



## • • • SECTION 5 • • •

### SAMPLE TEST ITEMS FOR SUBTEST III: LANGUAGE ARTS, SOCIAL SCIENCE, THE ARTS, READING INSTRUCTION

This section of the Oregon Educator Licensure Assessments™ (ORELA™) Multiple Subjects Examination Study Guide provides sample test directions, sample multiple-choice items with an answer key, and sample constructed-response items with sample responses and scoring information for Subtest III of the Multiple Subjects Examination.

## SAMPLE TEST DIRECTIONS

A sample of the general directions for ORELA Multiple Subjects Examination Subtest III is shown in the box below.

You should have in front of you:

- (1) a test booklet,
- (2) an Answer Document A, and
- (3) a No. 2 lead pencil.

*IF YOU DO NOT HAVE ALL OF THESE MATERIALS, PLEASE INFORM THE TEST ADMINISTRATOR. PLEASE REMOVE ALL OTHER MATERIALS FROM YOUR DESK.*

### DIRECTIONS

This test consists of two sections: (1) a multiple-choice question section and (2) a constructed-response item section containing two assignments. The **first section** of this booklet contains multiple-choice questions, each of which has four answer choices. Read each question carefully and choose the ONE best answer. Record each answer on Answer Document 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 Oregon?
  - A. Pendleton
  - B. Portland
  - C. Salem
  - D. Beaverton

The correct answer to this question is C. You would indicate that on the answer document as follows:

1. (A) (B) ● (D)

Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will not be penalized for guessing.

The **second section** of this booklet contains two constructed-response items that require written responses. Directions for the constructed-response item section appear immediately before the assignments.

You may use the margins of this booklet for scratch paper, but all of your answers, including your responses to the constructed-response items, must be recorded in Answer Document A. Only the responses recorded in Answer Document A will be scored.

You may work on the multiple-choice questions and the constructed-response items in any order that you choose. Be sure to allocate your time carefully so you are able to complete the entire test within the testing session. The words "End of Test" follow the last assignment. You may go back and review your answers at any time during the testing session. Be sure you have answered all questions, completed all assignments, and properly recorded all of your responses in your answer document before raising your hand for dismissal. Your test materials will be collected by a test administrator before you are dismissed.

FOR SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM. If you have any questions, please ask them now before beginning the test.



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

## **SAMPLE MULTIPLE-CHOICE ITEMS**

This section presents sample multiple-choice items for you to review as part of your preparation for Subtest III of the ORELA Multiple Subjects Examination. To demonstrate how the test objectives may be assessed, each sample item is preceded by the objective that it measures. On an actual test, the objectives will not be given.

The sample multiple-choice items are designed to illustrate the nature of the test items. They should not be used as a diagnostic tool to determine your individual strengths and weaknesses. The multiple-choice items 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 item carefully before referring to the answer key, which follows the sample multiple-choice items.

**Objective 0001**

*Understand the effective expression of information and ideas through oral and visual communication.*

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1. Which of the following speech topics would best lend itself to a chronologically sequenced organizational format?
  - A. the growth of a youth sports program
  - B. the nature of human memory
  - C. the way to save money on groceries
  - D. the importance of a specific law
2. For a persuasive speech, which of the following techniques could a speaker use most effectively to create an orderly and logical presentation of evidence?
  - A. outlining
  - B. brainstorming
  - C. semantic mapping
  - D. researching

**Objective 0002**

*Understand the effective expression of information and ideas through writing and the appropriate elements and conventions of standard written English.*

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3. Which of the following is the most effective strategy for taking notes for a research paper?
- A. keeping basic questions in mind to focus the research effort
  - B. recording the author's exact words in case direct quotations are needed
  - C. reading the full text before determining its relevant points
  - D. noting only facts that agree with the thesis of the research project
4. Which of the following sentences uses capitalization correctly?
- A. "Mother to Son," a poem by Langston Hughes, is one of my favorites.
  - B. Everyone who visits San Francisco makes the pilgrimage to the golden gate bridge.
  - C. In the 1970s, secretariat was named "horse of the century" after he won horse racing's Triple Crown.
  - D. The blue spruce, Colorado's State Tree, is primarily found on the higher slopes.

