

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 1.0 Describe the role and career path of the substitute teacher and the regulations governing those in that occupation.

Benchmark: 01.01 Describe the code of ethics for the teaching profession and explain how it relates to the role of the substitute teacher.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to roles and regulations for substitute teachers and code of ethics for teachers. Descriptions may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include scenarios describing ethical or unethical situations in the educational environment.

Stimulus may ask for different consequences that result from unethical behavior.

Response Attributes:

Responses may be correct or incorrect responses to ethical scenario in stimulus.

Responses may include correct or incorrect consequences to unethical behavior.

Responses may be descriptions of the code of ethics.

Sample Item:

A substitute teacher arrives in the classroom for a job and finds there are no lesson plans, as the teacher had to leave in an emergency. What is the **BEST** choice of action to handle this situation?

- A. Show a movie.
- B. Create your own lesson plans.
- * C. Ask the department head for lessons.
- D. Read the paper while the students work on assignments.

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Sample Item 2:

Stimulus: Write a paragraph describing how the code of ethics for teaching relates to the role of the substitute teacher.

Rubric:

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| 4 Points | The student provides a thorough explanation of how the code of ethics for teaching relates to the role of the substitute teacher. The response clearly and accurately articulates how the code of ethics relates to substitute teaching. |
| 3 Points | The student provides an explanation of how the code of ethics for teaching relates to the role of the substitute teacher. The response is a mostly accurate explanation of how the code of ethics relates to substitute teaching. |
| 2 Points | The student provides a partial explanation of how the code of ethics for teaching relates to the role of the substitute teacher. The response explains the code of ethics; however the code of ethics may be interpreted incorrectly. The response relates the code of ethics to the role of substitute teaching but the explanation may include inaccuracies throughout. |
| 1 Point | The student provides a poor explanation of how the code of ethics for teaching relates to the role of the substitute teacher. The response provides a generally inaccurate explanation of how the code of ethics for teaching relates to the role of substitute teaching. |

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Standard: 01.0 Describe the role and career path of the substitute teacher and the regulations governing those in that occupation.

Benchmark: 01.02 Define the role and characteristics of an effective substitute teacher.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to roles, responsibilities, characteristics, and regulations for substitute teachers. Items may require the selection of appropriate descriptions, roles, characteristics or written expression of roles, descriptions, or characteristics.

Stimulus Attributes:

Stimulus may include defining the responsibilities, roles, or characteristics of substitute teachers.
Stimulus may describe effective or ineffective classroom management strategies.

Response Attributes:

Responses may include correct or incorrect responsibilities, roles, or characteristics of the substitute teacher.
Responses may include effective or ineffective classroom management strategies.

Sample Item:

What is one of the responsibilities of a substitute teacher?

- * A. taking attendance
- B. keeping a grade book
- C. attending faculty meetings
- D. scheduling parent conference

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Standard: 1.0 Describe the role and career path of the substitute teacher and the regulations governing those in that occupation.

Benchmark: 01.03 Describe the role of the substitute teacher in relation to the roles of the teacher, school principal, counselor, and students.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the roles, career path, and regulations for substitute teachers. Descriptions may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may require identification of substitute teacher roles in comparison to teacher, principal, counselor, or students.

Stimulus may describe a teacher, substitute teacher, principal, counselor, or student role.

Stimulus may ask to identify role relationships among teachers, substitute teachers, principals, counselors, or students.

Response Attributes:

Responses may be descriptions of teacher, substitute teacher, principal, counselor, or student roles.

Responses may include the selection of the appropriate individual.

Sample Item:

You are substituting in a high school English class. A student approaches you about having seen people smoking in the bathroom when she returns with her restroom pass. To whom should you report this information?

- A. a counselor
- B. another teacher
- C. handle it yourself
- * D. a principal or assistant principal

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Sample Item 2:

Stimulus: Complete the chart below, explaining how the role of the substitute teacher relates to the role of the teacher, school principal, counselor, and students. Include examples to support your explanation.

How the role of the substitute teacher relates to:	
Teacher	
Principal	
Counselor	
Students	

Rubric:

- 4 Points** The response shows thorough understanding of the role of a substitute by accurately describing the way the substitute's role relates to each of the four others in the school (teacher, principal, counselor, students). The student provides sufficient examples to support his/her explanation.
- 3 Points** The response shows understanding of the role of a substitute by accurately describing the way the substitute's role relates to the role of three others in the school. The student provides examples to support his/her explanation.
- 2 Points** The response shows a partial understanding of the role of a substitute by accurately describing the way the substitute's role relates to the role of two others in the school. The student provides a few relevant examples to support his/her explanation.
- 1 Point** The response shows poor understanding of the role of a substitute by accurately describing the way the substitute's role relates to the role of one or fewer others in the school. The student provides limited or no examples to support his/her explanation.

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Standard: 1.0 Describe the role and career path of the substitute teacher and the regulations governing those in that occupation.

Benchmark: 01.04 Describe the role and responsibility of a substitute teacher in using public relations to build rapport and enhance the image of education.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the roles and responsibilities of a substitute teacher as they relate to using public relations. Descriptions may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include scenarios involving proper or improper public action while in the role of a substitute teacher.

Stimulus may require a description of the roles and responsibilities of substitute teachers.

Response Attributes:

Responses may be proper or improper public actions while in the role of a substitute teacher.

Responses may include describing how a substitute uses public relations to build rapport and enhance images of education.

Sample Item:

Ms. McKinley is attending a movie at a theater in the same neighborhood in which she frequently substitute teaches. She sees many of the students and their families there. How could Ms. McKinley **BEST** improve her rapport with the population of that school?

- A. Avoid the parents and students.
- * B. Introduce herself to the parents.
- C. Buy popcorn and sodas for the students.
- D. Discuss the students' behavior with the parent.

