Illinois Licensure Testing System

STUDY GUIDE

Reading Teacher (177)

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

See www.il.nesinc.com for current program information.

Illinois State Board of Education

IL-SG-FLD177-05

TABLE OF CONTENTS

GENERAL INFORMATION ABOUT THE ILLINOIS LICENSURE TESTING SYSTEM

FIELD-SPECIFIC INFORMATION

Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.
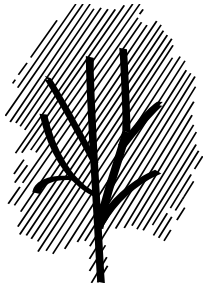
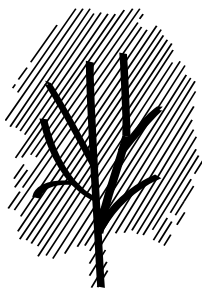# General Information About the Illinois Licensure Testing System

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.

I. Language, Reading, and Literacy
II. Reading Instruction
III. Assessment
IV. Professional Roles and Responsibilities

SUBAREA I—LANGUAGE, READING, AND LITERACY

0001   Understand the nature of language and language development.

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 new language acquisition.

- Demonstrate an understanding of the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing processes.

0002   Understand the development of literacy.

For example:

- Recognize 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.

- Demonstrate knowledge of the importance of giving students learning opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, interpreters, reactors, or responders).

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

For example:

- Demonstrate familiarity with research related to and philosophies and theoretical models of reading education and their relevance to instruction.

- Demonstrate knowledge of the history of reading education and the contributions of past and present literacy leaders to current theory and practice and the knowledge base.

- Demonstrate familiarity with relevant reading research from general education and how it has influenced literacy education.

- Demonstrate knowledge of trends, controversies, and issues in reading education.

- Recognize 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:

- Recognize 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, and recognize that reading should be taught as a process.

- Demonstrate knowledge of emergent literacy and the experiences that support it.

- Demonstrate an understanding of the interrelation between reading and writing and between listening and speaking.

- Demonstrate an understanding of the role of metacognition in reading and writing and in listening and speaking.

- Recognize the importance of promoting the integration of language arts into all content areas.

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

For example:

- Demonstrate an understanding of the impact 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 (e.g., grouping procedures, school programs, assessment) can influence student learning and reading.

- Recognize how differences among students influence their literacy development, and recognize the need to adjust reading instruction to meet the needs of diverse students (e.g., gifted, English as a New Language, special needs) as well as those who speak nonstandard dialects.

- Recognize the need to understand, respect, and value cultural, linguistic, and ethnic diversity.

SUBAREA II—READING INSTRUCTION

0006   Understand strategies for creating a classroom environment that promotes 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 students to read widely and independently for information, pleasure, and personal growth.

- Identify ways to provide opportunities for students to select from a variety of written materials; to read extended texts; to offer creative and personal responses to literature, including storytelling; and to read for many authentic purposes.

- Recognize the importance of modeling and discussing reading and writing as valuable, lifelong activities.

- Identify strategies for using instructional and informational technologies to support reading and writing instruction.

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

For example:

- Identify strategies for teaching students to monitor their own word identification through the use of syntactic, semantic, and graphophonemic relations.

- Demonstrate an understanding that spelling is developmental and is based on students' knowledge of the phonological system and of the letter names, students' judgments of phonetic similarities and differences, and students' ability to abstract phonetic information from letter names.

- Identify strategies for using phonics to teach students to use their knowledge of letter–sound correspondence to identify sounds as they construct meaning.

- Identify methods for teaching students to use context to identify and define unfamiliar words.

- Identify methods for teaching students to recognize and use various spelling patterns in the English language as an aid to word identification and meaning.

- Demonstrate knowledge of effective techniques and strategies for the ongoing development of independent vocabulary acquisition.

- Demonstrate knowledge of effective techniques and strategies for the development of fluency.

0008   Understand strategies for promoting students' reading comprehension skills.

For example:

- Demonstrate an understanding of ways to provide explicit instruction as well as ways to model when and how to use multiple comprehension strategies.

- Identify ways to model questioning strategies.

- Demonstrate knowledge of ways to teach students to connect prior knowledge with new information.

- Demonstrate knowledge of ways to teach students strategies for monitoring their own comprehension.

