

*Adolescence and Young
Adulthood/English Language*

**Component 1:
Content Knowledge**



**SAMPLE ITEMS
AND SCORING RUBRICS**

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Overview

This document provides information about the Adolescence and Young Adulthood/English Language Arts (AYA/English Language Arts) 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.

AYA/English Language Arts Component 1 Computer-Based Assessment

In the AYA/English Language Arts Component 1 computer-based assessment, content knowledge is assessed through the completion of approximately 45 selected response items and three constructed response exercises.

AYA/English Language Arts Standards Measured by Selected Response Items

The AYA/English Language Arts selected response items focus on the following Standards:

Standards Content	Approximate Percentage of Selected Response Item Section*
Reading and Viewing (Standard V) - The purposes of reading - Genres - Instructional strategies for reading and viewing	40%
Writing and Producing (Standard VI) - Knowledge about writing and producing - Instructing students in writing and producing - Resources for writing and producing - Assessment of writing and producing	40%
Speaking and Listening; Language Study (Standards VII and VIII) - Pedagogy and strategies for teaching speaking and listening - Integration of speaking and listening with other strands of English language arts - The evolving nature of the English language - Language in context - Instructional approaches in the study of the English language	20%

* These percentages are an approximation only.

For the complete AYA/English Language Arts Standards, refer to www.nbpts.org/certification/candidate-center/.

AYA/English Language Arts Constructed Response Exercises

The AYA/English Language Arts constructed response exercises assess the following:

- **Exercise 1: Literary Genres**

In this exercise, you will use your knowledge of English language arts to identify literary genres and to analyze the connection between an author's choices and use of literary devices or techniques and meaning. You will discuss the genre, its purpose, and the theme and how the author's choices and use of literary devices or techniques affect the meaning of the text. You will be asked to respond to one prompt.

- **Exercise 2: Teaching Reading**

In this exercise, you will use your knowledge of English language arts to analyze one student's response to a text and discuss strategies that the student could use to correct a misconception in the reading. You will be asked to respond to one prompt.

- **Exercise 3: Teaching Writing**

In this exercise, you will use your knowledge of English language arts to analyze student writing and discuss strategies to improve writing skills. You will be asked to respond to one prompt.

Each constructed response exercise will be assessed using a scoring rubric. Each AYA/English Language Arts Component 1 scoring rubric is derived from the AYA/English Language Arts 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 AYA/English Language Arts Component 1](#)" and "[Sample Constructed Response Exercises and Scoring Rubrics for AYA/English Language Arts Component 1](#)."

Selected Response Section

This section includes the following:

- 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

Other Important Information

Refer to the National Board website for the following:

- For information about scheduling and taking your test at the assessment center, please refer to the *Assessment Center Policy and Guidelines*.
- For a link to an online tutorial, please refer to the *Assessment Center Testing* page.
- For more information about how the assessment is scored, please refer to the *Scoring Guide*.

Sample Selected Response Items and Answer Key for AYA/English Language Arts Component 1

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.

- an **answer key**.

Sample Selected Response Items

Standard V. Reading and Viewing

1. Which of the following pre-reading activities would best help students set a purpose for reading an informational text?
 - A. performing an initial cold reading of the text
 - B. skimming to identify challenging vocabulary
 - C. developing questions based on headings and subheadings in the text
 - D. learning about the author's academic and professional credentials

Standard V. Reading and Viewing

2. A twelfth-grade teacher wants students to understand the characteristics of villanelles. Which of the following instructional approaches would be most appropriate for this purpose?
- A. Each student reads a villanelle assigned by the teacher. Students then read a brief biographical sketch of the poet and recite the poem for the class.
 - B. The teacher defines the form, and students then write original villanelles that exemplify the form. After revising and proofreading their poems, students publish them on the class Web site.
 - C. The teacher provides students with examples of villanelles, and students work in pairs to find similarities among the examples. Students then share their findings with the class and the whole class constructs a description of the form.
 - D. After the teacher gives a mini-lecture on villanelles, students read aloud and discuss one example of this form of poetry. The whole class then discusses how the poems adhere to and differ from strict definitions of the form.

