

EXAM
CODE **565**

CATALOG
NUMBER **EDUx310**

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**PRACTICE
EXAMS**

SEE PAGE 5 FOR DETAILS

Literacy Instruction in the Elementary School

CREDIT
HOURS

6

LEVEL

UPPER

PUBLISHED FEBRUARY 2021

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SECTION ONE

Preparing for the Exam

Before You Choose This UExcel Exam

Uses for the Examination

- Excelsior College, the test developer, recommends granting six (6) semester hours of upper-level undergraduate credit to students who receive a letter grade of C or higher on this examination.
- Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing.
- Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

Examinees who have applied to Excelsior College should ask their academic advisor where this exam fits within their degree program.

Examinees **not enrolled** in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit. Those who intend to enroll at Excelsior College should ask an admissions counselor where this exam fits within their intended degree program.

For more information on exam availability and actual testing information, see the [Exam Registration and Information Guide](#).

Examination Length and Scoring

This examination consists of 130 multiple choice and other type questions. You will have three (3) hours to complete the exam. Your score will be reported as a letter grade. Questions are scored either correct (1) or incorrect (0). There is no partial credit. Each credit-bearing exam contains pretest questions, which are embedded throughout the exam. They are indistinguishable from the scored questions. It is to your advantage to do your best on all the questions. Pretest questions are being tried out for use in future versions of the exam.

The UExcel exams do **not** have a fixed grading scale such as A = 90–100%, B = 80–90%, and so forth, as you might have seen on some exams in college courses. Each UExcel test has a scale that is set by a faculty committee and is different for each exam. The process, called standard setting, is described in more detail in the [Technical Handbook](#). Excelsior puts each exam through a standard setting because different test questions have different levels of difficulty. To explain further, getting 70% of the questions right on the exam when the questions are easy does not show the same level of proficiency as getting 70% of questions correct when the questions are hard. Every form of a test (a form contains the test questions) has its own specific grading scale tailored to the particular questions on each exam form.

Please also note that on each form, some of the questions (referred to as pretest questions) count toward the score and some do not; the grading scale applies only to those questions that count toward the score. The area with percentage ratings on the second page of your score report is intended to help identify relative strengths and weaknesses and which content areas to emphasize, should you decide to take the examination again. Your grade

is **based on only the scored questions**. Therefore, the percentage ratings do not necessarily reflect the total percentage that counted toward your grade.

For the best view of the types of questions on this exam, see the sample questions in the back of this guide. Practice, practice, practice!

Score Reporting

For most of our examinations, based on performance, an examinee is awarded a letter grade of A, B, C, or F. A letter grade of D can be given, but credit is awarded for A, B, and C letter grades only. The letter grades reported to examinees indicate that their performance was equivalent to the performance of students who received the same letter grade in a comparable, on-campus course.

More specifically, the letter grade indicates the examinee's proficiency relative to the learning outcomes specified in the exam content guide. Following are general descriptions of examinee performance at each level:

Letter Grade Description

- A Highly Competent: Examinee's performance demonstrates an advanced level of knowledge and skill relative to the learning outcomes.
- B Competent: Examinee's performance demonstrates a good level of knowledge and skill relative to the learning outcomes.
- C Marginally Competent: Examinee's performance demonstrates a satisfactory level of knowledge and skill relative to the learning outcomes.
- D Not Competent (no credit recommended): Examinee's performance demonstrates weak knowledge of the content and minimal skill relative to the learning outcomes.^①
- F Fail (no credit recommended): Examinee's performance demonstrates no knowledge of the content and no skill in the subject relative to the learning outcomes.

Credit is transcribed by Excelsior College for examinees who achieve letter grades of C or higher.

We encourage colleges and universities to use the Excelsior College letter grades of A, B, and C as acceptable standards for awarding credit.

^① In general, two-hour exams do not award a D letter grade.

See page 30, at the back of this content guide, for a sample UExcel Grade Report for Examinations.

Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online at (login required): www.excelsior.edu/bookstore

Excelsior College Library

Library services are available to students enrolled in a degree program at Excelsior College. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. To access the Excelsior College Library, visit www.excelsior.edu/library (login is required). Access to the library is available 24/7.

Take Charge of Your Own Learning

At Excelsior College, independent, self-directed study supported by resources we help you find is not a new concept. We have always stressed to students who take exams that they are acting as their own teacher, and that they should spend as much time studying for an exam as they would spend in a classroom and on homework for a corresponding college course in the same subject area.

Begin by studying the content outline contained in this content guide, at its most detailed level. You will see exactly which topics are covered, and where chapters on those topics can be found in the Recommended Resources. You will see exactly where you might need to augment your knowledge or change your approach.

The content outline, along with the learning outcomes for this exam and recommended textbooks, will serve as your primary resources.

How Long Will It Take Me to Study?

Study for a UExcel exam is comparable to an equivalent college-level course. As an independent

learner, you should study and review as much as you would for the same subject in a campus-based college course. If you already have a background in the subject, you may be able to pass the exam successfully with fewer hours of study. It depends upon the learner as well as the subject, the number of credits (for example, a 6- or 8-credit exam will require more hours of study than a 3-credit exam), and the length of the exam. We strongly encourage you to create a long-term action or study plan, so that you have a systematic approach to prepare for the exam. We've included guidelines for creating such a plan.

How Can I Create an Effective Long-Term Study Plan?

1. Determine the time you will require to complete your preparation for this exam. If you have not studied the subject before, you should plan to budget approximately 45 hours of study time for every credit: 135 hours for 3 credits, 180 hours for 4 credits, 270 hours for 6 credits, and 360 hours for 8 credits. These hours are rules of thumb based on expectations for a student taking a course in the subject; it may take you more or less time, depending on how familiar you are with the material and how easily you absorb the information studying on your own. Aside from the content review, you should then factor in time to search for and use other resources, and to complete any projects and assignments in the study materials that will clarify your understanding of the topics in the content outline (that part in the content guide where the specific areas of study are spelled out). Spend more time on concepts and areas in which you feel you are weak. Totaled, this is approximately the amount of time you should expect to devote to a three-credit, campus-based course. The actual amount of time you require depends on many factors, and will be approximate. If your background is weak, you may need to set aside substantially more than 135–150 hours. If your background is strong, you may budget less time.

Take a few minutes to review the content outline to assess your familiarity with the content. Then, in the space below, write the number of hours you will allocate to complete preparing for the exam.

Hours Required =

2. Determine the time you will have available for study.

In self-study, you need structure, as well as motivation and persistence, and a methodical approach to preparation. There is no set class to keep you on task. You have to do that yourself. Construct a time-use chart to record your daily activities over a one-week period. The most accurate way to do this is to complete the chart on a daily basis to record the actual amount of time you spend eating, sleeping, commuting, working, watching television, caring for others and yourself, reading, and everything else in an adult's life. However, if your schedule is regular, you might prefer to complete the chart in one sitting and, perhaps, by consulting your appointment book or planner.

After you have recorded your activities, you will be ready to schedule study periods around these activities or, perhaps, instead of some of them. In the space below, write the number of hours you will be able to set aside for study each week.

Hours Required =

3. Divide the first number by the second number.

This will give you the number of weeks you will need to set aside for independent study. For example, if you think you will require 170 hours of study and you have 10 hours available to study each week, divide 170 hours by 10 hours and you will get 17. This means that you will need about 17 weeks to complete this course of study. However, you will also need to allow about a week for review and self-testing. Moreover, to be on the safe side, you should also add two weeks to allow for unforeseen obstacles and times when you know you will not be able to study (e.g., during family illnesses or holidays). So, in this case, you should allot a total of 18 to 19 weeks to complete your study.

4. Schedule your examination to coincide with the end of your study period.

For example, if you plan to allow 18 weeks for study, identify a suitable examination date and begin study at least 18 weeks before that date. (The date you begin study assumes that you will have received all of your study materials, particularly textbooks, by that time.)

5. Format a long-term study plan.

You will need to use a calendar, planner, or some other tool to format and track your long-term study plan. Choose a method that is convenient and one that keeps you aware of your study habits on a daily basis. Identify the days and exact hours of each day that you will reserve for study throughout your whole independent study period. Check to see that the total number of hours you designate for study on your long-term study plan adds up to the number of hours you have determined you will need to complete this course of study (Step 1).