**Objective 0003**

*Understand features and forms of literature.*

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5. Which of the following genres of nonfiction is characterized by a focus on the author's life experiences?
- A. memoir
  - B. editorial
  - C. essay
  - D. review
6. Which of the following events in U.S. history most significantly influenced John Steinbeck's writing of *The Grapes of Wrath* and *Of Mice and Men*?
- A. the rise of the Jazz Age, which reflected the country's growing prosperity and optimism
  - B. The Great Migration, which created the first large African American communities in the North
  - C. the rise of the labor movement, which promoted a greater awareness of workers' rights
  - D. The Great Depression, which caused the westward migration of impoverished farmers

**Objective 0004***Understand research methods.*

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7. An author would be justified in omitting a citation in a research paper when the author has:
- A. found the same information published in several sources.
  - B. quoted from a well-known autobiography.
  - C. included information in the form of an indirect quotation.
  - D. paraphrased the wording of a journal article.
8. A writer has identified a set of online sources for a report on sports-related injuries among students in the Pacific Northwest. Which of the following references is most likely to contain biased views?
- A. a newsgroup posting written by the coach of a baseball team
  - B. a Web site sponsored by the American Medical Society for Sports Medicine
  - C. a statement from The President's Council on Physical Fitness and Sports
  - D. an article in the online version of a regional newspaper

**Objective 0005**

*Understand important theories, concepts, and terminology related to civics and government.*

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9. The concept of federalism can best be used to examine which of the following features of the U.S. system of government?
- A. the respective powers of the legislative, executive, and judicial branches of government
  - B. the ideological differences between the two main political parties
  - C. the role of special interest groups and nongovernmental organizations in the policymaking process
  - D. the relationship between the national government and state governments
10. Which of the following best describes a major responsibility of the executive branch of the U.S. government?
- A. conducting U.S. relations with other countries
  - B. establishing federal courts
  - C. proposing amendments to the U.S. Constitution
  - D. regulating interstate commerce

**Objective 0006**

*Understand important theories, concepts, and terminology related to economics.*

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11. In which of the following situations would it be most useful for a consumer to know the unit prices of goods?
- A. when determining what time of the year certain products are likely to be least expensive
  - B. when calculating the likely effect of a change in supply on the price of products
  - C. when determining whether a sale product is actually priced lower than its usual selling price
  - D. when comparing the prices of various sizes and brands of similar types of products
12. Which of the following best describes the major aim of antitrust policy in the United States?
- A. to protect the collective bargaining rights of U.S. workers
  - B. to promote and maintain competition among U.S. firms
  - C. to reduce the likelihood of economic recessions
  - D. to increase consumer demand for goods and services

**Objective 0007**

*Understand important theories, concepts, and terminology related to geography.*

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13. **Use the passage below, which describes a major U.S. region, to answer the question that follows.**

States in this region are among the nation's leading producers of corn, soybeans, wheat, and oats. Despite some variation in rainfall, most states in the region receive at least 20 inches of precipitation each year. Differences in the length of the growing season are more marked and vary from 120 days in northern areas of the region to 200 in more southerly areas. The region is also rich in mineral resources such as coal and iron ore, the mining of which has contributed to the development of heavy manufacturing in many of its cities.

The information presented in the passage above best describes which of the following regions of the United States?

- A. the Southeast
- B. the Midwest
- C. the Pacific Coast
- D. the Northeast

14. **Use the list below to answer the question that follows.**

- It began in South Asia and later became popular in many parts of Central Asia and China.
- It was introduced to Japan by way of Korea during the sixth century.
- It has an important role in the political life of countries where it became associated with movements to obtain independence from Western rule.
- It gained recognition in the United States and other parts of the West during the twentieth century.

The information presented in the list above best describes the geographic diffusion of which of the following belief systems?

- A. Buddhism
- B. Taoism
- C. Confucianism
- D. Hinduism

**Objective 0008**

*Understand important events, concepts, and terminology related to world history.*

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15. A historian who wanted to show the long-term influence of ancient Greek thought would most likely focus on which of the following?
- A. the writings of Renaissance humanists of the fourteenth and fifteenth centuries
  - B. the expansion of feudalism during the Middle Ages
  - C. the Protestant Reformation of the sixteenth century
  - D. the theoretical advances of the scientific revolution of the seventeenth century
16. Which of the following best describes the main reason for U.S. involvement in the Vietnam War?
- A. to fulfill treaty obligations to European allies
  - B. to establish markets for the sale of U.S. goods in Southeast Asia
  - C. to prevent the expansion of communism
  - D. to protect extensive U.S. holdings in Vietnam

**Objective 0009**

*Understand important events, concepts, and terminology related to the history of the United States and the state of Oregon.*

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17. Which of the following was an important consequence of the Irish Potato Famine (1845–1849)?
- A. the sparking of armed rebellion against the British government
  - B. the undermining of the authority of the Catholic Church in Ireland
  - C. the immigration of 1.5 million people to North America
  - D. the establishment of home rule for Ireland
18. Which of the following describes the most significant contribution of Abigail Scott Duniway (1834–1915) to Oregon history?
- A. her leading role in the campaign for woman suffrage
  - B. her organization of a movement to improve working conditions in state industries
  - C. her leading role in the campaign for statehood
  - D. her organization of a movement to improve public education in the state

**Objective 0010**

*Understand methods of social science research and analysis.*

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19. **Read the passage below; then answer the question that follows.**

Herbert Hoover, who was president during the early years of the Depression, argued that the stock market crash of 1929 merely signaled the beginning of a normal recession. What turned it into social and economic disaster was the 1931 collapse of European financial institutions.