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Standard: 1.0 Describe the role and career path of the substitute teacher and the regulations governing those in that occupation.

Benchmark: 01.05 Describe tasks that a substitute teacher will and will not perform to assist a teacher, the school principal, students and other individuals in the school system.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to tasks for substitute teachers. Descriptions may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include defining the responsibilities of substitute teachers.

Stimulus may include scenarios involving tasks that substitute teachers will and will not perform.

Stimulus may describe tasks of a substitute teacher.

Response Attributes:

Responses may include correct or incorrect responsibilities of the substitute teacher.

Responses may be descriptions of tasks that substitute teachers may or may not perform.

Sample Item:

Which task is **NOT** necessary for a substitute teacher to perform?

- A. take over lunch duties of the teacher during the lunch break
- * B. enter grades for the teacher into the electronic grade book
- C. take attendance and turn it in the record keeper in student services
- D. stand in the hallways during passing time to monitor students

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Sample Item 2:

Stimulus: Make a list describing two tasks that a substitute teacher will do to assist a teacher, and describe two tasks that a substitute teacher is not required to do to assist a teacher. Explain why you've categorized the tasks as such.

Required Tasks

Not Required Tasks

Rubric:

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| 4 Points | The student response shows a thorough understanding of the tasks a substitute is and is not required to perform. The student correctly describes two tasks that the substitute teacher will perform and two tasks that the substitute will not perform. The student provides a thorough and accurate explanation as to why they've categorized the task as such. |
| 3 Points | The student response shows understanding of the tasks a substitute is and is not required to perform. The student correctly describes three tasks that a substitute teacher will or will not perform. The student provides a mostly accurate and generally clear explanation as to why they've categorized the tasks as such. |
| 2 Points | The student response shows a partial understanding of the tasks a substitute is and is not required to perform. The student correctly describes two tasks that a substitute teacher will or will not perform. The student provides an explanation as to why they've categorized the tasks as such, but the explanation contains inaccuracies and is somewhat unclear. |
| 1 Point | The student response shows a poor understanding of the tasks a substitute is and is not required to perform. The student correctly describes one or fewer tasks that a substitute teacher will or will not perform. The student may not provide an accurate explanation as to why they've categorized the tasks as such. Explanation may be generally unclear and inaccurate. |

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Standard: 1.0 Describe the role and career path of the substitute teacher and the regulations governing those in that occupation.

Benchmark: 1.06 Identify and explain the provisions of existing local, state, and federal regulations governing the role of a substitute teacher.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to state and federal regulations for substitute teachers. Items should not include district or city-specific regulations. An explanation may include written expression of ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus should require basic knowledge of local, state, and federal regulations.
Stimulus may ask to identify current federal, state, and local regulations.
Stimulus may ask about consequences of not following state or local regulations.
Stimulus may include local, state, or federal regulations governing the role of a substitute.

Response Attributes:

Responses may include correct or incorrect regulations.
Responses may include correct or incorrect consequences of not following state or local regulations.

Sample Item:

What are the most recent **minimum** state education requirements to be a substitute teacher?

- * A. High School Diploma
- B. Bachelors' Degree
- C. Certificate of Completion
- D. Substitute Certification

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Sample Item 2:

Stimulus: In one to two paragraphs, explain the Florida-state requirements for becoming a substitute teacher.

Rubric:

- 4 Points The student provides a thorough explanation of the requirements for becoming a substitute teacher in Florida. The student accurately explains the state law and includes the following information: Florida law requires the filing of a set of fingerprints, documentation of a minimum education level as determined by the district, and completion of an initial orientation and training program in district policies and procedures addressing school safety and security procedures, educational liability laws, professional responsibilities, and ethics. Candidates who have no prior teaching experience must complete an additional training program that includes classroom management skills and instructional strategies. The response may include few minor inaccuracies.
- 3 Points The student provides an explanation of the requirements for becoming a substitute teacher in Florida. The student response is mostly accurate in explaining the state law. The response includes most of the following information: Florida law requires the filing of a set of fingerprints, documentation of a minimum education level as determined by the district, and completion of an initial orientation and training program in district policies and procedures addressing school safety and security procedures, educational liability laws, professional responsibilities, and ethics. Candidates who have no prior teaching experience must complete an additional training program that includes classroom management skills and instructional strategies. The response may include some inaccuracies.
- 2 Points The student provides a partial explanation of the requirements for becoming a substitute teacher in Florida. The student response is partially accurate in explaining the state law. The response includes some of the following: Florida law requires the filing of a set of fingerprints, documentation of a minimum education level as determined by the district, and completion of an initial orientation and training program in district policies and procedures addressing school safety and security procedures, educational liability laws, professional responsibilities, and ethics. Candidates who have no prior teaching experience must complete an additional training program that includes classroom management skills and instructional strategies. The response may include some inaccuracies.
- 1 Point The student provides a poor explanation of the requirements for becoming a substitute teacher in Florida. The student response is mostly inaccurate in explaining the state law. The response includes little or none of the following information: Florida law requires the filing of a set of fingerprints, documentation of a minimum education level as determined by the district, and completion of an initial orientation and training program in district policies and procedures addressing school safety and security procedures, educational

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liability laws, professional responsibilities, and ethics. Candidates who have no prior teaching experience must complete an additional training program that includes classroom management skills and instructional strategies. The response may include many inaccuracies.

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Standard: 1.0 Describe the role and career path of the substitute teacher and the regulations governing those in that occupation.

Benchmark: 01.07 Describe the history of, emerging demand for, and career path of substitute teachers.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the history of substitute teaching in the last 200 years and common career paths of substitute teachers. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may ask to identify causes for the emerging demand of substitute teachers.

Stimulus may address reasons for the emergence of the substitute career path.

Stimulus may ask to identify teaching career history.

Response Attributes:

Responses may be reasons for choosing the substitute teacher profession.