6. Record in your long-term study plan the content you plan to cover during each study period.

Enter the session numbers, review, and examination preparation activities you will complete during each study period. While it is suggested that approximately 160–170 hours of study is required for this exam, each and every student may require different timelines based on their comfort with, and comprehension of, the material.

You now have a tentative personal long-term study plan. Keep in mind that you will have to adjust your study plan, perhaps several times, as you study. It is only by actually beginning to work systematically through the material, using the content outline, that you will be able to determine accurately how long you should allow for each unit.

What Learning Strategy Should I Use?

The following guidelines are intended to help you acquire the grounding in the knowledge and skills required for successful completion of this examination.

1. Approach learning with a positive attitude.

Most students are capable of learning subject content if they devote enough time and effort to the task. This devotion will give you a positive edge and a feeling of control.

2. Diligently complete the exact work you specified in your study plan.

Your study plan is being designed for the specific purpose of helping you achieve the learning outcomes for this exam.

3. Be an active learner.

You should actively engage in the learning process. Read critically, take notes, and continuously monitor your comprehension. Keep a written record of your progress, highlight content you find difficult to grasp, and seek assistance from someone in your learning community who can help you if you have difficulty understanding a concept.

4. Be patient: you may not understand everything immediately.

When encountering difficulty with new material, be patient with yourself and don't give up. Understanding will come with time and further study. Sometimes you may need to take a break and come back to difficult material. This is especially true for any primary source material (original letters, documents, and so forth) that you may be asked to read. The content outline will guide you through the material and help you focus on key points. You will find that many concepts introduced in earlier sessions will be explained in more detail in later sessions.

5. Apply your learning to your daily life.

Use insights you gain from your study to better understand the world in which you live. Apply the learning whenever you can. Look for instances that support or contradict your reading on the subject.

6. Accommodate your preferred way of learning.

How do you learn best? Common ways to learn are reading, taking notes and making diagrams, and by listening to someone (on video or live). Others learn by doing. Do any of these descriptions apply to you? Or does your learning style vary with the learning situation? Decide what works for you and try to create a learning environment to accommodate your preferences.

Study Tips

Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be active learning:

- **preview or survey** each chapter

- **highlight or underline text** you believe is important
- **write questions or comments** in the margins
- **practice re-stating content** in your own words
- **relate what you are reading** to the chapter title, section headings, and other organizing elements of the textbook
- **find ways to engage** your eyes, your ears, and your muscles, as well as your brain, in your studies
- **study with a partner or a small group**
- **prepare your review notes** as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.

Study smart for your UExcel exam! Success starts with establishing a relationship with your advisor.

Using UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. They can be taken using any computer with a supported web browser such as Google Chrome.

The practice exam package comes with two sets of questions. Please be aware that there will be fewer questions on the practice exams than there will be on the exam you take for credit. Generally, the practice questions will not be the same as the ones you will see when you take the actual exam for credit. They are intended to expose you to the types of questions you'll encounter in the actual exam. Practice questions are a tool, and do not provide a full exam experience. For example, the practice question sets do not have time limitations. Begin with the Content Guide, especially the detailed content outline. Memorizing specific questions and answers on the practice sets is not as effective as using the questions to practice, along with the content outline, to see which concepts you may need to study further. To register for the practice exam, visit www.excelsior.edu and log into your MyExcelsior

account. **Please note: You must be registered for the corresponding credit-bearing exam before you can register for the practice exam.**

Practice exams are not graded. Rather, they are intended to help you make sure you understand the subject and give you a sense of what the questions will be like on the exam for credit. Ideally, you would check any questions you got wrong, look at the explanations, and go back to the textbook to reinforce your understanding. After taking both forms of the practice exam, you should feel confident in your answers and confident that you know the material listed in the content outline.

Practice exams are one of the most popular study resources. Practice exams are typically shorter than the credit-bearing exam. Since the questions are drawn from the same pool of questions that appear on the credit-bearing exam, what you will see when you sit for the graded exam will be roughly the same. Used as intended, these practice exams will enable you to:

- Review the types of questions you may encounter on the actual exam.
- Practice testing on a computer in a timed environment.
- Practice whenever and wherever it is convenient for you.

Take two different forms of a practice exam within a 180-day period. (We highly recommend that you take the first form of the practice exam as a pretest, early in the study period. Use the results to identify areas to further study and carry out a plan. Then take the second form as a post-test and see how much you have improved.)

Although there is no guarantee, our research suggests that exam takers who do well on the practice exams are more likely to pass the actual exam than those who do not take advantage of the opportunity. Note that since the practice exams are not graded (calibrated) the same way as the scores on the credit-bearing exam, it will be hard for you to use the practice exams as a way to predict your score on the credit-bearing exam. The main purpose of the practice exams is for you to check your knowledge and to become comfortable with the types of questions you are likely to see in the actual, credit-bearing exam.

About Test Preparation Services

Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College does not endorse the products and services of any tutorial or test preparation firm. We do not review the materials provided by these firms for the content or compatibility of their material and resources with UExcel® exams or Excelsior College Examinations®. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student's home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, you consider the points outlined on our website at www.excelsior.edu/testprep.

Exam Preparation Strategies

Each learner is different. However, all learners should read the content outline in the exam's Content Guide and ensure that they have mastered the concepts. For someone with no prior knowledge of the subject, a rule of thumb is 135 hours of study for a 3-credit exam—this number is just to give you an idea of the level of effort you will need, more or less.

Content Guides

This content guide is the most important resource. It lists the outcomes, a detailed content outline of what is covered, and textbooks and other study resources. It also has sample questions and suggestions for how to study. Content guides are updated periodically to correspond with changes in particular examinations and in textbook editions. Examinees can download any of the latest free UExcel content guides by visiting the individual exam page or from the list at www.excelsior.edu/contentguides.

Using the Content Outline

Each content area in the content outline includes the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. **Chapter numbers and titles may differ among textbook editions.**

This content outline contains examples of the types of information you should study. Although these examples are many, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

Using the Sample Questions and Rationales

Each content guide provides sample questions to illustrate those typically found on the exam. These questions are intended to give you an idea of the level of knowledge expected and the way questions are typically phrased. The sample questions do not sample the entire content of the exam and are not intended to serve as an entire practice test.

Recommended Resources for the UExcel Exam in Literacy Instruction in the Elementary School

The resources listed below were selected by the faculty members on the examination committee for use in developing this exam.

Resources listed under “Strongly Recommended” were used by the committee to verify all the questions on the exam. Please refer to the Content Outline to see which parts of the exam are cross-referenced to these resources.

Resources listed under “Optional” provide additional material that may deepen or broaden your understanding of the subject, or that may provide an additional perspective on the exam content. Textbook resources, both Strongly Recommended and Optional, may be purchased from the Excelsior College bookstore at www.excelsior.edu/bookstore.

You should allow ample time to obtain the necessary resources and to study sufficiently before taking the exam, so plan appropriately, with an eye towards your own personal learning needs. See the sections in this guide on the Excelsior College Bookstore and the Excelsior College Library, and under Reducing Textbook Costs, to help you secure the Strongly Recommended resources successfully.

Textbook Editions

Textbook editions listed in the UExcel content guides may not be the same as those listed in the bookstore. Textbook editions may not exactly match up in terms of table of contents and organization, depending upon the edition. However, our team of exam developers checks exam content against every new textbook edition to verify that all subject areas tested in the exam are still adequately available in the study materials. If needed, exam developers will list additional Strongly Recommended resources to ensure that all topics in the exam are still sufficiently covered. Public libraries may have the textbooks you need, or may be able to obtain them for you through interlibrary loan to reduce textbook costs. You may also consider financial aid, if you qualify, to further help defray the steep cost of textbooks. A section on open educational

resources (OER) has been included in this guide to help you locate additional, possibly free resources to augment your study.

Strongly Recommended

Excelsior College. (2003). *Literacy instruction in the elementary school: A book of readings*. Acton, MA: Copley.

Note: the Book of Readings is available for free download at https://sites.excelsior.edu/wp-content/uploads/2018/04/Book_of_Readings_Literacy_Instructions_in_the_Elementary_School.pdf

Fountas, I. C., & Pinnell, G. S. (2017). *Guided reading: Responsive teaching across the grades* (2nd ed.) Portsmouth, NH: Heinemann.

