

*Early Childhood through Young  
Adulthood/Exceptional Needs  
Specialist*

**Component 1:  
Content Knowledge**

**SAMPLE ITEMS  
AND SCORING RUBRICS**

**NATIONAL BOARD**  
*for Professional Teaching Standards®*

# Contents

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|                                                                                                                           |           |
|---------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Overview</b>                                                                                                           | <b>1</b>  |
| Component 1: Content Knowledge .....                                                                                      | 1         |
| ECYA/Exceptional Needs Specialist Component 1 Computer-Based Assessment...                                                | 1         |
| Inside This Document .....                                                                                                | 3         |
| Other Important Information .....                                                                                         | 3         |
| <b><u>Sample Selected Response Items and Answer Key for ECYA/Exceptional Needs Specialist Component 1</u></b>             | <b>4</b>  |
| Sample Selected Response Items: Deaf/Hard of Hearing .....                                                                | 4         |
| Answer Key to Sample Selected Response Items: Deaf/Hard of Hearing.....                                                   | 8         |
| Sample Selected Response Items: Visually Impaired.....                                                                    | 9         |
| Answer Key to Sample Selected Response Items: Visually Impaired .....                                                     | 13        |
| Sample Selected Response Items: Gifted .....                                                                              | 14        |
| Answer Key to Sample Selected Response Items: Gifted .....                                                                | 18        |
| Sample Selected Response Items: Early Childhood Education.....                                                            | 19        |
| Answer Key to Sample Selected Response Items: Early Childhood Education ....                                              | 22        |
| Sample Selected Response Items: Mild/Moderate Disabilities .....                                                          | 23        |
| Answer Key to Sample Selected Response Items: Mild/Moderate Disabilities .....                                            | 28        |
| Sample Selected Response Items: Severe/Multiple Disabilities .....                                                        | 29        |
| Answer Key to Sample Selected Response Items: Severe/Multiple Disabilities ...                                            | 33        |
| <b><u>Sample Constructed Response Exercises and Scoring Rubrics for ECYA/Exceptional Needs Specialist Component 1</u></b> | <b>34</b> |
| Sample Exercise 1 and Scoring Rubric .....                                                                                | 35        |
| Sample Exercise 2 and Scoring Rubric .....                                                                                | 38        |
| Sample Exercise 3 and Scoring Rubric .....                                                                                | 41        |

## Overview

This document provides information about the Early Childhood through Young Adulthood/Exceptional Needs Specialist (ECYA/Exceptional Needs Specialist) 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/Exceptional Needs Specialist Component 1 Computer-Based Assessment

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

#### ECYA/Exceptional Needs Specialist Standards Measured by Selected Response Items

The ECYA/Exceptional Needs Specialist selected response items focus on the following Standards:

| Standards Content                                                                                                                                                                                                                                                                                         | Approximate Percentage of Selected Response Item Section* |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| <b>Knowledge of Students and Knowledge of Philosophy, History and Law (Standards I and II)</b> <ul style="list-style-type: none"><li>• Child Growth and Development</li><li>• Effective Advocacy</li><li>• Knowledge of Philosophy, History, and Law</li><li>• Exemplifying High Ethical Ideals</li></ul> | 20%                                                       |
| <b>Diversity and Family Partnerships (Standards III and IV)</b> <ul style="list-style-type: none"><li>• Creating Equitable, Fair, and Diverse Environments</li><li>• Ensuring Access to Quality Learning Experiences</li><li>• Collaborating with Parents to Support Students' Education</li></ul>        | 20%                                                       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>Communication and Social Development and Behavior<br/>(Standards VI and VII)</b> <ul style="list-style-type: none"> <li>• Understanding Language Acquisition and Development</li> <li>• Using Unique Strategies to Develop Communication Skills</li> <li>• Collaborating with Others to Facilitate Student Language Development</li> <li>• Teaching and Fostering Social Skills</li> <li>• Developing Students' Self-Confidence and Self-Determination</li> <li>• Fostering and Supporting Positive Behavior</li> </ul> | 30% |
| <b>Assessment and Curriculum and Instruction<br/>(Standards V and VIII)</b> <ul style="list-style-type: none"> <li>• Using Diverse Assessment Methods for Different Purposes</li> <li>• Academic Core Curriculum—Literacy</li> <li>• Individualizing Curriculum and Integrating Life Skills Development Across Disciplines, Contexts, and Settings</li> <li>• Fostering Student Transitions and Career Development</li> </ul>                                                                                              | 30% |

\* These percentages are an approximation only.

For the complete ECYA/Exceptional Needs Specialist Standards, refer to [www.nbpts.org/certification/candidate-center/](http://www.nbpts.org/certification/candidate-center/).

### ECYA/Exceptional Needs Specialist Constructed Response Exercises

The ECYA/Exceptional Needs Specialist constructed response exercises assess the following:

- **Exercise 1: Numeracy**  
In this exercise, you will use your knowledge of numeracy skills and instruction for students with exceptional needs. You will be asked to respond to one prompt.
- **Exercise 2: Assessment**  
In this exercise, you will use your knowledge of assessment and students with exceptional needs. You will be asked to respond to one prompt.
- **Exercise 3: Collaboration**  
In this exercise, you will use your knowledge of professional collaboration in the field of exceptional needs. You will be asked to respond to one prompt.

Each constructed response exercise will be assessed using a scoring rubric. Each ECYA/Exceptional Needs Specialist Component 1 scoring rubric is derived from the ECYA/Exceptional Needs 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/Exceptional Needs Specialist Component 1" and "Sample Constructed Response Exercises and Scoring Rubrics for ECYA/Exceptional Needs Specialist 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 ECYA/Exceptional Needs Specialist 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: Deaf/Hard of Hearing

Standard II. Knowledge of Philosophy, History, and Law

1. A fifth-grade student with a severe bilateral hearing loss primarily uses American Sign Language (ASL) to communicate and attends a general education class with an educational interpreter. Which of the following statements best reflects the language learning theory proposed by Jim Cummins describing Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) as it relates to the student's language development?
  - A. Indirect access to communication may restrict the student's access to social language and development of BICS.
  - B. Receptive and expressive language proficiency related to BICS is universally acquired and most closely linked to the student's chronological age.
  - C. The transfer of BICS will likely not occur between the student's primary language in ASL and developing understanding of English.
  - D. The BICS language acquisition process is often delayed in bilingual learning environments.

Standard II. Knowledge of Philosophy, History, and Law

2. Under the Individuals with Disabilities Education Improvement Act (IDEA 2004), a manifest determination review is required when a student who receives special education services violates student conduct codes and is facing the possibility of:
  - A. a one-day suspension.
  - B. expulsion from the student's current school.
  - C. a functional behavior analysis.
  - D. loss of classroom privileges.