Responses may be descriptions of the history of the substitute teach profession.

Responses may include causes for substitute demand.

Sample Item:

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Stimulus: Write an essay describing how the role of substitute teaching has changed over time. Be sure to describe the emerging demand for substitutes, and include suggestions for someone seeking a career path in substitute teaching.

Rubric:

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| 4 Points | The student response shows a thorough understanding of the history of substitute teaching. The response accurately describes key information and dates in the history of substitute teaching. The response fully describes the emerging demand for substitutes and includes thoughtful and appropriate suggestions for someone seeking a career path in substitute teaching. The response may include few minor inaccuracies. |
| 3 Points | The student response shows understanding of the history of substitute teaching. The response describes key information and dates in the history of substitute teaching but with some inaccuracies. The response describes the emerging demand for substitutes and includes suggestions for someone seeking a career path in substitute teaching. The response may include some inaccuracies. |
| 2 Points | The student response shows partial understanding of the history of substitute teaching. The response describes the history but may omit key information and dates or information may be inaccurately described. The response partially describes the emerging demand for substitutes and includes few suggestions for someone seeking a career path in substitute teaching. The response may include some inaccuracies. |
| 1 Point | The student response shows poor understanding of the history of substitute teaching. The response provides a mostly inaccurate description of the history and may not include any key information and dates. The response may not describe the emerging demand for substitutes and it may not include suggestions for someone seeking a career path in substitute teaching. The response may include many inaccuracies. |

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Standard: 1.0 Describe the role and career path of the substitute teacher and the regulations governing those in that occupation.

Benchmark: 01.08 Identify the types of educational programs and agencies that employ substitute teachers.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to educational programs and agencies that employ substitute teachers in the state of Florida. Items may require selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include descriptions of educational programs and agencies that employ substitute teachers.

Stimulus may include names of education programs and agencies that employ substitute teachers.

Response Attributes:

Responses may be types of education programs and agencies.

Responses may be descriptions of types of educational programs and agencies.

Sample Item:

Which type of school does **NOT** employ substitute teachers?

- A. public schools
- B. charter schools
- * C. virtual schools
- D. private schools

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Standard: 2.0 Describe the role of education in the United States.

Benchmark: 02.01 Review the history of education in the United States.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to history of education in the last 300 years at local, state, and federal levels. A review may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may ask to identify roles of the Florida Department of Education, or of the State Board of Education.

Stimulus may be related to important events, decisions, people, organizations, laws, etc. related to education in the United States.

Response Attributes:

Responses may be names of Supreme Court decisions, legal provisions, rights of teacher's tenure, Title XLVII Statutes.

Responses may be correct or incorrect roles of the Florida Department of Education, or of the State Board of Education.

Responses may be results of Supreme Court decisions, legal provisions, rights of teacher's tenure, Title XLVII Statutes.

Sample Item:

During what period of history were teachers considered "professional"?

- A. The American Early National Period (1776-1840)
- B. The American Common School Period (1840-1880)
- * C. The American Progressive Period (1880-1921)
- D. The 1920s and the Great Depression Era (1921-1940)

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Standard: 2.0 Describe the role of education in the United States.

Benchmark: 02.02 Identify key Supreme Court decisions affecting teachers and the current educational setting (i.e. Brown vs. Board of Education, Public Law 94-142, IDEA, and ADA)

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to key Supreme Court decisions that affect teachers and the current educational setting, including but not limited to: rights of teacher's tenure, Title XLVII statues, role of the Florida Department of Education, and role of the State Board of Education. Items may include descriptions of appropriate ideas or the selection of appropriate ideas.

Stimulus Attributes:

- Stimulus may include the name of an education related law or Supreme Court decision.
- Stimulus may include the effect or requirements of an educational law or Supreme Court decision.
- Stimulus may describe key Supreme Court Decisions.

Response Attributes:

- Responses may include laws or Supreme Court decisions.
- Responses may include the impact of laws or Supreme Court decisions.

Sample Item:

Which Supreme Court decision required the integration of public schools?

- A. Individuals with Disabilities Education Act
- B. Santa Fe Independent School District vs. Doe
- * C. Brown vs. Board of Education
- D. Bethel School District #43 vs. Fraser

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Item Specifications

Standard: 2.0 Describe the role of education in the United States.

Benchmark: 02.03 Identify legal provisions for education or provided for in the Constitution (i.e. amendments #1, #10, and #14).

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to legal provisions for education or provided for education as found in the State or United States Constitution. Items may require selections of appropriate ideas or written explanations of ideas.

Stimulus Attributes:

Stimulus may include the names of legal rules for education.

Stimulus may include the effect of a law on education.

Stimulus should include commonly studied education laws and provisions.

Response Attributes:

Responses may include laws or the effect of a law.

Sample Item:

What does the State of Florida tenure law state about firing a teacher?

- * A. A teacher cannot be fired without due process.
- B. A teacher cannot be fired after working for three years.
- C. A teacher can only be fired if their students do not learn.
- D. A teacher can only be fired if they act inappropriately with a minor.

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Standard: 2.0 Describe the role of education in the United States.

Benchmark: 02.04 Explain the rights of teacher's tenure legislation (i.e. Right to bargain collectively, etc.).

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be related to teacher's tenure legislation at the state and federal levels. An explanation may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include application and interpretations of tenure legislation.

Stimulus may include definitions of tenure.

Stimulus should reflect current practice and Board/State rule.

Response Attributes:

Responses may include correct and incorrect interpretations of tenure laws.

Responses may include correct and incorrect outcomes of tenure laws.

Sample Item:

Under past Florida's tenure legislation, when does a teacher earn tenure?

- A. after 1 year of successful teaching
- * B. after 3 years of successful teaching
- C. after 5 years of successful teaching
- D. after 10 years of successful teaching

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Standard: 2.0 Describe the role of education in the United States.

