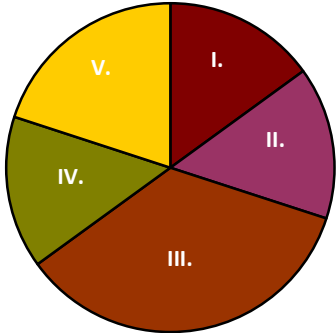


## Reading for Virginia Educators: Elementary and Special Education Teachers (5306)

### Test at a Glance

Test Name	Reading for Virginia Educators: Elementary and Special Education Teachers		
Test Code	5306		
Time	2.5 hours		
Number of Questions	<b>100 multiple-choice questions (Part A)</b> <b>3 constructed-response questions (Part B)</b>		
Format	<b>Multiple-choice and constructed-response questions</b>		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	<b>Part A: Multiple-choice questions</b>	<b>100</b>	<b>80%</b>
	I. Assessment and Diagnostic Teaching	19	15%
	II. Oral Language and Oral Communication	19	15%
	III. Reading Development	43	35%
	IV. Writing and Research	19	15%
	<b>Part B: Constructed-response questions</b>	<b>3</b>	<b>20%</b>
V. Analysis and Application			
A. Analysis of Assessment and Diagnostic Teaching	1	6 <sup>2</sup> / <sub>3</sub> %	
B. Application of Reading Development Knowledge	1	6 <sup>2</sup> / <sub>3</sub> %	
C. Analysis and Application of Writing and Research	1	6 <sup>2</sup> / <sub>3</sub> %	
Pacing and Special Tips	In allocating time on this assessment, it is expected that approximately 105 minutes will be spent on Part A (the multiple-choice section) and approximately 45 minutes on Part B (about 15 minutes on each constructed-response question). Please note that Parts A and B are not independently timed.		

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## About This Test

The Elementary and Special Education reading test is intended primarily for entry-level elementary and special education teachers who have completed training in a program to prepare them to teach in either of these areas. The purpose of the test is to determine that the entry-level elementary and special education teacher will have the knowledge, skills, and abilities that are important, necessary, and needed at time of entry to the profession to teach reading.

This test may contain some questions that will not count toward your score.

## Topics Covered

Representative descriptions of topics covered in each category are provided below.

### I. Assessment and Diagnostic Teaching

- Understand the characteristics and uses of assessment and screening measures for evaluating students' language proficiency and reading skills.
  - Demonstrate knowledge of formal assessments, informal assessments, and screening measures for evaluating students' oral and written language proficiency.
  - Demonstrate knowledge of formal and informal assessments and screening measures for evaluating emergent readers' and beginning readers' knowledge and skills, including concepts of print, phonemic awareness, letter recognition, sound-symbol knowledge, single-word recognition, and decoding.
  - Demonstrate knowledge of formal and informal assessments and screening measures for monitoring the ongoing development of students' reading skills and strategies, including word-attack skills, vocabulary, word recognition in context, reading fluency, and oral and silent reading comprehension
- Understand the use of assessment data to plan reading instruction.
  - Recognize how to use assessment data to diagnose the reading needs of, and tailor instruction for, individual students.
  - Recognize how to use diagnostic reading data to differentiate instruction to accelerate the development of students' reading skills.
  - Recognize how to use diagnostic reading data to differentiate instruction to address the needs of students with reading difficulties.
  - Demonstrate knowledge of the role of flexible groupings in instruction to address students' changing reading needs.

## II. Oral Language and Oral Communication

- Understand the development of oral language and oral communication skills.
  - Demonstrate knowledge of ways to promote growth in students' use of oral language, to develop their listening and speaking skills, and to expand their listening and speaking vocabularies.
  - Identify instructional strategies to build students' oral communication skills, to help students use oral language for different purposes, and to facilitate the use of oral language for critical thinking and creative expression.
  - Identify instructional strategies to promote students' use of oral and nonverbal communication skills in various settings, including group activities and oral presentations.
  - Recognize how to promote students' understanding of oral language structures.
  - Demonstrate knowledge of effective methods for facilitating the learning of Standard American English by speakers of other languages and dialects.
  - Demonstrate knowledge of the complex nature of language acquisition and the unique needs of students with language delays and disorders.
  - Recognize how to create a learning environment that is respectful of, and responsive to, linguistic and cultural diversity.
- Understand the development of phonological awareness, including phonemic awareness.
  - Demonstrate knowledge of phonological awareness and effective instructional strategies for promoting students' phonological association skills.
  - Demonstrate knowledge of phonemic awareness and the role of phonemic awareness in reading development.
  - Identify types of phonemic awareness skills.
  - Demonstrate knowledge of instructional strategies to promote development of phonemic awareness skills by helping students hear, say, and manipulate phonemes in spoken words containing one or more syllables.

