

MINNESOTA TEST OF EMERGING ACADEMIC ENGLISH (TEAE)

TEST SPECIFICATIONS



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TEST PURPOSE

The Minnesota Test of Emerging Academic English (TEAE) is a test administered to Limited English Proficient (LEP) identified students in grades 3-12. The test is designed to assess the progress of LEP students in academic English language acquisition. Currently four test forms are operational: grades 3-4, grades 5-6, grades 7-8 and grades 9-12.

TESTING LEP STUDENTS IN THE ACCOUNTABILITY SYSTEM

LEP identified students must participate in the Minnesota TEAE annually. Individual student growth measures from the TEAE are required for both state and federal purposes to measure the progress of LEP students in acquiring academic English in reading and writing.

TEST DESIGN

Each form of the test has thematically linked sections with developmentally appropriate themes and texts.

The first four sections of the reading test are built around a single theme. Each form begins with a graphic to help students activate prior knowledge on the theme. The students then read a short narrative, a longer narrative and finally, an expository passage, the most difficult in the test. In the grades 9-12, an additional expository passage unrelated to the overall theme is included.

The design of the writing test allows students to use any writing strategy or style. The writing test consists of two grade-level appropriate prompts.

READING SECTION		
Passage	Time allowed (minutes)	Number of questions
Graphic	10	6
Short Narrative	10	4
Long Narrative	15	6
Expository 1	30	9
Expository 2 (9-12)	30	5

WRITING SECTION	
Prompt	Time allowed (minutes)
Graphic Prompt	25
Text Prompt	25

Each section should be given within the allocated time. Students for whom it is obvious that the test is too difficult do not have to go to the next section. Further, if all students finish before the allotted time, the next section can be started.

Reading Section

The reading portion of the test contains questions and texts that represent a range of difficulty. Tests at the 3-4, 5-6 and 7-8 grade levels have four reading sections with a total of 25 questions or stems. The 9-12 test has five reading sections and thirty questions. Each question has five parts (answer choices). Students are asked to respond "yes" or "no" to **each** answer choice. These items have multiple correct answers. There can be one, two, or three correct answers to each question. This format enables the ability to assess multiple levels of proficiency within the same item. Thus, the total number of responses is 125 for grades 3-8 and 150 for grades 9-12.

Each section takes between 10 and 30 minutes. The reading test is designed to be given in one session. However, districts may choose to offer the reading test on two consecutive days. The sections must be given in order; however teachers may determine individual classroom testing schedules. The maximum total testing time is 65 minutes (grades 3-8) or 95 minutes (grades 9-12). This does not include the time to go over the sample page. The sample page is read aloud to students. This page may be translated or explained as necessary to help beginning students understand the task.

Test themes were selected for their appeal to students who may have just immigrated to the United States. The test includes questions designed to provide information about students with a range of reading proficiency in English, including students with very beginning or emerging reading skills in English.

Section 1 – Graphic

The graphic section is a picture showing a scene related to the central theme of the test. Students are asked six literal comprehension questions regarding the actions or the setting of the graphic. The purpose of this section is to determine how well students are able to comprehend English vocabulary. Time allotted for this section is ten minutes.

Section 2 – Short Narrative

This is a short narrative paragraph of between 120 and 250 words about the same theme as the first section. The purpose of this section is to determine how well students are beginning to read sentences in short connected texts. This section has four questions that may be either literal or inferential. The time allotted for this section is ten minutes.

Section 3 – Long Narrative

This is a longer narrative text of between 350-475 words. This story is a continuation of the story line introduced in the first narrative. The purpose of this section is to determine how well students are able to comprehend longer connected text. This section has six questions that may be either literal or inferential. Time allotted for this section is fifteen minutes.

Section 4 – Expository

These sections contain expository texts of 575-750 words that are at grade level for the students testing. The purpose of this section is to assess how well students are able to learn new information. This section has nine questions that may be either literal or inferential. The time allotted for this section is thirty minutes.

Section 5 – *Expository*

These sections contain expository texts of 575-750 words that are representative of texts found on the Minnesota Comprehensive Assessments-Series II (MCA-II) in Reading in Grade 10. The purpose of this section is to assess how well students are able to learn new information from unmodified grade-level text. This section has five questions that may be either literal or inferential. The time allotted for this section is 30 minutes.

Question Types

The following question types appear on the reading test:

Cause/effect	Prediction/ purpose/author's craft
Character	Resolution
Compare/contrast	Sequencing
Fact/opinion	Setting
Main idea/theme	Supporting ideas
	Vocabulary in context (attributes or examples)

Questions are classified as literal or inferential depending on the relationship or interaction with the text. Most of the inferential questions are associated with the expository texts in the final sections, although the narrative texts could also have some inferential questions.

Overall approximately 70-80% of the questions address literal comprehension of the texts and graphics. Inferential comprehension of the texts is addressed by 20-30% of the questions.

Writing Section

The writing test consists of two sections with one prompt each. Each prompt requires students to write about different aspects of a single age- or grade-level appropriate theme. Prompts may be narrative, expository, persuasive or descriptive. Students are not required to use any specific strategies or styles. Compositions are rated on language production, focus, description/elaboration, organization and mechanics. Scoring is not mode-specific.

Section 1 – *Graphic Prompt*

Students are asked to write about what they see happening in a picture or pictures. This prompt is designed to allow even students with little English writing skill to write what they know about the picture in the test book. Students are given 25 minutes to write a short composition.

Section 2 – *Text Prompt*

Students are asked to write about a topic given in text form. This prompt is designed to further assess students' English writing skills. Students are given space for planning notes. Students are given 25 minutes to write their response to this prompt.