Benchmark: 02.05 Identify Title XLVIII Statutes governing education.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the Title XLVIII Statutes that govern education. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may define Title XLVIII or the impact of the law.

Stimulus may identify specific features of Title XLVIII.

Stimulus may describe scenarios related to the Title XLVII Statutes.

Response Attributes:

Responses may include correct and incorrect interpretations of Title XLVIII.

Responses may include correct and incorrect components of Title XLVIII.

Sample Item:

Which of the following is covered under Title XLVIII (Florida K-20 Education Code)?

- A. Female students should have equal sports opportunities.
- * B. Students with disabilities should have free public education in K-12.
- C. The State should provide adequate funding for education.
- D. The State should provide detailed teacher professional service contracts.

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Standard: 2.0 Describe the role of education in the United States.

Benchmark: 02.06 Describe the role of the Florida Department of Education in governing education at the state level.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the roles of the Florida Department of Education. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus should focus on the State Department of Education's primary roles and responsibilities. Stimulus may include duties that are not permissible for the State Department of Education to complete.

Stimulus should not include minor functions of the State Department of Education.

Response Attributes:

Responses may include functions that are included and excluded for the State Department of Education.

Sample Item:

Which is a major role of the Florida Department of Education as it relates to local school districts?

- * A. distribute tax dollars that are collected for education
- B. hire and fire principals and school superintendents
- C. determine the school calendar for the state
- D. regulate teacher training programs at universities

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Standard: 2.0 Describe the role of education in the United States.

Benchmark: 02.07 Describe the role of the State Board of Education.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the role of the State Board of Education in Florida. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may focus on responsibilities of a State Board of Education.

Non-examples of State Board of Education responsibilities may also be included in the stimulus.

Response Attributes:

Responses may include examples and non-examples of State Board of Education responsibilities.

Sample Item:

What is one job of The Florida State Board of Education?

- A. to select members of the local school board
- B. to determine which students will attend a school
- C. to select courses that should be offered at schools
- * D. to determine the education requirements for teachers

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Standard: 3.0 Demonstrate the interpersonal skills required for successful employment as a substitute teacher and/or a teacher assistant.

Benchmark: 03.01 Interact in ethical, professional, courteous, and culturally respectful ways with teachers, principals, students, and other individuals and groups.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to interaction in and around schools with teachers, principals, students, and other individuals or groups who may be in or around schools or school sponsored activities. Items may include written descriptions of interactions or demonstrations of interactions.

Stimulus Attributes:

Stimulus may contain ethical or unethical scenarios regarding professional, courteous, and culturally respectful ways of interacting with others.

Response Attributes:

Responses may include ethical or unethical interactions with others regarding professional, courteous, and culturally respectful ways of interacting with others.

Sample Item:

A parent brings their child to class and the parent tries to speak with you in limited English. You are having a difficult time understanding her. What would be the **MOST** appropriate way of handling this problem?

- * A. Ask her child for help translating.
- B. Tell the parent you do not understand her.
- C. Send the parent to speak with the principal.
- D. Speak slowly and loudly so she can understand you better.

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Sample Item 2:

Task: It is your first day as a teacher assistant in a new school. Role play the actions you would take when you first enter the building and receive your teacher assisting assignment. Demonstrate appropriate behaviors in your interactions with teachers, principals, students, and others at the school.

Rubric:

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| 4 Points | The student behaviors show a thorough understanding of how to interact with individuals in the school setting. The student is professional, courteous, and respectful at all times throughout the role play. The student behaviors are appropriate for the situation. |
| 3 Points | The student behaviors show some understanding of how to interact with individuals in the school setting. The student generally is professional, is courteous, and respectful to everyone he/she interacts with. However there may be a few minor lapses in appropriate behaviors. |
| 2 Points | The student behaviors show a partial understanding of how to interact with individuals in a school setting. The student acts appropriately for some of the time. There may be several instances of unprofessional behaviors, disrespectful statements or behaviors, or other inappropriate actions. |
| 1 Point | The student behaviors show a poor understanding of how to interact with individuals in a school setting. The student is unprofessional and disrespectful. |

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Standard: 3.0 Demonstrate the interpersonal skills required for successful employment as a substitute teacher and/or a teacher assistant.

Benchmark: 03.02 Demonstrate responsible ways of dealing with criticism from supervisors, teachers, principals, students, and others in a school setting.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to realistic situations in a school setting. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

Stimulus may include a scenario dealing with criticism and the proper ways of handling it.

Stimulus may include graphics, images, or video clips.

Stimulus may describe reasonable and unreasonable ways of handling criticism.

Response Attributes:

Response may include responsible and irresponsible ways of dealing with criticism.

Response may include images, graphics, or video clips.

Sample Item:

A supervisor approaches you after a class observation and tells you that you could use some help in classroom management. What is the responsible way to handle this feedback?

- A. Tell the supervisor that you think your classroom management skills are fine.
- * B. Ask the supervisor to elaborate so you may improve your classroom management skills.
- C. Go to another supervisor to schedule an observation with them.
- D. Ignore the supervisor because you don't like his teaching style.

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Sample Item 2:

Task: Some middle school students in your class have made negative comments about your teaching. These students have been talking to each other about how they don't like the way you're teaching, and that you are mean. Role-play how you would respond to this situation.

Rubric:

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| 4 Points | The student does an exemplary job responding to the complaints of the students. The student responds professionally and appropriately for the situation. |
| 3 Points | The student does a good job responding to the complaints of the students. The student demonstrates mostly appropriate behaviors for addressing the criticism of the student. Demonstration is mostly appropriate for the audience. |
| 2 Points | The student does a satisfactory job responding to the complaints of the students. The student demonstrates some inappropriate behaviors for addressing the criticism of the students. Actions may not all be professional or appropriate. Demonstration is somewhat inappropriate. |
| 1 Points | The student does a poor job responding to the complaints of the students. The student demonstrates inappropriate behaviors for addressing the criticism of the students. |

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Standard: 3.0 Demonstrate the interpersonal skills required for successful employment as a substitute teacher and/or a teacher assistant.