Standard VI. Writing and Producing

3. A twelfth-grade teacher wants to develop a stronger sense of voice in students' writing. Which of the following strategies would an accomplished teacher select as the best way to help develop voice?
- A. providing a series of minilessons that each provide a different step-by-step formula for writing engaging introduction paragraphs
 - B. having students rewrite a paper from a variety of different points of view and share these rewrites with a peer writing group
 - C. giving students a weekly list of "power verbs" to study in order to strengthen their writing by developing a larger vocabulary
 - D. providing models of expository papers and asking students to highlight features of the writing that are especially interesting to read

Standard VI. Writing and Producing

4. In preparation for a research paper, which of the following assigned activities would be most appropriate to develop students' skills in informational literacy?
- A. writing summaries of newspaper articles selected by the teacher for their individual topics
 - B. finding an article related to their topic and then paraphrasing and selecting an important quote for possible citation
 - C. locating five online sources related to their topic, and turning in the printed text for the teacher to verify the reliability of each source
 - D. reviewing and using the MLA format to write citations for at least five sources related to the research topic

Standard VIII. Language Study

5. Words such as *chipmunk*, *moose*, *squash*, and *toboggan* entered the English language as a result of interaction between speakers of English and speakers of:
- A. Romance languages.
 - B. Native American languages.
 - C. Slavic languages.
 - D. West African languages.

Standard VIII. Language Study

6. Which of the following strategies would most likely help students fully understand the meaning of unfamiliar words and incorporate them into their vocabulary?
- A. reading the words in different contexts and use them in writing activities
 - B. using flashcards with a word on one side and its meaning on the other
 - C. including the words in original stories that are later shared with the class
 - D. finding dictionary definitions for the words and copying them into a notebook

Answer Key to Sample Selected Response Items

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

Sample Constructed Response Exercises and Scoring Rubrics for AYA/English Language Arts Component 1

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

Standard V. Reading and Viewing

Exercise 1: Literary Genres - Candidate Name		 Time Remaining 29:31
Literary Genres <u>Introduction</u> In this exercise, you will use your knowledge of English language arts to identify literary genres and to analyze the connection between an author's choices and use of literary devices, techniques, and meaning. You will discuss the genre, its purpose, and the theme and how the author's choices and use of literary devices or techniques affect the meaning of the text. You will be asked to respond to one prompt. <u>Criteria for Scoring</u> To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following: • an identification of genre and purpose (written or implied); • an insightful interpretation and description of the theme and the author's choices and use of literary devices or techniques with thorough support, using examples from the text; and • a thorough and cohesive explanation of the relationship between the author's choices and use of literary devices, techniques, and the meaning of the text. <u>Directions</u> You may view the prompt by clicking the Next button. Compose your response in the space provided.		
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Exercise 1: Literary Genres - Candidate Name		 Time Remaining 29:31
“Hope” By Emily Dickinson Hope is the thing with feathers That perches in the soul, And sings the tune without the words, And never stops at all, And sweetest in the gale is heard; And sore must be the storm That could abash the little bird That kept so many warm. I’ve heard it in the chillest land, And on the strangest sea; Yet, never, in extremity, It asked a crumb of me.		
You must address each of the following in your response. • Provide an identification (either written or implied) of the genre and its purpose. • Provide your interpretation of the text’s theme and the author’s choices and use of literary devices or techniques that affect the meaning. • Explain the relationship between the text’s meaning and the author’s choices and use of literary devices or techniques in the text.		
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Scoring Rubric for Exercise 1

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to identify specific literary genres and to analyze the connection between an author's choices and use of literary devices or techniques and meaning using purpose and text features and to provide an insightful analysis of the meaning of the text.