### Standard III. Diversity

3. A teacher of the deaf and hard of hearing provides consultation to a sixth-grade general education social studies teacher, whose class includes a student with a profound hearing loss who uses an educational interpreter. The teacher of the deaf and hard of hearing frequently observes the social studies teacher's teaching practices and provides feedback to prevent modified or lowered educational expectations for the student. Which of the following observations by the teacher of the deaf and hard of hearing would be most important to discuss with the social studies teacher to address this goal?
- A. The teacher asks the interpreter to gauge the student's understanding of a concept.
  - B. The teacher provides the student with graphic supports when reading complex texts.
  - C. The teacher previews key topics with the student prior to introducing a new unit.
  - D. The teacher uses restricted vocabulary when interacting with the student.

### Standard III. Diversity

4. A teacher of the deaf and hard of hearing teaches a fifth-grade science class at a school for the deaf in which American Sign Language (ASL) is the primary mode of instruction. When presenting a complex text, the teacher uses a code-switching technique, in which the teacher directly links signs and their fingerspelling to key printed vocabulary. This ASL/English bilingual practice primarily:
- A. allows for simultaneous use of both languages during instruction.
  - B. supports students to monitor their comprehension of text using their dominant language.
  - C. emphasizes concept development in both languages at the word level.
  - D. enables students to access text content using a modified language.

### Standard VI. Communication

5. A teacher of the deaf and hard of hearing is designing a series of activities to promote a student's ability to detect differences in non-phonemic aspects of spoken language, such as pitch, stress, and prosody. These activities would best support the development of which of the following auditory processing skills?
- A. comprehending a speaker's use of unfamiliar speech patterns
  - B. discriminating between suprasegmentals in speech
  - C. localizing various sounds in the environment
  - D. detecting sound in the midst of competing background noise

## Standard VII. Social Development and Behavior

6. Melissa, a ninth-grade student with a profound bilateral hearing loss, attends a general math club after school with an American Sign Language (ASL) interpreter. Melissa reports to Mr. Stillman, the teacher of the deaf and hard of hearing, that she sometimes experiences difficulty both following the interpreter and recording important graphics presented during club meetings. Which of the following would be most appropriate for Mr. Stillman to suggest to Melissa to promote self-advocacy skills in addressing this issue?
- A. requesting that the math club teacher present academic language and content solely in verbal form
  - B. asking the interpreter to review with her the concepts discussed at the end of the meeting
  - C. requesting that the math club teacher provide meeting notes to her ahead of time
  - D. asking the interpreter to modify meeting content so that she has time to focus attention on written information

## Standard V. Assessment

7. A teacher of the deaf and hard of hearing is considering how to assess learning challenges exhibited by a new student who has a moderate-to-severe hearing loss. Which of the following practices represents the most effective application of assessment for identifying an appropriate intervention to meet this student's needs?
- A. choosing assessment strategies to ensure relevance to issues involved in the referral
  - B. administering a broad battery of formal and informal assessments to cover a wide range of concerns
  - C. eliciting anecdotal comments from school staff who work with the student to supplement other assessments
  - D. using the student's last formal end-of-year achievement assessments to ensure fair and objective evaluation

## Standard VIII. Curriculum and Instruction

8. A teacher of the deaf and hard of hearing co-teaches a sixth-grade social studies class that includes several students who are deaf or hard of hearing and who receive the services of an American Sign Language (ASL) interpreter. The teachers pose and discuss an open-ended question with the class. Before students are asked to write a short reflection response to the discussion, the class collaboratively crafts appropriate language stems, such as those shown below.

During discussion, the statement was made that \_\_\_\_\_.

I agree/disagree with this statement because \_\_\_\_\_.

The practice of using language stems primarily benefits students in:

- A. applying standard written forms of English grammar and syntax.
- B. discussing and developing abstract ideas and concepts.
- C. using written models to show the direct correspondence between English and ASL.
- D. enhancing receptive language of specific content-area vocabulary.

### Answer Key to Sample Selected Response Items: Deaf/Hard of Hearing

| Item Number | Correct Response |
|-------------|------------------|
| 1           | A                |
| 2           | B                |
| 3           | D                |
| 4           | C                |
| 5           | B                |
| 6           | C                |
| 7           | A                |
| 8           | A                |

## Sample Selected Response Items: Visually Impaired

### Standard II. Knowledge of Philosophy, History, and Law

1. A 15-year-old student who has been blind since birth due to optic nerve hypoplasia attends general education classes, and receives services from her TVI in the resource room three times per week for 45 minutes. The student is a proficient braille reader and is currently working at grade level in all subjects. The TVI is preparing invitations for the student's annual Individualized Education Program (IEP) review. The following individuals are invited to the meeting:

- The student's parents
- The assistant principal
- The TVI
- The student's general education teacher
- The orientation and mobility (O&M) specialist

Which of the following individuals should also be invited to the meeting to best ensure that the student's IEP meets her needs?

- A. student/family advocate
- B. school psychologist
- C. vocational rehabilitation specialist
- D. school brailist

### Standard II. Knowledge of Philosophy, History, and Law

2. An eleventh-grade student who is congenitally blind due to microphthalmia attends high school where he is an honors student and participates in extracurricular activities. The student and his parents would like for him to transfer to a residential school for the blind for his senior year so that he can socialize with other students with visual impairments. The Individualized Education Program (IEP) team is meeting to consider this change in placement. Which of the following would be the best rationale for denying the change in placement and keeping the student in his current setting?

- A. The change in placement would be a denial of free and appropriate public education (FAPE) because the setting is too restrictive to meet the student's needs.
- B. The change in placement may result in a regression in orientation and mobility (O&M) skills learned in the current setting.
- C. The change in placement would be a denial of FAPE because it violates the spirit of the National Agenda.
- D. The change in placement may result in a decrease in skills related to self-determination and self-advocacy.

### Standard III. Diversity

3. A TVI is working with a third-grade student with low vision due to aphakia. The student has recently been prescribed a short focus monocular to assist in reading materials at a distance in the classroom. The student has learned to stabilize the monocular while sitting and standing, and can move the barrel of the scope to focus an image. Which of the following skills should the TVI teach next to ensure the student's optimal use of the device?
- A. locating an object without the scope, then spotting it through the scope to verify detail
  - B. determining eye dominance and optimal lighting conditions for use of the scope
  - C. using the scope to follow a slow-moving target, such as a bug crawling across the desk
  - D. shifting gaze from scope to paper and back to scope to facilitate note-taking

### Standard IV. Family Partnerships

4. Cassie is a second-grade student with a visual impairment. Cassie has a magnifier available for near tasks, but she uses it only on occasion as she is able to access grade-level print from a comfortable distance. Cassie's mother is also visually impaired and can only access print when enlarged on an electronic magnifier with print  $\frac{3}{4}$  inch in size. Cassie struggles with reading, particularly reading fluency. Although steady progress is noted, it is less than what would be anticipated. In a conversation with the mother, the TVI learns that Cassie's mother views the books Cassie brings home for required nightly reading on her electronic magnifier and moves the book under the device's camera to track the lines of print while Cassie reads aloud. Which of the following options would best support Cassie's reading fluency in this situation?
- A. The TVI should provide instruction to Cassie in utilization of an electronic magnifier so that Cassie can read her material at home with this device.
  - B. The TVI should request that two copies of reading material be sent home so that the mother can access the materials and participate in the home reading activity.
  - C. The TVI should request that the student read material out loud to the mother without her needing to supervise the accuracy of the reading.
  - D. The TVI should request that extra time be arranged for reading during the school day rather than requiring this reading activity to be done at home.

