

## Sample Selected Response Items and Answer Key for EMC/Literacy: Reading-Language Arts Component 1

This section includes

- **sample selected response items** to help you become familiar with the content and format of the items on an actual computer-based assessment.

Although this section illustrates some of the types of items that appear on the assessment, note that these sample items do not necessarily define the content or difficulty of an entire actual assessment.

Please note that the selected response items cover the *entire* age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **reference material**, as appropriate, provided as part of the assessment, such as formula and constants pages and the periodic table.
- an **answer key**.

### Sample Selected Response Items

1. Studies show that most teachers have efficient structures in place (e.g., newsletters, Web sites, blogs) for getting learning information to parents/guardians. Which of the following additional activities would more thoroughly foster a parent-teacher relationship to help students achieve goals?
  - A. asking parents/guardians to visit the classroom to observe tasks students are completing as well as to provide assistance with class activities
  - B. encouraging parents/guardians to attend an event at a community facility that allows them to read and interact with their children using reading strategies learned in class
  - C. requiring parents/guardians to sign a weekly work folder contract stating they reviewed their children's completed work and helped them finish homework
  - D. e-mailing parents/guardians weekly about student progress and recommending activities both in and out of school that would help meet their child's individual needs

2. A fourth-grade teacher would like to utilize community resources to enhance student learning. Which of the following activities would be most appropriate for this purpose?
- A. having students view political ads and hold a mock election
  - B. inviting a local meteorologist to share duties of the job and knowledge with students during a unit on weather
  - C. asking students to tour a radio station and write a news story of their own
  - D. helping students use a directory of local government officials to identify different civic occupations

3. For a guided reading lesson, a first-grade teacher chooses the text below.

A starfish lives in the sea. Most starfish have five arms. When an arm is lost, the starfish will grow another one.

Which of the following groups of categories is this teacher most likely considering when selecting this text?

- A. author's purpose, text structure, and connections
- B. decodable patterns, sight words, and reader interest
- C. word formation, new science concept, and cause-and-effect relationship
- D. vocabulary level, sentence complexity, and reader's background knowledge

4. Students completing kindergarten should be able to demonstrate effective communication using organizational skills. During which of the following activities is a student illustrating mastery of this type of skill?
- A. sequencing events and using a story map when retelling a story
  - B. describing a favorite character from a book using complete sentences
  - C. performing short rhymes and plays for an audience of older students
  - D. identifying and pointing to letters of the alphabet in order

5. A fourth-grade teacher is planning a persuasive writing unit. The students' final project will be an editorial piece with accompanying supporting visuals. Although students have written persuasively in past units, they have not focused on visual persuasion. Which of the following visual literacy skills should the teacher highlight *initially* for this age level and topic?
- A. classifying the type of emotion and response a visual is likely intended to provoke in the viewer
  - B. analyzing the ways in which visuals can extend and reinforce the message of the written text
  - C. comparing the similarities and differences between written and visual persuasive pieces
  - D. recognizing visual cues such as color palette and facial expressions in photographs

## Answer Key to Sample Selected Response Items

Item Number	Correct Response
1	B
2	B
3	B
4	A
5	D