Although this view could be seen as somewhat self-serving, it should not be dismissed out of hand. If nothing else, it reminds us that the Great Depression was a worldwide phenomenon. One needs to ask: What impact did weaknesses in the international economy have on the U.S. economy?

A researcher who was attempting to answer the question in the final sentence of the passage would likely find statistical data on which of the following most useful?

- A. U.S. exports between 1929 and 1933
- B. unemployment in the United States between 1929 and 1933
- C. the gold standard of the dollar between 1929 and 1933
- D. U.S. imports between 1929 and 1933

20. A historian researching a company that engaged in questionable land deals in the 1950s locates a personal diary kept by a company manager. The historian cross-checks the information from the diary against newspaper articles, county land records, and other documents. This step is an essential part of the research process chiefly because:

- A. newspapers typically offer a balanced view of historical events.
- B. private writing rarely includes meaningful details.
- C. individual workers seldom observe the effects of a company's action.
- D. primary sources inevitably contain some degree of bias.

**Objective 0011**

*Understand techniques and materials associated with the visual arts and the cultural, political, and historical significance of the visual arts.*

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21. Use the photograph below of *Raccoon* (1947) by George Sklar to answer the question that follows.



When making this drawing, the artist relied primarily on which of the following elements of art?

- A. value
- B. line
- C. form
- D. texture

22. Which of the following processes is most commonly used in the creation of ceramic art?

- A. developing
- B. engraving
- C. weaving
- D. glazing

**Objective 0012**

*Understand techniques and materials associated with theatre and dance and the cultural, political, and historical significance of theatre and dance.*

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23. Which of the following written works could be adapted most successfully into a pantomime play?
- A. a newspaper story describing a political debate
  - B. a mystery story set in a school
  - C. a book of rhyming nonsense poetry
  - D. a fairy tale in which a prince is turned into a toad
24. Dancers can best create a sense of momentum in a dance by:
- A. moving to an irregular rhythm.
  - B. gradually increasing the speed of their movements.
  - C. maintaining a single point of focus.
  - D. varying the intensity of their movements.

**Objective 0013**

*Understand techniques and materials associated with music and the cultural, political, and historical significance of musical genres and styles.*

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25. Which of the following instruments can produce two or more notes simultaneously?
- A. guitar
  - B. flute
  - C. cymbals
  - D. trumpet
26. Which of the following types of musical performance features the use of harmony?
- A. a person playing chords on a guitar
  - B. a choir singing a melody
  - C. a person singing without an instrument
  - D. a percussionist playing a bass drum

**Objective 0014**

*Understand phonological and phonemic awareness.*

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27. Phonemic awareness is necessary in order for children to develop which of the following reading-related skills?
- A. oral comprehension skills
  - B. letter-recognition and letter-naming skills
  - C. sight-word recognition
  - D. the ability to associate letters with sounds

28. **Read the questions below, asked by a first-grade teacher; then answer the question that follows.**

What is the first sound you hear when I say the word *top*?  
What is the last sound you hear when I say the word *bag*?  
When I say the words *deep*, *keep*, and *beep*, what is the sound in the middle of those words?

A first-grade teacher asks a group of students the questions shown above. These questions would be most effective for helping students develop the ability to:

- A. recognize alliteration.
- B. isolate phonemes.
- C. identify rhymes.
- D. blend sounds.

**Objective 0015**

*Understand the use of phonics and other word-identification strategies.*

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29. Which of the following word-identification strategies would be most effective for reading the word *obvious*?
- A. syllabication
  - B. root word recognition
  - C. morpheme identification
  - D. phonics pattern recognition
30. Which of the following words would be taught most effectively as a sight word?
- A. *different*
  - B. *through*
  - C. *chant*
  - D. *family*

**Objective 0016**

*Understand the development of vocabulary knowledge and skills.*

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31. Which of the following reading skills typically poses a special challenge for students who are English Language Learners?
- A. applying structural analysis
  - B. distinguishing subjects and predicates
  - C. understanding idiomatic expressions
  - D. recognizing sight words
32. A fourth-grade teacher wants to preteach unfamiliar uses of language found in a short story that students will be reading. Which of the following sentences includes a use of language that the teacher should most likely address?
- A. Somehow, she knew the police officer was barking up the wrong tree.
  - B. "Have you managed to decide what you want?" Olivia's father asked.
  - C. Finally, they saw the farmhouse and the old truck on the other side of the river.
  - D. "Each step up this trail is harder than the last!" the woman said.