## Standard VI. Communication

5. Julio is a beginning second-grade student with a visual impairment with corrected acuities measured at 20/100. Spanish is the primary language spoken in the home. Julio's family moved to the United States from Puerto Rico during the semester break of his kindergarten year. Julio is able to access most regular print as well as demonstrations on the board and overhead without accommodations. He effectively utilizes a monocular to access small print presented at a distance and has a magnifier for occasional use on near tasks. Several students in Julio's class speak both English and Spanish. Julio typically plays with these students and conversations among them are in Spanish. When his parents pick Julio up from school, he eagerly tells his parents about events from the day while conversing in Spanish. Classroom instruction is primarily in English. If students request clarity regarding vocabulary or concepts, limited explanations will be provided in Spanish. Julio's classroom teacher is concerned because Julio rarely speaks in class. He follows directions in English and shows consistent improvement in reading and writing in English. Julio is successful with most classroom assignments, indicating an understanding of the majority of classroom conversations. Julio excels at math calculation but is sometimes confused by word problems. Given that Julio's receptive language skills in English are more advanced than his expressive language skills, which of the following explanations would be most appropriate for the TVI to make to address the concerns of the classroom teacher?
- A. Julio most likely has a disability in the area of speech/language. An evaluation should occur in English as that is the primary language of instruction.
  - B. Because of Julio's visual impairment, it would be anticipated that he would experience a delay in the acquisition of a new language. No further evaluations should be recommended.
  - C. Julio most likely has a disability in the area of cognitive processing. An evaluation should occur in Spanish as that is his primary language.
  - D. Receptive language skills typically develop before expressive skills. If expressive skills in Spanish are age appropriate, no further testing should be recommended.

## Standard VI. Communication

6. When a TVI is working with a young child with a visual impairment, the TVI carefully and continually structures instruction and the child's environment to introduce objects and activities the child may have been unable to access previously or was unaware of previously. This strategy is most likely to help the child acquire early literacy skills and concepts that may not have been developed through:
- A. phonological awareness.
  - B. incidental learning.
  - C. oral language development.
  - D. episodic learning.

## Standard V. Assessment

7. When selecting accommodations for reading assessments, which of the following accommodations would invalidate the purpose of determining competency in decoding?
- A. regular print with optical aids
  - B. braille text for tactile reading
  - C. text-to-speech software
  - D. large print with glasses

## Standard VIII. Curriculum and Instruction

8. A fifth-grade student in a general education classroom receives some pull-out supports in the areas of reading/language arts and math. The student has been identified as having severe learning disabilities in the areas of reading, writing, and math. She has very limited functional vision and is learning to read braille, but she is able to read uncontracted braille at a rate of 14 words per minute and her decoding and comprehension are tested at a beginning second-grade level for written material. She comprehends auditory information at a level commensurate with her peers. The student is able independently to access auditory books preloaded on a tablet computer and enjoys listening to recorded books. A regularly assigned activity is to take turns reading out loud to a small group. After she is provided with an uncontracted braille version of the text, which of the following accommodations would reinforce the student's reading skills when it is her turn to read aloud?
- A. requiring the student to read only a fraction of the material out loud as is required of the other students
  - B. allowing the student to utilize the tablet to listen to the book and then letting her use the tablet to read aloud the portion of the text she is assigned
  - C. requiring the student to read the same amount of material out loud as is required of the other students
  - D. allowing the student to utilize the tablet to listen to the book and then letting her read a reduced amount of material from the braille version of the text

### Answer Key to Sample Selected Response Items: Visually Impaired

| Item Number | Correct Response |
|-------------|------------------|
| 1           | C                |
| 2           | A                |
| 3           | A                |
| 4           | B                |
| 5           | D                |
| 6           | B                |
| 7           | C                |
| 8           | D                |

## Sample Selected Response Items: Gifted

### Standard I. Knowledge of Students

1. A third-grade teacher of students who are gifted structures the classroom in a way so that individual students have a variety of choices throughout the school day regarding working with others or alone. Which of the following statements best supports this classroom structure?
  - A. Gifted students may be more comfortable learning in particular ways and settings.
  - B. Gifted students often lack the ability to make appropriate choices in classroom settings.
  - C. Experienced teachers allow gifted students to make informed choices about their education.
  - D. Individual choice for gifted students is important because it promotes self-esteem.

### Standard II. Knowledge of Philosophy, History, and Law

2. A 15-year-old student who is gifted participates in extracurricular activities at the local high school and is enrolled in four classes at the local college. According to the Family Educational Rights and Privacy Act (FERPA), who is allowed to review her college academic records?
  - A. The student and her parents are both permitted to examine her college records after signing a confidentiality agreement.
  - B. The student and her parents are both permitted to examine her college records with advanced written notice to the registrar.
  - C. The student has the right to examine her own records but must provide written permission for her parents to examine them.
  - D. The student is a minor and under the age of 18, so her parents must provide written permission for her to examine her college records.

### Standard III. Diversity

3. In order to provide the most culturally responsive and challenging programs and services, schools should most appropriately include which of the following characteristics?
  - A. a single-entry qualification point into the gifted program
  - B. enriched instruction with underperforming, high-ability students designed to enhance skills
  - C. increased remediation opportunities for underperforming, high-ability students for maximum improvement
  - D. ongoing professional development training for teachers of students who are gifted

#### Standard IV. Family Partnerships

4. An elementary teacher of students who are gifted and talented has many parents/guardians who want to be involved in the classroom. These parents/guardians constantly want feedback, want to know what is happening in the classroom, ask to come into the class, and hold high expectations for their child and the teacher. Which of the following is the best way for the teacher to address the needs of these parents/guardians?
- A. telling the students that concerned parents/guardians can call the teacher at any time
  - B. doing nothing differently from previous years in regard to communication or collaboration between the teacher and the parents/guardians
  - C. holding a curriculum night to communicate expectations to parents/guardians and asking them to let the teacher do his or her job without interference
  - D. using this parent/guardian motivation as a means to collaborate with them and inviting parents/guardians to be a part of the classroom