Reutzel, D. R. and Cooter, R. (2019). *Teaching children to read: The teacher makes the difference* (8th ed.). Pearson Education, Inc.

Tompkins, G. E. (2018). *Literacy for the 21st century: A balanced approach* (7th ed.) Pearson Education, Inc.

The study materials may be purchased from the [Excelsior College Bookstore](http://www.excelsior.edu/bookstore).

Optional Resources

The examination development committee did not identify any specific Optional resources for this exam. If you would like to explore topics in more depth, we encourage you to refer to available Open Educational Resources (OER).

Children’s Literature

The award-winning books listed below are available in public libraries and local bookstores. You will need to be familiar with all of these works of literature. The examination will test your ability to use these books in elementary literacy instruction.

Chapter Books

- 1977 *Roll of Thunder, Hear My Cry*, by Mildred D. Taylor
- 1978 *Bridge to Terabithia*, by Katherine Paterson
- 1988 *Hatchet*, by Gary Paulsen
- 1990 *Number the Stars*, by Lois Lowry
- 1991 *Maniac Magee*, by Jerry Spinelli
Missing May, by Cynthia Rylant
My Name is Maria Isabel, by Alma Flor Ada
- 1998 *Out of the Dust*, by Karen Hesse
- 2000 *The Breadwinner*, by Deborah Ellis
- 2001 *Because of Winn-Dixie*, by Kate DiCamillo
Carver: A Life in Poems, by Marilyn Nelson

Illustrated/Photo Books

- 1971 *Frog and Toad Are Friends*, by Arnold Lobel
- 1982 *Jumanji*, by Chris Van Allsburg
- 1983 *Brown Bear, Brown Bear, What Do You See?*, by Bill Martin, illus. Eric Carle
- 1988 *Owl Moon*, by Jane Yolen, illus. John Schoenherr
Lincoln: A Photobiography, by Russell Freedman
The Keeping Quilt, by Patricia Polacco
- 1989 *Song and Dance Man*, by Karen Ackerman, illus. Stephen Gammell
- 1990 *Lon Po Po: A Red-Riding Hood Story from China*, trans. and illus. Ed Young
How Many Days to America? A Thanksgiving Story, by Eve Bunting, illus. Beth Beck
- 1992 *Tar Beach*, by Faith Ringgold (Honor Book)
- 1993 *The Relatives Came*, by Cynthia Rylant, illus. Stephen Gammell
The First Strawberries, by Joseph Bruchac, illus. Anna Vojtech
Baseball Saved Us, Ken Mochizuki
- 1994 *Grandfather's Journey*, by Allen Say
Peppe, the Lamplighter, by Elisa Bartone, illus. Ted Lewin (Honor Book)
In the Small, Small Pond, by Denise Fleming (Honor Book)
- 1997 *Mama Provi and the Pot of Rice*, by Sylvia Rosa-Casanova

- 1999 *How Do Flies Walk Upside Down? Questions and Answers about Insects*, by Melvin & Gilda Berger
- 2000 *Uptown*, illus. Brian Collier
In the Time of Drums, by Kim Siegelson, illus. Brian Pickney
- 2001 *The Other Side*, by Jacqueline Woodson

Reducing Textbook Costs

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.

Public libraries may have some of the textbooks or may be able to obtain them for you through an interlibrary loan program, to reduce textbook costs.

Open Educational Resources

There are many resources available online free of charge that may further enhance your study for the exam. Known as Open Educational Resources (OER), these may be textbooks, courses, tutorials, or encyclopedias. Any additional OER that you find independently should be used to augment study—not as replacements for the Strongly Recommended resources.

Most sites for university-based OER can be searched through www.ocwconsortium.org and/or www.oercommons.org.

Sites that specialize in web courses designed by college professors under contract with the website sponsor, rather than in web versions of existing college courses, include:

www.education-portal.com

www.opencourselibrary.org (abbreviated as OCL)

We have included specific courses that cover material for one or more UExcel® exams from the sites in the listings above. It's worth checking these sites frequently to see if new courses have been added that may be more appropriate or may cover an exam topic not currently listed.

Sites like Khan Academy (www.khanacademy.com) and iTunes U feature relatively brief lessons on very specific topics rather than full courses. Full courses are also available on iTunes U (<http://www.apple.com/education/ipad/itunes-u/>). We have chosen a few courses and collections for this listing.

Open Online Textbooks

BookBoon

<http://bookboon.com/en/textbooks-ebooks>

Flatworld Knowledge

<http://catalog.flatworldknowledge.com/#our-catalog>

College Readiness

Khan Academy

<http://www.khanacademy.org/>

Hippocampus

<http://www.hippocampus.org/>

Open Course Library

<http://opencourselibrary.org/collg-110-college-success-course/>

Study Aids

Education Portal

<http://education-portal.com/>

Khan Academy

<http://www.khanacademy.org/>

Annenberg Learner

<http://www.learner.org/>

OpenCourseWare

<http://ocwconsortium.org/en/courses/search>

OER Commons

<http://www.oercommons.org/>

Open Course Library

<http://www.opencourselibrary.org/>

To achieve academic success, rate yourself at Excelsior College's Self-Regulated Learning Lab. Visit the Diagnostic Assessment & Achievement of College Skills site at <https://srl.daacs.net/>

It's free!

SECTION TWO

Content Outline

General Description of the Examination

The UExcel Literacy Instruction in the Elementary School examination is based on material typically taught in a two-semester sequence of upper-level courses in elementary school reading and writing instruction. The content of the examination corresponds to course offerings such as Reading in the Elementary School, Writing in the Elementary School, Teaching of Literacy in the Elementary School, Methods of Teaching Reading, and Reading and Language Arts.

The examination measures knowledge and understanding of the fundamental concepts and principles guiding elementary school literacy instruction, including literacy development, constructing meaning, writing instruction, program implementation, and assessment and evaluation, as well as the ability to apply, synthesize and evaluate information, and the ability to read critically.

Those beginning to study for this exam should have an understanding of basic concepts in education and learning theory.

Learning Outcomes

After you have successfully worked your way through the recommended study materials, you should be able to demonstrate the following learning outcomes:

1. Describe process-oriented and outcomes-based theories of teaching reading and writing.
2. Describe the psycholinguistic roots of language aptitude, discuss cultural influences on literacy development, and consider the role of literature in learning to read and write.
3. Outline stages of literacy development, and discuss the effectiveness of various language acquisition techniques.
4. Describe the various methods for identifying and comprehending words, including the use of cueing systems, vocabulary expansion, and strategies for monitoring reading.
5. Explain instructional activities fostering the knowledge and use of cueing systems and outline strategies for developing fluency.
6. Distinguish among the various ways of making and comprehending meaning.
7. Explain instructional techniques for constructing meaning and developing vocabulary.
8. Discuss particulars of writing instruction, such as the use of developmental patterns, making reading-writing connections, understanding the social nature of writing, and process approaches to writing.
9. Discuss other components of the writing classroom, such as environment; choice of activities; developing methods for correct spelling, punctuation, and grammar usage; and presentation such as handwriting or keyboarding.
10. Discuss the role of the teacher as reflective decision maker in implementing a classroom literacy program.
11. Describe approaches to organizing and managing the literacy classroom, selecting instructional resources, responding to different developmental needs, and fostering home/school/community collaboration.
12. Discuss methods of literacy assessment and evaluation, explain principles of assessment, describe and evaluate types of observation and assessment tools, and discuss issues related to assessment, especially standardization.

Content Outline

The content outline describes the various areas of the test, similar to the way a syllabus outlines a course. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The major content areas on the Literacy Instruction in the Elementary School examination, the percent of the examination, and the hours to devote to each content area are listed below.

Content Area	Percent of the Examination	Hours of Study*
I. Theoretical Frameworks	15%	41
II. Emergent Literacy/Beginning Reading	15%	41
III. Identifying and Understanding Words	15%	41
IV. Constructing Meaning: Comprehension and Response	15%	41
V. Writing Instruction	15%	41
VI. The Teacher as Reflective Decision Maker: Implementing a Classroom Literacy Program	15%	41
VII. Assessment and Evaluation	10%	27
Total	100%	

*Approximate: For those examinees who know the topic well, less time may be needed to learn the subject matter. For those who are new to the subject matter, more time may be required for study.