- Identify methods for ensuring that students can use various aspects of text (e.g., conventions of written English, text structure and genres, intertextual connections) to gain comprehension.

- Identify methods for ensuring that students gain understanding of the meaning and importance of the conventions of standard written English (e.g., pronunciation, usage) for comprehending text.

0009   Understand methods for using literature to promote students' literacy skills.

For example:

- Demonstrate familiarity with a wide range of classic and contemporary children's and young adults' fictional and informational literature at appropriate levels of interest and readability.

- Demonstrate knowledge of ways to locate, evaluate, and use literature for readers of all abilities, ages, and backgrounds.

- Demonstrate familiarity with various tools and methods used to estimate the readability of texts.

0010   Understand methods for promoting students' study and research skills.

For example:

- Identify methods for developing students' strategies for locating and using a variety of print, nonprint, and electronic sources.

- Identify methods for teaching students to vary reading rate according to the reader's purpose(s) and the difficulty of the material.

- Identify methods for teaching students effective time-management strategies.

- Identify methods for teaching students strategies to organize, understand, and remember information from verbal and written sources.

- Identify methods for teaching students test-taking strategies.

0011   Understand methods for promoting students' writing skills.

For example:

- Demonstrate familiarity with methods for teaching students planning strategies most appropriate for particular kinds of writing.

- Demonstrate familiarity with methods for teaching students to draft, revise, edit, and publish their writing.

- Demonstrate familiarity with methods for teaching students the conventions of standard written English needed to edit their writing.

SUBAREA III—ASSESSMENT

0012   Understand purposes of assessment and appropriate uses of assessment results.

For example:

- Demonstrate familiarity with 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 the uses and limitations of informal and formal assessments for screening, diagnosis, and progress monitoring.

- Demonstrate an understanding that goals, instruction, and assessment should be aligned.

- Demonstrate knowledge of the procedures for screening classes to identify students in need of more thorough reading diagnoses.

0013 **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 determining students' reading levels (e.g., independent, instructional, frustration).

- Demonstrate an understanding of methods for developing and conducting assessments that involve multiple indicators of learner progress.

- Demonstrate an understanding of methods for administering and using information from interest inventories, norm-referenced tests, formal and informal inventories, constructed-response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction.

- Demonstrate an understanding of the construction and interpretation of classroom reading tests, including the state assessment.

0014 **Understand instructional methods for addressing students' reading difficulties.**

For example:

- Demonstrate knowledge of the nature and multiple causes of reading and writing difficulties.

- Demonstrate knowledge of individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels.

- Identify methods for designing, implementing, and evaluating appropriate reading programs for small groups and individuals.

- Demonstrate knowledge of models and procedures for providing reading diagnosis and educational services to students with reading difficulties.

- Demonstrate familiarity with methods for developing a variety of reports on and profiles of students with reading difficulties.

0015 **Understand methods for working with students with special needs who have reading difficulties.**

For example:

- Demonstrate familiarity with the instructional implications of research in reading, special education, psychology, and other fields that deal with the treatment of students with reading and learning difficulties.

- Demonstrate knowledge of methods for interpreting diagnostic information to plan instructional programs and explaining diagnostic information to classroom teachers, parents/guardians, and other specialists.

- Demonstrate familiarity with the process of developing individual educational plans for students with severe learning problems related to literacy.

SUBAREA IV—PROFESSIONAL ROLES AND RESPONSIBILITIES

0016   Understand strategies for implementing and enhancing reading programs for all students.

For example:

- Demonstrate an understanding of ways to communicate with students about their strengths, areas for improvement, and ways to achieve improvement.

- Identify ways to differentiate instruction to meet the needs of different students.

- Demonstrate familiarity with methods for implementing programs designed to help students improve their reading and writing, including those supported by federal, state, and local funding.

0017   Understand strategies for participating in curriculum development and implementation.

For example:

- Demonstrate knowledge of state and national educational standards relevant to reading education and exemplary programs and practices.

- Demonstrate familiarity with curriculum material and instructional technology evaluation guidelines and with methods for selecting and evaluating instructional materials for literacy, including those that are technology based.

- Demonstrate an understanding of the importance of participating in the development and implementation of school improvement plans.

- Demonstrate an understanding of strategies for participating in and facilitating reading curriculum design, revision, and implementation.

