



# **MULTI-SUBJECT CST**

**Professional Development Day**

**Fall 2014**

**Dr. Schneider**

# WHAT DOES THIS TEST LOOK LIKE?

- [http://www.nystce.nesinc.com/PDFs/NY\\_fld221\\_22\\_245\\_objs.pdf](http://www.nystce.nesinc.com/PDFs/NY_fld221_22_245_objs.pdf)
- 3 parts
  - Literacy and ELA
  - Mathematics
  - Arts and Sciences



# ELA AND LITERACY

- 1. Which factor is most frequently the underlying cause of children's early difficulty in learning to read?
  - limited general background knowledge
  - weak phonological processing skills
  - immature knowledge of syntax
  - poor visual acuity



# ELA AND LITERACY

- 2. As an integral part of planning reading instruction, a fifth-grade teacher provides students with opportunities to interact with objects or illustrations related to important content in planned texts. For example, during an earth science unit, before students read an informational passage about the effects of pollution on the ecosystem of a vernal pool, the teacher arranges a guided class visit to a vernal pool in the area. Which statement best explains a research-based rationale for this practice?
  - Literacy activities that appeal to multiple intelligences promote the reading motivation of all students.
  - Multisensory approaches are effective for reinforcing print-based skills.
  - A text-rich environment plays an important role in the literacy development of elementary readers.
  - Background knowledge is an important factor in reading comprehension.



# ELA AND LITERACY

- 3. Students in a sixth-grade class are preparing to read Laurence Yep's novel *Dragonwings*, in which the narrator leaves his home in China as a young boy to join his father in California. Over the course of the novel, the father and son confront racial prejudice, experience the 1906 San Francisco earthquake, and forge a friendship. Before students begin the novel, they write in their reading journals about a time when they felt like strangers in a strange land. The assignment will most likely enhance students' ability to
  - visualize the novel's characters and setting
  - draw conclusions about the novel's central themes
  - predict events that lead to the novel's climax
  - understand the perspective of the novel's narrator



# MATHEMATICS

- [http://www.nystce.nesinc.com/STUDYGUIDE/NY\\_SG\\_SRI\\_221\\_subtest2.htm](http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_SRI_221_subtest2.htm)
- Selected Responses



# ELA AND LITERACY CONSTRUCTED RESPONSE

- [http://www.nystce.nesinc.com/STUDYGUIDE/NY\\_SG\\_CRI\\_221\\_subtest1.htm](http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_CRI_221_subtest1.htm)



# MATHEMATICS CONSTRUCTED RESPONSE

- [http://www.nystce.nesinc.com/STUDYGUIDE/NY\\_SG\\_CRI\\_221\\_subtest2.htm](http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_CRI_221_subtest2.htm)



# ARTS AND SCIENCES SELECTED RESPONSES

- [http://www.nystce.nesinc.com/STUDYGUIDE/NY\\_SG\\_SRI\\_245.asp](http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_SRI_245.asp)

