanding of the uses and limitations of informal and formal assessments and methods for developing and conducting assessments that involve multiple indicators of learner progress.
- Identify strategies for administering and using information from assessments of student progress (e.g., formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals) to inform instruction and learning.
- Demonstrate understanding of the construction and psychometric properties of classroom reading tests, including the state assessment.
- Demonstrate an understanding that reading goals, instruction, and assessment should be aligned.

0012 Understand assessment for the purpose of diagnosing reading difficulties.

For example:

- Demonstrate knowledge of a model of reading diagnosis that includes student proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self-monitoring, and motivation.
- Demonstrate knowledge of principles for gathering and interpreting information for diagnosis of the reading problems of individual students.
- Demonstrate knowledge of models and procedures for providing reading diagnosis and educational services to students with reading problems.
- Demonstrate knowledge of the process of developing case study reports regarding students with reading problems.

0013 Understand methods for working with students with special needs who have reading difficulties.

For example:

- Demonstrate knowledge of the procedures for screening classes to identify students in need of more thorough reading diagnosis.
- Demonstrate knowledge of the instructional implications of research in special education, psychology, and other fields that deal with the treatment of students with reading and learning difficulties.
- Demonstrate knowledge of the models of reading disabilities used in special education and the process for developing Individualized Education Programs (IEPs) for students with severe learning problems related to literacy.
- Demonstrate knowledge of methods for interpreting and explaining diagnostic information for classroom teachers, parents, and other specialists to plan instructional programs.
- Identify strategies for communicating with students about their strengths, areas for improvement, and ways to achieve improvement.
- Demonstrate a familiarity with a variety of individualized and group instructional interventions or programs (e.g., federal, state, local) targeted toward students with reading and writing problems.

SUBAREA III—READING RESEARCH AND CURRICULUM DESIGN

0014 Understand the characteristics of reading research.

For example:

- Demonstrate a familiarity with major findings on reading instruction.
- Identify the types of questions that can be answered by different types of research studies.
- Demonstrate knowledge of methods for conducting research with a range of methodologies (e.g., descriptive, ethnographic, experimental, historical).
- Demonstrate knowledge of methods for designing and conducting small-scale, instructional research studies in regular classrooms and special instructional settings.
- Demonstrate knowledge of methods for promoting and facilitating teacher- and classroom-based research.

0015 Understand appropriate uses of the results of reading research.

For example:

- Demonstrate an understanding of the role that reading research findings should play in guiding decisions about assessment, curriculum, instruction, materials selection, programs, and pedagogy.
- Demonstrate knowledge of methods for applying research for improved literacy.
- Identify strategies for searching and accessing research literature in a systematic way.
- Demonstrate knowledge of ways to explain research findings to a variety of audiences.
- Demonstrate a familiarity with methods for collecting, analyzing, and interpreting state and local test data to describe achievement trends for district, school, and special populations.

0016 Understand the essential elements used in curriculum design.

For example:

- Demonstrate knowledge of state and national educational standards that are relevant to reading education.
- Demonstrate knowledge of exemplary programs and practices in reading education.
- Demonstrate a familiarity with evaluation guidelines for curriculum material and instructional technology.

0017 Understand strategies for providing leadership in curriculum design and implementation.

For example:

- Demonstrate knowledge of ways to help faculty and administration to articulate a philosophy of reading instruction.
- Demonstrate knowledge of strategies for facilitating, participating in, and collaborating with allied professionals in reading curriculum design, ongoing curriculum implementation, and the planning, delivery, assessment, and adaptation of reading instruction.
- Demonstrate knowledge of strategies for participating in the development and implementation of a school improvement plan.
- Demonstrate a familiarity with methods for selecting and evaluating literacy instruction materials; guiding the evaluation and selection of instructional materials, including tradebooks and materials for students with special needs; and assisting subject area teachers in selecting appropriate textbooks, software, and other instructional materials.
- Demonstrate understanding of approaches to adapting instruction to meet the needs of different learners to accomplish different purposes and strategies for assisting in the development of individual educational plans for students with severe learning problems related to literacy.