**Objective 0017**

*Understand reading comprehension and fluency.*

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33. After reading a short story to a class, a teacher asks the students what they think the message of the story is. This sort of question will most likely prompt the students to apply which of the following types of comprehension skills?
- A. inferential
  - B. narrative
  - C. literal
  - D. evaluative
34. Which of the following strategies would be most effective for promoting students' reading comprehension?
- A. having students read out loud often in peer reading groups
  - B. assigning daily homework reading assignments
  - C. having students make predictions about their reading
  - D. pairing struggling readers with strong readers

**Objective 0018**

*Understand reading comprehension strategies for literary and informational text.*

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35. Note taking while reading is an effective strategy for improving comprehension of an informational text because it can help a reader:
- A. recognize the author's intention in writing the text.
  - B. assess the accuracy and fairness of the text.
  - C. recall key ideas and significant content from the text.
  - D. understand the emotional impact of the text.
36. Which of the following postreading strategies would most effectively promote students' comprehension of an informational text?
- A. giving students a cloze exercise to check their understanding of vocabulary
  - B. requiring students to take a short quiz about the information in the text
  - C. having students write a general summary of what they have read
  - D. guiding students to engage in a reading-thinking activity using the text

Section 5: Sample Test Items for Subtest III

## Answer Key for Sample Multiple-Choice Items

- |     |   |     |   |
|-----|---|-----|---|
| 1.  | A | 19. | A |
| 2.  | A | 20. | D |
| 3.  | A | 21. | B |
| 4.  | A | 22. | D |
| 5.  | A | 23. | D |
| 6.  | D | 24. | B |
| 7.  | A | 25. | A |
| 8.  | A | 26. | A |
| 9.  | D | 27. | D |
| 10. | A | 28. | B |
| 11. | D | 29. | A |
| 12. | B | 30. | B |
| 13. | B | 31. | C |
| 14. | A | 32. | A |
| 15. | A | 33. | D |
| 16. | C | 34. | C |
| 17. | C | 35. | C |
| 18. | A | 36. | D |

## INFORMATION ABOUT THE CONSTRUCTED-RESPONSE ITEMS

### Performance Characteristics and Scoring Scale

Each examinee's written responses to the constructed-response items will be scored using a method known as focused holistic scoring. In this method, scorers judge the overall effectiveness of each response in meeting specified criteria. Each response is scored by at least two scorers and is assigned a score based on a holistic scale. The score points on the holistic scoring scale reflect the extent to which the examinee demonstrates the knowledge and skills included in the set of performance characteristics that have been defined as important for the assignment. Although this method *focuses* on the specific performance characteristics, it is *holistic* in that each assigned score describes the overall effectiveness of these characteristics working in concert in response to the assignment.

### Performance Characteristics

PURPOSE	The extent to which the response addresses the assignment's charge in relation to relevant ORELA test objectives
SUBJECT MATTER KNOWLEDGE	The application of accurate subject matter knowledge as described in the relevant ORELA test objectives
SUPPORT	The appropriateness and quality of the supporting evidence in relation to relevant ORELA test objectives

### Scoring Scale

The three points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

SCORE POINT	SCORE POINT DESCRIPTION
3	<p>The "3" response reflects a command of the relevant knowledge and skills as defined in the ORELA test objectives.</p> <ul style="list-style-type: none"> <li>The purpose of the assignment is fully achieved.</li> <li>There is an accurate application of relevant subject matter knowledge.</li> <li>There is appropriate and specific relevant supporting evidence.</li> </ul>
2	<p>The "2" response reflects a general command of the relevant knowledge and skills as defined in the ORELA test objectives.</p> <ul style="list-style-type: none"> <li>The purpose of the assignment is largely achieved.</li> <li>There is a largely accurate application of relevant subject matter knowledge.</li> <li>There is acceptable relevant supporting evidence.</li> </ul>
1	<p>The "1" response reflects a limited or no command of the relevant knowledge and skills as defined in the ORELA test objectives.</p> <ul style="list-style-type: none"> <li>The purpose of the assignment is only partially or not achieved.</li> <li>There is limited or no application of relevant subject matter knowledge.</li> <li>There is little or no relevant supporting evidence.</li> </ul>
U	The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, or primarily in a language other than English or does not contain a sufficient amount of original work to score.
B	The "B" (Blank) is assigned to a response that is blank.