NOTE: Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

I. Theoretical Frameworks

15 PERCENT OF EXAM

Fountas & Pinnell

Ch. 1, What is Guided Reading

Ch. 7, Using Guided Reading for Effective Teaching of English Language Learners

Reutzel & Cooter (2019)

Ch. 1, Effective Reading Instruction: The Teacher Makes the Difference

Ch. 2, Developing Children's Oral Language to Support Literacy

Ch. 3, Early Reading Instruction: Getting Started with the Essentials

Tompkins (2018)

Ch. 1, Becoming an Effective Literacy Teacher

Ch. 4, The Youngest Readers and Writers

Book of Readings (2003)

Ch. 1, A Good Place to Begin—Examining Our Personal Perspectives

Ch. 2, Literacy and Students Who Are Learning English as a Second Language

A. Reading and writing as learning processes

1. Constructivist (social constructivist, response, schema)
2. Cognitive interactive

3. Behaviorist
- B. Instructional Approaches**
1. Subskill (bottom-up, part-to-whole, text-based, behavioral)
 2. Holistic (top-down, whole-to-part, reader-based, psycholinguistic)
 3. Interactive
 4. Transactional (transactive)
 5. Balanced literacy
- C. Language acquisition—relations among pragmatic, semantic, syntactic, and phonological systems**
- D. Written language acquisition (for example: print awareness, concepts about print, scribbling, invented spellings, symbolic and pictorial representations)**
- E. Interrelationships among the language arts (reading, writing, listening, speaking), literacy development, and content area learning**
- F. Language and cultural considerations (for example: dialect, second language, developmental variations)**
- G. The role of literature in learning to read and reading to learn**

II. Emergent Literacy/Beginning Reading

15 PERCENT OF EXAM

Fountas & Pinnell (2017)

- Ch. 2,** Guided Reading With a Multitext Approach
- Ch. 3,** From Shared to Guided Reading in the Early Years
- Ch. 8,** Understanding Reading as a Complex Process

Reutzel & Cooter

- Ch. 2,** Developing Children's Oral Language to Support Literacy

Tompkins

- Ch. 4,** The Youngest Readers and Writers
- Ch. 5,** Cracking the Alphabetic Code

Book of Readings

- Ch. 10,** Invention, Convention, and Intervention: Invented Spelling and the Teacher's Role

- A. Language acquisition (for example: developmental patterns, functions of language, print awareness, scribbling, invented or temporary spellings)**
- B. Concepts about print (for example: directionality, spacing, reading-writing connections)**
- C. Experiences with language (for example: lap reading, storytelling, environmental print, predictable books, shared book experiences, guided reading, interactive reading)**
- D. Phonemic awareness (for example: segmenting, blending, matching sounds to words, substitutions)**
- E. Alphabetic code (for example: consonants, vowels, onset/rime)**
- F. Sight vocabulary**

III. Identifying and Understanding Words

15 PERCENT OF EXAM

Fountas & Pinnell

- Ch. 5,** Planning for Effective Guided Reading Lessons: Building a Strong Early Reading Process
- Ch. 6,** Planning for Effective Guided Reading Lessons: Lifting the Competencies of Every Reader
- Ch. 9,** Observing and Assessing Readers to Inform Teaching Decisions

Reutzel & Cooter

- Ch. 2,** Developing Children's Oral Language to Support Literacy
- Ch. 3,** Early Reading Instruction: Getting Started with the Essentials
- Ch. 4,** Phonics and Word Recognition
- Ch. 6,** Increasing Reading Vocabulary

Tompkins

- Ch. 6,** Developing Fluent Readers and Writers
- Ch. 7,** Expanding Academic Vocabulary

Book of Readings

- Ch. 10,** Invention, Convention, and Intervention: Invented Spelling and The Teacher's Role

- A. Cueing systems**

1. Graphic cues (including sight vocabulary and phonics generalizations and definitions)
 2. Syntactic cues (for example: contextual analysis, signal words)
 3. Semantic cues (including structural [morphemic] analysis and contextual analysis)
- B. Word meanings (for example: unfamiliar words, teaching vocabulary directly, independently discovering word meanings)**
- C. Monitoring strategies (for example: “Read to the end,” “Reread,” “Does it make sense?”)**
- D. Instructional activities for fostering the knowledge and use of cueing systems (for example: word walls, word banks, word sorts, onsets and rimes, cloze procedure)**
- E. Strategies for developing fluency (for example: choral reading, repeated reading, assisted reading)**

IV. Constructing Meaning: Comprehension and Response

15 PERCENT OF EXAM

Fountas & Pinnell

- Ch. 13**, The Test Gradient
- Ch. 15**, Teaching for Systems of Strategic Actions in Guided Reading
- Ch. 16**, Teaching for Monitoring, Searching, and Self-Corrected Behaviors
- Ch. 17**, Teaching for Visual Processing Over Time
- Ch. 18**, Teaching for Phrased, Fluent Reading in Guided Reading Lessons
- Ch. 20**, Teaching for Comprehending

Reutzel & Cooter

- Ch. 5**, Reading Fluency
- Ch. 7**, Teaching Reading Comprehension

Tompkins:

- Ch. 8**, Promoting Comprehension: Reader Factors
- Ch. 9**, Promoting Comprehension: Text Factors

Book of Readings

- Ch. 2**, Literacy and Students Who Are Learning English as a Second Language
- Ch. 5**, Messages to Ground Zero: Children Respond to September 11, 2001
- Ch. 6**, African American Children’s Literature that Helps Students Find Themselves: Selection Guidelines for Grades K–3
- Ch. 9**, “I Just Need to Draw”: Responding to Literature across Multiple Sign Systems
- Ch. 10**, Invention, Convention, and Intervention: Invented Spelling and the Teacher’s Role

A. Elements that influence comprehension

1. Within the reader/writer
 - a. Prior knowledge/schema
 - b. Social and cultural experiences
 - c. Motivation, attitude, interest
 - d. Cognition and metacognition
 - e. Reader response and stance
2. Within the text
 - a. Text structure (narrative and expository)
 - b. Genre (for example: poetry, fiction, nonfiction)
 - c. Language (for example: vocabulary/concepts, dialect, imagery)
 - d. Text difficulty (for example: predictability, sentence/passage length, topic)
 - e. Text format/features (for example: title, table of contents, graphics, illustrations)
3. The context
 - a. Location: home, school, and community
 - b. Purpose (inquiry-based, efferent/aesthetic, teacher-centered, student-centered)
 - c. Instructional frameworks (facilitating, modeling, scaffolding, guiding, questioning, directing)

B. Instructional strategies for constructing meaning

1. Organizational frameworks (pre-reading, during-reading, and post-reading)
2. Comprehension strategies (for example: predicting, sampling, monitoring, self-questioning, reviewing, retelling, summarizing)
3. Specific activities and techniques
 - a. Directed reading activity (DRA) and directed reading-thinking activity (DRTA)
 - b. Guided and shared book experiences
 - c. Graphic organizers (for example: semantic mapping and webbing, story maps, think sheets, story frames)
 - d. Organizational tools (for example: SQ3R, QAR, K-W-L)
 - e. Silent reading (for example: SSR)

C. Developing vocabulary

1. Vocabulary acquisition
2. Interconnections between vocabulary and comprehension
3. Instructional components
 - a. Direct vocabulary instruction (criteria for selection, semantic features analysis, word sorts, word maps)
 - b. Contextualized (wide reading, life experiences, discussions)

V. Writing Instruction

15 PERCENT OF EXAM

Fountas & Pinnell

Ch. 2, Guided Reading Within a Multitext Approach

Reutzel & Cooter

Ch. 2, Developing Children's Oral Language to Support Literacy

Ch. 8, Writing

Ch. 11, Effective Reading Instruction and Organization in Grades K-3

Ch. 12, Effective Academic Literacy Instruction in Grades 4-8

Tompkins

Ch. 2, The Reading and Writing Processes

Ch. 4, The Youngest Readers and Writers

Ch. 6, Developing Fluent Readers and Writers

Ch. 8, Promoting Comprehension: Reader Factors

Ch. 10, Organizing for Instruction (section on implementing reading and writing workshop, only)

