

Massachusetts Tests for Educator Licensure® (MTEL®)

FIELD 01: COMMUNICATION AND LITERACY SKILLS TEST OBJECTIVES

READING SUBTEST

Multiple-Choice	Approximate Test Weighting
Meaning of Words and Phrases	16.7%
Main Idea and Supporting Details	16.7%
Writer's Purpose and Point of View	16.7%
Relationships Among Ideas	16.7%
Critical Reasoning	16.7%
Outlining, Summarizing, Graph Interpretation	16.7%
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	100%

WRITING SUBTEST

Multiple-Choice/Short-Answer	Approximate Test Weighting
Establish and Maintain a Main Idea	15%
Sentence Construction, Grammar, Usage	10%
Spelling, Capitalization, Punctuation	10%
Revise Sentences Containing Errors	<u>15%</u>
Total Multiple-Choice/Short-Answer	50%
Open-Response	
Summary Exercise	15%
Composition Exercise	<u>35%</u>
Total Open-Response	50%
	<hr/>
	100%

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Effective September 1, 2009

Massachusetts Tests for Educator Licensure® (MTEL®)
Test Objectives
Field 01: Communication and Literacy Skills

SUBTESTS:

READING
WRITING

SUBTEST I: READING

0001 Determine the meaning of words and phrases in the context in which they occur.

For example:

- Identify the meaning of commonly used words.
- Determine the meaning of a word with multiple meanings.
- Determine the meaning of an uncommon word or phrase.
- Identify synonyms or antonyms for words used in a given passage.
- Determine the meaning of figurative language.

0002 Understand the main idea and supporting details in written material.

For example:

- Identify the explicit main idea of a paragraph or passage.
- Identify the implied main idea of a paragraph or passage.
- Identify ideas, information, data, and details that support, illustrate, or elaborate the main idea of a paragraph or passage.

0003 Identify a writer's purpose, point of view, and intended meaning.

For example:

- Identify a writer's stated or implied purpose for writing.
- Identify the audience for a given piece of writing.
- Identify why a writer has included specific information or examples.
- Identify the likely response of an audience to a writer's choice of words or phrases.
- Interpret content, word choice, and phrasing to determine a writer's opinion or point of view.

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0004 Analyze the relationships among ideas in written material.

For example:

- Identify cause-and-effect relationships.
- Identify the order of events or steps described in written material.
- Analyze relationships between similar ideas or ideas in opposition.
- Draw conclusions from information stated or implied within a passage.

0005 Use critical reasoning skills to evaluate written material.

For example:

- Identify the assumptions underlying a writer's argument.
- Assess the relevance of facts, examples, or data to a writer's argument.
- Distinguish between statements of fact and expressions of opinion.
- Assess a writer's objectivity or bias.

0006 Apply skills for outlining and summarizing written materials and interpreting information presented in graphic form.

For example:

- Identify an effective outline or graphic representation of information presented in a paragraph or passage.
- Identify an effective summary of information presented in a paragraph or passage.
- Interpret information presented in graphs, tables, charts, or diagrams.
- Draw conclusions based on information presented in graphs, tables, charts, or diagrams.
- Select the graphic form best suited to the presentation of information contained in a paragraph or passage.

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SUBTEST II: WRITING

0007 Understand methods for establishing and maintaining a central theme or main idea.

For example:

- Identify effective thesis statements and topic sentences.
- Identify information, statements, or details that detract from the development of a main idea.
- Identify ineffective repetition and redundancy.
- Reorganize sentences or paragraphs to achieve a logical sequence of ideas.
- Identify effective transitions from one paragraph to another.

0008 Recognize common errors of sentence construction, grammar, and usage.

For example:

- Identify sentence fragments and run-on sentences (comma splices, fused sentences).
- Identify verbs in the wrong tense or form, incorrect shifts in tense or person, lack of subject-verb agreement, and wrong or missing verb endings.
- Identify vague pronoun references, lack of agreement between pronouns and antecedents, and incorrect shifts in pronoun person and number.
- Identify misplaced or dangling modifiers.
- Identify wrong or missing prepositions.
- Identify incorrect use of relative pronouns (that, which, who).
- Identify imprecise or inappropriate words and phrases.
- Identify common errors in the use of homonyms (accept/except, affect/effect, its/it's, their/there/they're, to/too/two, weather/whether, who's/whose, your/you're).

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0009 Recognize common errors of spelling, capitalization, and punctuation.

For example:

- Identify common spelling errors.
- Identify common errors in standard capitalization.
- Identify missing commas after an introductory phrase and missing commas in a compound sentence.
- Identify missing or misplaced apostrophes.

0010 Demonstrate the ability to analyze and revise sentences containing common errors of sentence construction, grammar, usage, spelling, capitalization, and punctuation.

For example:

- Revise sentences to correct errors related to sentence construction.
- Revise sentences to correct common errors related to grammar and usage.
- Revise sentences to correct common errors related to spelling, capitalization, and punctuation.

0011 Demonstrate the ability to prepare an effective summary.

For example:

- Summarize the main ideas, key arguments, and significant supporting details presented in an extended passage.
- Demonstrate effective paragraph and sentence construction.
- Demonstrate command of standard English conventions of grammar and usage, without making common errors.
- Demonstrate command of standard English conventions of spelling, capitalization, and punctuation, without making common errors.

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0012 Demonstrate the ability to prepare a well-organized and focused piece of writing for a given purpose and audience, using standard English conventions.

For example:

- Take a position on an issue, proposition, or statement related to education and defend that position.
- Maintain a central theme or main idea through the effective use of a thesis statement, topic sentences, and transitions.
- Develop a well-organized argument using sound reasoning and relevant supporting information and/or examples.
- Demonstrate effective paragraph and sentence structure and employ vocabulary appropriate for the audience and the purpose of the writing task.
- Use precise and appropriate words and phrases.
- Demonstrate command of standard English conventions of grammar and usage, without making common errors.
- Demonstrate command of standard English conventions of spelling, capitalization, and punctuation, without making common errors.