



National Evaluation Series™

NES

PROFILE

Elementary Education Subtest I (102)

*Copyright © 2009 Pearson Education, Inc. or its affiliate(s). All rights reserved.
NES, the NES logo, Pearson, the Pearson logo, and National Evaluation Series are trademarks in the
U.S. and/or other countries of Pearson Education, Inc. or its affiliate(s).*





NES Profile: Elementary Education Subtest I (102)

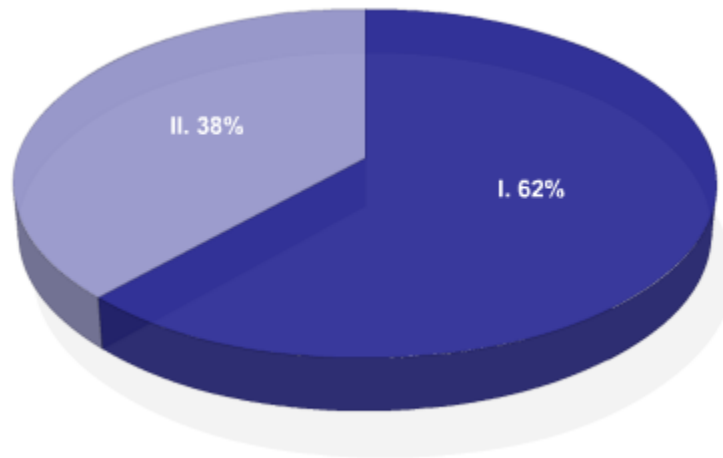
Overview

This *NES Profile* provides information about the test, including the approximate percentage of the total test score derived from each content domain. The complete set of the content domains, the test framework, is provided here and contains all of the competencies and descriptive statements that define the content of the test.

This *NES Profile* includes the following materials:

- » the test competencies associated with each content domain
- » a set of descriptive statements that further explain each competency
- » sample test questions aligned to the competencies
- » any applicable reference materials, as noted below

| | |
|----------------------------|--------------------------------------|
| Test Field | Elementary Education Subtest I (102) |
| Test Format | Multiple-choice questions |
| Number of Questions | Approximately 75 |
| Test Duration | Up to 90 minutes |
| Reference Materials | None required |



| Key | Approximate Percentage of Test | Content Domain | Range of Competencies |
|-----|--------------------------------|--------------------------------------|-----------------------|
| I | 62% | I. Reading and English Language Arts | 0001–0005 |
| II | 38% | II. Social Studies | 0006–0008 |

Content Domain I: Reading and English Language Arts

Competencies:

0001 Understand foundations of language development and emergent literacy.

Descriptive Statements:

- » Demonstrate knowledge of language development, including foundational concepts related to primary home- and English-language acquisition, factors affecting language development, the role of oral language development in emergent literacy, and the importance of building on students' current language skills to promote their language and literacy development.
- » Demonstrate knowledge of effective listening skills for a variety of purposes and audiences, and strategies for promoting development of students' listening skills to support their language and literacy development and their learning across the curriculum.
- » Demonstrate knowledge of phonological and phonemic awareness skills, the distinction between phonological and phonemic awareness, the role of phonological and phoneme awareness in emergent literacy, and strategies for developing students' phonological and phonemic awareness skills.
- » Demonstrate knowledge of concepts of print and the alphabetic principle and strategies for promoting students' development of concepts of print, letter knowledge, letter formation skills, and the knowledge of letter-sound correspondence.

Sample Item:

A young child says, "I drewed you a picture!" The error in this sentence best illustrates which process of language development?

- A. overgeneralization of morphological rules
- B. incorrect use of pronoun reference
- C. overextension of the meaning of nouns
- D. confusion of past and future tenses

Correct Response and Explanation

A. This question requires the examinee to demonstrate knowledge of a foundational concept related to English-language acquisition. Applying the regular past tense inflection *-ed* to verbs that have an irregular past tense form is an example of overgeneralizing a morphological rule, an error typical of a particular stage of language development.

0002 Understand development of phonics, word analysis, spelling, and fluency.

Descriptive Statements:

- » Demonstrate knowledge of the role of phonics and sight words in developing accurate, automatic word recognition and reading fluency and strategies for promoting development of phonics skills and sight words.