#### Standard VI. Communication

5. Several students in the gifted and talented program at an elementary school are English language learners. These students have various proficiency levels in English and receive English as a New Language (ENL) services two to three times a week. The gifted education teacher regularly meets with the ENL teacher to review lesson plans and supports for these students. Which of the following additional actions by the gifted education teacher would best facilitate the continued development of the English language learners' English language proficiency?
- A. conducting observations of the ENL teacher providing language instruction to the students
  - B. inviting the ENL teacher to observe the students' interactions and language use during content instruction
  - C. working with the ENL teacher to incorporate students' language objectives into content instruction
  - D. asking the ENL teacher to provide several lesson plans each week that focus on students' language learning

## Standard VII. Social Development and Behavior

6. Students in the gifted and talented program at a middle school meet for one period a day with the gifted education teacher. This class of students includes sixth-, seventh-, and eighth-grade students. The gifted education teacher has had some concerns about an apparent increase in conflicts between students. To address this concern, the teacher, with the principal's approval, decides to implement a peer mediation program. The students are formally trained in the processes of negotiation and mediation and participate in role-plays to practice these processes. Two students serve as peer mediators for the class on a weekly, rotating basis. Which of the following statements describes the best rationale for implementing this program?
- A. Students' recognition of behaviors that cause problem situations will be enhanced.
  - B. Disciplinary actions stemming from disputes or disagreements between students will decrease significantly.
  - C. The time that can be devoted to instruction and student learning will be maximized.
  - D. Students will be empowered with the tools for resolving problems constructively within a solution-oriented structure.

## Standard V. Assessment

7. A fourth-grade gifted student consistently receives failing grades in subject-area exams despite seeming to understand the material in class. When asked, the student explains that schoolwork is boring. Which of the following accommodations would be most appropriate for determining mastery?
- A. an alternative testing environment
  - B. extended time for assessments
  - C. choice in types of assessments
  - D. multiple tests of the same material

## Standard VIII. Curriculum and Instruction

8. A 12-year-old student who is highly gifted has been accelerated for two years and will be entering high school in the fall. The student is mature and possesses a high level of self-confidence. Currently, the student is the captain of the middle school baseball team and a starter on the basketball team. The student has expressed concerns about being physically smaller than high school classmates and participating in athletics. Which of the following strategies is likely to be most effective in fostering a positive transition for the student?
- A. creating an arrangement that allows the student to participate in middle school athletics while pursuing high school-level academics
  - B. advising the student to forego participation in the high school athletic program in favor of a personal fitness program
  - C. suggesting that the student be allowed to participate in high school athletics in the role of team and/or equipment manager
  - D. having middle school coaches provide the student with individualized training to maximize his ability to participate in high school athletics

### Answer Key to Sample Selected Response Items: Gifted

| Item Number | Correct Response |
|-------------|------------------|
| 1           | A                |
| 2           | C                |
| 3           | B                |
| 4           | D                |
| 5           | C                |
| 6           | D                |
| 7           | C                |
| 8           | A                |

## Sample Selected Response Items: Early Childhood Education

### Standard I. Knowledge of Students

1. A child who can make decisions about food choices, toy preferences, and clothing selections and can learn to regulate body functions is in which of Erik Erikson's stages of psychosocial development?
  - A. trust vs. mistrust
  - B. autonomy vs. shame and doubt
  - C. initiative vs. guilt
  - D. industry vs. inferiority

### Standard I. Knowledge of Students

2. A teacher of preschoolers with developmental delays takes the children to the playground every day followed by structured indoor time in centers. After playing, the children come back to the classroom distracted, tired, and irritable. Which of the following strategies could the teacher use to help the children focus on center activities?
  - A. providing a short group activity such as singing a "get ready for center" song
  - B. practicing a classroom behavior plan
  - C. giving children a schedule of center activities when they come inside
  - D. making sure all children wash their hands after playing outside

### Standard III. Diversity

3. A teacher of students with exceptional needs and a general education teacher co-teach a third-grade class in which the majority of students are multilingual and have a home language other than English. Several of the students are classified as having language-based learning disabilities. The teachers use a sheltered English instruction model when teaching. When using this model, a primary responsibility of the teachers is:
  - A. integrating various supports, including special education instruction and speech-language therapy, into their teaching.
  - B. arranging for students to receive instruction in small groups depending on their language proficiency.
  - C. modifying each student's academic content objectives according to his or her individualized language level.
  - D. designing lessons that address grade-level curricular achievement and concurrently promote language development.

### Standard III. Diversity

4. A teacher of students with exceptional needs teaches a kindergarten class that includes several students with sensory-processing difficulties who exhibit self-stimulatory behaviors. When designing an effective learning environment for the students, it is most important to understand that self-stimulatory behaviors:
- A. serve a purpose for the student and should be replaced with alternative behaviors that perform a similar function.
  - B. are inherently biological and are not readily influenced by outside reinforcement systems.
  - C. promote attention by the student and rarely interfere in his or her learning or educational performance.
  - D. are typically extinguished when the student is taught effective communication strategies to express emotions.

### Standard VI. Communication

5. A three-year-old child with a language delay is having difficulty mastering an IEP objective that addresses increasing the mean length of utterances. The teacher has joined the child during block play to participate in floor time in an effort to increase the likelihood that the child will increase the number of words used during play. Which of the following scenarios would be most likely to increase the child's number of words when the child and teacher play together?
- A. When the child picks up a car and says "C" for "car," the teacher responds, "Vroom, vroom."
  - B. When the child picks up a car and says "C" for "car," the teacher responds, "Car."
  - C. When the teacher hands the child a car and the child says "C" for "car," the teacher responds, "Red car."
  - D. When the teacher hands the child a car and says "Car," the child responds, "Car."

### Standard VII. Social Development and Behavior

6. A preschooler with an IEP for developmental delays is being served in an inclusive early childhood setting. The teacher has noted that the child becomes agitated and refuses to clean up toys when prompted to transition to a new activity. The child's behavior becomes aggressive 75% of the times the child is asked to clean up toys. Which of the following accommodations would be most helpful in assisting this child to successfully transition between activities?
- A. interviewing the child's parents/guardians to learn if the child follows through with expectations to clean up at home
  - B. appointing classmates to assist with cleaning up toys, providing the child with positive role models of the expected behavior
  - C. posting a visual reminder of the classroom rules and reviewing the rules with the whole class daily
  - D. using a timer with the child that counts down how much time remains until it is time for a transition

## Standard V. Assessment

7. A kindergarten student who receives special education services for a developmental delay in the areas of communication and cognitive development attends a general education class with pull-out services from a teacher of students with exceptional needs. The teacher of students with exceptional needs meets with the kindergarten teacher and educational aide to consider ways to support the student's access to the general education curriculum. The teacher of students with exceptional needs recommends the following instructional accommodations.