Benchmark: 03.03 Identify methods for de-escalating and resolving conflicts between individuals and groups.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to strategies for de-escalation and conflict resolution. Scenarios are limited to those which occur in and around a school setting. Items may require the selection of appropriate methods or written description of appropriate methods.

Stimulus Attributes:

Stimulus may ask to identify methods to de-escalate and resolve conflicts.
Stimulus may include scenarios that describe conflict among individuals or groups.
Scenarios should not be disturbing, offensive, or emotionally charged.
Stimulus may include images, graphics, or video clips.

Response Attributes:

Responses may include appropriate and inappropriate methods for de-escalating or resolving conflicts.

Sample Item:

While on your duty post in the hall, a fight breaks out. What is the **BEST** way for you to handle the situation?

- A. Call for administrative help and go in your room.
- B. Call for administrative help and wait until they arrive before helping.
- C. Call for administrative help and watch so that nobody else gets involved.
- * D. Call for administrative help and try to verbally intervene until administrative help arrives.

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Item Specifications

Standard: 3.0 Demonstrate the interpersonal skills required for successful employment as a substitute teacher and/or a teacher assistant.

Benchmark: 03.04 Describe safe and responsible ways of responding to expressions of hostility or threats, including the use of security procedures and systems (school protocol for fire drills, lock downs, etc.).

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to strategies for dealing with hostility and threats in and around school settings using district procedures. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include scenarios which include expressions of hostility or threats to the students or staff.

Stimulus may include charts, diagrams, images, graphs, or video clips.

Stimulus may include realistic scenarios in a school setting.

Stimulus may include school protocols for fire drills, lock downs, etc.

Response Attributes:

Responses may include use of security procedures and systems.

Responses may include proper or improper ways to deal with hostility or threats.

Sample Item:

The fire alarm rings in the middle of fifth period. The students are looking to you for direction. What is the **MOST** appropriate course of action?

- A. Go find out if it is a false alarm.
- * B. Follow posted evacuation procedures.
- C. Tell the students they can evacuate the building.
- D. Continue teaching because a student came in and said it was a test.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Sample Item 2:

Stimulus: A crime was committed in the school neighborhood. The principal has called for a lock down. What instructions do you need to follow? Write a list of the steps you need to follow and include the things you need to tell the students.

Rubric:

- | | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student response shows a thorough understanding of the school lock down procedures. The student explains all steps accurately. The student response is very detailed. The response includes statements about what should be said to the students. |
| 3 Points | The student response shows understanding of the school lock down procedures. The student explains most of the steps accurately, but may leave out some details. The response may not include statements about what should be said to the students. |
| 2 Points | The student response shows partial understanding of school lock down procedures. The student explains some of the important steps, but leaves out other important steps. The response may not include statements about what should be said to the students. Explanation may include many errors. |
| 1 Point | The student response shows poor understanding of school lock down procedures. The student leaves out important steps and/or explains important steps incorrectly. The response may not include statements about what should be said to the students. Explanation may include many errors. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 3.0 Demonstrate the interpersonal skills required for successful employment as a substitute teacher and/or a teacher assistant.

Benchmark: 03.05 Identify the work, health, and grooming habits that facilitate positive interactions with individuals and ongoing employment as a teacher.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to being professional in the educational workplace. Items may include behaviors that do not contribute to positive interactions with individuals and ongoing employment as a teacher. Items may require selection of appropriate behavior or written expression of appropriate behaviors.

Stimulus Attributes:

Stimulus question may ask to identify good work, health, or grooming habits.

Stimulus may include scenarios which describe proper or improper work, health, or grooming habits.

Stimulus may include images, graphics, or video clips.

Response Attributes:

Responses may include descriptions or names of positive work, health, or grooming habits.

Responses may include consequences of work, health, or grooming habits.

Responses may include graphics or images.

Responses may include time management skills.

Sample Item:

Ms. Miller is finishing her first year of student teaching. Which of the following might **negatively** impact her interactions with other employees at the school?

- A. Ms. Miller dresses professionally.
- B. Ms. Miller manages her classroom well.
- * C. Ms. Miller does not show up for lunch duty.
- D. Ms. Miller seeks help from more experienced teachers.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 3.0 Demonstrate the interpersonal skills required for successful employment as a substitute teacher and/or a teacher assistant.

Benchmark: 03.06 Demonstrate professional attire that is appropriate for the classroom.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to professional wardrobe for the classroom. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

Stimulus should address proper attire for the job assignment.

Stimulus may include scenarios describing proper and improper attire.

Stimulus may include graphics, images, or video clips of appropriate and inappropriate attire.

Response Attributes:

Responses may include descriptions or names of appropriate or inappropriate professional classroom attire.

Responses may include a description of or examples of appropriate attire.

Responses may include images or graphics.

Responses may include demonstration of appropriate attire.

Sample Item:

Mr. Marshall is choosing his clothing for his substitute teaching job in a third grade classroom. Which is the **MOST** appropriate outfit choice?

- A. a sweat suit
- B. jeans and a T-shirt
- C. shorts and a tank top
- * D. slacks and a collared shirt

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Sample Item 2:

Task: Today you are the teaching assistant in your class. Write a paragraph describing the attire that you will wear while serving as the teaching assistant. Be thorough in your description, providing sufficient evidence to determine that your attire is professional and appropriate as a teaching assistant.

