

# ***Early Childhood Through Young Adulthood/School Counseling***

## **Component 1: Content Knowledge**

## **SAMPLE ITEMS AND SCORING RUBRICS**

**NATIONAL BOARD**  
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## Overview

This document provides information about the Early Childhood Through Young Adulthood/School Counseling (ECYA/School Counseling) Component 1 computer-based assessment. It includes sample assessment center selected response items and answer key, constructed response exercises, and the scoring rubric used to assess each constructed response exercise.

### Component 1: Content Knowledge

Component 1: Content Knowledge is a computer-based assessment requiring candidates to demonstrate knowledge of and pedagogical practices for their teaching content area. Candidates must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of the chosen certificate area.

### ECYA/School Counseling Component 1 Computer-Based Assessment

In the ECYA/School Counseling Component 1 computer-based assessment, content knowledge is assessed through the completion of approximately 45 selected response items and three constructed response exercises.

#### ECYA/School Counseling Standards Measured by Selected Response Items

The ECYA/School Counseling selected response items focus on the following Standards:

Standards Content	Approximate Percentage of Selected Response Item Section*
<p><b>School Counseling Program, Leadership, Advocacy, and Professional Identity (Standards I, X)</b></p> <ul style="list-style-type: none"> <li>• Foundations of the program</li> <li>• Accountability of the program</li> <li>• Ethics</li> </ul>	40%
<p><b>Human Growth and Development (Standard III)</b></p> <ul style="list-style-type: none"> <li>• Theories of human growth and development and their application in working with individual students</li> <li>• Developmental stages</li> <li>• Developmental assets and strategies for helping students build developmental assets</li> <li>• Developmental needs of students with exceptionalities</li> <li>• Consulting with stakeholders regarding developmental considerations in education for all students</li> </ul>	30%

<b>Counseling Theories, Equity, and Fairness (Standards IV, V)</b> <ul style="list-style-type: none"><li>• History and philosophy of major counseling theories and techniques</li><li>• Building and maintaining strong relationships with highly developed communication skills</li><li>• Theories and policies related to multicultural counseling and differences among diverse populations</li><li>• Relationship between motivation and behavior</li><li>• Promoting fairness and equity</li></ul>	30%
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\* These percentages are an approximation only. Following field testing and review of data, the final assessment will be created. The final assessment content may vary from these estimates.

For the complete ECYA/School Counseling Standards, refer to [www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org).

### ECYA/School Counseling Constructed Response Exercises

The ECYA/School Counseling constructed response exercises assess the following:

- **Exercise 1: School Counseling Program**  
In this exercise, you will demonstrate your knowledge of the development, implementation, and management of a school counseling program. You will be asked to respond to one prompt.
- **Exercise 2: Counseling Theories and Techniques**  
In this exercise, you will demonstrate your knowledge of counseling theories and techniques as applied to a given scenario. You will be asked to respond to one prompt.
- **Exercise 3: School Climate**  
In this exercise, you will demonstrate your understanding of factors related to school climate and approaches for establishing and maintaining a positive and productive learning environment. You will be asked to respond to one prompt.

Each constructed response exercise will be assessed using a scoring rubric. Each ECYA/School Counseling Component 1 scoring rubric is derived from the ECYA/School Counseling Standards and defines the levels of accomplished teaching that you must demonstrate.

You should read the rubric while preparing to take Component 1 to understand how the rubric guides assessors in evaluating your responses to the constructed response exercises.

## Inside This Document

This document includes the following two sections: "Sample Selected Response Items and Answer Key for ECYA/School Counseling Component 1" and "Sample Constructed Response Exercises and Scoring Rubrics for ECYA/School Counseling Component 1."

### Selected Response Section

This section includes the following:

- five sample selected response items
- answer key

### Constructed Response Section

This section includes the following:

- three sample constructed response exercises
- associated scoring rubric for each exercise

For information about scheduling and taking your test at the assessment center, please refer to the *Assessment Center Policy and Guidelines*. For more information about how the assessment is scored, please refer to the *Scoring Guide*.

## Sample Selected Response Items and Answer Key for ECYA/School Counseling Component 1

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This section includes

- **sample selected response items** to help you become familiar with the content and format of the items on an actual computer-based assessment.

Although this section illustrates some of the types of items that appear on the assessment, note that these sample items do not necessarily define the content or difficulty of an entire actual assessment.

Please note that the selected response items cover the *entire* age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **reference material**, as appropriate, provided as part of the assessment, such as formula and constants pages and the periodic table.
- an **answer key**.

