

Illinois Licensure Testing System

STUDY GUIDE

Special Education
General Curriculum Test
(163)

**This test is now delivered
as a computer-based test.**

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current program information.**

Illinois State Board of Education

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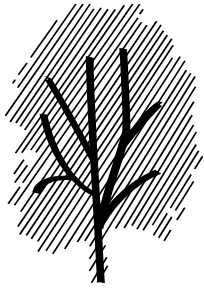
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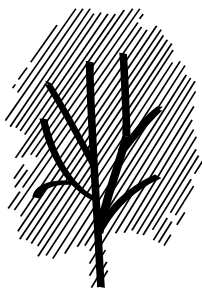
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General Information About the Illinois Licensure Testing System

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 Licensure 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 licensure 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 ILTS 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.

SPECIAL EDUCATION GENERAL CURRICULUM TEST OBJECTIVES

- I. Reading and Literacy
- II. Mathematics
- III. Natural Sciences
- IV. Social Sciences

SUBAREA I—READING AND LITERACY

0001 Understand the nature of the reading process and literacy development.

For example:

- Demonstrate knowledge of theoretical models of reading and philosophies of reading education and their relevance to instruction.
- Demonstrate knowledge of the factors that affect the development of reading proficiency.
- Identify characteristics of emergent literacy development and strategies for promoting the acquisition of these skills.
- Recognize the nature of cultural, linguistic, and ethnic diversity and how these characteristics and experiences can influence students as they learn to read.

0002 Understand word analysis skills and strategies.

For example:

- Demonstrate knowledge of phonemic awareness, concepts of print, and phonics and their roles in reading development.
- Demonstrate knowledge of structural analysis skills, including the use of base words, roots, prefixes, suffixes, and inflections.
- Demonstrate knowledge of the use of syllabication as a word identification strategy.
- Demonstrate knowledge of sight words and their use as a word identification strategy.
- Demonstrate knowledge of strategies for promoting the development of word analysis skills in individual students.

0003 Understand vocabulary development.

For example:

- Demonstrate understanding of the relationship between oral and written vocabulary and reading comprehension.
- Demonstrate understanding of the development of vocabulary knowledge and skills in students with disabilities.
- Demonstrate understanding of the importance of frequent, extensive, varied reading experiences in vocabulary development.
- Identify strategies for promoting oral language development and listening comprehension (e.g., read-alouds).
- Identify strategies for teaching content-area vocabulary.

0004 Understand reading comprehension skills.

For example:

- Demonstrate knowledge of various reading comprehension strategies and study skills and factors that affect reading comprehension.
- 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; making generalizations from given information; drawing inferences about character, setting, or cause-and-effect relationships in an excerpt).
- Demonstrate knowledge 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 elicit an emotional reaction).

0005 Understand the role of literature and other resources in instruction to promote literacy development.

For example:

- Demonstrate knowledge of literature for children and young adults.
- Identify characteristics of varied literary genres (e.g., folktale, myth, poetry, fiction).
- Identify various tools to estimate the readability of a text.
- Identify effective methods for locating, evaluating, and using literature to promote the literacy development of readers of all abilities and ages.
- Identify appropriate reading resources, materials, and technologies that can be used to support reading and writing instruction.

0006 Understand methods for assessing literacy development and models of reading diagnosis.

For example:

- Identify effective strategies for assessing phonemic awareness, concepts of print, proficiency with print conventions, word recognition and analysis, and vocabulary skills.
- Identify effective strategies for assessing students' motivation and proficiency with reading fluency, comprehension, and self-monitoring.
- Identify effective strategies for determining students' reading levels (e.g., independent, instructional, frustrational).
- Recognize a variety of informal and formal assessments of reading, writing, spelling, and oral language and how they determine students' strengths and needs in these areas.
- Demonstrate knowledge of ways to gather and interpret information for diagnosing reading problems and measuring reading progress of individual students.

0007 Understand processes for implementing reading instruction for students with learning difficulties related to literacy.

