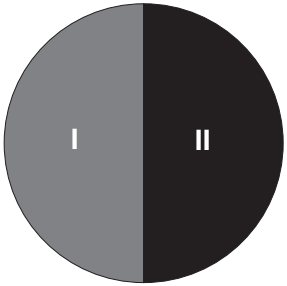


English Language, Literature, and Composition: Pedagogy (0043)

<i>Test at a Glance</i>			
Test Name	English Language, Literature, and Composition: Pedagogy		
Test Code	0043		
Time	1 hour; approximately 30 minutes for each question		
Number of Questions	2 constructed-response questions		
Format	One constructed-response question on teaching literature and one constructed-response question on responding to student writing		
	Content Categories	Number of Questions	Percentage of Examination
	I. Teaching Literature	1	50%
	II. Responding to Student Writing	1	50%

About This Test

The English Language, Literature, and Composition: Pedagogy test is designed for those who plan to teach English at the secondary school level. The test assesses how well examinees can perform two tasks that are required of a teacher of English: teaching literature and responding to student writing.

The first question in the test presents a list of literary works commonly taught at the secondary level and asks examinees to choose one work from the list as the basis for their response to the three-part question. First, examinees are asked to identify two literary features of the particular work that are central to teaching the work. Second, examinees are asked to identify two obstacles to understanding that students might experience when encountering the work. Third, examinees are asked to describe two instructional activities that they would use to help students understand the literary features and/or overcome obstacles to understanding. Examinees should be sure to include specific examples from the work in their discussion. A general discussion of problems students tend to have when encountering any work of literature would be inappropriate; similarly, a discussion that does not demonstrate familiarity with the work and its literary features would be unacceptable.

In responding to this question about teaching literature, examinees should show that they understand the various kinds of knowledge, abilities, and skills that students bring to the English classroom; that they can identify important literary features central to teaching a particular work of literature; that they can anticipate likely obstacles for students encountering a work of literature; and that they can plan and describe relevant instructional activities.

The second question requires examinees to read an authentic piece of student writing and then assess the strengths and weaknesses of the writing, identify errors in the conventions of standard written English, and create a follow-up assignment that addresses the strengths or weaknesses of the student's writing. Responses that focus on too general a strategy (e.g., "revise the essay"), identify only minor problems, or merely rewrite portions of the essay for the student would not meet the demands of the task.

In responding to this question about student writing, examinees should demonstrate how well they can assess student writing and design instructional activities that take into account student abilities. Examinees also should show that they can determine appropriate objectives for teaching composition while at the same time demonstrating their understanding of the knowledge, skills, and abilities that different students bring to the English classroom.

The suggested time for each question is 30 minutes. Each question represents half of the total test score.

Sample Test Questions

This section presents sample questions and responses along with the standards used in scoring the responses. When you read these sample responses, keep in mind that they will be less polished than if they had been developed at home, edited, and carefully

presented. Examinees do not know what questions will be asked and must decide, on the spot, how to respond. Readers take these circumstances into account when scoring the responses.

TEACHING LITERATURE

Assume you are teaching a literature unit to a ninth-grade class. Your overall goal is to help your students recognize and understand important literary features of the works they read. Your choices of literary works to use as part of this unit are

William Golding, *Lord of the Flies*

Lorraine Hansberry, *A Raisin in the Sun*

S. E. Hinton, *The Outsiders* or *That Was Then, This Is Now*

William Shakespeare, *Romeo and Juliet* or *Macbeth*

John Steinbeck, *The Grapes of Wrath* or *The Pearl*

Amy Tan, *The Joy Luck Club*

Mark Twain, *The Adventures of Huckleberry Finn*

Choose **ONE** of the works listed above. Choose a work that you know well enough to identify and cite examples of its central literary features. Such features include, but are not limited to, specific methods of characterization and narration; characteristics of specific genres and subgenres; specific literary devices; and specific poetic techniques. Once you have chosen the literary work, answer the following three-part question.