Book of Readings

Ch. 1, A Good Place to Begin—Examining Our Personal Perspectives

Ch. 3, Transforming Deficit Myths about Learning, Language, and Culture

Ch. 10, Invention, Convention, and Intervention: Invented Spelling and the Teacher's Role

A. Developmental patterns of writing

B. Reading-writing connections

C. Social nature of writing (audience, voice, response)

D. Writing as process (for example: topic choice, drafting, editing, publishing)

E. Classroom environment (for example: centers, sharing space)

F. Activities (for example: journals, writer's workshop, author's chair, guided writing, shared writing, interactive writing, word walls)

G. Spelling (for example: stages of spelling development)

H. Punctuation and grammar

I. Presentation (for example: handwriting, keyboarding)

VI. The Teacher as Reflective Decision Maker: Implementing a Classroom Literacy Program

15 PERCENT OF EXAM

Fountas & Pinnell

Ch. 10, Using Assessments to Form Dynamic Groups and Documenting Reading Progress

Ch. 12, Creating a Collection of Texts to Support Literary Learning

Ch. 21, Building a Community of Readers Across the Grades

Ch. 22, Managing Independent Learning in the Early Grades

Ch. 23, Managing Literacy in the Intermediate/Middle Grades

Reutzel & Cooter

Ch. 2, Developing Children's Oral Language to Support Literacy

Ch. 3, Early Reading Instruction: Getting Started With The Essentials

Ch. 9, Evidence-Based Reading Programs and Tools

Ch. 10, Assessment

Ch. 11, Effective Reading Instruction and Organization in Grades K–3

Ch. 12, Effective Academic Literacy Instruction in Grades 4–8

Tompkins

Ch. 1, Becoming an Effective Literacy Teacher

Ch. 4, The Youngest Readers and Writers

Ch. 10, Organizing for Instruction

Ch. 12, Reading and Writing Across the Curriculum

Book of Readings

Ch. 1, A Good Place to Begin—Examining Our Personal Perspectives

Ch. 2, Literacy and Students Who Are Learning English as a Second Language

Ch. 6, African American Children's Literature that Helps Students Find Themselves: Selection Guidelines for Grades K–3

Ch. 7, Selecting Intermediate Novels that Feature Characters with Disabilities

Ch. 8, Where Do You Want to Go Today? Inquiry-Based Learning and Technology Integration

Ch. 9, "I Just Need to Draw": Responding to Literature across Multiple Sign Systems

A. Approaches to literacy instruction

1. Basal reader programs
2. Language experience approach (LEA)
3. Phonics approaches—explicit (synthetic) and implicit (analytic)
4. Literature-based approaches
 - a. Individualized or self-selected reading
 - b. Literature discussion groups (for example: literature circles, book clubs, response groups)
 - c. Integrated approaches (for example: whole language and thematic units)
5. Reading and writing workshop
6. Technology-based approaches (for example: Internet, CD-ROM, video, e-mail, publishing)

B. Classroom organization and management

1. Grouping (for example: heterogeneous grouping, dynamic grouping, cooperative learning, peer tutoring)
2. Learning centers
3. Leveling texts
4. Reading and writing areas (including a library)
5. Planning (for example: scheduling, grouping, learning sequences)
6. Time management (for example: instruction, interacting with students)
7. Themes, units, lessons

C. Evaluating and selecting instructional resources

1. Literature (for example: picture books, chapter books)
2. Textbooks
3. Teacher-made materials
4. Technology
5. Primary sources (for example: historical documents, interviews, photographs)

6. Other media (for example: newspapers, commercial materials, kits, games)

D. Responding to all learners

1. Meeting the needs of diverse learners (for example: culturally and linguistically diverse students, students with special needs, gifted students)
2. Intervention programs (for example: Reading Recovery, Success For All)
3. Collaboration with specialists (for example: special education teachers, bilingual/ESL teachers, literacy specialists)
4. Pull-out and inclusive settings

E. Home/school/community collaboration

1. Fostering literacy at home
2. Parent involvement at school
3. Community involvement (for example: businesses, museums, theaters)

A. Principles to guide assessment (for example: instructional practices, national standards, state standards)

B. Observation and assessment tools

1. Observation of child's behavior in a variety of settings (kid watching, anecdotal record)
2. Reading miscue analysis/running record
3. Informal reading inventory (IRI)
4. Interviews, interest inventories, and learning styles
5. Portfolio assessment
6. Norm-referenced, standardized achievement tests
7. Benchmarks and rubrics
8. Evaluating writing samples

C. Assessment issues (for example: formal and informal assessment, authentic vs. standardized measures, national standards)

VII. Assessment and Evaluation

10 PERCENT OF EXAM

Fountas & Pinnell

Ch. 9, Observing and Assessing Readers to Inform Teaching Decisions

Ch. 10, Using Assessment to Form Dynamic Groups and Document Reading Progress

Ch. 11, Using Running Records and *The Fountas & Pinnell Literacy Continuum to Guide Teaching*

Ch. 24, A Design for Language and Literacy Instruction

Reutzel & Cooter

Ch. 10, Assessment

Ch. 11, Effective Reading Instruction and Organization in Grades K–3

Tompkins

Ch. 1, Becoming an Effective Literacy Teacher

Ch. 3, Assessing Literacy Development

Book of Readings

Ch. 11, Standards for the English Language Arts

SECTION THREE

Sample Questions

The sample questions give you an idea of the level of knowledge expected in the exam and how questions are typically phrased. They are not representative of the entire content of the exam and are not intended to serve as a practice test.

Rationales for the questions can be found on pages 21–26 of this guide. In that section, the correct answer is identified and each answer is explained. The number in parentheses at the beginning of each rationale refers to the corresponding section of the content outline. For any questions you answer incorrectly, return to that section of the content outline for further study.

1. Which best defines schema?
 - 1) a strategy to teach comprehension
 - 2) a modeling process used by teachers
 - 3) a method of organizing a classroom assessment program
 - 4) a framework of acquired knowledge drawn from life experiences
2. What is the value of understanding the stages of invented spelling?

Teachers are able to

 - 1) assess children’s emerging literacy development.
 - 2) participate in literacy-related classroom research.
 - 3) become participants in current instructional trends.
 - 4) focus on patterned word recognition instruction.
3. When should students who are learning English as a second language be introduced to reading and writing?
 - 1) as soon as they enter the classroom situation
 - 2) as soon as they have a survival vocabulary
 - 3) only after they have listening and speaking proficiency
 - 4) only after they have developed a 200 300 word listening/speaking vocabulary
4. According to research, how would an emergent writer be likely to first write the word “clock”?
 - 1) clk
 - 2) cluk
 - 3) coc
 - 4) cok
5. Which best defines directionality?
 - 1) ability to follow instructions
 - 2) left-right, top-bottom orientation
 - 3) distinguishing lowercase letters
 - 4) auditory sequencing

6. How are phonic generalizations useful for children learning to read?
- 1) They guide students in the use of the dictionary.
 - 2) They provide students with tools to approximate the pronunciation of a new word.
 - 3) They demonstrate to students the regularity of phoneme-grapheme correspondences.
 - 4) Learning phonic generalizations enhances memory skills.
7. A student reads the text, "The troll huddled beneath the bridge waiting for his next meal." The student sees the word *huddled* and says *jumped*. This miscue represents a reliance on which cuing system?
- 1) graphic
 - 2) orthographic
 - 3) phonic
 - 4) syntactic
8. According to Theodore Clymer, how should phonic generalizations be taught?
- Teachers should
- 1) teach large numbers of phonic generalizations.
 - 2) teach a limited number of carefully selected phonic generalizations.
 - 3) teach phonic generalizations at all grade levels.
 - 4) encourage students to point out exceptions to phonic generalizations.
9. Which is a strategy for understanding word elements?
- 1) phonetic analysis
 - 2) semantic mapping
 - 3) structural analysis
 - 4) syntactic analysis
10. Which word illustrates the soft sound of c?
- 1) centimeter
 - 2) chair
 - 3) considerate
 - 4) match
11. Why is semantic mapping an effective strategy to activate and develop prior knowledge?
- It helps students to
- 1) improve word recognition.
 - 2) become independent readers.
 - 3) visualize conceptual relationships.
 - 4) learn the dictionary definition of words.
12. Which teaching practice would best help students to develop their vocabulary and improve their reading comprehension?
- The teacher
- 1) places emphasis on the use of the dictionary.
 - 2) places stress on memorizing new vocabulary terms.
 - 3) has students write new vocabulary terms in their notebooks.
 - 4) works with students on using their prior knowledge.
13. Which best describes metacognitive ability?
- The ability of students to
- 1) identify stated and implied main ideas
 - 2) think clearly in order to interpret an author's message
 - 3) be aware of and control their own thinking during reading and writing
 - 4) interpret an author's message based on their individual background and experiences
14. Which teacher behavior models a strategy for comprehension?
- The teacher
- 1) posts a list of strategies.
 - 2) pauses after each sentence.
 - 3) spells new words aloud.
 - 4) thinks aloud after sentences are read.

