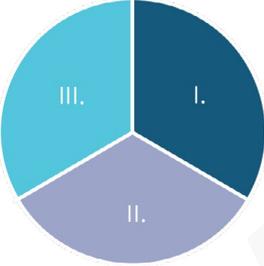


# Practices for Teaching Content: Elementary Education (7001)

Test at a Glance				
Test Name	<b>Practices for Teaching Content: Elementary Education</b>			
Test Code	<b>7001</b>			
Time	<b>3 hours, 48 minutes testing time, includes 2 nonscored warm-up tasks (Approximately 5 hours seat time)</b>			
Number of Questions	<b>6 scored items; 2 nonscored warm-up tasks</b>			
Format	<b>Performance assessment tasks</b>			
	Test Section (High-leverage Practice Task Type)	Section Length (Minutes)	Section Length (Tasks)	Task Context
	I. Modeling and Explaining Content (MEC)	60 (20 minutes preparation, 10 minutes performance per task)	2	1 task in mathematics 1 task in reading and language arts
	II. Leading Group Discussion (LGD)	90 (30 minutes preparation, 15 minutes performance per task)	2	1 task in mathematics 1 task in reading and language arts
	III. Eliciting Student Thinking (EST)	60 (10 minutes preparation, 10 minutes performance, 10 minutes open-ended post-performance questions per task)	2	1 task in mathematics 1 task in reading and language arts

## Test Specifications

This assessment measures prospective elementary teachers' ability to carry out three high-leverage practices (HLPs) in mathematics and in reading and language arts.

- Modeling and Explaining Content (MEC) — Teachers strategically model and explain content to give their students access to the core ideas and processes of the content being modeled. As a result, students develop their ability to use the process, strategy or technique independently. Tasks assessing this HLP measure prospective teachers' ability to:
  - introduce and summarize the process, strategy or technique
  - demonstrate the process, strategy or technique to perform the work
  - make visible and highlight the reasoning and decision making integral to the work
  - use effective representations and developmentally appropriate language and terminology
- Leading Group Discussion (LGD) — Teachers engage students in discussion to (1) support students in building understanding in relation to specific learning goals; and (2) encourage students to practice listening, speaking and interpreting ideas. In a discussion, the teacher and students use one another's ideas as resources as they work together on specific content. Tasks assessing this HLP measure prospective teachers' ability to:
  - elicit students' thinking
  - coordinate students' ideas
  - represent content accurately
  - steer students toward specific learning goals
- Eliciting Student Thinking (EST) — Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions and elicit ideas that will benefit other students. Tasks assessing this HLP measure prospective teachers' ability to:
  - draw out the student's thinking through carefully chosen questions and tasks
  - attend to what the student says and does
  - interpret the student's ideas and methods

The content covered in each of the tasks is described in the following lists.

## Mathematics

- **Modeling and Explaining Content (MEC)** — Test takers will model and explain how to use strategies, processes and techniques in mathematics. For some of the tasks, manipulatives such as base ten blocks, color tiles, fraction bars, ten-frames, double ten-frames, hundreds charts or pattern blocks will be provided. For other tasks, test takers will be asked to construct and use visual representations, such as number lines or area models, while modeling. Representations may also include written work, such as showing how the standard algorithm is used to add or multiply two given numbers.
- **Leading Group Discussion (LGD)** — Test takers will lead a problem-based group discussion focused on a mathematics concept. Test takers will use the group discussion to help the students to construct knowledge by providing them with opportunities to agree and disagree with other students' ideas, explain their mathematical thinking, and notice the similarities and differences among their ideas. For some of the tasks, materials such as student worksheets and/or student work samples will be provided.
- **Eliciting Student Thinking (EST)** — Test takers will elicit and interpret a student's thinking by posing questions and tasks that draw out the student's thinking and understanding about specific academic content in mathematics. Test takers will be provided with a student task and the student's work on that task.

### Topics Covered

Representative descriptions of topics covered in each category are provided below and on page 4.

#### Lower Elementary

- Generalizing and justifying about place value
- Writing and representing whole numbers
- Composing and decomposing numbers
- Comparing or ordering quantities
- Using addition concepts, including solving real-world and mathematical problems using standard or nonstandard strategies (e.g., counting on, decomposition and column addition)
- Using subtraction concepts, including solving real-world and mathematical problems using standard or nonstandard strategies (e.g., counting back and counting up)
- Illustrating properties of addition and/or subtraction
- Working with addition or subtraction equations
- Comparing and representing fractions (e.g., halves, thirds and fourths)
- Measuring and comparing the length of objects using standard or nonstandard units of measurement
- Using defining attributes to classify and draw shapes