Characteristics:

- Identification of genre and purpose (written or implied) is accurate and well defined.
- Interpretation of and description of the theme is insightful.
- Support for theme and purpose, using examples from text, is thorough.
- Identification of author's choices and use of literary devices or techniques is accurate.
- Explanation of the effect of author choices and use of devices or techniques on the meaning of the text is thorough and cohesive.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to identify specific literary genres and to analyze the connection between an author's choices and use of literary devices or techniques and meaning using purpose and text features and to provide an insightful analysis of the meaning of the text.

Characteristics:

- Identification of genre and purpose (written or implied) is correct.
- Interpretation and description of theme is complete and appropriate.
- Support for theme and purpose, using examples from text, is complete.
- Identification of author's choices and use of literary devices or techniques is sufficient.
- Explanation of the effect of author choices and use of devices or techniques on the meaning of the text is accurate.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to identify specific literary genres and to analyze the connection between an author's choices and use of literary devices or techniques and meaning using purpose and text features and to provide an insightful analysis of the meaning of the text.

Characteristics:

- Identification of genre is given, but no purpose is available.
- Interpretation and description of theme is simplistic and possibly confusing.
- Support for theme and purpose, using examples from text, is limited.
- Identification of author's choices and use of literary devices or techniques is given but description may be inaccurate and omissions of an important device are made.
- Explanation of the effect of author choices and use of devices or techniques on the meaning of the text is minimal and loosely connected.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to identify specific literary genres and to analyze the connection between an author's choices and use of literary devices or techniques and meaning using purpose and text features and to provide an insightful analysis of the meaning of the text.

Characteristics:

- Identification of genre and purpose (written or implied) is inaccurate or missing entirely.
- Interpretation and description of theme is superficial or incomplete.
- Support for theme and purpose, using examples from text, is missing.
- Identification of author's choices and use of literary devices or techniques is ambiguous or missing altogether (general overarching statements may be given with no textual evidence).
- Explanation of the effect of author choices and use of devices or techniques on the meaning of the text is minimal if there at all.

Sample Exercise 2 and Scoring Rubric

Sample Exercise 2

Standard V. Reading and Viewing

Exercise 2: Teaching Reading - Candidate Name		⌚ Time Remaining 29:31
Teaching Reading <u>Introduction</u> In this exercise, you will use your knowledge of English language arts to analyze one student's response to a text and discuss strategies that the student could use to correct a misconception in the reading. You will be asked to respond to one prompt. <u>Criteria for Scoring</u> To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following: • an accurate and informed identification of a student reader's misconception in the reading process, supported with details from the student's response to a given text; and • an in-depth description of two substantive strategies that the student reader could use to correct the misconception, with rationales that connect the strategies to the misconception. <u>Directions</u> You may view the prompt by clicking the Next button. Compose your response in the space provided.		
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Exercise 2: Teaching Reading - Candidate Name

 Time Remaining
29:31

Carefully read the following passage, student prompt, and student response.

From *Obedience to Authority*

By Stanley Milgram

The problem of obedience, therefore, is not wholly psychological. The form and shape of society and the way it is developing have much to do with it. There was a time, perhaps, when men were able to give a fully human response to any situation because they were fully absorbed in it as human beings. But as soon as there was a division of labor among men, things changed. Beyond a certain point, the breaking up of society into people carrying out narrow and very special jobs takes away from the human quality of work and life. A person does not get to see the whole situation but only a small part of it, and is thus unable to act without some kind of over-all direction. He yields to authority but in doing so is alienated from his own actions.

George Orwell caught the essence of the situation when he wrote:

As I write, highly civilized human beings are flying overhead, trying to kill me. They do not feel any enmity against me as an individual, nor I against them. They are only “doing their duty,” as the saying goes. Most of them, I have no doubt, are kind-hearted law abiding men who would never dream of committing murder in private life. On the other hand, if one of them succeeds in blowing me to pieces with a well-placed bomb, he will never sleep any worse for it.

A **twelfth grader** responded to the following prompt.