## III. Reading Development

- Understand how to promote students' understanding of concepts of print and basic phonetic principles.
  - Identify instructional strategies for helping students learn concepts of print and begin to match voice with print.
  - Demonstrate knowledge of ways to promote students' automatic recognition of high-frequency sight words.
  - Demonstrate knowledge of ways to help students recognize and name uppercase and lowercase letters.
  - Apply knowledge of instructional strategies to promote students' understanding of basic phonetic principles by helping students grasp the alphabetic principle, match consonant sounds and short vowel sounds to appropriate letters, and identify beginning consonant sounds in single-syllable printed words.
  - Recognize the connection between students' invented spellings and their understanding of phonetic principles.
- Understand explicit, systematic phonics instruction.
  - Demonstrate knowledge of basic phonic elements.
  - Demonstrate knowledge of explicit instructional strategies for helping beginning readers blend consonant and vowel sounds to decode single-syllable words with regular spellings.
  - Identify instructional strategies for helping beginning readers recognize common consonant-vowel patterns and apply knowledge of these patterns to read single-syllable words and decode unfamiliar words through analogy with known words containing familiar patterns.
  - Demonstrate knowledge of explicit instructional strategies for developing and reinforcing students' skills in using phonics to decode multisyllabic words and read words containing consonant blends, consonant digraphs, vowel combinations, and r-controlled vowels.

- Understand word-analysis skills and vocabulary development.
  - Demonstrate knowledge of the way phonics, syntax, and semantics interact as the reader constructs meaning.
  - Identify methods for improving students' reading proficiency by helping students apply word-analysis skills and word-attack strategies.
  - Recognize how to help students read unfamiliar multisyllabic words, including compound words, by using syllabication and structural analysis to identify common spelling patterns and morphemes within the word.
  - Recognize how to help students use context, including sentence structure as well as meaning clues, to help identify unfamiliar words and technical terms, determine the relevant meaning of a word with multiple meanings, and verify the relevant meaning and/or pronunciation of a homonym or homograph.
  - Demonstrate knowledge of instructional strategies for building and extending vocabulary knowledge.
  - Recognize ways to help students make effective use of a dictionary, thesaurus, glossary, or other word-reference materials to clarify understanding of a word's denotative and connotative meanings.
- Understand the development of reading fluency and reading comprehension.
  - Recognize the importance of automatic word recognition and reading fluency.
  - Identify instructional strategies for promoting development of students' reading fluency.
  - Demonstrate knowledge of the linguistic, sociological, cultural, cognitive, and psychological bases of the reading process and how they influence students' reading comprehension.
  - Demonstrate knowledge of literal comprehension, inferential comprehension, and evaluative comprehension.
  - Recognize how to help students apply comprehension strategies before reading, during reading, and after reading.
  - Recognize the role of independent reading in the development of reading comprehension and vocabulary knowledge.
  - Identify ways to promote independent reading and family and community involvement in literacy activities.
- Understand reading comprehension strategies for fiction and poetry.
  - Recognize how to select a wide variety of literature at appropriate reading levels to encourage independent and reflective reading and to promote students' comprehension and enjoyment of, and appreciation for, fiction and poetry.
  - Demonstrate knowledge of ways to help students comprehend fiction by identifying basic story elements, retelling familiar stories, and making predictions based on information and pictures in the text.
  - Demonstrate knowledge of different genres and types of literature and use this knowledge to improve students' comprehension.
  - Identify instructional strategies to help students recognize different genres and types of literature.
  - Demonstrate knowledge of ways to strengthen students' comprehension by developing their literary response and analysis skills.