1. Use strong phrase boundaries when presenting verbal information
2. Repeat complex sentences using simplified syntax
3. Scaffold important vocabulary using visual examples

The instructional accommodations primarily support the student by:

- A. offering exposure to fluent models of spoken language.
- B. emphasizing the use of academic language structures.
- C. making language more comprehensible.
- D. providing concrete supports to abstract thinking.

## Standard VIII. Curriculum and Instruction

8. A kindergarten student with moderate cognitive impairments participates in an inclusive classroom setting. Which of the following activities is she likely to perform most like her nondisabled peers during a sequencing activity?
- A. retelling the details of a story read during an earlier class period
  - B. putting together a model following picture directions
  - C. following classroom routines over an extended period of time
  - D. responding to multistep oral directives

## Answer Key to Sample Selected Response Items: Early Childhood Education

| Item Number | Correct Response |
|-------------|------------------|
| 1           | B                |
| 2           | A                |
| 3           | D                |
| 4           | A                |
| 5           | C                |
| 6           | D                |
| 7           | C                |
| 8           | C                |

## Sample Selected Response Items: Mild/Moderate Disabilities

### Standard II. Knowledge of Philosophy, History, and Law

1. A student is being evaluated to see if he qualifies for special education services as a student with a specific learning disability. He has poor grades and has made little academic progress even with the prereferral interventions required before a recommendation for evaluation can be made. The student has passed hearing and vision screenings. The student's evaluation scores are listed in the table below.

| Evaluation                     | Standard Score* | Score Description           |
|--------------------------------|-----------------|-----------------------------|
| Adaptive Behavior Evaluation   | 59              | Significantly below average |
| Intelligence (IQ) Evaluation   | 66              | Significantly below average |
| Reading Achievement Evaluation | 72              | Below average               |
| Math Achievement Evaluation    | 62              | Significantly below average |
| Behavior Evaluation            | 87              | Average                     |
| Language Evaluation            | 75              | Below average               |

\*Standard scores with a mean of 100 and a standard deviation of 15

On the basis of this information, what will the eligibility team most likely determine?

- A. The student qualifies for services because achievement scores are significantly below average.
- B. The student does not qualify for services because there is no severe discrepancy between achievement scores and the IQ score.
- C. The student needs to complete different intervention programs during the prereferral stages because the student should have made some progress.
- D. The student needs further evaluation because the student might have an intellectual disability.

## Standard II. Knowledge of Philosophy, History, and Law

2. A three-year-old was recently placed in foster care after his mother passed away suddenly, and no family has been identified as next of kin. The child was born with spina bifida and a number of comorbid orthopedic needs. He is transitioning from early intervention services to a preschool special education program and an Individualized Education Program (IEP) is being developed. According to the Individuals with Disabilities Education Improvement Act (IDEA 2004, § 300.519), which of the following is the legal responsibility of the state education agency (SEA)?
- A. assigning an educational surrogate parent not more than 30 days after a public agency determines the child needs one
  - B. requesting information from a guardian ad litem regarding the court order of assignment of custody within 30 days
  - C. scheduling the IEP team meeting within 60 days of notice of the change in custody to determine the school assignment
  - D. providing all education-related documentation to the foster parent as required by court order within 60 days

## Standard III. Diversity

3. A ninth-grade student in an inclusive history class has a specific learning disability in reading. He is able to correctly decode words at a fifth-grade level; however, he can understand and respond to text at grade level when it is read aloud to him. When he is asked to read on his own, he is often off task or so frustrated that he gives up. What accommodation will allow the student to access content-area textbooks and successfully complete coursework?
- A. reading everything aloud to the student so that he does not get frustrated and stop working
  - B. finding a text that is written at a sixth-grade level so the student can practice his skills and be successful
  - C. using an audio version of the text so the student can listen at home or in class without losing the meaning of the content
  - D. allowing the student to work with another student to complete assignments that require excessive reading in class

## Standard IV. Family Partnerships

### 4. Use the information below to answer the question that follows.

A large school district requires each teacher to set yearly personal and professional goals at the start of the school year and to monitor his or her progress. A middle school special education teacher's goals are outlined below.

Personal:

- Expand and refine my use of technology resources to collaborate with peers and parents/guardians, and access research and evidence-based practices.

Professional:

- Contact each parent/guardian by phone or home visit to introduce myself and provide beginning of the year information, policies, and procedures.
- Establish and maintain a consistent manner for families and students to communicate with me regarding their needs, concerns, or questions.
- Provide families with timely information that includes topics such as special education policies, Individualized Education Program (IEP) development and goals, assessment and transition planning procedures from middle school to high school, and postsecondary planning.

Which of the following statements provides the primary rationale to support the special education teacher's professional goals?

- A. Collaboration and communication with parents/guardians is more likely to result in positive educational outcomes for students.
- B. Parents/guardians of students in middle school are more likely to respond to the school's home-school involvement activities than parents/guardians of students in other grades.
- C. Students with disabilities are more likely to receive related services and direct special education in the general education setting when parents/guardians attend IEP meetings.
- D. The quality of students' teachers is a more important factor in the success of middle school students than parent/guardian involvement.

## Standard VI. Communication

5. A student with an Individualized Education Program (IEP) addressing mild language delays is having difficulty sequencing information from known stories. Following instruction on how to sequence a story by telling what happened first, what happened next, and what happened last, the teacher presents a variety of simple stories that require the student to read and place events in sequence. In spite of repeated instruction the student continues to struggle with the concept. The teacher reteaches the lesson by modeling and assigning the words *first*, *next*, and *last* to separate paragraphs. After the lesson, the student responds correctly. The student could have experienced challenges initially because he:
- A. did not comprehend the story the first time it was read.
  - B. needed additional support to understand the concept.
  - C. preferred that the story have different elements and an alternate ending.
  - D. could not understand the story due to his attention-deficit/hyperactivity disorder (ADHD).

## Standard VII. Social Development and Behavior

6. The annual IEP review date is approaching for a ninth-grade student with a moderate cognitive delay. His teacher has started to talk to him about things to expect during an upcoming Individualized Education Program (IEP) team meeting, as well as role-playing the student's participation in the meeting. The teacher is also helping him make a set of visuals to share at the meeting. These visuals will most likely contain evidence of:
- A. growth data on goals from the expiring IEP.
  - B. activities and schoolwork of the year.
  - C. his self-reflective strengths and needs, wishes, and preferences.
  - D. place cards and notes for each member of the transition IEP team.

## Standard V. Assessment

7. A new student is transitioning from a developmental preschool to general education kindergarten with an Individualized Education Program (IEP) addressing behavior concerns related to a history of violent outbursts, noncompliance, and self-injurious behaviors. Goal updates before transitioning show progress, with few outbursts being noted. The receiving general education teacher and special education teacher notice a marked increase in behavior issues within two weeks of attendance in the kindergarten program. The special education teacher will most likely:
- A. document behaviors while gathering the IEP team to consider a functional behavior assessment.
  - B. isolate the student and establish a system to earn time in the general education classroom.
  - C. continue the behavior program as the IEP designates and wait for the end of the transition period.
  - D. inform the principal that the student needs a self-contained program placement.