### Sample Selected Response Items

1. A high school principal would like to use an outside test preparation company to help improve students' scores on college admissions tests. Which of the following ASCA National Model® elements would most effectively aid the school counselor in verifying the benefits of the program to the students and the school?
  - A. evaluation
  - B. accountability
  - C. appraisal
  - D. needs assessment

2. A middle school student reports to the school counselor that one parent gets drunk and hits the other, and the student is often in the room when this occurs. The student is afraid and does not want the counselor to tell anyone. Which of the following most clearly describes the counselor's responsibility in this situation?
  - A. keeping what the student reported confidential
  - B. reporting the information to Child Protective Services
  - C. calling the police and asking them to visit the home
  - D. having a meeting with the administrator

3. Which of the following strategies would be most effective for helping a student with autism spectrum disorder generalize learned social skills to peers?
- A. reading social stories and watching videos about peers
  - B. engaging in structured activities with peers
  - C. watching peers play during recess
  - D. practicing with adults before practicing with peers

4. An elementary school counselor uses a model student to demonstrate appropriate behavior in a small-group counseling setting focused on anger management. The use of a model student is consistent with a theory developed by:
- A. Albert Bandura.
  - B. Jean Piaget.
  - C. Lawrence Kohlberg.
  - D. Fritz Perls.

5. A middle school counselor is leading a group on relational aggression among seventh-grade girls. One group member presents as angry and defensive at every session. She monopolizes the conversation, puts other group members down, and argues with the counselor. According to McClelland's human motivation theory, which of the following motivational needs is dominant in this student's behavior?
- A. achievement
  - B. safety
  - C. self-esteem
  - D. power

### Answer Key to Sample Selected Response Items

Item Number	Correct Response
1	B
2	B
3	B
4	A
5	D

# Sample Constructed Response Exercises and Scoring Rubrics for ECYA/School Counseling Component 1

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This section includes

- **sample constructed response exercises** to help you become familiar with the content and format of the exercises on an actual computer-based assessment. These exercises include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses.

Although this section illustrates some of the types of exercises that appear on the assessment, note that these sample exercises do not necessarily define the content or difficulty of the exercises on an actual assessment.

Please note these constructed response exercises cover the **entire** age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **scoring rubrics** that are used by assessors in evaluating your responses to help you understand how your responses are assessed.

## Sample Exercise 1 and Scoring Rubric

### Sample Exercise 1

Exercise 1: School Counseling Program - Candidate Name		⌚ Time Remaining 29:31
<b>School Counseling Program</b> <b><u>Introduction</u></b>		
<p>In this exercise, you will demonstrate your knowledge of the development, implementation, and management of a school counseling program. You will be asked to respond to one prompt.</p>		
<b><u>Criteria for Scoring</u></b>		
<p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p>		
<ul style="list-style-type: none"><li>• an accurate identification of two specific issues related to the development, implementation, and management of a school counseling program described in a scenario;</li><li>• an in-depth analysis that is directly connected to how these issues will impact the school in the scenario; and</li><li>• a thorough description of two significant strategies to address these issues and a thoughtful and substantive explanation of how these strategies will improve the school counseling program in the scenario.</li></ul>		
<b><u>Directions</u></b>		
<p>You may view the prompt by clicking the <b>Next</b> button. Compose your response in the space provided.</p>		
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Exercise 1: School Counseling Program - Candidate Name		⌚ Time Remaining 29:31
<b>Scenario</b>		
<p>You are a school counselor newly assigned to an elementary school. The counseling program has been operating on a responsive-services-only schedule. The supervisor of school counseling has asked you to meet with her to discuss your vision for improving the school counseling program. According to the supervisor, there has been little teacher support for the school counseling program over the past few years.</p>		
<p>You must address each of the following in your response:</p>		
<ul style="list-style-type: none"><li>• Identify the <b>two</b> issues presented in the scenario.</li><li>• Analyze how the issues presented in the scenario impact the school.</li><li>• Describe <b>two</b> significant strategies that you would recommend to address the issues identified and explain how <b>each</b> would improve the school counseling program.</li></ul>		
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### Scoring Rubric for Exercise 1

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate demonstrates a thorough and complete knowledge of the development, implementation, and management of a school counseling program.

#### Characteristics:

- The two issues in the scenario are accurately identified.
- Analysis is in-depth and directly connected to how the issues will impact the school in the scenario.
- Description of two strategies is significant and thorough.
- Explanation of how these strategies will improve the school counseling program is thoughtful and substantive.