Student Prompt

Why does Milgram quote Orwell? Summarize the Orwell quotation and connect it to Milgram’s theory on the “problem of obedience.” Cite the text to show your understanding of the connection between Orwell’s words and Milgram’s theory about obedience.

Student Response

Milgram quotes Orwell because it contrasts with his own ideas. Orwell brings to light the harsh reality and effect that obedience and the assumption of responsibility can hold. Men are capable of horrible and unthinkable things when it is their responsibility to do so. Some commit robberies; some kill; some fight in wars. Their actions do not define their characters. Obedience does not cause people to feel guilt or shame. They drop bombs where they are told. It doesn’t take a certain person to act so terrible, it just takes a reassured push in the right direction. Milgram, however, thinks that obedience deprives people of feelings.

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Exercise 2: Teaching Reading - Candidate Name

 **Time Remaining**
29:31

You must address each of the following in your response.

- In your assessment of the student's response to the passage, identify **one** misconception. Provide details from the student's response to support your assessment of the student's misconception.
- Identify and describe **two** strategies that the student reader could use to address the misconception. Provide a rationale for **each** strategy that connects the strategy to the misconception.

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Scoring Rubric for Exercise 2

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to provide a thorough explanation of a reader's misunderstanding in the reading process and an in-depth description of strategies used to correct the misconception.

Characteristics:

- Identification of the misconception is accurate and informed.
- Support for the identification of the misconception is thorough.
- The two strategies are substantive and targeted to address the misconception.
- The rationale for each strategy is tightly connected to the misconception.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to provide a thorough explanation of a reader's misunderstanding in the reading process and an in-depth description of strategies used to correct the misconception.

Characteristics:

- Identification of the misconception is accurate and informed.
- Support for the identification of the misconception is appropriate.
- The two strategies are effective and targeted to address the misconception.
- The rationale for each strategy is connected to the misconception.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to provide a thorough explanation of a reader's misunderstanding in the reading process and an in-depth description of strategies used to correct the misconception.

Characteristics:

- Identification of the misconception is over-broad or unclear.
- Support for the identification of the misconception is minimal.
- The two strategies are vague and loosely related to the misconception.
- The rationale for each strategy is partially connected to the misconception.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to provide a thorough explanation of a reader's misunderstanding in the reading process and an in-depth description of strategies used to correct the misconception.

Characteristics:

- Identification of the misconception is inaccurate or misinformed.
- Support for the identification of the misconception is ambiguous or missing.
- The two strategies are either inappropriate or misinformed.
- The rationale for each strategy is missing or disconnected from the misconception.

Sample Exercise 3 and Scoring Rubric

Sample Exercise 3

Standard VI. Writing and Producing

Exercise 3: Teaching Writing - Candidate Name		 Time Remaining 29:31
Teaching Writing		
<u>Introduction</u>		
In this exercise, you will use your knowledge of English language arts to analyze student writing and discuss strategies to improve writing skills. You will be asked to respond to one prompt.		
<u>Criteria for Scoring</u>		
To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:		
• an accurate identification of one significant weakness and one significant strength in the writing conventions in a student's response; • an informed and substantive identification and a thorough explanation of one significant weakness in organization or content in the student's response; • a thorough understanding of the recursive nature of the writing process as demonstrated through identification of two significant strategies that are tightly connected to the identified weakness in organization or content; and • an informed choice of the appropriate stage in the writing process for application of each strategy and a thorough rationale for the choice of each strategy.		
<u>Directions</u>		
You may view the prompt by clicking the Next button. Compose your response in the space provided.		
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Exercise 3: Teaching Writing - Candidate Name		 Time Remaining 29:31
Scenario A tenth-grade class was asked to write a compare and contrast essay using the text and the movie of <i>Romeo and Juliet</i> .		
Student Prompt We have read <i>Romeo and Juliet</i> and watched the film directed by Baz Luhrmann. In an essay, compare and contrast the two using examples from both works.		
Student Response I liked Romeo and Juliet, but I liked the movie much better than the play. When the movie's setting was changed to today, the meaning becomes much more clearer. When we read the play, the words are very hard to understand. When Romeo talked to Mercutio and he gives his speech about the queen and everything, it was hard to understand what he's talking about. In the movie, it was easy to see that Mercutio is really cool and crazy and fun and the party was wild and Juliet's parents don't really love themselves. The guys really like the girl who plays Juliet. She was pretty and enthusiastic and you could tell she really loved Romeo because she fought with her father, her mother fights with her too, Paris is just a creep. So you can see, I liked the movie. We spend so much time on the book and they're hard to understand. So the movie is so much better. It's easier to understand when you can see the people talking and hear what they say. I like seeing it in today's world even if we really don't know where it is.		
You must address each of the following in your response.		
• Identify one significant weakness and one significant strength in the writing conventions in the student's response. • Identify and analyze one significant weakness in either organization or content in the student's response. Provide examples from the student's response to support your analysis. • To assist this student when writing a similar piece, identify two strategies you would use to address the weakness in either organization or content you identified above. Indicate at what stage in the writing process you would apply each of your strategies.		
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Scoring Rubric for Exercise 3