- A. Identify and describe **TWO** literary features central to the work that you would want ninth-grade students to be able to recognize and understand. In your discussion
- be specific about what students should know about each literary feature
 - include specific examples from the work that are relevant to each literary feature
 - be sure the literary features are appropriate for teaching to ninth-grade students

- B. Identify and describe **TWO** obstacles to understanding this work that you anticipate these students might have. In your discussion
- explain **why** each obstacle is likely for ninth-grade students encountering the particular work
 - include specific examples from the work that are relevant to each obstacle.
- C. Describe **TWO** instructional activities you would use while teaching this particular work that would help students understand the literary features you described in Part A and/or overcome the obstacles to understanding you described in Part B. In your discussion
- present clear, well-formulated activities in which students are actively involved
 - explain **how** each activity would help students understand the literary features and/or overcome the obstacles of the particular work
 - describe activities that are appropriate for ninth-grade students

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SCORING GUIDE

The question consists of three parts. The score range is 0 to 6. Points are distributed as follows:

Part A

- 2 points: 1 point for each appropriate* literary feature central to the work of literature. Each literary feature must be specific to the work chosen and appropriate for the grade level.

Part B

- 2 points: 1 point for each appropriate* obstacle to understanding, including the explanation for why the obstacle is likely. Each obstacle must be specific to the work chosen and appropriate for the grade level.

Part C

- 2 points: 1 point for the discussion of each appropriate* instructional activity designed to help students understand the literary features and/or overcome obstacles to understanding. Each instructional activity must be specific to the work chosen and appropriate for the grade level.

If the response contains a significant number of errors in the conventions of standard written English, one point will be subtracted from the total points earned for the question.

Responses on a literary work other than one chosen from the list provided in the question will receive a score of 0.

*The criteria for evaluating whether a literary feature, obstacle, or instructional activity is “appropriate” are established through a “model answers” methodology. This methodology is described as follows.

The “Model Answers” Methodology

- Experienced English teachers are asked to write, for each question, representative responses that, in their estimation, are consistent with the knowledge that prospective beginning English teachers should have. These teachers are carefully chosen to represent the diverse perspectives and situations relevant to the testing population.
- The question writer uses these “model answers” to develop a question-specific scoring guide for the question, creating a list of specific examples that would receive full credit. This list is considered to contain *examples* of correct answers, not all the possible correct answers.
- The question-specific scoring guides based on model answers provide the basis for choosing the papers that will serve as benchmark and sample papers for the purpose of training the scorers at the scoring session for the question.
- During the scoring session, while reading student papers, scorers can add new answers to the scoring guide, as they see fit.
- Training at the scoring session is aimed to ensure that scorers do not score papers on the basis of their opinions or their own preferences but rather make judgments based on the carefully established criteria in the scoring guide.

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Sample Response That Received a Score of 6:

Work Chosen: Steinbeck's *The Pearl*

A. One literary feature of *The Pearl* is its form as a modern-day parable of Everyman and ultimately Everyman's quest for the "American Dream." The protagonist Kino is an Everyman who must deal with his new-found promise of wealth and the false hope it instills in him. In an allegory/parable such as this one, a simple style is used to represent characters who often have very little individual personality but who embody moral qualities and other abstractions. In this way, the novel's significance as a universal fable can be appreciated.

Symbolism is another important feature of *The Pearl*. Symbols are used in literature to reveal abstract ideas or truths. Steinbeck's hero, Kino, finds The Pearl of the World, an object that promises hope and prosperity. Kino believes that with the money the pearl will earn him, he will be able to legitimize his family (with a real wedding) and provide better for them (his son will attend school, he will purchase a new rifle). But as the piece unfolds, the pearl ironically becomes a symbol of greed and evil that steals the prosperity and joy that Kino actually did enjoy as peasant husband, father, and provider. He loses his ability to provide for his family, and his first son is killed. Kino's real hope for the family's future is destroyed. The pearl as a symbol of false hope and greed is at the center of the novel.