The **LEVEL 3** response shows *clear* evidence that the candidate demonstrates a thorough and complete knowledge of the development, implementation, and management of a school counseling program.

#### Characteristics:

- The two issues in the scenario are accurately identified.
- Analysis is connected to how the issues will impact the school in the scenario, but there may not be as direct a connection as in the Level 4 response.
- Description of two strategies is significant but may be less thorough than the Level 4 response.
- Explanation of how these strategies will improve the school counseling program is present but may not contain as much detail as in the Level 4 response.

The **LEVEL 2** response shows *limited* evidence that the candidate demonstrates a thorough and complete knowledge of the development, implementation, and management of a school counseling program.

**Characteristics:**

- The two issues in the scenario may be misidentified or one may be absent.
- Analysis of how the issues will impact the school in the scenario may be vague or misinformed, or the analysis may not be connected directly to the scenario.
- Description of two strategies may be vague or provide little indication that one or more of them would be effective.
- Explanation of how these strategies will improve the school counseling program may be insignificant or sketchy.

The **LEVEL 1** response shows *little or no* evidence that the candidate demonstrates a thorough and complete knowledge of the development, implementation, and management of a school counseling program.

**Characteristics:**

- The two issues in the scenario are misidentified or may be missing.
- Analysis of how the issues will impact the school in the scenario is absent or inaccurate.
- Description of two strategies is missing or misinformed.
- Explanation of how these strategies will improve the school counseling program is absent or inaccurate.

## Sample Exercise 2 and Scoring Rubric

### Sample Exercise 2

Exercise 2: Counseling Theories and Techniques - Candidate Name		⌚ Time Remaining 29:31
<b>Counseling Theories and Techniques</b>		
<b><u>Introduction</u></b>		
In this exercise, you will demonstrate your knowledge of counseling theories and techniques as applied to a given scenario. You will be asked to respond to one prompt.		
<b><u>Criteria for Scoring</u></b>		
To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:		
<ul style="list-style-type: none"><li>• an in-depth description of an appropriate counseling technique for addressing a given situation, including the counselor's role and responsibilities; and</li><li>• an informed and insightful rationale to support your choice of counseling technique, with discussion of the underlying theory.</li></ul>		
<b><u>Directions</u></b>		
You may view the prompt by clicking the <b>Next</b> button. Compose your response in the space provided.		
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Exercise 2: Counseling Theories and Techniques - Candidate Name		⌚ Time Remaining 29:31
<b>Scenario</b>		
A <b>ninth-grade</b> high school counselor receives a referral for a 15-year-old student of color who skips a lot of classes and is at risk of failing most of his courses. This is his first year in high school. His teacher stated that sometimes when the student is present in class, his behavior is disruptive to learning. When the counselor meets with the student, he seems very withdrawn, and he says the teacher doesn't care and shows preference to the other students because they are of the same race as the teacher. At times, the student seems hostile when talking about his school experience and shuts down.		
You must address each of the following in your response.		
<ul style="list-style-type: none"><li>• Provide an <b>in-depth</b> description of an appropriate counseling technique for addressing the situation described in the scenario, including the counselor's role and responsibilities.</li><li>• Provide a <b>thorough</b> rationale for your choice of counseling technique, including discussion of the underlying theory.</li></ul>		
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## Scoring Rubric for Exercise 2

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate demonstrates a thorough and complete knowledge of counseling theories and techniques, and their application to a given scenario.

### Characteristics:

- Description of the counseling technique for addressing a given scenario is thorough and appropriate.
- Rationale supporting choice of counseling technique is informed and thoughtful.
- Discussion of the underlying theory for the counseling technique is well-informed and thorough.

The **LEVEL 3** response shows *clear* evidence that the candidate demonstrates a thorough and complete knowledge of counseling theories and techniques, and their application to a given scenario.

### Characteristics:

- Description of the counseling technique for addressing a given scenario is appropriate.
- Rationale supporting choice of counseling technique is present but is not as informed or thoughtful as in the Level 4 response.
- Discussion of the underlying theory for the counseling technique is informed.

The **LEVEL 2** response shows *limited* evidence that the candidate demonstrates a thorough and complete knowledge of counseling theories and techniques, and their application to a given scenario.

**Characteristics:**

- Description of the counseling technique for addressing a given scenario is inappropriate.
- Rationale supporting choice of counseling technique is vague or inaccurate.
- Discussion of the underlying theory for the counseling technique is misinformed.