## Standard V. Assessment

8. A special education teacher created a three-part activity to pre-assess the readiness of first-grade students to tell time to the hour. The students were instructed to label an analog and digital clock face to show 6:00 and to write what they know about clocks and time. Which of the following questions is most important for the teacher to answer based on the pre-assessment information obtained?
- A. What meaningful differences exist among the students' prior knowledge?
  - B. Should students be grouped heterogeneously or homogeneously?
  - C. How can I ensure that all students gain new learning at the same rate?
  - D. Do the learning styles of the students have an effect on these results?

## **Answer Key to Sample Selected Response Items: Mild/Moderate Disabilities**

| <b>Item Number</b> | <b>Correct Response</b> |
|--------------------|-------------------------|
| 1                  | D                       |
| 2                  | A                       |
| 3                  | C                       |
| 4                  | A                       |
| 5                  | B                       |
| 6                  | B                       |
| 7                  | A                       |
| 8                  | A                       |

## Sample Selected Response Items: Severe/Multiple Disabilities

### Standard I. Knowledge of Students

1. An 11-year-old sixth grader with autism spectrum disorder (ASD) and an intellectual disability is in a general education classroom for most of the day with support from a paraprofessional. At the beginning of the year, the special education teacher consults with the general education teacher on ways to ensure the student feels included in the classroom. The special education teacher suggests incorporating cooperative learning activities into various lessons in which the students take turns being the group's leader depending on the subject. Which of the following rationales best supports why this instructional strategy would be the most developmentally appropriate for the student?
  - A. supporting the student's understanding of firm boundaries in a social setting
  - B. encouraging the student's exploration of creative abilities in different academic areas
  - C. providing the student control over the learning process
  - D. allowing the student the opportunity to feel accomplished among peers

### Standard II. Knowledge of Philosophy, History, and Law

2. Morgan is 12 years old and has an intellectual disability and an emotional disability. She attends a separate classroom with a small group of similar-aged students, and she also attends a general education science class with support from a paraprofessional. During science class, Morgan has begun displaying inappropriate behaviors that have become increasingly violent. She has lunged at a classmate and twice she has tried to stab a paraprofessional with a pencil. After each offense Morgan's parents have been notified and she has been immediately picked up from school and taken home for the remainder of the day. Which of the following historical court cases determines how the school handles situations such as Morgan's?
  - A. *Honig v. Doe*
  - B. *Hendrick Hudson School v. Rowley*
  - C. *Smith v. Robinson*
  - D. *Mills v. Board of Education of the District of Columbia*

### Standard III. Diversity

3. A special education supervisor is meeting with all the special education teachers in a diverse elementary school. The supervisor begins a discussion on ways to encourage and create culturally responsive learning environments by asking each teacher the following question: "What learning characteristics come to mind when you think of each student in your classes?" Which of the following research-based rationales is addressed by asking this type of question?
- A. committing to knowing each student socially and emotionally increases academic success
  - B. recognizing the ways in which students' unique profile of strengths and needs can influence academic success
  - C. maintaining high expectations for everyone in the classroom encourages students to reach academic standards for success
  - D. understanding each student's individual life experiences influences his or her academic success

### Standard IV. Family Partnerships

4. A parent of a high school student is concerned about the student's academic performance, and preparations have been made to discuss this at the annual review of the student's Individualized Education Program (IEP). The meeting has been scheduled on a day and time convenient for the parent. At the appointed time, all the participants have arrived except the parent. The teacher calls the parent after 10 minutes, who states she is running late and will arrive within 30 minutes. In this situation, the most appropriate course of action for the teacher to take is to:
- A. cancel the meeting and reschedule so the parent can attend the meeting to have her concerns addressed.
  - B. excuse the participants until the parent arrives, then reconvene the meeting and discuss concerns.
  - C. continue with the meeting and discuss the concerns about the student with the IEP team participants who are present.
  - D. start the meeting, review the concerns that have already been addressed when the parent arrives, and then proceed.

## Standard VI. Communication

5. A student who is nonverbal receives instruction in a classroom for students with severe impairments. The student has emerging communication skills facilitated by an application on a digital device and is using the device to choose a preferred activity during unstructured activities. The teacher would like to expand the student's use of the device by including another category. The teacher is aware that the next category must be a preferred activity with immediate gratification. Which of the following categories would best meet the needs of this student?
- A. the food category, with symbols for the student's preferred food during snack time
  - B. the outdoor clothing category, with symbols allowing a choice of what to wear at recess
  - C. the feelings category to enable the student to express feelings
  - D. the friends category to enable the student to interact with a preferred peer

## Standard VII. Social Development and Behavior

6. A sixth-grade teacher notices that a student with severe disabilities is making limited progress on his hand-washing goal. The teacher observes that the paraprofessional uses the fewest prompts with a long wait time between prompts, and the occupational therapist starts with a physical prompt with a shorter wait time between prompts. As the teacher reviews the student's progress and observes the instruction he is receiving, which recommended practice for teaching students with severe disabilities should the teacher consider?
- A. collaborative teaming
  - B. active family involvement
  - C. systematic instruction
  - D. positive behavior intervention

## Standard V. Assessment

7. At the end of the school year, a preschool teacher is giving an informal assessment to a four-year-old child with multiple disabilities. The teacher wants to know if the child recognizes the numbers 1 through 10. The teacher presents number cards to the child one at a time, asking, "What number is this?" The child answers incorrectly by saying the name of a different number. Which accommodation should the teacher use to adapt the assessment?
- A. presenting a card to the child and asking, "Is this number \_\_\_?"
  - B. presenting three number cards at a time and asking the child to point to a specific number
  - C. asking the child, "What number is this?" when walking in the school and pointing to the number
  - D. continuing with math questions such as rote count and count with correspondence to activate prior knowledge

## Standard VIII. Curriculum and Instruction

8. The purpose of the Summary of Performance (SOP) used in transition planning for high school students is to provide:
  - A. an overview of how a student performs specific job skills related to the Standard Occupational Classification (SOC) system.
  - B. a statement that guides Individualized Education Program (IEP) team decisions about whether transition planning should start at age 14 or age 16.
  - C. an overview of a student's academic and functional ability level to assist the student in transition beyond high school.
  - D. a statement about how successful a student will be in a full-time postsecondary training program.