## Upper Elementary

- Adding or subtracting whole numbers or decimals to solve real-world and mathematical problems using standard or nonstandard strategies (e.g., partial sums, decomposition, compensation and shifting the problem)
- Multiplying whole numbers or decimals to solve real-world and mathematical problems using standard or nonstandard strategies (e.g., doubling and halving and partial products)
- Dividing whole numbers or decimals to solve real-world and mathematical problems using standard or nonstandard strategies (e.g., partial quotients and missing factor)
- Illustrating properties of multiplication and/or division
- Generalizing and justifying key place value ideas (e.g., multiplying by powers of 10)
- Representing fractions and/or decimals
- Comparing or ordering fractions and decimals using standard or nonstandard strategies (e.g., common numerator and benchmarking)
- Adding or subtracting fractions to solve real-world and mathematical problems using standard or nonstandard strategies
- Multiplying or dividing fractions to solve real-world and mathematical problems using standard or nonstandard strategies (e.g., area models, dividing across and division with a common denominator)
- Generating a number pattern or shape pattern that follows a given rule
- Classifying and justifying the attributes of a given shape
- Measuring the area, perimeter or volume of objects using standard or nonstandard units of measurement
- Solving problems involving equations or numerical expressions

## Reading and Language Arts

- Modeling and Explaining Content (MEC) — Test takers will model and explain how to use strategies, processes and techniques in reading and/or writing.
- Leading Group Discussion (LGD) — Test takers will lead a group discussion based around a reading and language arts concept.
- Eliciting Student Thinking (EST) — Test takers will elicit and interpret a student's thinking by posing questions and tasks that draw out the student's thinking and understanding about specific academic content in reading and language arts.

For each task, materials that could include informational text, literary text and/or writing samples will be provided. Other related resources, such as graphic organizers and checklists, may also be provided.

## Topics Covered

Representative descriptions of topics covered in each category are provided below and on page 6.

### Lower Elementary

- Blending, manipulating or segmenting components (e.g., phonemes, onset/rime and syllables) in spoken words
- Applying knowledge of letter(s)/sound correspondences when reading and writing
- Using word-solving strategies (e.g., decoding, predicting and using analogy) and self-monitoring
- Using strategies to determine the meaning of unknown words (e.g., context clues)
- Using comprehension strategies (e.g., inferring, predicting and summarizing) to support meaning making
- Using genre-specific graphic organizers to plan for writing text in different genres (e.g., narrative, opinion, informational and procedural)
- Applying revision strategies to support character development in a narrative text (e.g., adding dialogue with attribution and including actions that reveal something about the character)
- Applying revision strategies to improve clarity of an informational text (e.g., adding audience-appropriate definitions of topic-specific words and deleting extraneous facts that do not address or support the topic)
- Applying revision strategies to develop a written opinion (e.g., providing relevant evidence and details and clarifying one's opinion)
- Making claims about elements of a text (e.g., character, setting and plot) and supporting those claims with evidence from a text
- Formulating opinions in response to reading and supporting those opinions with text evidence
- Drawing logical conclusions based on evidence from more than one text
- Identifying and explaining strengths and weaknesses in a piece of writing
- Identifying author's purpose (e.g., to explain and to persuade) and showing how the text supports the purpose
- Using text features (e.g., title, subheadings and glossaries) to support meaning making
- Comparing characters in a story or in more than one story (e.g., point of view and personality traits)
- Describing character development across a text
- Identifying the main idea of a text

## Upper Elementary

- Using word-solving strategies (e.g., decoding, predicting and by analogy) and self-monitoring
- Using knowledge of morphemes to determine the meaning of unknown words
- Solving words efficiently to maintain fluency while reading
- Using comprehension strategies (e.g., inferring, creating a visual representation of information in a text and summarizing) to support meaning making
- Using strategies to determine the meaning of unknown words (e.g., context clues)
- Using language features (e.g., transitions and connectives) to support meaning making
- Using genre-specific graphic organizers to plan for writing text in different genres (e.g., narrative, argument, informational and procedural)
- Using graphic organizers to support difficult aspects of specific genres (e.g., refining a claim in response to multiple pieces of evidence in an argument, creating complex characters for a narrative and sequencing a complicated explanation of a scientific process)
- Applying revision strategies to support character development in a narrative text (e.g., including dialogue that illustrates a character's personality while paraphrasing the less important exchanges and including character actions that suggest implied feelings or attitudes)
- Applying revision strategies to improve clarity of an informational text (e.g., using transition words that align with the organizational structure of text and using connectives to establish logical relationships of concepts)
- Applying revising strategies to develop a written argument (e.g., identifying and responding to a counterargument when relevant and providing text evidence)
- Making claims about elements of a text (e.g., character motivation and theme) and supporting those claims with text evidence
- Formulating opinions in response to reading and supporting those opinions with text evidence
- Making claims about the ways in which the author's word choice contributes to the meaning and tone of a piece
- Using text features (e.g., title, subheadings and glossaries) to support meaning making
- Identifying author's purpose (e.g., to explain and to describe) and showing how the text supports the purpose
- Identifying the main idea of a text
- Describing the overall structure of an informational text (e.g., cause/effect and chronology)
- Describing character development across a text
- Comparing characters in a story or in more than one story (e.g., point of view and personality traits)
- Understanding how an author uses reasons and evidence to support ideas and make claims in informational text