- Demonstrate an understanding of strategies for participating in the evaluation and selection of instructional materials, including textbooks, trade books, materials for students with special needs, and technology.

0018   Understand strategies for communicating and working with families, the public, and other professionals.

For example:

- Demonstrate an understanding of the value of community support for school reading programs.

- Identify strategies for communicating effectively about reading to the general public.

- Demonstrate knowledge of methods for involving parents/guardians in cooperative efforts to support students' reading and writing development and for implementing effective strategies to include parents/guardians as partners in the literacy development of their children.

- Identify strategies for communicating with allied professionals and paraprofessionals in assessing student achievement and planning instruction.

- Identify ways to communicate information and data about literacy to school personnel, parents/guardians, and the community.

0019   Understand the value of and methods for pursuing professional development.

For example:

- Demonstrate an understanding of the value of participating in professional development programs.

- Recognize the importance of using multiple indicators to judge professional growth.

- Demonstrate familiarity with resources for gaining information related to certification and recertification.

0020   Understand methods for working with paraprofessionals.

For example:

- Demonstrate familiarity with methods for planning lessons that involve the participation of paraprofessionals.

- Demonstrate knowledge of strategies for observing paraprofessionals and providing feedback on their performance.

- Demonstrate familiarity with methods for guiding and training tutors and volunteers.

0021   Understand professional conduct for the reading teacher.

For example:

- Identify the benefits of participating in professional organizations related to reading education.

- Demonstrate knowledge of the importance of staying current with developments in reading education and children's and young adults' literature by reading professional journals and publications.

- Demonstrate knowledge of the importance of conducting self-evaluation and reflecting on one's own 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.

1. A middle school reading teacher plans instruction to familiarize students with common morphemes. This instruction is most likely to promote development of which of the following reading skills?

    A. decoding an unfamiliar word by applying knowledge of phonics generalizations

    B. using syntactic cues within a sentence to verify the meaning of an unfamiliar word

    C. dividing an unfamiliar word into syllables

    D. identifying an unfamiliar word by analyzing the meanings of its component parts

2. A third grade teacher regularly reads aloud to students from high-interest novels that are beyond the students' independent reading level. In addition to stimulating interest in literature, this activity is most likely to promote the literacy development of students by:

    A. motivating them to use writing as a form of self-expression.

    B. encouraging them to self-monitor comprehension.

    C. helping them learn how to make logical inferences.

    D. introducing them to new vocabulary words in meaningful contexts.

3. The Reading Recovery™ program developed by Marie Clay was designed to provide:

    A. a wide variety of high-interest reading materials for students who lack reading fluency.

    B. resources for parents/guardians to help address their children's reading difficulties.

    C. a systematic, sequential reading curriculum for struggling readers in the elementary grades.

    D. early intervention to support the literacy development of students with reading difficulties.

4. A first grade teacher helps students learn to write simple words at the same time that they are first learning to recognize words in print. This practice is most likely to promote the students' reading development by reinforcing their:

    A. inferential comprehension.

    B. knowledge of the alphabetic principle.

    C. understanding of word structure.

    D. use of prior knowledge to construct meaning.

5. A third grade teacher sets aside time each day for reading aloud to the class. One of the teacher's goals for this activity is to build students' awareness of the lifelong value of reading for pleasure. Which of the following additional steps would best address this goal?

    A. The teacher provides time for student-led book talks.

    B. The students write in their journals about the selection that the teacher read.

    C. The students use a dictionary to define new words from the reading.

    D. Students maintain a reading log throughout the school year listing materials they have read.

6. A reading teacher in an elementary school regularly reviews the writing of struggling readers to analyze their spelling. This practice is most likely to provide the reading teacher with useful information about the students':

    A. phonics knowledge.

    B. use of context clues.

    C. comprehension skills.

    D. vocabulary knowledge.

7. A reading teacher notices that a high school student has difficulty understanding long, complex sentences. Which of the following strategies is likely to be most effective in addressing this difficulty?

    A. The teacher cuts out each sentence from a complex passage, and the student arranges the sentences to recreate a meaningful passage.

    B. The teacher provides the student with a mini-lesson on the role of conjunctions and punctuation in complex sentences.

    C. The student reads aloud complex sentences and responds to literal comprehension questions posed by the teacher about each sentence.

