MCT2 Breakdown – 7th Grade Reading and Language Released Test Items

Objective and Skill	Test A – Released 2008 Questions w/ specific skill and overlapping objectives (# of questions total)	Test B – Released 2009 Questions w/ specific skill and overlapping objectives (# of questions total)	Test C – Released 2010 Questions w/ specific skill and overlapping objectives (# of questions total)	% of Test
Reading:	(Test A begins with "A Contest that Lasted 30 Years") Type of texts – 1. Nonfiction narrative (7 questions) 2. Extended poem (7 questions) 3. Fictional story (6 questions) 4. Nonfiction informative (7 questions) 5. Short formal letter (7 questions) 6. Nonfiction informative (6 questions) *28 & 29 are same question	(Test B begins with "Green: An Ancient Thread") Type of texts – 1. Nonfiction informative (6 questions) 2. Fictional narrative (5 questions) 3. Extended poem (6 questions) 4. Extended poem (6 questions) 5. Flyer and timetable chart (10 questions)	(Test C begins with "Washington D.C.: An Usual Capital") Type of texts – 1. Nonfiction informative (6 questions) 2. Persuasive/instructional (6 questions) 3. Nonfiction informative (6 questions) 4. Extended poem (6 questions) 5. Fiction narrative (6 questions)	% out of 120 reading questions (total #)
1a Roots and affixes	34 – what is meaning of "foreword" based on prefix and how it is used in a sentence (1)	(0)	31 – to which word can the affix –ive be added to make a new word (choices: ambitious, complicate, cooperate, treacherous) (1)	1.7% (2)
1b Knowledge of word meanings	19 – choose correct meaning of word "sudden" (choices: close, hurry, support, measure) (1)	9 – choose correct meaning of word "incredible" (choices: phrases like "impossible or difficult to believe") (1)	13 – which word is a synonym for "prominent" (choices: vital, notable, dramatic, cooperative; overlaps with 1c, but no context sentence is given so must know meaning independently) (1)	2.5% (3)
1c Synonyms, antonyms and homonyms	33 – which word is antonym for "gaunt" based on use in sentence (overlaps with context clues) (1)	(0)	12 – which is an antonym for "unique" (choices: common, distinct, popular, premium) (1)	1.7% (2)
1d Context clues	17 – meaning of endure based on use in sentence (choices: face, reveal, observe, tolerate) (1)	2 – which word has same meaning as "examine" based on how it is used in the passage (choices: check, inquire, observe, study) 29 – which choice gives meaning of word "disband" based on use in a sentence (low-level choices: find goals, break apart, teach others, keep working) 30 – which choice gives meaning of word "abyss" based on use in a sentence (choices: thrilling find, deep chasm, hollow tube, unsolved mystery) (3)	1 – which word can replace "endured" as used in a sentence (overlaps with 1b; must know definition of "sustained", "suffered", "presided", & "persisted") 30 – based on given context clues, which statement justifies the definition of "compensation" as it is used in the paragraph (overlaps with 1f – gives dictionary definitions) 40 – based on context clues, what is meaning of the word "feigned" in certain lines (choices: expected, pretended, understood, acknowledged) (3)	5.8% (7)
1e Identify and interpret meaning of figurative language (simile, metaphor, personification, hyperbole, idiom)	9 – which "literary device" is used (out of simile, personification, hyperbole and idiom) 11 – which line contains example of personification 19 – explain why the author used personification 23 – choose meaning of idiom based on how it's used in a sentence (4)	10 – choose meaning of idiom based on how it's used in a sentence 28 – choose meaning of "figurative expression" based on use in a sentence (2)	(0)	5% (6)
1f Using reference materials	16 – which sentence is not correct based on dictionary usage/synonyms entry (overlaps with 1c) 24 – which sentence does not use word "amplify" correctly based on dictionary entry (2)	11 – which does not use the word "extravagant" correctly based on dictionary entry (1)	16 – which dictionary entry gives definition for "tolerate" as it is used in a sentence (must know meaning of permit, endure, existence, residence) (1)	3.3% (4)
1g Formal/informal language; appropriateness of vocabulary	31 – justify whether a sentence is appropriate for letter (1)	17 – which of the sentences fits the style and tone of the given sentences (1)	(overlaps with 4/5; author's purpose of simple vocabulary in poem) (0)	1.7% (2)
2a1 Using text features	1 – justify use of text set off in box (which defines the main vocabulary necessary to understand the text) 20 – justify whether suggested heading would be appropriate for certain lines (overlaps with 2b1 & 2c)	21 – choose accurate statement using a timetable (chart) 23 – interpret the meaning of symbols under a chart 24 – what information will a person not find on the chart 39 – what does a heading from a chart mean/represent	15 – which is an appropriate heading to place before certain lines 33 – which correctly evaluates the author's use of sequence for its effect on the text	6.7% (8)