0018 Understand strategies for managing reading programs.

For example:

- Demonstrate an awareness of methods for designing, supervising, supporting, and coordinating services associated with literacy programs (e.g., needs assessment, program development, budgeting and evaluation, grant and proposal writing).
- Identify strategies for planning and implementing programs designed to help students improve their reading and writing, including those supported by federal, state, and local funding.
- Demonstrate understanding of methods for participating in the design and implementation of special programs (e.g., early intervention, summer school, after-school programs).
- Identify the benefits of using multiple indicators to determine effectiveness of the literacy curriculum.
- Demonstrate knowledge of methods for designing, implementing, and evaluating appropriate reading programs for small groups and individuals.

SUBAREA IV—PROFESSIONAL RESPONSIBILITIES AND RESOURCE MANAGEMENT

0019 Understand the ongoing process of staff development.

For example:

- Identify models of staff development and processes for consensus building and conflict resolution.
- Identify ways to serve as a resource on reading to administrators, policymakers, and teachers in mathematics, science, social studies, and other subjects.
- Identify ways to demonstrate exemplary reading instruction with students in varied settings (e.g., one-to-one, small group, classroom).
- Recognize approaches to planning lessons for paraprofessionals, observing and evaluating paraprofessionals' interactions with children, and providing feedback about their performance.
- Identify ways to guide and train tutors and volunteers.
- Identify the advantages of using multiple indicators of professional growth as the basis for planning and evaluating staff development.

0020 Understand strategies for presenting professional development activities.

For example:

- Identify ways to initiate, implement, evaluate, and participate in professional development that emphasizes the dynamic interaction among prior knowledge, experience, and the school context among other aspects of reading development.
- Demonstrate a familiarity with methods for designing, locating resources (e.g., speakers, courses of study, technology, workshops), and presenting staff professional development programs related to curricular goals.
- Demonstrate familiarity with methods for providing professional development experiences that are sensitive to school constraints (e.g., class size, limited resources).
- Identify methods for providing professional development and training for paraprofessionals that include emotional and academic support.

0021 Understand strategies for communicating and collaborating with families, the public, and other professionals.

For example:

- Demonstrate knowledge of resources and strategies for facilitating communication among school, home, and community and methods for developing partnerships with community members, agencies, and universities.
- Demonstrate understanding of the value of community support for school reading programs and the importance of advocating for public support of reading education.
- Demonstrate knowledge of strategies for providing professional presentations to communicate information about literacy, research findings, the reading curriculum, and issues to administrators, staff members, school boards, and community audiences.
- Demonstrate knowledge of strategies for communicating effectively about reading to the media, policymakers, and the general public.
- Demonstrate knowledge of strategies for facilitating home-school connections and promoting parental participation in cooperative efforts to support school reading programs.

0022 Understand strategies for securing and managing instructional resources.

For example:

- Demonstrate a familiarity with resources for supporting effective reading programs.
- Demonstrate a familiarity with potential funding sources and strategies for seeking reading program support.
- Demonstrate a familiarity with processes for securing instructional materials as well as organizing and coordinating efficient access to those materials schoolwide.

0023 Understand professional conduct for the reading specialist.

For example:

- Identify the benefits of participating in local, state, national, and international professional organizations whose mission is reading education and the improvement of literacy.
- Recognize the benefits of interacting with and participating in decision making with teachers, teacher educators, theoreticians, and researchers and the importance of supporting efforts to improve the reading profession by being an advocate for licensing and certification.
- Recognize the importance of pursuing knowledge of literacy and staying current with developments in reading education and children's and young adult literature by reading professional journals and publications, making presentations at local, state, regional, and national meetings and conferences, writing for publication, and participating in other professional activities.
- Identify strategies for promoting collegiality with other literacy professionals through regular conversations, discussions, and consultations about learners, literacy theory, assessment, and instruction.
- Demonstrate knowledge of the importance of conducting self-evaluation, being open to constructive peer evaluation and feedback, and reflecting on teaching practices to improve instruction and other services to students.
- Demonstrate knowledge of the importance of being aware of, adhering to, and modeling ethical standards of professional conduct in reading education.