For example:

- Recognize effective ways to interpret and explain diagnostic information for families, general education teachers, and other specialists to use in planning instructional programs.
- Recognize a variety of individualized and group instructional interventions or programs for students who have difficulty reading and processes for designing, implementing, and evaluating appropriate reading programs for small groups and individuals.
- Identify strategies for planning and modeling the use of comprehension strategies across the content areas.
- Demonstrate knowledge of strategies for teaching reading skills applicable to real-life situations.
- Demonstrate knowledge of the scope and sequence and the design of lesson plans for reading instruction at all developmental levels.
- Identify effective ways to adjust reading instruction to meet the needs of diverse learners (e.g., gifted students, students for whom English is a second language, students with disabilities, and students who speak nonstandard dialects).
- Identify processes for developing instructional plans to address the unique needs of students with severe learning difficulties related to literacy.
- Demonstrate knowledge of ways to incorporate the Illinois Learning Standards in areas of reading in the development of instruction and Individualized Education Programs (IEPs).

SUBAREA II—MATHEMATICS

0008 Understand fundamental concepts related to numbers, number sense, and numeration.

For example:

- Recognize ways to promote the development of number sense in children and factors that can affect the development of number sense.
- Apply knowledge of the properties of whole numbers and the whole number system and concepts of the number and numeration systems to compare, order, and round numbers.
- Demonstrate understanding of the order of operations.
- Apply knowledge of the concepts and skills related to using integers, fractions, decimals, ratios, and percents to solve problems.

0009 Understand fundamental concepts related to algebra and geometry.

For example:

- Recognize patterns in numbers, shapes, and data.
- Demonstrate knowledge of how to use variables, expressions, equations, and inequalities to describe patterns and express relationships algebraically.
- Recognize types of geometric figures in one, two, and three dimensions and their properties.
- Apply knowledge of the concepts and skills related to angles, perimeter, circumference, volume, symmetry, similarity, and congruence to solve problems.

0010 Understand fundamental concepts related to measurement, statistics, and probability.

For example:

- Recognize appropriate measurement instruments, units, and procedures for various measurement problems involving length, area, time, temperature, and weight/mass.
- Apply knowledge of procedures for estimating and comparing measurements with 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).

0011 Understand ways of communicating and connecting mathematical concepts, procedures, and reasoning processes.

For example:

- Apply appropriate mathematical terminology in a variety of situations, including translation into everyday language.
- Identify ways to select and use a wide range of manipulatives, instructional resources, and technologies that support the learning of mathematics.
- Apply knowledge of strategies (e.g., estimation, mental mathematics, technologies) used to analyze mathematical ideas, solve problems, and investigate real-world situations.
- Apply knowledge of approaches for interpreting and communicating mathematical information, reasoning, concepts, applications, and procedures.

0012 Understand concepts related to mathematics instruction that support the learning of students with disabilities.

For example:

- Recognize methods for evaluating general curricula and determining the scope and sequence of the academic content area of mathematics.
- Identify ways to incorporate the Illinois Learning Standards in the area of mathematics in the development of instruction and Individualized Education Programs (IEPs).
- Apply knowledge of how to develop appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks.
- Demonstrate knowledge of ways to use resources and materials that are developmentally and functionally valid based on a student's needs.
- Recognize ways to apply principles of instruction for generalized math skills to teaching domestic, community, school, recreational, or vocational skills that require mathematics.
- Apply knowledge of ways to plan and to implement systematic instructional programs to teach individualized priority math skills.