15. Which best defines aesthetic reading?
Aesthetic reading refers to reading
- 1) a story to understand its narrative structure.
 - 2) a text for discussion in small groups.
 - 3) to monitor one's comprehension strategies.
 - 4) a text to experience, think, and feel during the reading.
16. Which best defines genre?
- 1) classifications of stories by authors
 - 2) descriptions of actions by writers
 - 3) different types and categories of literature
 - 4) children's literature organized by time period
17. What can a teacher determine by using retellings with beginning readers?
The beginning readers'
- 1) ability to decode unknown words
 - 2) progress in learning to construct meaning
 - 3) ability to break words into phonemes
 - 4) frequency of self-correction of miscues
18. Which is the most important characteristic of guided reading?
- 1) Each student silently skims the text before beginning oral reading.
 - 2) Students who have read the same book get together to discuss their reactions to the book.
 - 3) The teacher questions, prompts, or helps students to formulate questions before silent reading.
 - 4) The teacher masks and frames a particular word or a part of a word during repeated readings of a book.
19. As students in the third grade read, the teacher wants them to engage in a writing activity to help them construct their own meanings, reflect and ask questions, and develop fluency and confidence in their writing. Which writing activity would best serve this purpose?
- 1) diary
 - 2) free writing
 - 3) learning log
 - 4) response journal
20. Which statement best describes an interactive writing activity?
- 1) Students are given a regular, fixed time for writing silently about self-selected topics.
 - 2) Students dictate narrative material as their teacher writes what they say.
 - 3) Students and their teacher jointly compose a text, sharing the pen as the text is written word by word.
 - 4) Students and their teacher interact through writing as they respond to literature.
21. What is a literature circle?
- 1) a group of students discussing a piece of literature
 - 2) students performing a work of literature from beginning to end
 - 3) a class creating a semantic web prior to reading a piece of literature
 - 4) a class reading and retelling a chapter of a book
22. Which guideline should the teacher consider when planning independent reading and writing?
- 1) Wait until children demonstrate an ability to work independently before beginning the program.
 - 2) Wait until children gain proficiency in reading and writing before beginning the program.
 - 3) Require students to share their work on a regular basis.
 - 4) Have designated periods of time for independent reading and writing.

23. Which is an advantage of using curriculum integration?
- 1) It follows the linear nature of oral and written language development.
 - 2) It allows for breadth rather than depth in learning.
 - 3) It fosters the learning of related concepts.
 - 4) It encourages more knowledge acquisition due to extended time for activities.
24. A first-grade teacher plans to teach a lesson that would introduce children to the four seasons of the year. Which book would best serve this purpose?
- 1) *In the Small, Small Pond*, by Denise Fleming
 - 2) *Owl Moon*, by Jane Yolen
 - 3) *The First Strawberries*, by Joseph Bruchac
 - 4) *Tar Beach*, by Faith Ringgold
25. A teacher is designing a thematic unit that focuses on helping students understand and explore the complexities of racism and prejudice. Which book would best serve this purpose?
- 1) *Hatchet*, by Gary Paulsen
 - 2) *My Name is Maria Isabel*, by Alma Flor Ada
 - 3) *The Giver*, by Lois Lowry
 - 4) *Maniac Magee*, by Jerry Spinelli
26. Which strategy would provide students with the opportunity to access background knowledge, generate questions before reading, take notes and summarize, and prepare for response to the reading?
- 1) cloze procedure
 - 2) K-W-L
 - 3) retelling
 - 4) story grammar
27. Which method would be best to use to gain information about a student's oral reading level?
- 1) conference
 - 2) running record
 - 3) literature discussion
 - 4) standardized test
28. What does an informal reading inventory (IRI) contain?
- 1) a number of statements that students respond to during interviews
 - 2) a series of text passages organized in increasing difficulty
 - 3) a sampling of students' work over a period of time
 - 4) a series of checklists to assess language qualities and traits
29. Which assessment tool compares the reading abilities of students with other students across the country?
- 1) informal assessment
 - 2) norm-referenced assessment
 - 3) portfolio assessment
 - 4) teacher-made assessment
30. Which technique is typically associated with authentic assessment?
- 1) cloze procedure
 - 2) informal reading inventory (IRI)
 - 3) portfolio
 - 4) standardized test

SECTION FOUR

Rationales

1. (IA1)

- 1) Schema is not a teaching strategy.
- 2) Schema is not a modeling process.
- 3) Schema is not a method of organizing an assessment program.
- *4) Schema is a mental structure within an individual that provides the means for organizing life experiences into acquired knowledge.

2. (ID)

- *1) Knowledge of inventive spelling provides teachers with valuable information about children's writing development. This knowledge also helps teachers understand children's awareness of letter-sound associations.
- 2) Inventive spelling is a developmental stage in learning to write, it is not related to classroom research.
- 3) Inventive spelling is a well-documented developmental process in learning to write and is not a trend.
- 4) Patterned word recognition does not address the importance of understanding students' inventive spelling.

3. (IF)

- *1) Learning to read and write are processes facilitated by the integration of all of the language arts. Children learning English as a second language should be immersed in reading and writing activities as soon as they begin school.
- 2) Waiting for a survival vocabulary to develop will unnecessarily slow second language learning.
- 3) Children's listening and speaking ability will grow more rapidly when they are simultaneously exposed to reading and writing.
- 4) Reading and writing instruction should not be delayed until after students have developed a 200–300 word listening/speaking vocabulary.

4. (IIA)

- *1) "Clk" is correct. An emergent writer first focuses on consonant sounds in a word and does not typically represent vowel sounds in a word.
- 2) "Cluk" is not correct. See 1).
- 3) "Coc" is not correct. See 1).
- 4) "Cok" is not correct. See 1).

5. (IIB)

- 1) Following instructions or directions has no relationship to the term directionality.
- *2) Directionality is the ability to follow the way print is arranged on a page, top to bottom, left to right.
- 3) Directionality does not refer to the case of letters.
- 4) Directionality has no connection to the sequencing of sounds, it relates to the sequencing of print.

*correct answer

6. (IIE)

- 1) Phonic generalizations are not needed when using a dictionary. Dictionaries provide users with definitions and phonetic pronunciation of words.
- *2) Phonic generalizations are used in learning to: pronounce words when reading; help students to identify words they cannot read; produce an approximation of a difficult word which students can then self-correct if the word is already in their speaking/listening vocabulary.
- 3) English has many irregularities in phoneme-grapheme correspondence.
- 4) Phonic generalizations are not used to develop memory skills.

7. (IIIA2)

- 1) Since jumped does not look like huddled, the student is not relying on the graphic cuing system.
- 2) Orthographic refers to the written spelling system. The miscue, jumped, reflects little relationship to the word huddle.
- 3) Since jumped has little sound relationship to huddled, the student is not relying on the phonic cuing system.
- *4) The student uses syntactic knowledge to produce the miscue. The student has substituted a verb for a verb. This miscue, jumped, fits grammatically in the sentence and sounds as if it could be the correct reading for huddled.