READING SPECIALIST PRACTICE TEST QUESTIONS

1. Which of the following activities is likely to be most effective in promoting a preschool child's understanding of the connection between spoken and written language?
 - A. teaching the child to recognize and name the letters in his or her first name
 - B. having the child tell a story and watch as the teacher writes down what the child says
 - C. making sure that the classroom contains many printed signs and labels
 - D. encouraging the child to examine the pictures in a text and to make up a story to go with them
2. The influence of L. S. Vygotsky on literacy education is best exemplified by a teacher who:
 - A. uses a combination of phonics and whole-language approaches to teach word recognition.
 - B. supports students in reading texts that are slightly more difficult than those they could read on their own.
 - C. establishes a system of rewards to encourage students to read independently.
 - D. designs partner activities to emphasize to students the social aspects of literacy.
3. Students in a preschool class draw pictures and "write" messages on holiday cards. This activity is likely to promote the literacy development of students primarily by helping them:
 - A. learn to recognize words as units of text.
 - B. practice fine-motor control within a limited space.
 - C. develop an understanding that print carries meaning.
 - D. begin to understand the alphabetic principle.
4. A second grade teacher wants to help English language learners begin to develop a sight vocabulary in English. The teacher could best address this goal by:
 - A. using graphic organizers to summarize information from texts.
 - B. displaying high-frequency words and labeling objects in the classroom.
 - C. introducing new words by grouping them in conceptual categories.
 - D. helping the students learn basic phonics generalizations.

5. Before a kindergarten class goes out to recess, the teacher reads aloud the weather forecast from a newspaper. After recess, students discuss the accuracy of the forecast. Later in the day, the teacher writes and reads aloud a note asking the school librarian to order a book the students have requested. These informal activities are likely to promote students' literacy development primarily by helping the students recognize that:
- A. the letters in printed words correspond to individual sounds.
 - B. print communicates meaning and can serve a variety of useful purposes.
 - C. reading and writing can be sources of personal enjoyment.
 - D. reading comprehension requires focused attention to the meaning of the text.
6. A sixth grade student demonstrates good decoding skills when reading leveled word lists. However, the student often makes miscues and rarely self-corrects when reading aloud connected text. To help the student learn to self-correct, the reading specialist should encourage the student to:
- A. look for similarities between each word in the text and familiar sight words.
 - B. read the text slowly and carefully, focusing on each individual word.
 - C. pause for a moment before identifying each multisyllable word encountered in the text.
 - D. think about whether each sentence makes sense as it is read.
7. A reading specialist regularly uses the Directed Reading-Thinking Activity (DR-TA) method when conducting guided reading with a group of fourth grade students. Before students begin to read, they predict what the story will be about based on the title and cover illustrations. They stop at predetermined points in the story to revise their earlier predictions and to make new ones. This approach is most likely to promote students' reading development in which of the following ways?
- A. motivating students to apply word identification strategies in order to understand the story
 - B. improving reading fluency by encouraging students to identify meaningful units of text
 - C. strengthening comprehension by prompting students to apply metacognitive skills
 - D. helping students apply knowledge of common text structures to clarify understanding

8. A fourth grade teacher is planning a small-group activity to promote students' skills in locating and analyzing information in content-area texts. The teacher distributes a set of questions based on factual information found in an expository passage written at the students' independent reading level. After reviewing the questions, students read the passage for the purpose of finding answers to the questions. The teacher observes that one student is unable to complete the task in the time allowed. This student is most likely to benefit from instruction to help the student:
- A. draw on prior knowledge to clarify understanding.
 - B. use skimming and scanning techniques.
 - C. create graphic organizers to summarize information.
 - D. make use of context clues to draw inferences.
9. A secondary student with reading and writing difficulties repeatedly makes the same errors in the use of writing mechanics. The student typically writes quickly, glances over the paper, and then turns it in. The student's language arts teacher asks the reading specialist for suggestions on ways to help the student internalize the conventions of written English. The reading specialist could best respond by suggesting which of the following strategies?
- A. Help the student develop and use a personal checklist of writing mechanics.
 - B. Assign customized writing homework to give the student more practice with writing mechanics.
 - C. Encourage the student to write more slowly and to devote more time to the editing stage.
 - D. Have another student act as a peer responder to edit the student's work before submission.

10. A reading specialist is administering an informal reading inventory (IRI) to a sixth grade student who has reading difficulties. The reading specialist makes detailed records of the student's oral reading miscues as well as the student's answers to postreading comprehension questions. Which of the following additional types of information would typically be gathered as part of the IRI?