SUBAREA III—NATURAL SCIENCES

0013 Understand fundamental concepts and principles related to life and environmental science.

For example:

- Recognize basic processes and concepts related to cells and the characteristics, needs, and organization of living things.
- Recognize basic structures and functions of the human body in comparison with those of other organisms.
- Recognize processes by which energy and nutrients cycle through ecosystems.
- Analyze how organisms interact with one another and with their environment.
- Demonstrate knowledge of principles of genetics and evolutionary theory to understand how organisms change over time.
- Apply knowledge of principles and procedures (e.g., safety practices) related to the design and implementation of scientific investigations and processes to develop explanations of natural phenomena related to life and environmental science.
- Identify ways to develop lesson plans that incorporate life and environmental science curriculum, instructional strategies, and everyday applications into individualized education goals and benchmarks.
- Identify ways to incorporate the Illinois Learning Standards in the areas of life and environmental science in the development of instruction and Individualized Education Programs (IEPs).
- Identify strategies for selecting and using a wide range of instructional resources, modes of inquiry, and technologies to support learning in life and environmental science.

0014 Understand fundamental concepts and principles related to physical science.

For example:

- Recognize basic concepts related to matter and energy.
- Recognize the physical and chemical properties of matter.
- Demonstrate knowledge of characteristics of different forms of energy.
- Analyze the interactions of matter and energy in a system, including transfers and transformations of energy and changes in matter.
- Apply knowledge of principles and procedures (e.g., safety practices) related to the design and implementation of scientific investigations and processes to develop explanations of natural phenomena related to physical science.
- Identify ways to develop lesson plans that incorporate physical science curriculum, instructional strategies, and everyday applications into individualized education goals and benchmarks.
- Identify ways to incorporate the Illinois Learning Standards in the area of physical science in the development of instruction and Individualized Education Programs (IEPs).
- Identify strategies for selecting and using a wide range of instructional resources, modes of inquiry, and technologies to support learning in physical science.

0015 Understand fundamental concepts and principles related to Earth and space science.

For example:

- Demonstrate 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.
- Demonstrate knowledge of the water cycle.
- Recognize fundamental weather processes and phenomena and the factors that influence them.
- Demonstrate knowledge of the basic components and structure of the solar system.
- Demonstrate knowledge of general principles and basic concepts of Earth and space science with regard to the composition, motions, and interactions of the objects in the universe.
- Apply knowledge of principles and procedures (e.g., safety practices) related to the design and implementation of scientific investigations and processes to develop explanations of natural phenomena related to Earth and space science.
- Identify ways to develop lesson plans that incorporate Earth and space science curriculum, instructional strategies, and everyday applications into individualized education goals and benchmarks.
- Identify ways to incorporate the Illinois Learning Standards in the areas of Earth and space science in the development of instruction and Individualized Education Programs (IEPs).
- Identify strategies for selecting and using a wide range of instructional resources, modes of inquiry, and technologies to support learning in Earth and space science.

SUBAREA IV—SOCIAL SCIENCES

0016 Understand fundamental concepts and principles related to government, politics, citizenship, civics, and economics.

For example:

- Recognize basic purposes and concepts of government, including the constitutional principles and democratic foundations of the U.S. government and basic principles of law in the Illinois and U.S. constitutional systems.
- Demonstrate knowledge of the basic structures and functions of federal, state, and local government in the United States and basic democratic principles, rights, values, and beliefs and their significance for individuals, groups, and society.
- Demonstrate knowledge of the political process and the role of political parties in the United States; responsibilities of U.S. citizens, including classroom, school, and community applications; the skills, knowledge, and attitudes necessary for successful participation in civic life; and strategies for modeling the rights and responsibilities of citizenship in a democratic society.
- Recognize fundamental concepts and principles of economics (e.g., supply and demand); key features of different economic systems (e.g., command, market, mixed); and major features of the U.S. economic system, including the role of consumers and producers and types of economic resources.
- 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 relationships among government, politics, citizenship, civics, and economics and other social sciences and learning areas.
- Identify ways to develop lesson plans that incorporate government, politics, citizenship, civics, and economics curriculum and instructional strategies with individualized education goals and benchmarks.
- Demonstrate knowledge of ways to incorporate the Illinois Learning Standards in the areas of government, politics, citizenship, civics, and economics in the development of instruction and Individualized Education Programs (IEPs).
- Identify strategies for selecting and using a wide range of instructional resources, modes of inquiry, and technologies to support learning related to government, politics, citizenship, civics, and economics.

