

New Mexico

Teacher Assessments™

Study Guide

New Mexico Content Knowledge Assessments™

I3 Reading



Table of Contents

An Overview of the Testing Program	1
Test Development Process	2
Characteristics of the Assessments	2
Test Administration	4
Score Reports	4
Test Scores	4
How to Prepare for the Assessments	5
Plan Your Course of Study	5
The Day of the Test: Helpful Hints	7
Preparing for the Test Administration	7
Test-Taking Tips	7
An Introduction to the New Mexico Content	
Knowledge Assessment of Reading	10
Test Framework	11
Sample Test Directions	17
Sample Selected-Response Questions	18
Answer Key for the Sample Selected-Response Questions.....	24

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An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test: Helpful Hints

The first three sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test:
Helpful Hints](#)



An Introduction to the New Mexico Content Knowledge Assessment of Reading

The New Mexico Content Knowledge Assessments are designed to measure the subject matter knowledge and skills that are needed to teach effectively in New Mexico schools. The Reading test is intended for individuals seeking an initial license or an endorsement in Reading.

The Reading test consists of 100 selected-response questions.



Test Framework

Planning, Managing, and Organizing Reading Instruction Based on Ongoing Assessment
Developing Phonological and Other Linguistic Processes Related to Reading
Developing Reading Comprehension and Promoting Independent Reading
Supporting Reading Through Oral and Written Language Development

SUBAREA I—PLANNING, MANAGING, AND ORGANIZING READING INSTRUCTION BASED ON ONGOING ASSESSMENT

0001 The teacher understands techniques of reading assessment.

For example:

- demonstrating knowledge of how to collect and use reading assessment data from multiple measures on an ongoing basis
- recognizing how to select and administer informal reading assessments in all areas of reading
- recognizing how to analyze the results of informal and formal reading assessments to plan and improve curriculum and instruction for all students, including students who are learning English as a second language
- demonstrating knowledge of formal and informal methods for determining students' independent, instructional, and frustration levels of reading

0002 The teacher understands how to use and communicate the results of reading assessments.

For example:

- analyzing evidence to determine whether a student is performing below, at, or above expected levels of performance based on grade-appropriate reading standards
- recognizing when a student needs additional help within the classroom in one or more areas of reading
- recognizing when a student needs additional help from other school services
- applying knowledge of reading assessments to analyze and support the reading development of students who are learning English as a second language
- demonstrating knowledge of effective methods for communicating assessment results and reading progress to students, parents, teachers, and support personnel

0003 The teacher understands factors involved in planning, organizing, and managing reading instruction.

For example:

- demonstrating knowledge of the components of a balanced, comprehensive reading program and the interrelationships among these components
- identifying methods for planning instruction based on grade-appropriate standards of reading performance
- identifying strategies for addressing individual differences among readers (e.g., using flexible grouping, individualizing reading instruction, planning and implementing timely interventions for students with reading difficulties)
- recognizing how to select appropriate instructional materials, including current technology, to promote the reading development of all students, including students who are learning English as a second language
- demonstrating knowledge of strategies for creating a positive and supportive environment for literacy learning
- recognizing the importance of using a wide variety of high-quality literature for children and young adults

0004 The teacher understands the roles of reflection, self-evaluation, collaboration, and professional development in reading instruction.

For example:

- recognizing the importance of engaging in an ongoing program of personal professional development related to reading instruction
- demonstrating familiarity with professional organizations and resources that provide opportunities and support for professional development related to reading instruction
- demonstrating knowledge of self-assessment techniques to help reading professionals evaluate and adjust their own performance as classroom teachers
- identifying ways to collaborate effectively with colleagues to promote professional growth and to meet the reading needs of all students
- recognizing current reading policy and legislation that affect reading instruction in New Mexico (e.g., standards and benchmarks, the EPSS, reading programs)

SUBAREA II—DEVELOPING PHONOLOGICAL AND OTHER LINGUISTIC PROCESSES RELATED TO READING

0005 The teacher understands the role of phonemic awareness in emergent literacy and demonstrates knowledge of strategies for promoting phonemic awareness.