[Mct2 Study Guide Language Arts](#)

Gautam Rao

Mct2 Study Guide Language Arts:

The Seventh Mental Measurements Yearbook Oscar Krisen Buros,1972 **The ... Mental Measurements Yearbook** Oscar Krisen Buros,1972 *The Impact MCT2 Has on an Elementary and Middle School Reading and Language Arts Classroom Instruction in Mississippi* Sarah Elizabeth Campbell,2009 The purpose of this study was to understand what No Child Left Behind NCLB meant to teachers in Mississippi and to determine what impact this reform had on reading and language arts classroom instruction for teachers Qualitative research methods in the form of interview data and classroom observations were used to examine teachers perceptions of accountability and its effects on classroom instruction Teachers were asked to answer a set of research interview questions related to research questions The specific research questions used to explore teachers perceptions about accountability were 1 What are reading and language arts teachers perceptions of accountability 2 What are teachers perceptions of the influence of state testing on reading and language arts classroom instruction and 3 How do elementary and middle school teachers prepare students for end of year reading and language arts state test The researcher gathered qualitative data from five teachers with teaching experience ranging from 5 years to 30 years of teaching experience Each teacher who participated in this study was familiar with administering Mississippi Curriculum Test 2 MCT2 at the elementary and middle school level The results of this study indicated that teachers believe that the Mississippi accountability system is effective for improving the teaching and learning process but not for holding schools and districts accountable Each teacher in this study believed that test scores alone were not effective for addressing the familial and societal issues many schools face on a day to day basis and as a result using test scores to determine school quality was unrealistic Of the five teachers interviewed four reported engaging students in meaningful learning activities that put emphasis on the significance of language arts in daily life These teachers were also observed placing more emphasis on rubric based assessments classroom writing activities and student centered activities as a result of the 2006 Mississippi Language Arts Framework Revised and MCT2 Recommendations for further research include investigating whether the impact of teachers professional experience influences student achievement or whether the impact of the building principal s perceptions of the framework impact classroom instruction and teachers perceptions The Key Study Guide ,2007

MTTC English Language Arts (7-12) (130) Secrets Study Guide Mometrix,2024-07-02 Mometrix Test Preparation s MTTC English Language Arts 7 12 130 Secrets Study Guide is the ideal prep solution for anyone who wants to pass their Michigan Test for Teacher Certification The exam is extremely challenging and thorough test preparation is essential for success Our study guide includes Practice test questions with detailed answer explanations Step by step video tutorials to help you master difficult concepts Tips and strategies to help you get your best test performance A complete review of all MTTC test sections End of chapter quizzes to test your comprehension of each chapter Michigan Test for Teacher Certification MTTC and the MTTC logo are trademarks in the U S and or other countries of Pearson Education Inc or its

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significant differences were found in the overall percent correct for fifth grade reading comprehension and writing Results indicate there is no advantage in terms of achievement in English Language Arts for third and fourth grade males in single gender classes but there is a moderate effect of single gender education on fifth grade scale scores reading comprehension and writing Suggestions for further research are also included   *The Essential Skills Study Guide for Language Arts* Veronica Lee,2020-04-08 This book is designed to help struggling test takers advanced and provides teachers with strategies to help middle school students succeed   The Key Language Arts 9 Gautam Rao,2008-12-29   **Mttc Language Arts (Elementary) (90) Test Secrets Study Guide: Mttc Exam Review for the Michigan Test for Teacher Certification** Mttc Exam Secrets Test Prep,2018-04-12 Includes Practice Test Questions MTTC Language Arts Elementary 90 Test Secrets helps you ace the Michigan Test for Teacher Certification without weeks and months of endless studying Our comprehensive MTTC Language Arts Elementary 90 Test Secrets study guide is written by our exam experts who painstakingly researched every topic and concept that you need to know to ace your test Our original research reveals specific weaknesses that you can exploit to increase your exam score more than you ve ever imagined MTTC Language Arts Elementary 90 Test Secrets includes The 5 Secret Keys to MTTC Success Time is Your Greatest Enemy Guessing is Not Guesswork Practice Smarter Not Harder Prepare Don t Procrastinate Test Yourself Introduction to the MTTC Series including MTTC Assessment Explanation Two Kinds of MTTC Assessments A comprehensive General Strategy review including Make Predictions Answer the Question Benchmark Valid Information Avoid Fact Traps Milk the Question The Trap of Familiarity Eliminate Answers Tough Questions Brainstorm Read Carefully Face Value Prefixes Hedge Phrases Switchback Words New Information Time Management Contextual Clues Don t Panic Pace Yourself Answer Selection Check Your Work Beware of Directly Quoted Answers Slang Extreme Statements Answer Choice Families Along with a complete in depth study guide for your specific MTTC exam and much more   McGraw-Hill Language Arts: 6-Trait Writimg, Grade 4: Study Guide and Practice Jan E. Hasbrouck,Donna Lubcker,Sharon O'Neal,William H Teale,Josefina V Tinajero,Karen D Wood, PhD,2000-06   **Predicting Mississippi Curriculum Testing Program, Second Edition Performance Using the Northwest Evaluation Association Measures of Academic Progress** Mary Cole,2014 The purpose of this study was to determine if the Northwest Evaluation Association NWEA Measures of Academic Progress MAP reading and math assessments are a valid predictor of performance on the language arts and mathematics Mississippi Curriculum Test 2nd Edition MCT2 Additionally the researcher sought to determine whether student characteristics of gender ethnicity and economically disadvantaged status added statistically to the prediction of MCT2 scores The researcher used a correlational research design to answer the research questions that guide this study Regression analyses were performed using IBM Statistical Package for the Social Sciences SPSS version 22 Data were collected from a Southern Mississippi school district Scores from 676 6th grade students and 659 8th grade students were used in this study The results of simple linear regression indicate that NWEA MAP