0017 Understand 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.
- Recognize ways in which cultural groups have affected and have been affected by U.S. society and ways in which cultural heritage and diversity have influenced historical developments in the United States.
- Analyze events, patterns, and relationships in Illinois, the United States, and the world as they relate to historical concepts and themes.
- Demonstrate knowledge of the relationships between history and other learning areas (e.g., the influence of the Renaissance on science).
- Identify ways to develop appropriate lesson plans that incorporate history curriculum and instructional strategies with individualized education goals and benchmarks.
- Demonstrate knowledge of ways to incorporate the Illinois Learning Standards in the area of history in the development of instruction and Individualized Education Programs (IEPs).
- Identify strategies for selecting and using a wide range of instructional resources, modes of inquiry, and technologies to support learning related to the history of Illinois, the United States, and the world.

0018 Understand fundamental principles and concepts related to geography.

For example:

- Demonstrate knowledge 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 geographical tools to locate and derive information about people, places, and environments.
- Apply concepts of geography (e.g., location, movement, population, migration) to explain contemporary and historical issues and trends.
- Recognize the connections among and common concerns of world societies (e.g., food production and distribution, human rights).
- Recognize basic concepts related to the structure and organization of human societies and processes of socialization and social interaction.
- Demonstrate knowledge of the nature and implications of various types of interactions between people and the environment, including the effects of human activities (e.g., consumption of natural resources, pollution) on the environment.
- Identify ways to develop appropriate lesson plans that incorporate geography curriculum and instructional strategies with individualized education goals and benchmarks.
- Demonstrate knowledge of ways to incorporate the Illinois Learning Standards in the area of geography in the development of instruction and Individualized Education Programs (IEPs).
- Identify strategies for selecting and using a wide range of instructional resources, modes of inquiry, and technologies to support learning related to geography and the environment.

SPECIAL EDUCATION GENERAL CURRICULUM TEST PRACTICE TEST QUESTIONS

1. Which of the following strategies for early literacy instruction most clearly shows the influence of L. S. Vygotsky's social learning theories?
 - A. using manipulatives to teach letters of the alphabet
 - B. encouraging children to make predictions about what is being read
 - C. providing high-interest books to promote children's motivation to read
 - D. modeling successful reading behaviors during story time
2. A student can most effectively use a suffix at the end of a base word to:
 - A. identify the word's part of speech and its function in a sentence.
 - B. decide whether the meaning of the word is positive or negative.
 - C. establish the relationship between the word and another word in a sentence.
 - D. distinguish the word from similar sounding words in a passage.
3. A first grade teacher plans a circle-time activity in which students will use finger puppets to act out a story as she reads it aloud. This activity is most likely to promote students' literacy development in which of the following areas?
 - A. phonemic awareness
 - B. listening comprehension
 - C. syntactic knowledge
 - D. literary response
4. Which of the following instructional strategies would best facilitate students' literal comprehension of a short story?
 - A. having students write a list of incidences when the author uses figurative language in the story
 - B. asking students to work in small groups to outline the sequence of events in the story
 - C. having students write journal entries in which they explore their personal connections to the story
 - D. asking students to write simulated letters from one of the story's characters to another

5. Brief stories in which animal characters act and talk like humans while relaying a moral lesson or satirizing human conduct are typical of which of the following literary genres?
- A. fables
 - B. tall tales
 - C. nursery rhymes
 - D. fairy tales
6. While a student reads aloud, her teacher uses a standard scale to track her phrasing, pace, and expression. This practice typically would be most effective for assessing the student's:
- A. vocabulary development.
 - B. decoding skills.
 - C. reading fluency.
 - D. functional reading skills.
7. A student with dyslexia has just completed a diagnostic literacy assessment, and his teacher plans to discuss the results with his parents. To provide the parents with a most complete picture of his strengths and needs, the teacher should interpret the student's results alongside a:
- A. self-assessment he wrote.
 - B. selection of other students' work.
 - C. set of sample test questions.
 - D. portfolio of his recent work.