For example:

- analyzing the role of phonemic awareness in reading development
- recognizing how to promote students' awareness of different levels of spoken language (e.g., spoken words, spoken syllables, phonemes)
- demonstrating knowledge of various phonemic awareness skills (e.g., discrimination of onsets/rimes, segmentation of a word into phonemes, blending of phonemes to form a word, substitution of phonemes in a word)
- identifying explicit and implicit strategies for promoting and assessing the phonemic awareness skills of all students, including students who are learning English as a second language
- identifying appropriate materials and activities to promote phonemic awareness

0006 The teacher understands the development of concepts about print.

For example:

- demonstrating knowledge of concepts about print (e.g., letter, word, and sentence representation; directionality; tracking of print; understanding that print carries meaning; one-to-one voice-print correspondence)
- recognizing how concepts about print relate to other aspects of reading development
- identifying appropriate materials and activities to provide effective instruction relating to concepts about print (e.g., environmental print, trade books, big books, patterned language, newspapers)
- demonstrating knowledge of strategies for selecting, designing, and using engaging materials and activities to help students recognize letter shapes and learn letter names
- identifying strategies for assessing students' development of print concepts

0007 The teacher understands phonics and other word identification strategies.

For example:

- recognizing how to plan the sequence of phonics instruction to reflect increasing complexity of linguistic units (e.g., letters, letter combinations, syllables)
- identifying instructional strategies, activities, and materials to teach students letter-sound correspondence, phonics generalizations, and the use of graphophonic cues to decode words in connected text
- demonstrating knowledge of word identification strategies in addition to phonics, including structural analysis (e.g., recognition of word roots and affixes), morphemes, and use of semantic, syntactic, and contextual cues
- recognizing the importance of rapid, automatic decoding in reading fluency and comprehension
- demonstrating knowledge of strategies for helping students master sight words through multiple and varied reading and writing experiences

SUBAREA III—DEVELOPING READING COMPREHENSION AND PROMOTING INDEPENDENT READING

0008 The teacher understands factors affecting reading comprehension and strategies for promoting reading comprehension.

For example:

- demonstrating knowledge of factors affecting reading comprehension (e.g., reading rate and fluency, word recognition, prior knowledge and experiences, vocabulary)
- recognizing ways to activate and develop students' prior knowledge and experience related to reading
- identifying techniques to help readers self-monitor their comprehension
- identifying appropriate prereading and postreading strategies to help students construct meaning (e.g., predicting, questioning, summarizing, discussing, writing, using graphic organizers)
- identifying techniques to promote the reading comprehension skills and strategies of students who are learning English as a second language

0009 The teacher understands strategies for promoting literary response and analysis.

For example:

- recognizing a variety of instructional approaches and activities for helping students apply comprehension strategies (e.g., retelling, graphic organizers, dramatization) when reading literary texts
- identifying strategies for developing and assessing students' responses to literature (e.g., using guided reading, reading logs, and discussions about literature; encouraging students to connect elements in a text to other sources, including other texts, their own experiences, and their background knowledge)
- demonstrating knowledge of the elements of literary analysis and criticism (e.g., describing and analyzing story elements, recognizing features of different literary genres, determining mood and theme, analyzing the use of figurative language, analyzing the ways in which a literary work reflects the traditions, perspectives, and culture of a particular people or time period)
- identifying appropriate literature and related activities to meet the reading needs of all students, including students who are learning English as a second language

0010 The teacher understands strategies for promoting content-area literacy.

For example:

- identifying strategies for improving students' comprehension of content-area texts (e.g., text format, summarizing, semantic mapping, graphic organizers)
- recognizing different types and functions of texts and different purposes for reading
- demonstrating knowledge of strategies for helping students identify and analyze common text structures (e.g., chronological, comparison/contrast, cause/effect)
- recognizing how to apply reading strategies for different reading purposes (e.g., skimming, scanning, in-depth reading)
- demonstrating knowledge of study skills to help readers locate, analyze, and recall information from reference materials, content-area texts, graphs, charts, and maps