B. Students might find the simple style of this novel to be an obstacle. Steinbeck strips down the narrative by using short, repetitive sentences and plain language. For example, he often begins sentences with "And" several times in a row. Students might miss the point that simple language is used to make the parable clearer. Another obstacle for students might be the archetypal characters. Not only are the main family members described as predictable types but also the doctor, the priest, and the pearl buyers are all developed as stick figures. Again, students might miss the depth of the text because they do not get to know well-rounded, fully-developed characters.

C. One instructional activity that I might use to help students understand the story as a fable would be to read a fable before reading *The Pearl*. This could help them anticipate the style. They would also be prepared for understanding the theme better. I would read the fable and ask them to write a short reflection in their journals or notebooks. We would then engage in a small-group discussion about this question: Why is the fable told so simply? I would then bring them into a large-group discussion and lead them to an understanding of the concept of allegory and universal application. The concept of simplicity of style would help them to understand allegory.

An instructional activity I might use to help students become interested in the seemingly "flat" characters in the novel would be to show the purpose of archetypal characters in a narrative. I'd ask the students to discuss common TV/movie characters: policeman, hero, queen, newspaper reporter under deadline, president. Then I'd have them determine the values, beliefs, or actions of their characters. Then I might pose the question: when is an archetypal character a useful character in a movie? Can you think of any examples? Then I'd pull the discussion into the concept of universal application again.

Rationale for Score

This response earned a 6 on a scale of 0–6. Points were awarded as follows:

- **Part A:** 2 points awarded. The examinee identifies two central literary features (the form of the allegory/parable and symbolism) and clearly connects those objectives to specific examples from the novel.
- **Part B:** 2 points awarded. The examinee identifies two obstacles to understanding (the simple style and flat characterization), explains why they would likely pose problems for student understanding, and cites specific examples from the novel.
- **Part C:** 2 points awarded. The examinee describes two instructional activities that are appropriate for the grade level and that address the literary features and obstacles to understanding. The instructional activities are designed to help students understand specific elements of the novel.

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Sample Response That Received a Score of 2:

Work Chosen: Steinbeck's *The Pearl*

- A. There are several important characteristics of *The Pearl*. The story is meant to appeal to everyone. In the story, Kino, a Mexican fisherman is content with his lot in life, despite the fact that he and his family are poor. When he discovers the great pearl, he begins to fantasize about all of the worldly items it can buy. Unfortunately, in trying to pursue and protect his dream, he ends up becoming more unhappy.
- B. I believe that my students living in an urban environment would find this story rather dry and "boring." This is a novella, set in a rural environment and none of the protagonists are teenagers. The characters might seem too simple to them. This would likely pose an obstacle to their understanding it.
- C. In order to make this novel more interesting to my students, I would have a game involving a fake pearl. I would hide it in the classroom and have the students search for it. When someone found it they would be the keeper of the pearl. They would think up a secret word and give clues to the other students. When somebody guessed it correctly, they would be the new keeper of the pearl. I think this activity would work, especially for my kinesthetic learners who learn through doing. It would teach the students about discovery and adventure, and it would encourage a sense of community among the class. It might also improve their vocabulary!

A second activity I would have my students do would be to write an essay *before* reading the novel where they imagine that they won the lottery. I would say, "Describe all the ways you think winning the lottery will improve your life." Then, after reading the novel I would ask them to consider how the lottery might be like finding the pearl: how could it change your life for the worse? Would you still want to win the lottery after reading this novel? Why or why not?