8. A painter needs 3 containers full of paint. If it takes $\frac{3}{4}$ of a liter of paint to fill 1 container, how many liters of paint will the painter need to fill all 3 containers?
- A. $1\frac{1}{2}$ liters
 - B. $2\frac{1}{4}$ liters
 - C. $3\frac{3}{4}$ liters
 - D. 4 liters

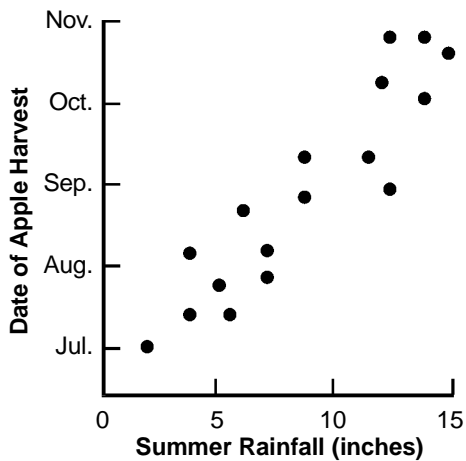
9. **Use the number pattern below to answer the question that follows.**

1, 3, 6, 10, 15, . . .

Which of the following is the next number in the pattern above?

- A. 18
- B. 19
- C. 21
- D. 25

10. Use the scatter-plot graph of statistical data below to answer the question that follows.



Which of the following is the most accurate interpretation of the data represented in the graph above?

- A. The time of apple harvest is unrelated to summer rainfall.
 - B. Increased amounts of summer rainfall are associated with later apple harvest.
 - C. Data are insufficient to correlate the time of the apple harvest and summer rainfall.
 - D. Decreased amounts of summer rainfall delay the apple harvest.
11. Use the expression below to answer the question that follows.

$$3 < x < 20$$

Which of the following statements is the most accurate interpretation of the mathematical expression above?

- A. The value of x is a whole number between 4 and 19.
- B. The value of x is less than 3 or greater than 20.
- C. The value of x is greater than or equal to 3 and less than or equal to 20.
- D. The value of x is greater than 3 but less than 20.

12. For a fourth grade mathematics unit on area and perimeter, which of the following materials would be most helpful in supporting the learning of a student with deficits involving visual discrimination and numeral identification?
- A. geoboards and pattern blocks for constructions
 - B. a tape recorder with headphones for repeated instructions
 - C. highlighter pens to emphasize important information
 - D. a calculator for any assignments involving computations

13. A fifth grade teacher has student teams grow ten corn plants each to determine the effects of fertilizer on plant growth. Half of each team's plants are given fertilizer and half are grown without fertilizer. After averaging the data, each team produces a table that shows the average height of fertilized plants and the average height of unfertilized plants for each day of the experiment. Which of the following visual representations would be most effective for demonstrating the daily difference in the average heights of the fertilized and unfertilized plants?
- A. pie chart
 - B. spreadsheet
 - C. bar graph
 - D. scatter graph

14. In which of the following processes does matter undergo a chemical change?
- A. Wood in a fireplace is reduced to ash.
 - B. Ice melts and becomes a liquid.
 - C. A pencil is shaved in a sharpener.
 - D. Carbon dioxide is dissolved in water.

15. **Read the Illinois Learning Standard below; then answer the question that follows.**

Describe and explain the properties of solids, liquids and gases.

A 14-year-old student with Down syndrome has an Individualized Education Program (IEP) goal that states that the student will use physical science curriculum knowledge in everyday life activities. Which of the following strategies would best meet the science learning standard shown above while achieving the IEP goal?

- A. Assign the student reading covering the phase changes that accompany the formation of clouds.
- B. Have the student use appropriate vocabulary while managing routine activities at home.
- C. Have the student observe and describe the changes that occur as frozen soup is heated over a burner.
- D. Assign the student high-interest reading that uses the appropriate vocabulary in a vocational context.