- A. the student's ability to articulate consonant and vowel sounds clearly and accurately
- B. the student's silent and oral reading rates
- C. the student's level of engagement and interest in the content of each reading passage
- D. the student's ability to describe common phonics generalizations

11. Use the table below to answer the question that follows.

| Text Word | Miscue |
|-----------|--------|
| fist | fit |
| broom | boom |
| instead | inseed |
| glow | go |

A second grade student makes the above miscues when reading aloud. This information suggests that the student would most likely benefit from instruction on:

- A. consonant digraphs.
- B. morphemes.
- C. consonant blends.
- D. syllabication.

12. Which of the following statements best summarizes the findings of current research on the role of phonemic awareness in reading development?
- A. Students who demonstrate a high level of phonemic awareness also tend to apply metacognitive skills to self-monitor comprehension.
 - B. Phonemic awareness activities help promote students' oral communication skills as well as their reading development.
 - C. Systematic phonemic awareness instruction is most useful for helping students become conventional spellers.
 - D. A prereader's level of phonemic awareness is one of the best predictors of the child's early reading success.
13. An elementary school reading specialist uses student data from a standardized reading assessment to help evaluate the overall effectiveness of the school's reading programs. These data would best help the reading specialist answer which of the following additional questions?
- A. What factors in a student's background are most strongly related to the student's test score?
 - B. What are the most appropriate goals for the school's reading programs?
 - C. Are there specific populations within the school who are poorly served by current reading programs?
 - D. Are there students in the school who need work on test-taking strategies?
14. The 2001 Federal Elementary and Secondary Education Act (the "No Child Left Behind Act") contains which of the following provisions?
- A. Students who are English language learners must be enrolled in transitional programs in which most instruction is in the students' primary language.
 - B. State and local reading programs must be consistent with current scientifically based research on reading in order for these programs to receive federal funding.
 - C. Federal agencies will determine which assessment instruments can be used to assign students to reading programs and leveled reading groups.
 - D. Students with diagnosed reading disabilities must receive individualized instruction to the extent that this is possible, given school resources.

15. A reading specialist is helping a group of first grade teachers develop selection criteria for supplemental classroom reading materials. One of the group's criteria is to select children's books with high-quality illustrations. Which of the following sources would best help the group identify such books?
- A. book reviews published in *School Library Journal*
 - B. a listing of children's books that have received the Newbery Medal
 - C. book reviews published in *Weekly Reader*
 - D. a listing of children's books that have received the Caldecott Medal
16. All elementary students in a school district have taken a standardized reading achievement test. Students in one school scored significantly lower than students in the other schools. A reading specialist has been asked to review these results and recommend whether to restructure the reading program in the low-performing school. In making this decision, which of the following steps would be most important for the reading specialist to take?
- A. Review other assessments to see whether the reading achievement of students in the low-performing school has been improving.
 - B. Examine the test results of individual students in the low-performing school for the purpose of developing case studies.
 - C. Compare the reading achievement of students in the low-performing school to state and national norms for reading achievement.
 - D. Evaluate the adequacy of the licensure and certification of the teachers in the low-performing school.

17. A reading specialist wants to use a *constructivist* approach to professional development when planning in-service sessions on reading instruction for classroom teachers. Which of the following professional development activities best illustrates this approach?
- A. The reading specialist engages teachers in small-group discussion to gauge their current knowledge about reading instruction and to encourage them to formulate their own questions.
 - B. The reading specialist helps teachers recognize the benefits of intellectual risk taking by prompting them to analyze challenging scenarios involving students with reading difficulties.
 - C. The reading specialist begins a presentation by using visual aids to give participants a clear overview of the reading topics that will be addressed during the professional development sessions.
 - D. The reading specialist allows time for participants to read and study summaries of relevant reading research and then helps them apply this knowledge to case studies of individual students.
18. A reading specialist sits in on a conference between a fifth grade classroom teacher and the parent of a struggling reader in the class. The reading specialist notes that the teacher uses terms such as *schema* and *metacognition* when discussing the child's performance. After the conference, the teacher asks the reading specialist for feedback. Which of the following would be the most appropriate response by the reading specialist?
- A. Recommend that the teacher reassure parents and guardians about their child's progress by using simple, informal language and avoiding any detailed discussion of reading difficulties.
 - B. Suggest that the teacher begin discussions with parents and guardians by providing basic definitions of technical terms in order to educate students' families about literacy issues.
 - C. Commend the teacher for using precise terminology during discussions with parents and guardians, since this type of communication can inspire trust in the teacher's professional expertise.
 - D. Suggest that the teacher use non-technical terms when discussing reading issues with parents and guardians, since the use of professional jargon can create barriers to communication.