0011 The teacher understands strategies for promoting students' independent reading.

For example:

- recognizing ways to motivate all students to read independently at school and at home
- identifying appropriate methods for determining students' reading interests and helping students develop selection criteria for independent reading
- demonstrating knowledge of strategies for encouraging students who are learning English as a second language to read independently
- identifying strategies for selecting and organizing a range of reading materials (e.g., fiction, nonfiction, poetry, drama, reference) at various levels of difficulty

SUBAREA IV—SUPPORTING READING THROUGH ORAL AND WRITTEN LANGUAGE DEVELOPMENT

0012 The teacher understands the relationships among reading, writing, and oral language, and uses interrelated instruction in these areas to promote reading proficiency.

For example:

- applying knowledge of the relationships among reading, writing, listening, and speaking to reinforce learning across the curriculum for all students, including students who are learning English as a second language
- identifying oral language activities to enhance students' reading development (e.g., read-alouds, language play, group discussions, questioning, sharing information)
- recognizing how to provide authentic, relevant writing opportunities that enhance students' development as readers
- recognizing ways in which oral language skills can be transferred to written language (e.g., language-experience activities, note taking, dialogue writing, journaling, dictation)

0013 The teacher understands strategies for promoting vocabulary development.

For example:

- recognizing how to help students expand their vocabulary knowledge and skills by listening to and reading a wide variety of texts
- demonstrating knowledge of criteria for selecting appropriate vocabulary words (e.g., words that are related to one another, words needed to comprehend a reading selection)
- demonstrating knowledge of instructional activities and materials to promote vocabulary development (e.g., word sorts, word banks, classification, semantic mapping)
- applying knowledge of strategies for gaining and extending meaning from unfamiliar words in connected text (e.g., word analysis, use of context)
- identifying strategies to promote the vocabulary knowledge and skills of students who are learning English as a second language

0014 The teacher understands how knowledge of English language structures and conventions relates to the development of reading proficiency.

For example:

- identifying strategies for helping students understand the similarities and differences between language structures used in spoken and written English (e.g., formal vs. informal tone and style)
- applying knowledge of strategies for promoting students' understanding of basic syntax and semantics
- identifying strategies for helping students apply knowledge of English grammar, spelling, and other language conventions in reading, writing, listening, and speaking contexts
- identifying methods for assessing students' understanding of English language structures and conventions

0015 The teacher understands strategies for supporting and promoting the reading development of students who are learning English as a second language.

For example:

- recognizing how to interrelate elements of language arts instruction to support the reading development of students who are learning English as a second language (e.g., using preview-review, visual aids, charts, real objects, word organizers, graphic organizers, outlining)
- demonstrating familiarity with and cultural sensitivity to the ways in which languages differ
- demonstrating an understanding of the factors and processes involved in transferring literacy competencies from one language to another
- demonstrating familiarity with strategies for promoting the transfer of language skills from one language to another



Sample Test Directions

A sample of the general directions for the New Mexico Content Knowledge Assessment of Reading is shown in the box below.

You should have in front of you:

- (1) a test booklet for the assessment for which you registered (check the assessment name on the front cover);
- (2) an Answer Sheet A; and
- (3) a No. 2 lead pencil.

*IF YOU ARE MISSING ANY OF THESE MATERIALS, NOTIFY YOUR TEST ADMINISTRATOR.
REMOVE ALL OTHER MATERIALS FROM YOUR DESK.*

TEST DIRECTIONS

Each question in this booklet is a selected-response question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on Answer Sheet A in the space that corresponds to the question number. Completely fill in the circle having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question:
1. What is the capital of New Mexico?
A. Albuquerque
B. Las Cruces
C. Santa Fe
D. Silver City

The correct answer to this question is C. You would indicate that on Answer Sheet A as follows:

1. (A) (B) ● (D)

Try to answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

You may use the margins of the test booklet for scratch paper, but all of your answers must be recorded on the answer sheet. Answers that are in the test booklet will not be scored.

The words "End of Test" indicate that you have completed the test. You may go back and review your work, and be sure you have answered all questions before raising your hand for dismissal. Your test materials must be returned to a test administrator when you finish the test.

FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.



Sample Selected-Response Questions

This section presents sample selected-response questions for you to review as part of your preparation for the New Mexico Content Knowledge Assessment of Reading. To demonstrate how the test competencies may be assessed, each sample question is preceded by the competency that it measures. On an actual test, the competencies will not be given.

The sample selected-response questions are designed to illustrate the nature of the test questions. They should not be used as a diagnostic tool to determine your individual strengths and weaknesses. The selected-response questions require you to demonstrate more than the ability to recall factual information. They ask you to think critically about the information, to analyze it, to consider it carefully, or to apply it to a hypothetical situation.

Work through each question carefully before referring to the answer key, which is located at the end of the section.

Competency 0001

The teacher understands techniques of reading assessment.

1. Compared with standardized reading assessments, one important advantage of informal reading assessments is that they allow the teacher to:
 - A. characterize a student's reading proficiency in terms of typical grade-level performance.
 - B. personalize reading assessments to identify the needs of individual students.
 - C. avoid bias in the administration and interpretation of reading assessments.
 - D. compare the reading performance of individual students to other students in the class.

Competency 0003

The teacher understands factors involved in planning, organizing, and managing reading instruction.

2. During class discussions about stories, a student who is learning English as a second language often mispronounces key words from the stories. The teacher's best response would be to:
 - A. ask the student to pause and correct the pronunciation error before continuing the discussion.
 - B. analyze the student's pronunciation patterns and plan an intervention to address the student's needs.
 - C. encourage the student to ask classmates for help in pronouncing words correctly.
 - D. write down the words and include them on a list of words for the student to practice pronouncing.

Competency 0006

The teacher understands the development of concepts about print.

3. Which of the following strategies would best help a first-grade student with visual discrimination difficulties distinguish between frequently confused letters?
 - A. encouraging the student to observe closely as the teacher writes the letters
 - B. helping the student locate the letters within the text of a favorite book
 - C. repeating the name of each letter several times as the student points to the letter
 - D. creating sandpaper letters that the student can trace with his/her finger while saying the letter name

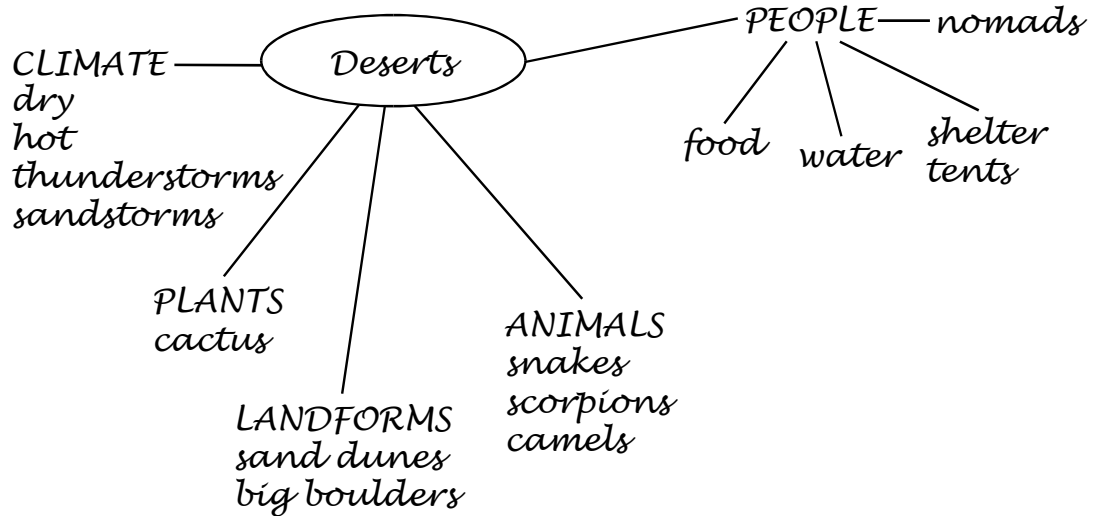
Competency 0007

The teacher understands phonics and other word identification strategies.