- Understand reading comprehension strategies for nonfiction.
  - Recognize how to select and use a variety of informational, descriptive, and persuasive materials at appropriate reading levels to promote students' comprehension of nonfiction, including content-area texts.
  - Recognize how to use a variety of comprehension strategies to clarify understanding of a text.
  - Identify instructional strategies to help students distinguish main ideas and supporting details in a nonfiction text and identify the author's purpose.
  - Demonstrate knowledge of ways to promote students' comprehension by helping them identify logical organization and recognize structural patterns in nonfiction texts.
  - Recognize how to help students locate and use evidence from a nonfiction text to support their predictions, opinions, and conclusions.
- Understand how to promote students' knowledge of correct spelling, usage, and other writing mechanics.
  - Recognize spelling as a developmental process.
  - Demonstrate knowledge of systematic spelling instruction including strategies for helping students recognize common orthographic patterns and strategies for helping students generalize spelling knowledge by transferring what they learn in spelling lessons to their own writing.
  - Demonstrate knowledge of appropriate instructional strategies for promoting students' knowledge and use of writing mechanics, including correct usage, punctuation, and capitalization.
- Understand writing and reading as tools for inquiry and research.
  - Demonstrate knowledge of ways to promote students' research skills by helping the students apply effective reading techniques and writing techniques to locate, organize, evaluate, and synthesize information from a variety of print and electronic sources.
  - Recognize how to help students use text organizers to help locate and categorize information.
  - Identify strategies for helping students make effective use of reference materials.
  - Recognize how to promote students' skills in using technology, including electronic media, to conduct research and create final products of research.
  - Demonstrate knowledge of ways to evaluate and select a variety of media resources.

#### IV. Writing and Research

- Understand writing skills and processes.
  - Recognize writing as a developmental process.
  - Demonstrate knowledge of how to write in various forms and for various audience and purposes.
  - Identify strategies for promoting students' writing skills.
  - Recognize recursive stages in the writing process and appropriate strategies for conferencing with students to provide feedback during all phases of writing.
  - Demonstrate knowledge of the characteristics of effective composing.
  - Demonstrate knowledge of the principles of effective written expression.
  - Recognize the interdependence of reading and writing development and the role of writing activities in promoting reading comprehension.

## V. Analysis and Application

- The candidate will apply knowledge of assessment and diagnostic teaching to prepare an organized written response to a constructed-response question.
- The candidate will apply knowledge of the elements of reading development to prepare an organized written response to a constructed-response question.
- The candidate will apply knowledge of the elements of writing and research to prepare an organized written response to a constructed-response question.

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## Reading for Virginia Educators (RVE) General Scoring Guide

**Note:** The *elements of reading and reading instruction* assessed in constructed-response questions are those included in the RVE assessment domains.

### Score 3

**The response demonstrates a thorough understanding of the elements of reading and reading instruction relevant to the question.**

A response in this category

- Clearly and specifically answers all parts of the question in a way that directly addresses the instructional situation described.
- Shows strong knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. Any errors of fact or terminology are minor and do not detract from the thorough understanding shown.
- Provides strong supporting evidence and rationales.

### Score 2

**The response demonstrates general understanding of the elements of reading and reading instruction relevant to the question.**

A response in this category

- Adequately answers most or all parts of the question in a way that is appropriate for the instructional situation described.
- Shows general knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. Any errors do not detract from the general understanding shown.
- Provides adequate supporting evidence and rationales.

### Score 1

**The response demonstrates a weak or limited understanding of the elements of reading and reading instruction relevant to the question.**

A response in this category

- Answers some part (or parts) of the question at a basic level.
- Has one or more of the following weaknesses:
  - Fails to answer most parts of the question and/or fails to address crucial aspects of the instructional situation described.
  - Shows weak or limited knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question. The weakness may be indicated by errors or misconceptions.
  - Any evidence or rationales provided are weak or limited.

### Score 0

**The response demonstrates no understanding of the elements of reading and reading instruction relevant to the question.**

A response in this category

- Fails to respond appropriately to any part of the question.
- Shows no knowledge of concepts, theories, facts, procedures, or methodologies relevant to the question; or any information presented about reading and reading instruction is seriously in error.

Note: The mere presence of reading-specific words or phrases that might be used in an adequate response does not by itself indicate knowledge.

Also receiving a score of 0 would be responses that are blank, completely off-topic, or not written in English.