8. (IIIA1)

- 1) Clymer points out that many phonic generalizations are inconsistent and not useful.
- *2) Clymer advocates teaching only the few phonic generalizations that are consistent and useful.
- 3) Clymer does not advocate teaching phonics at all grade levels.
- 4) Clymer advocates teaching the few phonic generalizations that are consistent rather than those that have exceptions.

9. (IIIA3)

- 1) Phonetic analysis refers to identifying words by their sounds. Phonetic analysis does not help readers understand word elements.
- 2) Semantic mapping is a visual display of the relationship among concepts. It is not used to understand elements within words.
- *3) Structural analysis helps readers understand word parts that convey meaning, such as the s in boys and the ed in looked.
- 4) Syntactic analysis refers to an analysis of how words are ordered in sentences.

10. (IIIA1)

- *1) Centimeter is correct because the soft c sound is heard in this word, and this is similar to other soft c sounds such as city, cell, civil, and cycle.
- 2) Chair is incorrect because the sound of c in chair is part of the digraph ch. Digraphs are two letters forming a single sound. Other examples of words with the ch digraph are chin, chap, catch, and chow.
- 3) Considerate is incorrect because the c in considerate represents the hard sound of c, and this is similar to words with other hard sounds of c such as cap, cop, confer, and current.
- 4) Match is incorrect because the c in match is part of the digraph ch. See 2).

11. (IIID)

- 1) Semantic mapping is not used for word recognition.
- 2) Since the purpose of a semantic map is to visually represent concepts, semantic mapping has no direct connection to becoming an independent reader.
- *3) Semantic mapping provides a visual display of the relationship among concepts and helps readers understand how words they know can be used in new contexts.
- 4) A semantic map graphically displays vocabulary and does not usually include or stress a dictionary definition of words.

*correct answer

12. (IVA1a)

- 1) An emphasis on dictionary usage would not improve comprehension because dictionary definitions lack social context and often do not lead to a clear understanding of the way words are used in context.
- 2) Memorization of new vocabulary items has limited value because only a small number of words would be successfully remembered. Moreover, to know words well, students need to experience them in a variety of written contexts.
- 3) Writing vocabulary in a notebook is a mechanical task and does not focus on the development of meaning.
- *4) Prior knowledge is the foundation for all vocabulary learning and comprehension. Students must relate prior knowledge to the process of reading in order to understand vocabulary and comprehend text.

13. (IVA1d)

- 1) Metacognitive ability means knowing about and regulating thinking processes. Students may be able to identify stated and implied ideas but not be aware of how they do it.
- 2) Clear thinking is important to reading, but it is not metacognitive.
- *3) Metacognitive ability involves self-awareness and regulation of the reading process. Readers and writers are metacognitive when they use their awareness of the reading process to select and employ particular reading and writing strategies.
- 4) Interpreting an author's message based on background experience is not metacognitive since students may not be aware of how they made the interpretation.

14. (IVA3c)

- 1) Since posting a list of strategies does not show how to use the strategies, modeling has not occurred.
- 2) Pausing between sentences is not a strategy for developing comprehension.

- 3) Spelling new words is not a strategy for developing comprehension.
- *4) Thinking aloud after sentences are read is an effective strategy for modeling comprehension processes.

15. (IVA1e)

- 1) Although an understanding of narrative structure is important for comprehension of story material, it is not aesthetic reading.
- 2) Discussing a text in small groups is not a part of the definition of aesthetic reading.
- 3) Self-monitoring behaviors are critical to metacognitive processes, but they are not aesthetic reading.
- *4) Aesthetic reading refers to experiencing, thinking, and feeling while reading.

16. (IVA2b)

- 1) This does not define genre.
- 2) See 1).
- *3) Genre refers to types and categories of literature such as fiction, nonfiction, biography, mystery, and science fiction.
- 4) See 1).

17. (IVB2)

- 1) Oral reading can be effectively used to learn about decoding, but not retellings.
- *2) The goal of reading is to construct meaning from print. Retellings display and provide useful information about the students' understanding of what they have read.
- 3) Retellings do not relate to assessing phonemic awareness (distinguishing phonemes in a given word).
- 4) Self-corrections occur while reading a text. Retellings are completed after reading. Miscues give teachers information about children's oral reading processes, but retellings provide information about their comprehension.

*correct answer

18. (IVB3b)

- 1) In guided reading, the teacher helps students with the silent reading process. Teacher guidance is missing from this response.
- 2) This is a description of literature circles and teacher guidance is missing from this response.
- *3) Guided reading occurs in the presence of a teacher. Teachers help students before silent reading by questioning and prompting them about anticipated text content.
- 4) This teaching strategy helps students with prediction and word identification. It is not guided reading.

19. (VF)

- 1) Although it will add to fluency and confidence in writing, diary writing does not require students to read, reflect, or question what they have read.
- 2) Free writing is a teaching strategy for developing writing fluency, but it does not require students to read, reflect, or question what they have read.
- 3) A learning log is a summary of what a student has learned. A log does not require students to read. A log can be used, for example, to record a learning activity such as a science experiment.
- *4) A response journal requires students to read, write a personal response, reflect, and question what they have read. Response journals help students build fluency and confidence in their writing.

20. (VIA2)

- 1). This is not interactive writing. Interactive writing involves teacher modeling and guidance as a text is composed with children. Fixed time for writing is a valuable part of a balanced literacy program, but it is not interactive writing.
- 2). This is similar to the language experience approach, which is a valuable instructional strategy for helping children develop as readers and writers. But it is not interactive writing.

- *3) The key is taken directly from the textbooks. Tompkins writes, "Students and the teacher create a message and 'share the pen' as they write it on chart paper in interactive writing." (Tompkins, p. 478). Reutzel says, "The teacher and children share the pen as a message is written word by word." (Reutzel, p. 316)
- 4) Interactive writing does not require responses to literature. Using writing to respond to literature is a good instructional strategy, but it is not interactive writing.

21. (VIA4b)

- *1) A literature circle is a group of students discussing a piece of literature. The students sit in a circle and share and discuss their responses to a piece of literature that has been read by all the group members.
- 2) Dramatic performance of literature is not a literature circle.
- 3) Creating a semantic web is not a literature circle.
- 4) Reading and retelling is not a literature circle.

22. (VIB5)

- 1) Waiting for children to demonstrate independent work skills is not an effective guideline. The most effective way for children to learn independent work skills is through guided practice reading and writing.
- 2) Proficiency in reading and writing is promoted by engaging in independent reading and writing; postponing these activities may postpone proficiency.
- 3) While students can profit from sharing their work, it is never desirable for teachers to require sharing. This could defeat the purpose of establishing independent reading and writing.
- *4) Designated time periods are essential for establishing and maintaining independent reading and writing.

*correct answer

23. (VIB7)

- 1) Oral and written language learning is dynamic and interactive, not linear.
- 2) Curriculum integration allows for both breadth and depth of learning.
- *3) Curriculum integration allows key concepts to be studied from the vantage point of different subject areas. Children learn key concepts and how the concepts relate to other concepts through authentic literacy activities.
- 4) Although scheduling of the elementary subjects changes because of curriculum integration, the overall allocation of time remains the same.

24. (VIC1)

- *1) In the *Small, Small Pond* is an illustrated story about the environment of a pond over the four seasons of the year.
- 2) *Owl Moon* is a story about a father and daughter who go owling in the midst of winter. Only winter is mentioned.
- 3) *The First Strawberries* is a Native American folktale about a husband and wife. It does not present all four seasons.
- 4) *Tar Beach* is a story about a young girl who dreams of flying over New York City during a summer evening. Only summer is mentioned.

25. (VIC1)

- 1) *Hatchet* is about a boy's survival in the wilderness after the single engine plane he was flying crashed. It is not about racism and prejudice.
- 2) *My Name is Maria Isabel* is about a young girl who is forced to be called "Mary" by her teacher because there are two other Marias in the child's class. The book touches upon the importance of heritage and sense of self. It is not about racism and prejudice.
- 3) *The Giver* takes place in the future and describes a society that lives in a controlled environment and embraces conformity. It is not about racism and prejudice.
- *4) *Maniac Magee* is an excellent book choice for a unit on racism and prejudice. The book is about a boy who is orphaned and White and who faces prejudice while living with a Black family.