Rationale for Score

This response earned a 2 on a scale of 0–6. Points were awarded as follows:

- **Part A:** 0 points awarded. While the examinee's response does indicate that he or she is familiar with the literary work, the examinee does not discuss two specific literary features of the novel.
- **Part B:** 1 point awarded. The examinee identifies one obstacle to understanding: that it may be difficult for students to relate to the setting and the "simple" characters in the novel. While brief, such a response does identify an obstacle and relate it to specific aspects of the text.
- **Part C:** 1 point awarded. No point was awarded for the first activity, since it is unclear how such an activity would facilitate students' understanding of *The Pearl*: the activity does not address specific elements of the novel beyond possession of a pearl. One point was awarded for the second activity, since it asks students to think critically about one of the central ideas in the novel.

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A Note about the Teaching Literature Question

The list of literary works included in the Teaching Literature question will change from test to test. A representative sample of the range of literary works you may encounter in this question is included below. Note that this list is NOT exhaustive. The list of works you encounter on the actual test may or may not include some of the works below.

Chinua Achebe, *Things Fall Apart*
Maya Angelou, *I Know Why the Caged Bird Sings*
James Baldwin, *Go Tell It on the Mountain*
Beowulf
Pearl S. Buck, *The Good Earth*
Sandra Cisneros, *The House on Mango Street*
Stephen Crane, *The Red Badge of Courage*
Charles Dickens, *Great Expectations*
Frederick Douglass, *Narrative of the Life of Frederick Douglass*
F. Scott Fitzgerald, *The Great Gatsby*
Anne Frank, *The Diary of Anne Frank*
William Gibson, *The Miracle Worker*
Lorraine Hansberry, *A Raisin in the Sun*
Nathaniel Hawthorne, *The Scarlet Letter*
Homer, *The Odyssey*
Henry James, *The Turn of the Screw*
Franz Kafka, *The Metamorphosis*
Jamaica Kincaid, *Annie John*
Harper Lee, *To Kill a Mockingbird*
Lois Lowry, *The Giver*
Arthur Miller, *The Crucible*
George Orwell, *Animal Farm*
William Shakespeare, *Romeo and Juliet*
Leslie Marmon Silko, *Ceremony*
John Steinbeck, *The Grapes of Wrath*
Amy Tan, *The Joy Luck Club*
Mildred Taylor, *Roll of Thunder, Hear My Cry*
J. R. R. Tolkien, *The Hobbit*
Thornton Wilder, *Our Town*
Tennessee Williams, *A Streetcar Named Desire*
Richard Wright, *Native Son*
Paul Zindel, *The Pigman*

Sample Test Questions

RESPONDING TO STUDENT WRITING

Overview

In this exercise, you will answer questions about a student's writing sample. Some of these questions will ask about "strengths," "weaknesses," and "errors in the conventions of standard written English." Here are some examples of how those terms should be understood for the purpose of this question. You may find it helpful to refer to these examples when you write your response, though you may also introduce your own examples.

Examples of Strengths and Weaknesses

Not all of the issues listed below will be appropriate for the student writing sample included for this question, and the writing sample may contain strengths and weaknesses not included on this list.

- Essay organization
- Paragraph organization
- Quality of descriptive detail
- Sentence variety and complexity
- Sense of audience
- Sense of voice

Examples of Errors in the Conventions of Standard Written English

Not all of the errors listed below will be appropriate for the student writing sample included for this question, and the writing sample may contain errors not included on this list.

- Sentence fragments
- Run-on sentences
- Subject/verb agreement errors
- Verb tense inconsistency
- Pronoun/antecedent agreement errors
- Nonparallel construction
- Dangling or misplaced modifiers
- Misplaced semicolons or commas

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Question

A tenth-grade class was asked to write a narrative about an adventure at sea. What follows is a student response to this assignment. It is a final draft. Read this response carefully.

There were five of them on a boat: three boys and two girls. Antonio, Danny, Norman, Selena, and Kari were on a boat called Pegasus that got shipwrecked.