reading and mathematics assessments are a valid predictor of language arts and mathematics MCT2 scale scores for 6th and 8th grade students Results of multiple regression indicate that the linear combination of fall reading NWEA MAP RIT scores spring reading NWEA MAP RIT scores student characteristics of gender ethnicity and economically disadvantaged status was significantly related to MCT2 language arts scale scores for sixth grade students likewise the linear combination of fall reading NWEA MAP RIT scores spring reading NWEA MAP RIT scores student characteristics of gender ethnicity and economically disadvantaged status was significantly related to MCT2 language arts scale scores for eighth grade students Similarly multiple regression analyses indicate that the linear combination of fall mathematics NWEA MAP RIT scores spring mathematics NWEA MAP RIT scores student characteristics of gender ethnicity and economically disadvantaged status was significantly related to MCT2 mathematics scale scores for sixth grade students similarly the linear combination of fall mathematics NWEA MAP RIT scores spring mathematics NWEA MAP RIT scores student characteristics of gender ethnicity and economically disadvantaged status was significantly related to MCT2 mathematics scale scores for eighth grade students

TAKS Study Guide ,2003   **The Impact of Afterschool Tutoring on Reading Achievement of Elementary Students in a Mississippi Rural School Setting** Sharone Sanders Lacy,2011 The purpose of this study was to determine what impact a No Child Left Behind NCLB related afterschool tutoring program had on reading achievement of elementary students in a Mississippi rural school setting The research questions that guided this study were 1 Is there a significant difference between the 2008 and 2009 Mississippi Curriculum Test 2nd Edition MCT2 language arts scores of elementary students who participated in a NCLB related afterschool tutoring program in a Mississippi rural school setting and 2 Is there a significant difference between the 2009 MCT2 language arts scores of elementary students who participated in a NCLB related afterschool tutoring program and those students who did not participate in a NCLB related afterschool tutoring program in a Mississippi rural school setting while controlling for 2008 MCT2 language arts scores To address the research questions a causal comparative research design was used The researcher collected the state s language arts scores of 2008 and 2009 for elementary students who participated in the afterschool tutoring program and performed a paired sample t test to answer research question one To answer research question two the researcher collected the state s language arts scores of 2008 and 2009 for elementary students who participated in the afterschool tutoring program and for eligible students who did not participate in the afterschool tutoring program and performed a univariate analysis of variance The results of this study were twofold The scores of the participants improved Results of the paired sample t test analysis indicated a significant difference in the scores between the 2008 and 2009 MCT2 language arts On the other hand results of the univariate analysis of variance indicated that there was no significant difference between the 2009 MCT2 language arts scores of participants and nonparticipants Recommendations for further research include conducting an experimental research design on afterschool tutoring and reading achievement in a rural school s analyzing parental involvement while conducting research