26. (VIIB3d)

- 1) The cloze procedure requires students to fill in words that have been systematically deleted from a reading selection.
- *2) The K-W-L study method includes three steps that provide the student with the opportunity to complete all the processes mentioned in the question. K asks the students to question what they already know about a topic; W requires that they must generate ideas for what they want to learn; and L indicates that they review and summarize what they have learned.
- 3) Retelling requires a student to read and then recall what was read.
- 4) A story grammar is a structure for a story including such elements as plot, character, and setting.

27. (VIIB2)

- 1) A teacher-student conference is helpful for learning about a student's interests, literacy history, book choices, etc. It is not the best method to gain information about a student's oral reading level.
- *2) A running record is an assessment tool for learning about a student's oral reading level. It requires the student to orally read from the classroom reading material as the teacher carefully observes.
- 3) A literature discussion addresses a student's response to reading. It does not provide information about a student's oral reading level.
- 4) A standardized test will reveal how a student performs in relation to other students of similar age or grade. A standardized test is not useful for providing information about oral reading level.

*correct answer

28. (VIIB3)

- 1) Interviews are not part of an IRI.
- *2) An IRI consists of a series of graded passages of increasing difficulty that students read orally and silently.
- 3) A sampling of students' work over time is not part of an IRI.
- 4) An IRI does not include a series of checklists that assess language qualities and traits. Some IRIs do include checklists to assess oral and silent reading behaviors.

29. (VIIB6)

- 1) Informal assessment, such as an IRI, does not provide normative data for the purpose of making comparisons.
- *2) Norm-referenced assessment compares the abilities (for example, reading) of students with other national samples.
- 3) Portfolio assessment is an individualized assessment tool and does not provide comparison information to other students.
- 4) Teacher-made assessment provides useful information about student performance on classroom literacy activities. However, this information cannot be used to make comparisons with students in other classrooms throughout the country.

30. (VIIC)

- 1) The cloze procedure, replacing words that have been deleted, provides teachers with a quick and limited view of reading abilities. It is not associated with authentic assessment.
- 2) An IRI, which consists of a series of graded passages of increasing difficulty, is not associated with authentic assessment.
- *3) Portfolios are associated with authentic assessment because they contain actual classroom material and tasks completed by students. A literacy portfolio might contain a list of books which have been read, an audiotape of a retelling, a written response to a book, photographs of books projects, etc.
- 4) A standardized test is administered to a group for the purposes of measuring achievement and comparing students to national samples. It is not associated with authentic assessment.

*correct answer

SECTION FIVE

Taking the Exam

Registering for Your Exam

Register Online

www.excelsior.edu/examregistration

Follow the instructions and pay by Visa, MasterCard, American Express, or Discover Card.

Examination Administration

Pearson Testing Centers serve as the administrator for all Excelsior College computer-delivered exams.

Accessibility Services

Excelsior College is committed to the principle that every individual should have an equal opportunity to enroll in an Excelsior College degree program, to register for courses or examinations in order to demonstrate their knowledge and skills under appropriate conditions, and to complete a degree.

The Accessibility Services Office at Excelsior College is responsible for considering requests for reasonable accommodations for individuals with verifiable, documented disabilities. If you are requesting an accommodation due to a disability/condition, complete a [Request for Accommodation form](#).

Computer-Delivered Testing

The UExcel exams are delivered by computer. You can take this exam either in a [Pearson VUE testing center](#) or at your home or office with an online proctor. If you are interested in remote proctoring, visit [PearsonVUE OnVUE online proctoring](#).

The system is designed to be as user-friendly as possible, even for those with little or no computer

experience. On-screen instructions are similar to those you would see in a paper examination booklet. You will use either the keyboard or the mouse to submit your answers, depending upon the type of question.

Before taking your exam, we strongly encourage you to go on a virtual tour of the testing center. To access this tour, click the What to Expect in a Pearson VUE test center at the following link: home.pearsonvue.com/test-taker/security.aspx

You also will receive a small, erasable whiteboard if you need one.

Breaks

Breaks are only permitted for exams taken at Pearson VUE Testing Centers, and are not permitted during exams delivered via online proctoring.

Online Proctoring

As of spring 2021, Excelsior is offering an [online delivery option for UExcel exams](#), using OnVUE, Pearson VUE's online delivery and proctoring service.

You must use a personal (vs. an employer's) computer if you want to take the exam online and not in a testing center, so the exam can be effectively delivered to you.

Breaks are not allowed during an exam taken online from home. You may not leave your seat during an online-proctored exam, so be prepared to sit for two or three hours. If you need extra time, the exam will have to be taken at a PearsonVUE Testing Center, and an accommodation formally requested.

NOTE: English Composition, Spanish, Music, and College Writing will NOT be available for online proctoring.

On the Day of Your Exam

Important Reminders

On the day of your exam, remember to:

- dress comfortably: the computer will not mind that you're wearing your favorite relaxation outfit
- arrive at the test site rested and prepared to concentrate for an extended period
- allow sufficient time to travel, park, and locate the test center
- be prepared for possible variations in temperature at the test center due to weather changes or energy conservation measures
- bring your ID, but otherwise, don't weigh yourself down with belongings that will have to be kept in a locker during the test.

Academic Integrity Nondisclosure Statement

- All examinees must agree to the terms of the Excelsior College Academic Integrity Policy before taking an examination. The agreement will be presented on screen at the Pearson VUE Testing Center before the start of your exam.
- Once the examinee agrees to the terms of the Academic Integrity Nondisclosure Agreement (NDA), the exam will begin.

If you choose not to accept the terms of the agreement

- your exam will be terminated
- you will be required to leave the testing center
- you will not be eligible for a refund. For more information, review the Student Policy Handbook at www.excelsior.edu/studentpolicyhandbook.

Student behavior is monitored during and after the exam. Electronic measures are used to monitor the security of test items and scan for illegal use of intellectual property. This monitoring includes surveillance of Internet chat rooms, websites, and other public forums.

UExcel Grade Report

After you complete the exam, you will be issued a UExcel Grade Report for Examinations. See the [sample UExcel Grade Report](#) in this content guide.

Grade Appeals

If you believe that your score grade is incorrect, you may appeal your grade to examcredit@excelsior.edu. Details about the appeals process are in the [Student Handbook](#).

What If I Miss My Appointment?

If you don't cancel or reschedule your testing appointment 24 hours before your test appointment, you will have to pay the full fee of the exam, even if you don't show up.

Late Arrivals

You will also forfeit the exam fee if you arrive to the test center more than 15 minutes late.

Information About UExcel Exams for Colleges and Universities

A committee of teaching faculty and practicing professionals determines the learning outcomes to be tested on each exam. Excelsior College Center for Educational Measurement staff oversee the technical aspects of test construction in accordance with current professional standards. To promote fairness in testing, we take special care to ensure that the language used in the exams and related materials is consistent, professional, and user friendly. Editorial staff perform systematic quantitative and qualitative reviews to ensure accuracy, clarity, and compliance with conventions of bias-free language usage.

Excelsior College, the test developer, recommends granting six (6) semester hours of upper-level undergraduate credit to students who receive a letter grade of C or higher on this examination. Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing. Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

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Sample Grade Report

Excelsior College
GRADE REPORT FOR EXAMINATIONS

Contact ID:

Test Date: 11/21/2020

Letter Grade: C

Examination Code and Title: 210 Statistics

Recommended Credit:
3 Lower Level

Your examination results are expressed as a Letter Grade of A, B, C, or F. Your results are automatically verified when they are received at Excelsior College. If an error is detected, you will be notified immediately.

Recommended Credit is the number of semester hours credit that Excelsior College awards and recommends for your grade. Excelsior College awards and recommends credit for letter grades of C or better.

If you plan to take another examination, you may download free content guides and the User's Guide by visiting our website at www.excelsior.edu/exams/content-guides/.

If you need an Excelsior College Official Examinations Transcript to document the credit you have earned for this examination for another institution, the request can be made online by accessing the Excelsior College website (www.excelsior.edu), logging into your MyExcelsior account, and scrolling down to the For Exams Takers box and clicking on the Request transcripts link. If you do not already have a MyExcelsior username and password, you can obtain one at no cost by accessing the Excelsior College website, clicking the Log In to MyExcelsior button, and then clicking the link "Create a MyExcelsior User Account."



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