    D. The student practices dividing complex sentences into two or more shorter sentences that convey the same meaning.

8. A middle school student who is a reluctant reader becomes interested in reading a series of science fiction books that is popular with young adults. The student finishes reading the first three books and continues to choose books from this series for independent reading. The reading teacher could best respond to this pattern of reading behavior by:

A. supporting the student's engagement in the series and offering additional texts that build on, and broaden, the student's reading interests.

B. selecting several high-interest books in other literary genres for the student to choose from for independent reading.

C. helping expand the student's reading interests by encouraging the exploration of other popular trade books.

D. visiting the school library with the student to help identify and select other types of texts to broaden reading interests.

9. A high school reading teacher is working on research skills with a student. When researching a designated topic, the student tends to spend too much time reading a single text in detail, rather than exploring multiple sources to develop a broader view of the topic. The teacher could best address this problem by helping the student develop which of the following skills?

A. activating background knowledge

B. previewing a text's table of contents, index, and other text features

C. outlining and note-taking

D. interpreting graphic features such as maps and tables

10. Students in a sixth grade class are practicing narrative writing that uses chronological organization. Printed below is an excerpt from one student's draft.

> The girl went to the beach. First she played in the waves. Next she played in the sand. Then she had lunch. Then she went swimming again. Finally she went home.

This writing sample suggests that the student would benefit most from instruction in:

A. including supporting details and varying sentence structure to improve the style of narrative writing.

B. using prewriting strategies to improve the coherence of narrative writing.

C. understanding how chronological text structures can be used to clarify and elaborate sequential descriptions.

D. revising chronological narratives to improve unity and focus.

11. A reading teacher could best assess a preschool child's understanding of concepts of print by:

A. encouraging the child to pretend-read a book while the reading teacher watches and listens.

B. asking the child to identify the initial sound in a familiar spoken word.

C. pointing to a letter and asking the child to tell "what sound this letter makes."

D. observing the student's behavior as the teacher reads an age-appropriate story aloud.

12. Shown below is the record of a first grade student's performance reading aloud a list of printed words provided by the teacher.

Printed Word	Student Response
shut	shut
flame	fame
mask	mack
bath	bath
twig	tig

This assessment suggests that the student would most likely benefit from targeted instruction to help the student:

A. decode words containing consonant blends.

B. recognize words that follow the CVCC pattern.

C. sound out words that contain consonant digraphs.

D. recognize high-frequency sight words.

13. Which of the following end-of-year assessment findings for kindergarten students most clearly suggests the need for an instructional intervention to address a student's reading needs?

   A. A student has difficulty distinguishing when two spoken words rhyme.

   B. A student has difficulty decoding words with consonant digraphs.

   C. A student cannot identify common prefixes or suffixes in words.

   D. A student's oral reading of a simple passage includes several miscues.

14. According to current research, an early-elementary student who is of average intelligence but has severe difficulty learning to read is most likely to have a deficit in which of the following areas?

   A. knowledge of syntax

   B. phonological discrimination

   C. attention span

   D. shape discrimination

15. A student in a fourth grade class reads at the ninth grade level and often seems bored and unchallenged by the standard language arts curriculum. Which of the following modifications of the curriculum would be most appropriate for promoting this student's reading development?

   A. Require the student to write a report on each book read independently.

   B. Have the student read nonfiction texts related to content-area topics rather than grade-level literary texts.

   C. Use a guided reading activity with the student while other students read independently.

   D. Help the student identify and locate books that are of high personal interest.

16. Which of the following is a major purpose of federal Title I legislation?

   A. to set guidelines for services for students who have been diagnosed with reading disabilities

   B. to train classroom teachers and reading specialists in scientifically-proven methods of reading instruction

   C. to provide targeted reading instruction in districts that serve students from low-income families

   D. to promote the development of English language and literacy skills for students in immigrant communities

17. A reading teacher wants to involve parents and guardians in supporting their children's literacy motivation. When meeting with the parent of a kindergarten child, the reading teacher could most appropriately advise the parent to:

A. read aloud to the child and focus on making shared reading an enjoyable activity.

B. focus on improving the child's ability to recognize high-frequency sight words.

C. meet with the classroom teacher every few weeks to discuss the child's reading progress.

D. prompt the child to sound out easy words in decodable texts the parent reads aloud.

18. A reading teacher in Illinois wants to renew a teaching certification. Which of the following steps would be most helpful to take *first*?