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to provide an in-depth description of strengths and weaknesses in a student's use of writing conventions and patterns of writing, and has a thorough understanding of the recursive nature of the writing process, including the identification and appropriate application of writing strategies and a rationale for the choice of strategies.

Characteristics:

- Identification of one significant weakness and one significant strength in the writing conventions in a student's response is accurate.
- Identification of one significant weakness in organization or content in a student's response is informed and substantive. Explanation of the weakness in organization or content is thorough.
- Two identified strategies are significant and tightly connected to the weakness in organization or content.
- Choice of the appropriate stage for application of the strategy is informed and aligned with the strategy and the identified weakness in organization or content.
- Rationale for choice of strategies is thorough.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to provide an in-depth description of strengths and weaknesses in a student's use of writing conventions and patterns of writing, and has a thorough understanding of the recursive nature of the writing process, including the identification and appropriate application of writing strategies and a rationale for the choice of strategies.

Characteristics:

- Identification of one significant weakness and one significant strength in the writing conventions in a student's response is accurate.
- Identification of one significant weakness in organization or content in a student's response is accurate.
- Explanation of the weakness in organization or content is appropriate.
- Two identified strategies are worthwhile and connected to the weakness in organization or content.
- Choice of the appropriate stage for application of the strategy is appropriate and aligned with the strategy and the identified weakness in organization or content.
- Rationale for choice of strategies is appropriate.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to provide an in-depth description of strengths and weaknesses in a student's use of writing conventions and patterns of writing, and has a thorough understanding of the recursive nature of the writing process, including the identification and appropriate application of writing strategies and a rationale for the choice of strategies.

Characteristics:

- Identification of one significant weakness and one significant strength in the writing conventions in a student's response is weak or confusing.
- Identification of one significant weakness in organization or content in a student's response is vague.
- Explanation of the weakness in organization or content is confused.
- Two identified strategies are simplistic and loosely connected to the weakness in organization or content.
- Choice of the appropriate stage for application of the strategy is unclear and loosely connected with the strategy and the identified weakness in organization or content.
- Rationale for choice of strategies is weak.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to provide an in-depth description of strengths and weaknesses in a student's use of writing conventions and patterns of writing, and has a thorough understanding of the recursive nature of the writing process, including the identification and appropriate application of writing strategies and a rationale for the choice of strategies.

Characteristics:

- Identification of one significant weakness and one significant strength in the writing conventions in a student's response is inaccurate.
- Identification of one significant weakness in organization or content in a student's response is inappropriate or inaccurate.
- Explanation of the weakness in organization or content is weak or missing.
- Two identified strategies are weak and loosely connected to the weakness in organization or content.
- Choice of the appropriate stage for application of the strategy is misinformed and disconnected from the strategy and the identified weakness in organization or content.
- Rationale for choice of strategies is weak or missing.

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