- » Demonstrate knowledge of the use of phonics patterns and word analysis strategies, including syllabication and morphology, as techniques for decoding multisyllable words.
- » Demonstrate knowledge of the reciprocity between decoding and encoding and strategies for promoting spelling development at all stages of reading development.
- » Demonstrate knowledge of reading fluency and strategies for promoting fluency development at all stages of reading development.
- » Demonstrate knowledge of strategies for promoting phonics, word analysis, spelling, and fluency skills for diverse learners.

Sample Item:

A first-grade teacher puts the rime *-all* in magnetic letters on a board and gives a student three onsets for that rime. The teacher asks the student to place one onset in front of the rime and read the word aloud. This activity would be most effective for promoting the student's:

- A. letter-name recognition skills.
- B. phonics blending skills.
- C. morphological skills.
- D. sight-word identification skills.

Correct Response and Explanation

B. This question requires the examinee to demonstrate knowledge of strategies for promoting development of phonics skills. In this activity, the student learns to read words by blending the sound of an onset with the sound of a rime.

0003 Understand reading comprehension and vocabulary skills.

Descriptive Statements:

- » Recognize factors affecting reading comprehension.
- » Apply knowledge of literal, inferential, and evaluative comprehension skills.
- » Apply knowledge of strategies for promoting the reading comprehension skills of students who are at different stages of reading and for facilitating comprehension before, during, and after reading.
- » Demonstrate knowledge of the role of vocabulary development in reading and strategies for increasing students' vocabulary knowledge and their ability to apply vocabulary in new contexts.

Sample Item:

A fourth-grade teacher regularly integrates content-area vocabulary into language arts lessons and activities. This practice benefits students primarily by:

- A. introducing them to new vocabulary words.
- B. increasing their level of engagement during language arts work.
- C. providing them with a systematic overview of the content-area curriculum.
- D. enhancing their ability to understand and use the new vocabulary words in context.

Correct Response and Explanation

D. This question requires the examinee to demonstrate knowledge of strategies for increasing students' vocabulary knowledge. Providing students with frequent exposure to and opportunities to use new vocabulary in a variety of meaningful contexts promotes depth of vocabulary knowledge.

0004 Understand literary, informational, persuasive, and functional texts, and graphic sources.

Descriptive Statements:

- » Demonstrate knowledge of characteristics of various literary genres, elements of story structure, and literary devices and strategies for promoting students' comprehension and analysis of literary texts.
- » Recognize diverse genres of children's literature.
- » Demonstrate knowledge of the characteristics and features of various types of informational, persuasive, and functional texts, and strategies for promoting students' comprehension of various types of texts and analysis of text structures.
- » Demonstrate knowledge of the characteristics and features of various types of graphic sources, such as advertisements and editorial cartoons; how visual elements can be used to convey a particular message, meaning, or theme; and strategies for promoting students' comprehension and analysis of graphic sources.

Sample Item:

Foreshadowing is a device used in literary works primarily to:

- A. create a mood of apprehension or fear.
- B. highlight important traits of the characters.
- C. suggest an important turn of events in advance.
- D. place emphasis on important themes in a text.

Correct Response and Explanation

C. This question requires the examinee to demonstrate knowledge of literary devices. In a work of fiction or drama, an author is said to use the literary device of foreshadowing when she or he uses dialogue, action, or description to indirectly suggest an important event or revelation that will occur later in the work.

0005 Understand the processes, conventions, and modes of written and oral communication.

Descriptive Statements:

- » Apply knowledge of the processes, or steps, involved in developing a composition or oral presentation, including identifying an audience and purpose, generating and organizing ideas, evaluating the credibility and reliability of resources, revising and editing a draft, and incorporating aural or visual media or technology.
- » Demonstrate knowledge of the structure and key elements of various modes of communication, including intrapersonal, interpersonal, and academic modes.
- » Apply knowledge of conventions of Standard American English in written and oral communication, including correct spelling, capitalization, punctuation, grammar, and word usage.
- » Demonstrate knowledge of elements of effective writing and speaking, including appropriate language styles and registers and the use of nonverbal elements in speaking.

Sample Item:

In which stage of the writing process should a writer focus on sharpening a persuasive argument?