Rubric:

- | | |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student thoroughly describes appropriate attire for a teaching assistant. The student describes clothing that is professional, modest, clean, and well pressed. |
| 3 Points | The student describes mostly appropriate attire for a teaching assistant. The student describes clothing that is generally modest, clean, well pressed, and professional, but the student may select one thing that is not appropriate for being a teaching assistant. |
| 2 Points | The student describes somewhat inappropriate attire for the classroom. The student describes clothing that is generally too casual for the classroom. The described attire might be slightly immodest. |
| 1 Points | The student describes inappropriate attire for the classroom. The student describes clothing that is too casual, wrinkled, or dirty. Attire may have inappropriate writing or it may be very revealing. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 3.0 Demonstrate the interpersonal skills required for successful employment as a substitute teacher and/or a teacher assistant.

Benchmark: 03.07 Demonstrate the ability and willingness to follow oral and written instructions.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to oral and written instructions that may be presented to a substitute teacher and/or a teacher assistant. Items may include selection of appropriate behaviors or demonstrations of appropriate behaviors.

Stimulus Attributes:

Stimulus may include a scenario describing instructions to a teacher's assistant or substitute teacher.

Stimulus may provide oral or written instructions.

Stimulus may include an audio recording.

Response Attributes:

Responses may include successful completion of the instruction set.

Responses may include correct and incorrect outcomes from following directions.

Sample Item:

Task: You are substituting for Ms. Lisa today. She has provided you with some lesson plans and a note which asks you to write a short report of how the day went. Teach the class and report back to Ms. Lisa, following all of her instructions.

Rubric:

4 Points	Lesson plans were followed exactly; a report was sent to Ms. Lisa at the end of the day. The report is short but comprehensive and clear.
3 Points	Lesson plans were mostly followed; a report was sent to Ms. Lisa late, or not at all. The report is short and generally clear.
2 Points	Lesson plans were minimally followed; a report may have not been sent to Ms. Lisa at all. The report may be somewhat unclear.
1 Point	Lesson plans were not followed; a report was not sent to Ms. Lisa.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 4.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.

Benchmark: 4.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to concepts and strategies for oral and written communication in the work place, including forms of technology. Items may require the selection of appropriate concepts or demonstration of appropriate behavior/strategies.

Stimulus Attributes:

Stimulus may include examples of effective or ineffective written or oral communications.

Stimulus may include a scenario that requires written or oral communication.

Response Attributes:

Responses may include appropriate or inappropriate communication concepts and strategies.

Responses may include consequences of effective or ineffective written or oral communications.

Sample Item:

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Miss Sebastian wrote the following email to a teacher:

Dear Mr. Henry,

I enjoyed substitute teaching for your class. All in all, the day went very smoothly. I left the attendance with Mrs. Randall in Student Services. Since Juan was absent yesterday, I sent him to another classroom when going over the test material you left in your lesson plans. My daughter is selling Girl Scout cookies and I wanted to ask you if you would like to buy any? I can stop by your room later this week.

Thank you,

Miss Sebastian

What did Miss Sebastian do in the email that was inappropriate for the work place?

- * A. She tried to sell products.
- B. She used a specific student's name.
- C. She told Mr. Henry she sent Juan to another classroom.
- D. She commented on how much she enjoyed teaching Mr. Henry's class.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 4.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.

Benchmark: 4.02 Locate, organize and reference written information from various sources.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to various written sources or digital text in the educational setting. Items may require the selection of appropriate ideas/behaviors or written expression of information.

Stimulus Attributes:

Stimulus may include the process of finding, organizing, or referencing reliable written information.

Stimulus may question the appropriateness of source location.

Stimulus should not include validation of reliable resources.

Response Attributes:

Responses may be appropriate or inappropriate source locations.

Responses may be processes for locating written sources.

Responses may include locations of written information.

Responses may include correct and incorrect citations of sources.

Sample Item:

The teacher you are assisting is in need of written resources for a unit on cells. The teacher asks you to go to the media center to find information on cells. What is the **BEST** way to find multiple resources for the teacher?

- A. Get an encyclopedia.
- * B. Use the E-Library Catalog.
- C. Browse the fiction section.
- D. Check the aisles for books on cells.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Sample Item 2:

Stimulus: The teacher you are assisting is doing a unit on vertebrates and invertebrates with her 3rd grade students. She plans on having the students do some online research about vertebrates and invertebrates, but she wants to give them guidance on which websites to go to. She wants to ensure that her students are using reliable and age appropriate resources for their project. She has asked you to create an organized list of websites and articles for her students to use for this project. Create a reference list of at least five websites that the students should use to research vertebrates, and five websites the students should use to research invertebrates.

Rubric:

- | | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student creates an organized reference list of at least five reliable and age appropriate websites that relate to vertebrates and at least five reliable and age appropriate websites that relate to invertebrates. |
| 3 Points | The student creates an organized reference list of four reliable and age appropriate websites that relate to vertebrates and four reliable and age appropriate websites that relate to invertebrates. The student may attempt to create a reference list of 10 items, but some sources may not be age appropriate or reliable. |
| 2 Points | The student creates an organized reference list of three reliable and age appropriate websites that relate to vertebrates and three reliable and age appropriate websites that relate to invertebrates. The student may attempt to create a reference list of 10 items, but some sources may not be age appropriate or reliable. |
| 1 Point | The student creates an organized reference list of fewer than three reliable and age appropriate websites that relate to vertebrates and fewer than three reliable and age appropriate websites that relate to invertebrates. The student may attempt to create a reference list of 10 items, but some sources may not be age appropriate or reliable. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 4.0 Use oral and written communication skills in creating, expressing, and interpreting information and ideas.

Benchmark: 4.03 Design, develop, and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items are limited to media and presentations as applicable to the educational setting. Items may require written expression of ideas or the presentation of ideas.

Stimulus Attributes:

Stimulus may include scenarios in which a presentation must be designed, developed, or delivered.

Stimulus may require the design of a presentation.

Stimulus may ask to differentiate among proper uses of media technologies.

Stimulus may include scenarios that engage and inform diverse audiences.