Line Pegasus was a beautiful cruise boat with a lot of luxurious
5 things on it. It had waiters on it everywhere. When they got shipwrecked, they waited in their row-boat until they found an old boat to crawl onto, the Sippel boat. The Sippel boat was a garbage boat. It carried rats and old moldy couches. The group of five were some of the
10 lucky ones. After the accident, they immediately got on a small row-boat.

“I’m hungry,” cried Antonio.

“Aren’t we all,” replied Kari.

Kari looked at Norman with a twinkle in her eye like
15 a star in space.

“Yeah,” Norman replied.

Meanwhile as the night fell. Everybody wanted to lay down so they had to make shifts so that two people rowed and three people slept. Antonio, Norman, and
20 Danny slept in the first shift Kari and Selena stayed awake the second shift.

Three days had passed now, Antonio and Danny were asleep when Selena saw something — it was fireflies! While shrieking and waking everybody up like a
25 rooster at dawn, “Look, I seen fireflies!”

Norman butted in and said, “So! I do too!”

Danny commented, “That means there is land nearby we can sleep on! We’re saved!”

The fireflies were twinkling in the air.

- A. Identify **ONE** significant strength (give specific examples and line references) and explain how it contributes to the paper’s effectiveness. Do NOT discuss the student’s facility with the conventions of standard written English (e.g., grammar, punctuation) in this part of the question.
- B. Identify **ONE** significant weakness (give specific examples and line references) and explain how it interferes with the paper’s effectiveness. Do NOT discuss errors in the conventions of standard written English (e.g., grammar, punctuation) in this part of the question.
- C. Identify **TWO** specific errors in the conventions of standard written English in the student’s writing (quote from the essay and give specific line references.) For each error, identify the type of error being made.
- D. Based on the specific characteristics of this student’s writing sample, describe **ONE** follow-up assignment you would give next to help improve the student’s writing ability. Explain how you would use the follow-up assignment to address the strength you discussed in Part A and/or the weakness you discussed in Part B. Your assignment should NOT concern errors in the conventions of standard written English (e.g., grammar, punctuation).

English Language, Literature, and Composition: Pedagogy (0043)

SCORING GUIDE

Responding to Student Writing

The question consists of four parts. The score range is 0 to 6. Points are distributed as follows:

Part A

- 1 point: 1 point for the identification of one significant strength and explanation of how it contributes to the paper's effectiveness

Part B

- 1 point: 1 point for the identification of one significant weakness and explanation of how it interferes with the paper's effectiveness

Part C

- 2 points: 1 point for the correct identification of each of the two specific errors

Part D

- 2 points: 2 points for the discussion of the follow-up assignment that is connected to the strengths or weaknesses of the student's paper and that contributes to the development of the student as a writer

If the response contains a number of significant errors in the conventions of standard written English, one point will be subtracted from the total points earned for the question.

The criteria for evaluating whether a strength, weakness, error, or follow-up assignment is awarded the point or points are established through the "model answers" methodology. See the description of this methodology on page 3.

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Sample Response That Received a Score of 5:

- A. The writer has a nice sense of imagery and allusion. The boats are aptly named: Pegasus suggests a majestic ocean liner, while the Sippel sounds like a garbage boat. The extended allusions to twinkling and stars (“Kari looked at Norman with a twinkle in her eye” [line 14] and “the fireflies were twinkling in the air” [line 29]) give the narrative a sense of magical realism. They also unify the short passage.
- B. While certain areas of the narrative are well developed, some areas need more development, and more relevant information. Nice concrete details are used to describe the dingy Sippel boat; however, the only luxury that the writer mentions about the Pegasus is the fact that waiters were on the boat (line 5). This is somewhat disruptive to the narrative because a) not enough information is given to make the boat realistically opulent for the readers and b) the detail about the waiters creates some confusion for the reader: Why aren’t these waiters followed up? What happens to them? And why are they the most significant detail of the ship? Similarly, we have a nice visual exchange between Kari and Norman (lines 14–16), but we have no information about their relationship or why this knowing, flirtatious glance is important to the plot or theme of the story. More development of the relationship between these two is needed.
- C. This author has some problems identifying sentence fragments (“While shrieking and waking everybody up like a rooster at dawn...” [lines 24–25] and “Meanwhile as the night fell” [line 17]). Additionally, the narrative has some run-on sentences (“Antonio, Norman and Danny slept in the first shift Kari and Selena stayed awake the second shift,” [lines 19–21] and “Everybody wanted to lay down so they had to make shifts...” [lines 17–18]).