19. A third grade teacher asks a reading specialist for help in evaluating the suitability of several children's books for use as classroom reading materials. In making these judgments, which of the following questions would be most important for the reading specialist to consider *first*?
- A. Will classroom use of these reading materials help address the goals of the third grade reading curriculum?
 - B. Are the authors of these texts well-known, respected authors of children's literature?
 - C. Will these texts be appropriate for use in more than one instructional context?
 - D. Are all of these texts written at the independent reading level of most students in the class?
20. A district reading specialist has been working to create an ongoing relationship with literacy researchers at a local university. As part of this arrangement, students and faculty at the university will conduct ethnographic and experimental research in the district schools, sometimes with the help of classroom teachers. Teachers in the district schools are most likely to benefit from this interaction by:
- A. developing an awareness of the reading strengths and needs of students.
 - B. becoming motivated to continue their education and to obtain higher levels of reading certification.
 - C. acquiring the habit of analyzing and reflecting on their instructional practices relating to reading.
 - D. gaining access to the most current publications that summarize reading-related research.

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. | B | Understand the development of literacy. |
| 2. | B | Understand the history, theoretical models, and philosophies of reading education. |
| 3. | C | Understand the nature of reading and the language arts. |
| 4. | B | Understand the influence of individual differences and diversity on language development and reading acquisition. |
| 5. | B | Understand elements of the classroom environment that can promote students' interest in reading. |
| 6. | D | Understand strategies for promoting students' word identification, spelling, and vocabulary skills. |
| 7. | C | Understand strategies for promoting students' reading comprehension skills. |
| 8. | B | Understand methods for promoting students' study skills. |
| 9. | A | Understand methods for promoting students' writing skills. |
| 10. | B | Understand the characteristics and construction of formal and informal assessments of students' reading. |
| 11. | C | Understand assessment for the purpose of diagnosing reading difficulties. |
| 12. | D | Understand the characteristics of reading research. |
| 13. | C | Understand appropriate uses of the results of reading research. |
| 14. | B | Understand the essential elements used in curriculum design. |
| 15. | D | Understand strategies for providing leadership in curriculum design and implementation. |
| 16. | A | Understand strategies for managing reading programs. |
| 17. | A | Understand the ongoing process of staff development. |
| 18. | D | Understand strategies for communicating and collaborating with families, the public, and other professionals. |
| 19. | A | Understand strategies for securing and managing instructional resources. |
| 20. | C | Understand professional conduct for the reading specialist. |

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

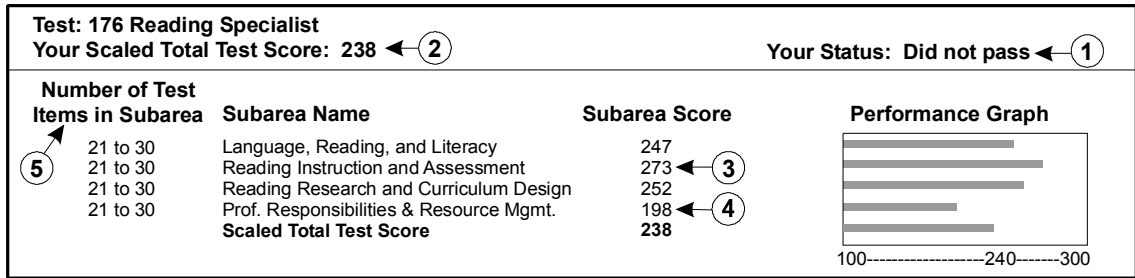
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test 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 a Reading Specialist test score report is provided below.



According to the above sample, the examinee did not pass the Reading Specialist test ①, because the examinee's total test score of 238 ② is below the passing score of 240.

The examinee did better on the Reading Instruction and Assessment section ③ of the test than on the Professional Responsibilities and Resource Management 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.