4. A first-grade teacher provides students with phonics instruction to promote their reading development. When designing activities to teach letter-sound correspondences, the teacher should:
 - A. provide reading opportunities for students to practice sounds in context after studying the sounds in isolation.
 - B. make certain that students have mastered vowel sounds before focusing on consonants.
 - C. ensure that students master the spelling of practice words using the target sound before teaching a new sound.
 - D. include instruction in related consonant blends when introducing individual consonants.

Use the information below to answer the two questions that follow.

A fourth-grade class is beginning a unit on deserts. The teacher starts the unit by having the students form small groups and list everything they know about deserts. Then the whole class meets to share their lists, and the teacher asks the students to help arrange their ideas into a web. The class's partially completed web is shown below.



Competency 0008

The teacher understands factors affecting reading comprehension and strategies for promoting reading comprehension.

5. As a prereading activity, creating the web shown is most likely to promote students' reading comprehension by:
 - A. encouraging students to pay attention to new information on the topic rather than to familiar information.
 - B. providing students with the vocabulary skills they need to make sense of information presented in the text.
 - C. prompting students to assess the accuracy of their understanding of the topic.
 - D. helping students learn to use categories to organize their prior knowledge about information presented in the text.

Competency 0010

The teacher understands strategies for promoting content-area literacy.

6. The teacher gives each student a copy of the web developed by the class. The teacher could best help students make use of the web to learn and retain facts from their reading by asking them to:
 - A. add continuously to the web as they encounter new information in their reading.
 - B. try to maintain a mental image of the web while they are reading on the topic.
 - C. review each category on the web to ensure that it is an appropriate one to have included.
 - D. memorize the information on the web before they begin their reading.

Competency 0011

The teacher understands strategies for promoting students' independent reading.

7. A kindergarten teacher could most effectively support at-home reading by:
 - A. sending parents a regular newsletter describing classroom reading activities.
 - B. sharing with parents important articles from professional reading journals.
 - C. recommending available books that parents might enjoy reading aloud to their children.
 - D. providing parents with periodic reports on their children's progress in reading.

Competency 0012

The teacher understands the relationships among reading, writing, and oral language, and uses interrelated instruction in these areas to promote reading proficiency.

8. Which of the following activities would best help upper-elementary students who are learning English as a second language use the intonations and rhythms of the English language when reading?
 - A. The teacher leads a class discussion on an age-appropriate topic, then each student reads a section of text aloud on the same topic.
 - B. The students record their own oral reading of a passage and then listen to the tape while silently reading the passage.
 - C. The teacher gives an expressive oral reading of a passage, then the students practice reading it in unison.
 - D. The students read aloud and then silently from a text in which stressed words and punctuation marks are highlighted.

Competency 0013

The teacher understands strategies for promoting vocabulary development.

9. After writing *pasteurize* and *Louis Pasteur* on the blackboard, a middle school teacher explains how Pasteur invented the process of pasteurization. Students then discuss how the word *Pasteur* relates to the word *pasteurize*. This instructional activity is likely to foster students' reading development primarily by:
- A. helping students use syllabication as a strategy to identify morphemes in an unfamiliar word.
 - B. motivating students to improve their spelling by comparing and contrasting similar words.
 - C. helping students use etymology to improve their word analysis and vocabulary skills.
 - D. motivating students to use graphophonic cues as a word identification strategy.

Competency 0014

The teacher understands how knowledge of English language structures and conventions relates to the development of reading proficiency.

10. A ninth-grade teacher writes the following sentence on the board:

Neither walking on the beach nor running around the track cheered Danny up.

The teacher prompts students to discuss how the phrases that come just after *neither* and just after *nor* are similar. This exercise is most likely to enhance students' reading comprehension by helping them:

- A. distinguish between explicit and implied main ideas.
- B. apply literal comprehension skills.
- C. identify cause-and-effect relationships.
- D. recognize parallel constructions.



Answer Key for the Sample Selected-Response Questions

1. B
2. B
3. D
4. A
5. D
6. A
7. C
8. C
9. C
10. D