- D. Assignment: A nice follow-up assignment to this one about an adventure at sea would be to ask students to read a story about the sea and then have them rewrite their stories, this time featuring the characters in the novel rather than the characters they’ve made up. Such an assignment would help students think about the characteristics and motivations of these characters, as well as encouraging their imagination in asking them to put characters from a novel in an unusual situation. This assignment would also take advantage of this student’s good ear for dialogue, having him/her create dialogue for different characters in new situations.

Rationale for Score

This response earned a 5 on a scale of 0–6. Points were awarded as follows:

- **Part A:** 1 point awarded. The response identifies one significant strength (imagery and allusion), provides specific examples and line references, and explains how it contributes to the paper’s effectiveness (it gives the narrative a sense of magical realism and unity).
- **Part B:** 1 point awarded. The response identifies one significant weakness (not enough detail about the Pegasus), provides specific examples and line references, and explains how it interferes with the paper’s effectiveness (it makes the paper less realistic and creates logical confusion for the reader).
- **Part C:** 2 points awarded. The response correctly identifies two errors in the conventions of standard written English (sentence fragments and run-on sentences) and provides line references for each.
- **Part D:** 1 point awarded. The response primarily describes a general follow-up assignment, not one designed for this student. However, the response does note that such an assignment would build upon this particular student’s strength (the student’s good ear for dialogue). Therefore, one point is awarded out of two possible points.

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Sample Response That Received a Score of 2:

- A. The piece is well written and descriptive. As a reader I can visualize the narrative very clearly—the shipwreck, the wandering at sea, the sighting of land. It is all very vivid, and the writer is clearly engaged in his or her topic.
- B. The writer doesn't tell us how the children got shipwrecked, or why they are together in the first place. The story should start with the shipwreck, or even before, so that the reader has an opportunity to start caring about the children and their dilemma. Also, it should explain why the children "were some of the lucky ones" (line 9–10). Why? What happened to the others? The writer is hinting at a lot but not saying it; this makes it hard for the reader to care about what is happening or whom it is happening to.
- C. The writer has problems with incomplete sentences ("Meanwhile as the night fell," line 17). When the writer says, "Look I seen fireflies," it should really be "Look, I see fireflies!"
- D. I would have the writer revise this story to include more concrete details and explanations. I would have him or her expand on the vague sections. Then I would have him/her rewrite the story to include those notes. Finally, I would have him/her read the story out loud to a peer to help the student "hear" the grammatical errors he/she is making.

Rationale for Score

This response earned a 2 on a scale of 0–6. Points were awarded as follows:

- **Part A:** 0 points awarded. The response notes that the student's writing is "well written and descriptive," but it does not discuss specific aspects of the student's work that warrant that conclusion.
- **Part B:** 1 point awarded. The response notes one significant weakness (that not enough details of the plot are introduced), provides a specific example and line reference, and explains how the weakness interferes with the paper's effectiveness.
- **Part C:** 1 point awarded. The response identifies one significant error in the convention of standard written English (incomplete sentences) and provides a line reference. No point is awarded for the discussion of the sentence "Look, I seen fireflies" because the response corrects the error rather than explaining what the error is.
- **Part D:** 0 points awarded. The response describes undirected revision tasks, not a well-developed assignment. Since grammatical errors are not considered "weaknesses" for the purpose of this question, no point is awarded for the assignment that has the student read the paper out loud.