- A. prewriting
- B. drafting
- C. revising
- D. proofreading

Correct Response and Explanation

C. This question requires the examinee to apply knowledge of the processes, or steps, involved in developing a composition. During the revising stage of the writing process, a writer should edit, improve, and build upon arguments and points made in the drafting stage.

Content Domain II: Social Studies

Competencies:

0006 Understand fundamental concepts related to government and economics.

Descriptive Statements:

- » Recognize the basic structures, functions, and purposes of government, including the constitutional principles and democratic foundations of U.S. government.
- » Recognize the roles and powers of national, state, and local governments and of the executive, legislative, and judicial branches of government in the United States.
- » Demonstrate knowledge of the principles of democratic civic involvement and the practices, rights, and responsibilities of citizenship.
- » Demonstrate knowledge of the organization of politics in the world, characteristics of different forms of government, and factors that affect international relationships and foreign policy.
- » Recognize basic economic concepts and characteristics of economic systems, functions of currency, and the costs and consequences of economic choices.
- » Demonstrate knowledge of ways in which competition, markets, and prices influence the financial behavior of businesses, governments, and individuals.

Sample Item:

For which of the following purposes does the U.S. Constitution guarantee the right to a writ of habeas corpus?

- A. to ensure that criminal defendants have access to an attorney
- B. to prevent the illegal imprisonment of persons in the United States
- C. to prevent unreasonable searches and seizures
- D. to ensure that a person is not tried twice for the same crime

Correct Response and Explanation

B. This question requires the examinee to recognize the constitutional principles of the U.S. government. A writ of habeas corpus allows a person who is incarcerated to appeal to a judge to review the imprisonment and determine whether the petitioner is being detained unlawfully.

0007 Understand fundamental concepts and major developments related to U.S. and world history.

Descriptive Statements:

- » Demonstrate knowledge of significant eras, themes, people, and chronological relationships between events in U.S. and world history.
- » Recognize the geographic, social, political, scientific, technological, economic, and cultural characteristics of past civilizations.

- » Demonstrate knowledge of significant social, political, scientific, technological, economic, and cultural developments in U.S. and world history.
- » Recognize the causes and consequences of major U.S. and world conflicts.
- » Recognize how geographic, social, political, economic, and cultural processes have interacted to shape historical patterns of human population.
- » Demonstrate knowledge of historical analysis and interpretation, including differentiating between historical facts and historical interpretations, recognizing multiple perspectives, and recognizing the tentative nature of historical interpretations.

Sample Item:

One major cause of the American Revolution was disagreement between colonists and the British over which of the following questions?

- A. Should the British abolish slavery in the colonies?
- B. Do the colonists have a right to freedom of speech?
- C. How will the British defend the colonies?
- D. Who has the authority to tax the colonists?

Correct Response and Explanation

D. This question requires the examinee to recognize the causes and consequences of major U.S. and world conflicts. The colonists believed that the British had no authority to tax them because the colonies had no representation in the British Parliament.

0008 Understand fundamental concepts related to geography and methods of social studies inquiry.

Descriptive Statements:

- » Apply knowledge of major geographic concepts and themes.
- » Analyze the significant physical and human features of places and regions.
- » Analyze interactions between the environment and human societies.
- » Demonstrate knowledge of population trends, migration patterns, the characteristics of cultural groups, and networks of economic interdependence.
- » Demonstrate knowledge of how to use maps, charts, and other visual tools to locate, interpret, and convey social science information.
- » Demonstrate knowledge of the basic principles and procedures used in social science research.

Sample Item:

Which of the following geographic concepts most fundamentally affects human efforts to produce food and crops?

- A. industrialization
- B. longitude
- C. urbanization
- D. climate

Correct Response and Explanation

D. This question requires the examinee to apply knowledge of major geographic concepts. The climate of a region encompasses a variety of meteorological factors, such as temperature, rainfall, humidity, and weather patterns. These factors affect the types of foods that can be grown successfully in a particular geographic region more fundamentally than industrialization, longitude, or urbanization.

PEARSON

The Pearson logo consists of the word "PEARSON" in a bold, blue, sans-serif font. Below the text is a yellow curved line that starts under the 'P', arches over the 'A', 'R', and 'S', and ends under the 'N'.