## Answer Key to Sample Selected Response Items: Severe/Multiple Disabilities

| Item Number | Correct Response |
|-------------|------------------|
| 1           | D                |
| 2           | A                |
| 3           | B                |
| 4           | B                |
| 5           | A                |
| 6           | C                |
| 7           | C                |
| 8           | C                |

## Sample Constructed Response Exercises and Scoring Rubrics for ECYA/Exceptional Needs Specialist 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

Standard VIII. Curriculum and Instruction / Standard X. Instructional Resources

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------------------------------------------------------------------------------------------------|
| Exercise 1: Numeracy - Candidate Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                             |  Time Remaining<br>29:31 |
| <b>Numeracy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |                                                                                                             |
| <b><u>Introduction</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                             |                                                                                                             |
| <p>In this exercise, you will use your knowledge of numeracy skills and instruction for students with exceptional needs. 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>• a brief description of a student with exceptional needs with whom you will be working;</li><li>• a description of one important concept or skill regarding a topic related to numeracy;</li><li>• a thorough description of two instructional activities and two instructional resources you would use to teach this concept or skill to the student you describe; and</li><li>• a thorough, in-depth explanation of how these activities and resources would be particularly effective for the student you describe and how you would measure the student's success.</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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |                                                                                                             |
| <a href="#">? Help</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <a href="#">⦿ Navigator</a> | <a href="#">Next →</a>                                                                                      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                             |                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------|
| Exercise 1: Numeracy - Candidate Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             |  Time Remaining<br>29:31 |
| <p>You will be teaching a mathematics lesson on measurement to a student with exceptional needs. Using your knowledge of students with exceptional needs, prepare a response in which you:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                             |                                                                                                               |
| <ul style="list-style-type: none"><li>• Briefly describe the student you will be teaching (e.g., age/grade level/developmental level, exceptionality, strengths/needs).</li><li>• Describe <b>one</b> important concept or skill related to measurement you would include in this lesson.</li><li>• Describe <b>two</b> instructional activities and <b>two</b> instructional resources, including any applicable technological resources, you would use to teach this concept or skill.</li><li>• Explain how these activities and resources would be particularly effective for the student you describe and how you would measure the student's success.</li></ul> |                             |                                                                                                               |
| <a href="#">? Help</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <a href="#">⦿ Navigator</a> | <a href="#">Next →</a>                                                                                        |

### Scoring Rubric for Exercise 1

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to provide a thorough discussion and explanation of instructional strategies and resources for teaching a numeracy concept or skill to a student with exceptional needs.

#### Characteristics:

- The response provides a brief description of a student with exceptional needs and describes one important concept or skill related to a numeracy topic.
- The response provides a thorough description of two instructional activities and two instructional resources for teaching the numeracy concept or skill to the student.
- The response provides a thorough, in-depth explanation of how these instructional activities and instructional resources would be particularly effective for the student and of how the candidate would evaluate the student's success.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to discuss and explain instructional strategies and resources for teaching a numeracy concept or skill to a student with exceptional needs.

#### Characteristics:

- The response provides a brief description of a student with exceptional needs and describes one important concept or skill related to a numeracy topic.
- The response describes two instructional activities and two instructional resources for teaching the numeracy concept or skill to the student.
- The response explains how these instructional activities and instructional resources would be effective with the student and how the candidate would measure the student's success.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to discuss and explain instructional strategies and resources for teaching a numeracy concept or skill to a student with exceptional needs.

**Characteristics:**

- A description of a student with exceptional needs is present but the description of one important concept or skill related to a numeracy topic may contain misconceptions or misinformation.
- The response may describe two instructional activities and two instructional resources, but one or more of these elements may be missing, described in vague terms, or inappropriate for teaching the concept or skill to the particular student.
- The response may offer a weak or inaccurate explanation of how these instructional activities and resources would be particularly effective for the student and the explanation of how the candidate would measure the student's success may be partially missing, vague, unconvincing, or inappropriate for the given student and concept or skill.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to discuss and explain instructional strategies and resources for teaching a numeracy concept or skill to a student with exceptional needs.

**Characteristics:**

- The description of a student with exceptional needs and the description of one important concept or skill related to a numeracy topic are missing, unclear, or confusing.
- The description of two instructional strategies and two instructional resources may be missing, confusing, simplistic, or contain serious misconceptions related to the numeracy concept or skill. The strategies and resources may not be appropriate for the student.
- The explanation of how these instructional activities and resources would be particularly effective for the student is missing, inappropriate, or unconvincing and the explanation of how the candidate would measure the student's success may be totally missing, confusing, unconvincing, or unrelated to the concept or skill.

## Sample Exercise 2 and Scoring Rubric

### Sample Exercise 2

Standard II. Knowledge of Philosophy, History, and Law / Standard V. Assessment

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                             |                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------|
| Exercise 2: Assessment - Candidate Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                             | ⌚ Time Remaining<br>29:31 |
| <b>Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                             |                           |
| <b><u>Introduction</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                             |                           |
| <p>In this exercise, you will use your knowledge of assessment and students with exceptional needs. 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>• a brief description of a student and an area you will be evaluating;</li><li>• an identification and detailed description of two types of assessments for your intended purpose;</li><li>• a detailed explanation of why you would select these two types of assessments;</li><li>• a detailed discussion of the advantages and limitations of these two types of assessments; and</li><li>• a thorough discussion of the types of information these two types of assessments would provide.</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>                                                                                                                                                                                                                                                                                                                                                                                                                                |                             |                           |
| ? <a href="#">Help</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ⌚ <a href="#">Navigator</a> | <a href="#">Next</a> →    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------|
| Exercise 2: Assessment - Candidate Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                             | ⌚ Time Remaining<br>29:31 |
| <p>You are participating in an evaluation to assess the behavior of a student with exceptional needs. Using your knowledge of assessment and students with exceptional needs, prepare a response in which you:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                             |                           |
| <ul style="list-style-type: none"><li>• Briefly describe the student whose behavior will be evaluated (e.g., age/grade level/developmental level, strengths/needs) and the behavior that you will be evaluating.</li><li>• Identify and describe in detail <b>two</b> types of assessments you would select as part of this evaluation.</li><li>• Explain in detail why you would select <b>each</b> of these <b>two</b> types of assessments for this particular student.</li><li>• Discuss the advantages and limitations of using <b>each</b> of these <b>two</b> types of assessments.</li><li>• Discuss the types of information you would be able to gather about the student using <b>each</b> of these <b>two</b> types of assessments.</li></ul> |                             |                           |
| ? <a href="#">Help</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ⌚ <a href="#">Navigator</a> | <a href="#">Next</a> →    |

## Scoring Rubric for Exercise 2

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to use knowledge of assessment and students with exceptional needs to provide a thorough discussion and explanation of two types of assessments used for a particular purpose.

### Characteristics:

- The response provides a brief description of a student with exceptional needs and an area that will be evaluated.
- The response identifies and describes in detail two types of assessments that the candidate would use for a particular purpose.
- The response provides a detailed, thorough explanation of why the candidate would select these two types of assessments for the student described.
- The response provides a detailed, thorough, and accurate discussion of the advantages and limitations of these two types of assessments.
- The response provides a detailed, thorough, and accurate discussion of the kinds of information these two types of assessments would provide about the student.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to use knowledge of assessment and students with exceptional needs to discuss and explain two types of assessments used for a particular purpose.