A. Contact the board of education to request information on certificate renewal procedures.

B. Order a copy of relevant recertification procedures from the United States Department of Education.

C. Print out certificate renewal information from the Web site of the Illinois State Board of Education.

D. Consult the Web site of the International Reading Association for a summary of recertification requirements for each state.

19. A fourth grade teacher requests a paraprofessional's assistance in leading small-group discussions of a story students have read. The teacher will lead one group, and the paraprofessional will lead another. This activity is likely to be most successful if the teacher:

A. explains the research-based rationale for literature circles and other types of student discussion groups.

B. provides the paraprofessional with a set of questions to help promote students' comprehension and response to the story.

C. suggests that the paraprofessional develop instructional objectives for the discussion activity.

D. advises the paraprofessional to respond to students' comments rather than posing direct questions for the students to answer.

20. A reading teacher wants to stay informed about new developments in reading research and instruction. The reading teacher could best address this goal by:

A. engaging in weekly discussions with colleagues about effective reading activities and teaching methods.

B. participating actively in a national professional organization for teachers of reading.

C. conducting observational research in districts with students who perform well on standardized reading tests.

D. asking a more experienced reading teacher or reading specialist for information and advice.

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 language and language development.
2.	D	Understand the development of literacy.
3.	D	Understand the history, theoretical models, and philosophies of reading education.
4.	B	Understand the nature of reading and the language arts.
5.	A	Understand strategies for creating a classroom environment that promotes students' interest in reading.
6.	A	Understand strategies for promoting students' word identification, spelling, and vocabulary skills and fluency.
7.	D	Understand strategies for promoting students' reading comprehension skills.
8.	A	Understand methods for using literature to promote students' literacy skills.
9.	B	Understand methods for promoting students' study and research skills.
10.	A	Understand methods for promoting students' writing skills.
11.	A	Understand purposes of assessment and appropriate uses of assessment results.
12.	A	Understand the characteristics and construction of formal and informal assessments of students' reading.
13.	A	Understand instructional methods for addressing students' reading difficulties.
14.	B	Understand methods for working with students with special needs who have reading difficulties.
15.	D	Understand strategies for implementing and enhancing reading programs for all students.
16.	C	Understand strategies for participating in curriculum development and implementation.
17.	A	Understand strategies for communicating and working with families, the public, and other professionals.
18.	C	Understand the value of and methods for pursuing professional development.
19.	B	Understand methods for working with paraprofessionals.
20.	B	Understand professional conduct for the reading teacher.

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 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.
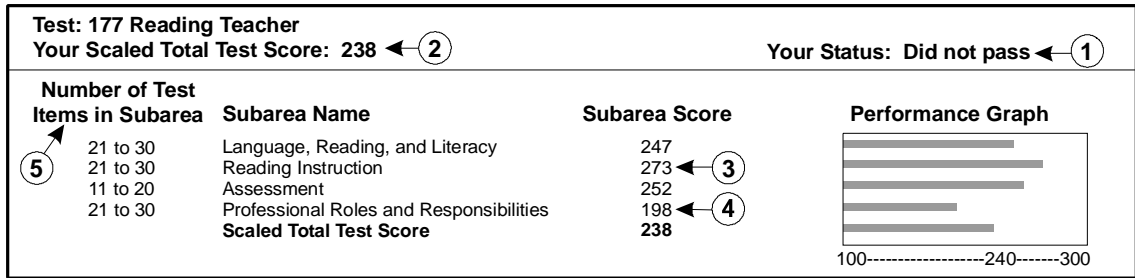
Subarea Scores

- 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 Teacher test score report is provided below.

Test: 177 Reading Teacher
Your Scaled Total Test Score: 238 ← ②   **Your Status: Did not pass** ← ①

Number of Test Items in Subarea	Subarea Name	Subarea Score	Performance Graph
21 to 30	Language, Reading, and Literacy	247	
⑤ 21 to 30	Reading Instruction	273 ← ③	
11 to 20	Assessment	252	
21 to 30	Professional Roles and Responsibilities	198 ← ④	
	Scaled Total Test Score	**238**	100------------------240-------300

According to the above sample, the examinee did not pass the Reading Teacher 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 section ③ of the test than on the Professional Roles and Responsibilities 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.