## Sample Directions for the Constructed-Response Items

A sample of the directions for the constructed-response items for ORELA Multiple Subjects Examination Subtest III is shown in the box below.

### CONSTRUCTED-RESPONSE ITEM DIRECTIONS

For each constructed-response item in this section, you are to prepare a written response of up to one page and record it in the area provided on the appropriate Assignment Response Sheet in Answer Document A.

Read each assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use any blank space provided in this test booklet following each assignment to make notes, write an outline, or otherwise prepare your response. *However, each of your final responses must be written on the appropriate Assignment Response Sheet in Answer Document A.*

Your responses will be evaluated based on the following criteria.

- **PURPOSE:** the extent to which the response addresses the assignment's charge in relation to relevant ORELA test objectives
- **SUBJECT MATTER KNOWLEDGE:** the application of accurate subject matter knowledge as described in the relevant ORELA test objectives
- **SUPPORT:** the appropriateness and quality of the supporting evidence in relation to relevant ORELA test objectives

The constructed-response items are intended to assess subject matter knowledge and skills, not writing ability. Your responses, however, must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your responses should be written for an audience of educators in the field.

Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

The multiple-choice section of the answer document containing your name will be removed from your written responses to maintain your anonymity during the scoring process. Do not write your name on any other portion of the answer document, and do not separate any of the sheets from the document.

Please turn the page and begin the constructed-response item section of the test.

## SAMPLE CONSTRUCTED-RESPONSE ITEMS

### Sample Constructed-Response Item 1

Read the poem below, "Uphill" (1861) by Christina Rossetti; then complete the exercise that follows.

Does the road wind uphill all the way?  
Yes, to the very end.  
Will the day's journey take the whole long day?  
From morn to night, my friend.

But is there for the night a restingplace?  
A roof for when the slow dark hours begin.  
May not the darkness hide it from my face?  
You cannot miss that inn.

Shall I meet other wayfarers at night?  
Those who have gone before.  
Then must I knock, or call when just in sight?  
They will not keep you standing at that door.

Shall I find comfort, travel-sore and weak?  
Of labor you shall find the sum.  
Will there be beds for me and all who seek?  
Yea, beds for all who come.

Write a response in which you describe how symbolism is used in this poem. Be sure to cite specific evidence from the text.

**A Strong Response to Sample Constructed-Response Item 1**

Christina Rossetti's poem's use of symbolic metaphor parallels the difficult journey of a wayfarer with man's journey through life. The "uphill winding road" encompassing the entire day from morning to night suggests that life can be a long and sometimes difficult struggle. Looking for a place of refuge, a safehaven, the inn becomes the literal and figurative restingplace.

Other wayfarers, perhaps those who have come before you or who have passed over to the afterlife, will perhaps be there to meet you in that final resting place in those last dark hours of your journey. "Shall I meet other wayfarers at night?" Those who have gone before." A strong suggestion of reward is evident in the dialogue asking, "Shall I find comfort, travel-sore and weak?" at the end of ones labor.

The symbolic comparison between the physical and spiritual journey of man, ends on a hopeful note. Life's struggles and the personal path each man takes, is ultimately rewarded with peaceful rest and reconnection with awaiting loved ones in the lighted inn at journey end.

## Sample Constructed-Response Item 2

**Complete the exercise that follows.**

The processes that have shaped the development, distribution, and appearance of the earth's landforms are constantly at work, creating further changes in the physical environment.

Using your knowledge of geography, prepare a response in which you:

- identify two physical processes that have shaped the physical characteristics of places and regions;
- select one of the processes you have identified; and
- explain how that process shaped the physical characteristics of a specific place or region.

**A Strong Response to Sample Constructed-Response Item 2**

Two physical processes that have shaped the physical characteristics of various places and regions are the tectonic process and volcanism.

The effects of volcanism on Mount St. Helens has changed the surrounding landscape numerous times since it continues to erupt. The molten lava that continues to flow burns the vegetation that has grown on the sides of the mountain. The top of Mount St. Helens changes since the pressure pushes the lava and sometimes makes the top "explode." The ash and gaseous material travels for miles covering everything it touches. Because it is still active, it is a good place for scientists to study volcanos.

## ACKNOWLEDGEMENTS

Page

5–14 George Sklar, Raccoon, 1947. Philadelphia Museum of Art: Gift of Miss Edith B. Thompson, 1947. Reprinted with permission.