16. Fossil-rich limestone underlies large areas of eastern Illinois. Which of the following best explains the presence of this type of fossil-rich rock in the region?
- A. deposition of thick layers of ash throughout the Great Lakes region from ancient volcanic eruptions
 - B. inundation of large areas of the upper Midwest by warm seas millions of years ago
 - C. flooding of low-lying areas due to repeated changes in the level of Lake Michigan
 - D. deposition of glacial deposits that contain abundant organic remains throughout the region
17. Which of the following best describes a major function of political parties in the United States?
- A. to organize the election process
 - B. to determine the constitutionality of government actions
 - C. to ensure the rights of citizenship
 - D. to uphold the principle of limited government
18. Which of the following factors was most responsible for the increasing economic interdependence among nations during the late twentieth century?
- A. the discovery of new energy sources and other raw materials
 - B. advances in information technology
 - C. increased population growth and movement
 - D. the policies of the United Nations
19. Which of the following human activities poses the greatest direct and immediate threat to the biological diversity of the planet?
- A. the cultivation of crops in areas subject to drought
 - B. the dumping of waste in streams and rivers
 - C. the construction of factories that pollute the atmosphere
 - D. the destruction of tropical rain forests

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.	D	Understand the nature of the reading process and literacy development.
2.	A	Understand word analysis skills and strategies.
3.	B	Understand vocabulary development.
4.	B	Understand reading comprehension skills.
5.	A	Understand the role of literature and other resources in instruction to promote literacy development.
6.	C	Understand methods for assessing literacy development and models of reading diagnosis.
7.	D	Understand processes for implementing reading instruction for students with learning difficulties related to literacy.
8.	B	Understand fundamental concepts related to numbers, number sense, and numeration.
9.	C	Understand fundamental concepts related to algebra and geometry.
10.	B	Understand fundamental concepts related to measurement, statistics, and probability.
11.	D	Understand ways of communicating and connecting mathematical concepts, procedures, and reasoning processes.
12.	A	Understand concepts related to mathematics instruction that support the learning of students with disabilities.
13.	C	Understand fundamental concepts and principles related to life and environmental science.
14.	A	Understand fundamental concepts and principles related to physical science.
15.	C	Understand fundamental concepts and principles related to physical science.
16.	B	Understand fundamental concepts and principles related to Earth and space science.
17.	A	Understand fundamental concepts and principles related to government, politics, citizenship, civics, and economics.
18.	B	Understand significant eras, themes, events, and cultural developments in the history of Illinois, the United States, and the world.
19.	D	Understand fundamental principles and concepts related to geography.

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 Licensure 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 license in Illinois.

Passing Score

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

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

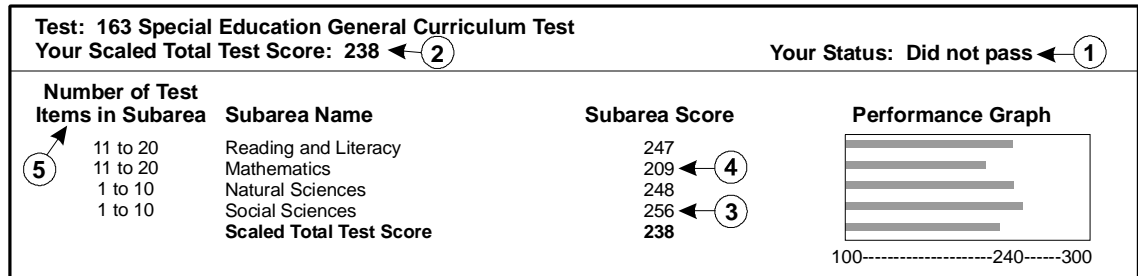
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test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



According to the above sample, the examinee did not pass the Special Education General Curriculum Test, because the examinee's total test score of 238 is below the passing score of 240.

The examinee did better on the Social Sciences section of the test than on the Mathematics section. 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.