on afterschool tutoring and reading achievement in rural schools and observing and comparing a regular classroom setting while conducting research on afterschool tutoring and reading achievement in rural schools **The Educational Implications of DIBELS Oral Reading Fluency Assessments and Mississippi Curriculum Test 2 in Reading First Schools** Debra A. Dace,2010 The purpose of this study was to examine the predictive strength and decision making utility of oral reading fluency as it relates to reading comprehension The relationship of DIBELS ORF scores and the Language Arts LA Mississippi Curriculum Test 2 MCT2 scores was explored Specifically the research questions addressed were 1 Is there a significant relationship between third grade students Oral Reading Fluency score on DIBELS and Reading Achievement level on the third grade Mississippi Curriculum Test second edition MCT2 for language arts 2 Is there a significant relationship between third grade students obtained MCT2 proficiency levels of minimal basic proficient and advanced and DIBELS Oral Reading Fluency performance levels and 3 Is there a significant relationship between third grade students obtained MCT2 language arts scale score student achievement and other factors gender lunch status and attendance When DIBELS ORF scores and MCT2 Language Arts scores were compared using the Pearson Product Moment Correlation a positive correlation existed for the data collected from 261 third grade students in the Mississippi delta region 2007 2008 and 2008 2009 cohorts A Two Way Chi Square revealed that students who performed at the low risk benchmark for DIBELS ORF also performed in the proficient and above ranges on the MCT2 LA Finally an Independent Samples T Test demonstrated that other factors such as gender and attendance were not significant in predicting MCT2 LA performance However lunch status showed some significance with one cohort of third grade students Nevertheless the findings from this study are in alignment with other states such that a high correlation between the state assessment MCT2 and DIBELS ORF exists The researcher found evidence that the use of DIBELS ORF as a formative assessment tool along with other variables may provide useful data to educators to identify students at risk of reading failure on the third grade end of year MCT2 LA The information provided from this research supports the contention that DIBELS ORF data may be used to inform intervention decisions in order to prevent future reading failure **The Official Taks Study Guide for Exit Level English Language Arts** Texas Education Agency,2008-04-27 Help your child succeed on the Texas statewide assessments with the premiere resource used by parents and teachers With Practice More for the TAKS exit level English language arts you will strengthen your understanding of key concepts needed to succeed on the TAKS exam studying just the subject matter you need help with You ll gain confidence by practicing and exercising the skills learned in class whether at home or school alone or with friends and family to help In Practice More for the TAKS exit level English language arts students will understand the core test objectives of the ELA portion of the exam by Demonstrating a basic understanding of culturally diverse written texts Demonstrating an understanding of the effects of literary elements and techniques in culturally diverse written texts Demonstrating the ability to analyze and critically evaluate culturally diverse written texts and visual representations Producing an effective

composition for a specific purpose that demonstrates a command of the conventions of spelling capitalization punctuation grammar usage and sentence structure within a given context Demonstrating the ability to proofread to improve the clarity and effectiveness of a piece of writing   Roadmap to the TAKS. Wendy Scheir,Princeton Review (Firm),2004-12 Improve your English and reading grades Perfect the skills you ll need to excel using our proven tips and techniques Test your knowledge with 2 full length practice TAKS English Language Arts tests   An Examination of a Relationship Between Reading Attitudes and Reading Achievement for a Group of Sixth Grade Students ,2013 The importance of reading proficiency is unquestioned Although the nation has set a goal for all students to be proficient in reading many of the nation s students are not proficient readers The vast majority of research examining reading proficiency and reading achievement has concentrated on the cognitive aspects of reading and the use of scientifically based reading interventions However there is a body of literature that suggests that reading achievement is related to attitudes toward reading The purpose of this study was to determine the recreational and academic reading attitudes of a group of sixth grade students and to determine if their attitudes toward reading were related to measures of their reading achievement This study was guided by seven research questions and utilized three research designs Descriptive research was used to answer research questions one and two which sought to determine the recreational and academic reading attitudes of the sixth grade students participating in this study Causal comparative research was used to answer research questions three and four which compared measures of academic and recreational reading attitudes by gender and ethnicity Research questions five six and seven were answered using correlational research to determine if measures of reading attitudes were related to the scores on the language arts portion of the MCT2 The results of data analyzed to answer the research questions revealed that overall the sixth grade participants in this study had reading attitudes that were less than positive The results also revealed that males had reading attitudes that were more positive than females The results of the analysis of reading attitudes by ethnicity revealed that African American students had higher measures of positive recreational reading attitudes than Caucasian students and the students in the other ethnic group while Caucasian students had higher measures of positive academic reading attitudes than African American students and students in the other ethnic group The only significant relationship discovered between measures of reading attitude and MCT2 scores was a very weak relationship between measures of academic reading attitudes and the language arts section of the MCT2 The study concludes with recommendations for further research   **TAKS Study Guide** ,2003

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