Response Attributes:

Responses may be correct or incorrect implementation of media.

Responses may be media presentations.

Sample Item:

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Task: Research recent developments of innovative ways to use technology in the classroom. Find at least two reliable web sites which describe and demonstrate the technology. Present your findings to the class, including 1) a description of the technology, 2) a demonstration of the technology, and 3) how it benefits teachers and students.

Rubric:

- | | |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Presentation is exemplary. Presentation clearly and comprehensively describes the technology. Presentation includes a clear demonstration of the technology and a thorough explanation of how it benefits teachers and students. |
| 3 Points | Presentation is good. Presentation describes the technology, but the explanation shows a partial understanding of the technology. Explanation may include a few inaccuracies. Presentation includes a demonstration of the technology and an explanation how it benefits teachers and students. |
| 2 Points | Presentation is satisfactory. Presentation shows a limited understanding of the technology. Presentation describes the technology, but the description is very basic or includes some errors and inaccuracies. Presentation includes a demonstration of the technology. The presentation includes a poor explanation of how it benefits teachers and students. |
| 1 Point | Presentation is poor. Presentation shows a minimal understanding of the technology. Presentation includes an unclear description of the technology or the description includes many inaccuracies. Presentation may not include a demonstration of the technology. The explanation of how it benefits teachers and students may not be included. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 4.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.

Benchmark: 4.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to verbal and nonverbal cues or behaviors in the educational setting. Items may include selection of appropriate ideas or written expressions of ideas.

Stimulus Attributes:

Stimulus may include verbal or nonverbal cues and behaviors that require interpretation.
Stimulus may include pictures or video clips.

Response Attributes:

Responses may be different interpretations of verbal or nonverbal cues.
Responses may include images, graphs, or pictures.

Sample Item:

The class is getting ready to go to lunch. Examine the nonverbal cues of Mai Le in the picture. What are her nonverbal cues communicating?

- * A. Mai Le is somewhat apprehensive.
- B. Mai Le is excited to go to lunch.
- C. Mai Le is curious about the lunch menu.
- D. Mai Le is friendly and outgoing.



Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 4.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.

Benchmark: 4.05 Apply active listening skills to obtain and clarify information.

Depth of Knowledge: Moderate Complexity, Constructed Response

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to situations which require active listening in the educational setting. Items may include selection of appropriate behavior or written expression of appropriate behavior.

Stimulus Attributes:

Stimulus may include a conversation scenario in which active listening may be applied.
Stimulus may include a conversation in which active listening is used correctly or incorrectly.
Stimulus may include a video clip or other recording of a conversation.

Response Attributes:

Response may be correct or incorrect usage of active listening strategies.
Responses may be evaluations of active listening in a conversation.

Sample Item:

Read the conversation below:

Sally: "Keith, are you okay? You weren't in class today."
Keith: "I am feeling a little depressed about my grade in math."
Sally: "That's too bad Keith."
Keith "Um, yeah, thanks."

How might Sally have used active listening to show she is listening and further stimulate the conversation to learn more about Keith's problem?

Write your answer in the box.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Rubric:

- | | |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The response shows complete understanding of active listening. The response clearly and accurately explains how Sally could have used active listening skills to further stimulate the conversation to learn more about Keith's problem. The response includes specific examples of questions Sally could have asked or things she could have done to obtain and clarify information. |
| 3 Points | The response shows some understanding of active listening. For the most part, the response accurately explains how Sally could have used active listening skills to further stimulate the conversation to learn more about Keith's problem. The response provides a few examples of things Sally could have said or done to obtain and clarify information. Examples are generally appropriate. |
| 2 Points | The response shows limited understanding of active listening. The response sometimes accurately explains how Sally could have used active listening skills to further stimulate the conversation to learn more about Keith's problem. The response may not give specific examples of what Sally could have said or done. The response may include inappropriate statements or examples that do not demonstrate active listening. |
| 1 Point | The response shows no understanding of active listening. The response may not accurately explain how Sally could have used active listening skills to further stimulate the conversation to learn more about Keith's problem. The response includes many inaccuracies. The response may not provide any accurate or appropriate things for Sally to say or do. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 4.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.

Benchmark: 4.06 Develop and interpret tables and charts to support written and oral communications.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to tables and charts which apply to the educational setting. Items may require the creation of a table or chart, or selection of appropriate text or components for a table or chart.

Stimulus Attributes:

Stimulus may include tables or charts.

Stimulus may ask for interpretation of tables and charts.

Stimulus may ask for the development of a table or chart.

Response Attributes:

Responses may be tables or charts.

Responses may be correct or incorrect interpretations of tables or charts.

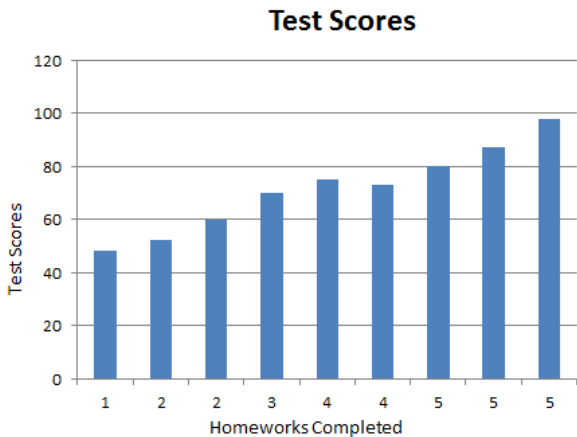
Sample Item:

Item Specifications

Raphael consistently does not do his homework and his grades are dropping as a result. His teacher, Mrs. Jane has a meeting with his parents next week, and she wants to show them how important it is that Raphael does his homework.

Which graph is the **BEST** representation of data to share with his parents to show them the importance of doing homework?