The **LEVEL 1** response shows *little or no* evidence that the candidate demonstrates a thorough and complete knowledge of counseling theories and techniques, and their application to a given scenario.

**Characteristics:**

- Description of the counseling technique for addressing a given scenario is inappropriate or absent.
- Rationale supporting choice of counseling technique is inaccurate or absent.
- Discussion of the underlying theory for the counseling technique is misinformed or absent.

## Sample Exercise 3 and Scoring Rubric

### Sample Exercise 3

Exercise 3: School Climate - Candidate Name		🕒 Time Remaining 29:31
<b>School Climate</b>		
<b><u>Introduction</u></b>		
In this exercise, you will demonstrate your understanding of factors related to school climate and approaches for establishing and maintaining a positive and productive learning environment. You will be asked to respond to one prompt.		
<b><u>Criteria for Scoring</u></b>		
To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:		
<ul style="list-style-type: none"><li>• an appropriate identification and explanation of relevant factors to be considered and information to be gathered in a given situation;</li><li>• a thorough description of a student-based approach and a schoolwide approach for establishing and maintaining a positive school climate; and</li><li>• an insightful rationale for the appropriateness of the identified approaches for addressing the situation described in the scenario.</li></ul>		
<b><u>Directions</u></b>		
You may view the prompt by clicking the <b>Next</b> button. Compose your response in the space provided.		
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Exercise 3: School Climate - Candidate Name		🕒 Time Remaining 29:31
<b>Scenario</b>		
Due to redistricting, the student population at a high school in a rural setting has changed significantly. The high school now has 12% of the student population categorized as Limited English Proficient (LEP). There is one part-time English as a New Language (ENL) teacher, but the current numbers require two additional ENL teachers, whom the district has yet to hire. The high school's teachers are expressing concern and frustration over their inability to meet their LEP students' academic needs. A teacher also reported to the school counselor that some LEP students have been subjected to bullying by peers because of language barriers.		
You must address each of the following in your response:		
<ul style="list-style-type: none"><li>• Identify and explain factors the school counselor needs to consider and information that should be gathered related to school climate in the scenario described.</li><li>• Describe in detail <b>one</b> student-based approach and <b>one</b> schoolwide approach for establishing and maintaining a positive school climate.</li><li>• Explain why these approaches would be particularly appropriate and effective in this scenario.</li></ul>		
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### Scoring Rubric for Exercise 3

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate demonstrates understanding of factors related to school climate and approaches for establishing and maintaining a positive and productive learning environment.

#### Characteristics:

- Identification and explanation of relevant school climate factors is accurate and thorough.
- Description of student-based approach for establishing and maintaining a positive school climate is substantive and informed.
- Description of schoolwide approach for establishing and maintaining a positive school climate is substantive and informed.
- Rationale for the appropriateness of the identified approaches is insightful and thorough.

The **LEVEL 3** response shows *clear* evidence that the candidate demonstrates a thorough and complete knowledge of factors related to school climate and approaches for establishing and maintaining a positive and productive learning environment.

#### Characteristics:

- Identification and explanation of relevant school climate factors is accurate.
- Description of student-based approach for establishing and maintaining a positive school climate is informed.
- Description of schoolwide approach for establishing and maintaining a positive school climate is informed.
- Rationale for the appropriateness of the identified approaches is insightful.

The **LEVEL 2** response shows *limited* evidence that the candidate demonstrates a thorough and complete knowledge of factors related to school climate and approaches for establishing and maintaining a positive and productive learning environment.

**Characteristics:**

- Identification and explanation of relevant school climate factors is inaccurate.
- Description of student-based approach for establishing and maintaining a positive school climate is misinformed.
- Description of schoolwide approach for establishing and maintaining a positive school climate is misinformed.
- Rationale for the appropriateness of the identified approaches is vague or inaccurate.

The **LEVEL 1** response shows *little or no* evidence that the candidate demonstrates a thorough and complete knowledge of factors related to school climate and approaches for establishing and maintaining a positive and productive learning environment.

**Characteristics:**

- Identification and explanation of relevant school climate factors is inaccurate or absent.
- Description of student-based approach for establishing and maintaining a positive school climate is misinformed or absent.
- Description of schoolwide approach for establishing and maintaining a positive school climate is misinformed or absent.
- Rationale for the appropriateness of the identified approaches is inaccurate or absent.

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