### Characteristics:

- The response provides a brief description of a student with exceptional needs and an area that will be evaluated.
- The response identifies and describes two types of assessments that the candidate would use for a particular purpose.
- The response provides a complete explanation of why the candidate would select these two types of assessments for the student described.
- The response provides an accurate and complete discussion of the advantages and limitations of these two types of assessments.
- The response provides an accurate discussion of the kinds of information these two types of assessments would provide about the student.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to use knowledge of assessment and students with exceptional needs to discuss and explain two types of assessments used for a particular purpose.

**Characteristics:**

- A brief description of a student with exceptional needs and an area that will be evaluated is present, but it may be limited or vague.
- The response may identify and describe two types of assessments that the candidate would use for a particular purpose, but they may be inappropriate for the purpose of assessment or inappropriate for the student's needs.
- The response may offer a weak or inaccurate explanation of why the candidate would select these two types of assessments for the student described.
- The response may offer a weak or inaccurate discussion of the advantages and limitations of these two types of assessments.
- The response may offer a weak or inaccurate discussion of the kinds of information these two types of assessments would provide about the student.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to use knowledge of assessment and students with exceptional needs to discuss and explain two types of assessments used for a particular purpose.

**Characteristics:**

- The description of a student with exceptional needs and an area that will be evaluated is missing, unclear, or confusing.
- The identification and description of two types of assessments may be missing, confusing, simplistic, inaccurate, or inappropriate for the purpose of the assessment or inappropriate for the student's needs.
- The explanation of why the candidate would select these two types of assessments for the student described is missing, inappropriate, or unconvincing.
- The discussion of the advantages and limitations of these two types of assessments is missing, confusing, or inaccurate.
- The discussion of the kinds of information these two types of assessments would provide about the student is missing, confusing, or inaccurate.

## Sample Exercise 3 and Scoring Rubric

### Sample Exercise 3

Standard IV. Family Partnerships / Standard V. Assessment

| Exercise 3: Collaboration - Candidate Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             | ⌚ Time Remaining<br>29:31 |
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| <p style="text-align: center;"><b>Collaboration</b></p> <p style="text-align: center;"><b><u>Introduction</u></b></p> <p>In this exercise, you will use your knowledge of professional collaboration in the field of exceptional needs. You will be asked to respond to one prompt.</p> <p style="text-align: center;"><b><u>Criteria for Scoring</u></b></p> <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>• a brief description of a student with exceptional needs with whom you will be working;</li><li>• the identification of two individuals with whom you would collaborate in a particular situation and an explanation of why you would choose each of these individuals;</li><li>• a detailed discussion of two steps you would take in collaborating with the individuals you have identified; and</li><li>• a thorough explanation of how you would evaluate the effectiveness of this collaboration.</li></ul> <p style="text-align: center;"><b><u>Directions</u></b></p> <p>You may view the prompt by clicking the <b>Next</b> button. Compose your response in the space provided.</p> |                             |                           |
| ? <a href="#">Help</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ⌚ <a href="#">Navigator</a> | <a href="#">Next →</a>    |

| Exercise 3: Collaboration - Candidate Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                             | ⌚ Time Remaining<br>29:31 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------|
| <p>You are a teacher of students with exceptional needs. The parents of one of your students share that their child was recently diagnosed with a medical condition and has started taking a medication prescribed by the child's doctor. The parents wonder how the medical condition and medication may affect their child in the educational environment. You would like to take a collaborative approach to address this situation. Using your knowledge of professional collaboration, prepare a response in which you:</p> <ul style="list-style-type: none"><li>• Draw on your experience to briefly describe the hypothetical student (e.g., age/grade level/developmental level, type of exceptionality, strengths/needs).</li><li>• Identify <b>two</b> individuals with whom you would collaborate to address this situation and explain why you would choose <b>each</b> of these individuals.</li><li>• Discuss in detail <b>two</b> steps you would take in collaborating with the individuals you have identified to address this situation.</li><li>• Explain how you would evaluate the effectiveness of this collaboration.</li></ul> |                             |                           |
| ? <a href="#">Help</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ⌚ <a href="#">Navigator</a> | <a href="#">Next →</a>    |

### Scoring Rubric for Exercise 3

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to use knowledge of professional collaboration in the field of exceptional needs to discuss in detail the steps for collaborating with others in a particular situation and explain how to evaluate the effectiveness of this collaboration.

#### Characteristics:

- The response provides a brief description of a student with exceptional needs.
- The response identifies two individuals with whom the candidate would collaborate in a particular situation and provides a thorough and detailed explanation of why the candidate would choose each of these individuals.
- The discussion of two steps the candidate would take in collaborating with the two individuals is accurate, detailed, and thorough.
- The explanation of how the candidate would evaluate the effectiveness of this collaboration is detailed and thorough.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to use knowledge of professional collaboration in the field of exceptional needs to discuss steps for collaborating with others in a particular situation and explain how to evaluate the effectiveness of this collaboration.

#### Characteristics:

- The response provides a brief description of a student with exceptional needs.
- The response identifies two individuals with whom the candidate would collaborate in a particular situation and provides an explanation of why the candidate would choose each of these individuals.
- The discussion of two steps the candidate would take in collaborating with the two individuals is complete.
- The explanation of how the candidate would evaluate the effectiveness of this collaboration is complete.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to use knowledge of professional collaboration in the field of exceptional needs to describe steps for collaborating with others in a particular situation and explain how to evaluate the effectiveness of this collaboration.

**Characteristics:**

- A brief description of a student with exceptional needs is present, but it may be limited or vague.
- The response identifies two individuals with whom the candidate would collaborate in a particular situation, but it provides a limited or vague explanation of why the candidate would choose each of these individuals.
- The discussion of two steps the candidate would take in collaborating with the two individuals is weak, incomplete, inaccurate, or confusing.
- The explanation of how the candidate would evaluate the effectiveness of this collaboration is weak, incomplete, confusing, or irrelevant.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to use knowledge of professional collaboration in the field of exceptional needs to describe steps for collaborating with others in a particular situation and explain how to evaluate the effectiveness of this collaboration.

**Characteristics:**

- The description of a student with exceptional needs is missing, unclear, or confusing.
- The response may identify two individuals with whom the candidate would collaborate, but the explanation of why the candidate would choose these individuals may be missing, simplistic, unclear, or irrelevant to the particular situation.
- The discussion of two steps the candidate would take in collaborating with the two individuals may be missing, simplistic, confusing, or irrelevant to the particular situation.
- The explanation of how the candidate would evaluate the effectiveness of this collaboration may be missing, simplistic, confusing, or irrelevant to the particular situation.

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