

***Early Childhood through
Young Adulthood/
Exceptional Needs Specialist***

**Component 1:
Content Knowledge**

**SAMPLE ITEMS
AND SCORING RUBRICS**

NATIONAL BOARD
for Professional Teaching Standards®

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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*
<p>Knowledge of Students and Knowledge of Philosophy, History and Law (Standards I and II)</p> <ul style="list-style-type: none"> • Child Growth and Development • Effective Advocacy • Knowledge of Philosophy, History, and Law • Exemplifying High Ethical Ideals 	20%
<p>Diversity and Family Partnerships (Standards III and IV)</p> <ul style="list-style-type: none"> • Creating Equitable, Fair, and Diverse Environments • Ensuring Access to Quality Learning Experiences • Collaborating with Parents to Support Students' Education 	20%
<p>Communication and Social Development and Behavior (Standards VI and VII)</p> <ul style="list-style-type: none"> • Understanding Language Acquisition and Development • Using Unique Strategies to Develop Communication Skills • Collaborating with Others to Facilitate Student Language Development • Teaching and Fostering Social Skills 	30%

<ul style="list-style-type: none"> • Developing Students' Self-Confidence and Self-Determination • Fostering and Supporting Positive Behavior 	
<p>Assessment and Curriculum and Instruction (Standards V and VIII)</p> <ul style="list-style-type: none"> • Using Diverse Assessment Methods for Different Purposes • Academic Core Curriculum—Literacy • Individualizing Curriculum and Integrating Life Skills Development Across Disciplines, Contexts, and Settings • Fostering Student Transitions and Career Development 	30%

* These percentages are an approximation only. Following field testing and review of data, the final assessment will be created. The final assessment content may vary from these estimates.

For the complete ECYA/Exceptional Needs Specialist Standards, refer to www.boardcertifiedteachers.org.

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:

- five sample selected response items
- answer key

Constructed Response Section

This section includes the following:

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

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

Sample Selected Response Items and Answer Key for ECYA/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.

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

Sample Selected Response Items: Deaf/Hard of Hearing

1. 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.

2. 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

3. 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. localizing various sounds in the environment
 - C. discriminating between suprasegmentals in speech
 - D. detecting sound in the midst of competing background noise

4. 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

5. 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	B
2	A
3	C
4	C
5	A

Sample Selected Response Items: Visually Impaired

1. 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

2. 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.

3. 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.

4. 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

5. 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.

Answer Key to Sample Selected Response Items: Visually Impaired

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

Sample Selected Response Items: Gifted

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.

2. 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

3. 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

4. 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.

5. 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

Answer Key to Sample Selected Response Items: Gifted

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

Sample Selected Response Items: Early Childhood Education

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

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. giving children a schedule of center activities when they come inside
 - B. practicing a classroom behavior plan
 - C. providing a short group activity such as singing a "get ready for center" song
 - D. making sure all children wash their hands after playing outside

3. 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."

4. 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

5. 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	C
3	C
4	D
5	C

Sample Selected Response Items: Mild/Moderate Disabilities

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.

2. 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.

3. 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).

4. 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.

5. 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

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

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

Sample Selected Response Items: Severe/Multiple Disabilities

1. 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.

2. 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.

3. 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

4. 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

5. 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

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

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

Sample Constructed Response Exercises and Scoring Rubrics for ECYA/Exceptional Needs Specialist Component 1

This section includes

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

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

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

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

Sample Exercise 1 and Scoring Rubric

Sample Exercise 1

Exercise 1: Numeracy - Candidate Name		 Time Remaining 29:31
Numeracy <u>Introduction</u>		
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.		
<u>Criteria for Scoring</u>		
To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:		
<ul style="list-style-type: none">• a brief description of a student with exceptional needs with whom you will be working;• a description of one important concept or skill regarding a topic related to numeracy;• 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• 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.		
<u>Directions</u>		
You may view the prompt by clicking the Next button. Compose your response in the space provided.		
? Help	 Navigator	Next →

Exercise 1: Numeracy - Candidate Name		 Time Remaining 29:31
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:		
<ul style="list-style-type: none">• Briefly describe the student you will be teaching (e.g., age/grade level/developmental level, exceptionality, strengths/needs).• Describe one important concept or skill related to measurement you would include in this lesson.• Describe two instructional activities and two instructional resources, including any applicable technological resources, you would use to teach this concept or skill.• Explain how these activities and resources would be particularly effective for the student you describe and how you would measure the student's success.		
? Help	 Navigator	Next →

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

Exercise 2: Assessment - Candidate Name		 Time Remaining 29:31
Assessment		
<u>Introduction</u>		
In this exercise, you will use your knowledge of assessment and students with exceptional needs. You will be asked to respond to one prompt.		
<u>Criteria for Scoring</u>		
To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:		
<ul style="list-style-type: none">• a brief description of a student and an area you will be evaluating;• an identification and detailed description of two types of assessments for your intended purpose;• a detailed explanation of why you would select these two types of assessments;• a detailed discussion of the advantages and limitations of these two types of assessments; and• a thorough discussion of the types of information these two types of assessments would provide.		
<u>Directions</u>		
You may view the prompt by clicking the Next button. Compose your response in the space provided.		
? Help	⦿ Navigator	Next →

Exercise 2: Assessment - Candidate Name		 Time Remaining 29:31
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:		
<ul style="list-style-type: none">• 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.• Identify and describe in detail two types of assessments you would select as part of this evaluation.• Explain in detail why you would select each of these two types of assessments for this particular student.• Discuss the advantages and limitations of using each of these two types of assessments.• Discuss the types of information you would be able to gather about the student using each of these two types of assessments.		
? Help	⦿ Navigator	Next →

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

Exercise 3: Collaboration - Candidate Name		 Time Remaining 29:31
Collaboration <u>Introduction</u>		
<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>		
<u>Criteria for Scoring</u>		
<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">• a brief description of a student with exceptional needs with whom you will be working;• 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;• a detailed discussion of two steps you would take in collaborating with the individuals you have identified; and• a thorough explanation of how you would evaluate the effectiveness of this collaboration.		
<u>Directions</u>		
<p>You may view the prompt by clicking the Next button. Compose your response in the space provided.</p>		
? Help	 Navigator	Next →

Exercise 3: Collaboration - Candidate Name		 Time Remaining 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">• Draw on your experience to briefly describe the hypothetical student (e.g., age/grade level/developmental level, type of exceptionality, strengths/needs).• Identify two individuals with whom you would collaborate to address this situation and explain why you would choose each of these individuals.• Discuss in detail two steps you would take in collaborating with the individuals you have identified to address this situation.• Explain how you would evaluate the effectiveness of this collaboration.		
? Help	 Navigator	Next →

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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