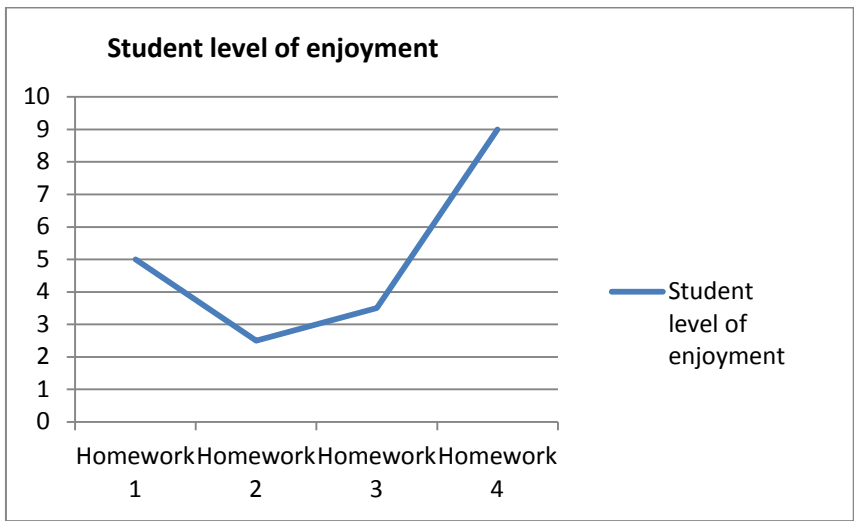
* A.



B.

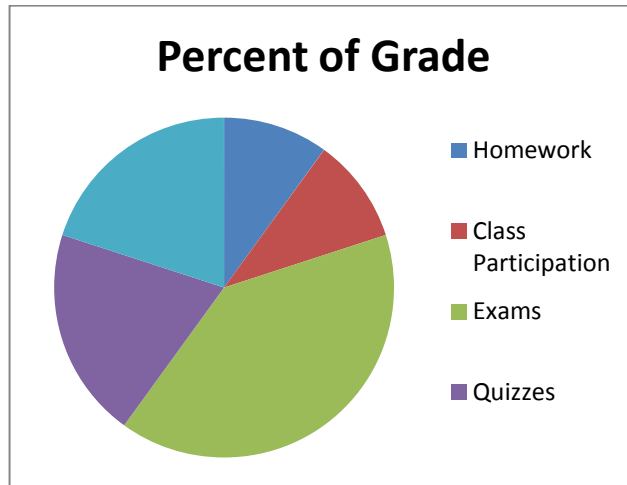
Missing Assignments	
Assignment date:	Student Name
1/12	Rafael, Marissa, Joan
1/15	Rafael
2/20	Rafael, Michael, Marissa, Stacie
2/25	Rafael, Michael
3/12	Rafael, John

C.



Item Specifications

D.



Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Sample Item 2:

Stimulus: The teacher you are assisting has been providing a small group of her students with regular focused lessons related to reading strategies. She believes this intervention is helping improve the students' reading comprehension scores. She provides you with the data below:

Student Number	Pre-Intervention Reading Level	Post-Intervention Reading Level
121	E	H
122	D	G
123	D	E
124	G	H
125	F	G
126	E	G
127	F	H

Based on this data, develop a graph to support her claim that her student's scores are improving.

Rubric:

- 4 Points The response shows an accurate representation of the data. The created graph supports the teacher's claim that her intervention is helping to improve the students' reading comprehension. Graph is clear.
- 3 Points The response shows a mostly accurate representation of the data. There may be a few inaccuracies. The created graph generally supports the teacher's claim that her intervention is helping to improve the students' reading comprehension.
- 2 Points The response shows a partially accurate representation of the data. There are some inaccuracies. The created graph somewhat supports the teacher's claim that her intervention is helping to improve the students' reading comprehension.
- 1 Point The response shows a poor representation of the data. The created graph does not utilize the date appropriately nor does it support the teacher's claim that her intervention is helping to improve the students' reading comprehension. Data is presented unclearly.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 4.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.

Benchmark: 4.07 Exhibit public relations skills that aid in achieving customer satisfaction.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to the role of public relations in the reputation of a teacher, staff, or school. Items may include selection of appropriate behaviors or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus may include scenarios which display public relation skills being utilized in a school setting.

Stimulus may include instructions for turning in examples of utilizing public relations skills.

Stimulus may include examples of email conversations, verbal conversations, written articles, or other communications with the school community.

Stimulus may include images or video clips.

Response Attributes:

Responses may include email conversations, verbal conversations, written articles, or other communications with the school community.

Sample Item:

Task: Provide two email conversations from the student-teacher assisting experience related to creating a positive relationship between school, students, parents, or community.

Rubric:

4 Points Two email conversations are provided. Email content is positive and appropriate for the audience. Emails show a thorough understanding of public relations skills.

3 Points Two email conversations are provided. Email content is mostly positive and appropriate for the audience. Emails show a partial understanding of public relations skills.

2 Points One or two email conversations are provided. Email content is somewhat positive, and somewhat related to the audience. Email(s) show limited understanding of public relations skills.

1 Point One or two email conversations are provided. Email content is not positive and does not relate to the audience. Email(s) show poor understanding of public relations skills.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 5.0 Demonstrate the communication skills required to be an effective substitute teacher and/or teacher assistant.

Benchmark: 05.01 Demonstrate effective listening techniques for various situations.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to communications in an educational setting. Items may include demonstrations of appropriate techniques or items may require the selection of appropriate techniques.

Stimulus Attributes:

Stimulus may include digital presentation software and/or video on listening techniques.

Stimulus may include scenarios depicting communications in which listening skills may be used.

Stimulus may include scenarios depicting effective or ineffective listening skills.

Stimulus may include video or other records of conversation.

Response Attributes:

Responses may include demonstrating correct listening techniques and the purpose of these techniques for effective substitute teachers and/or teacher assistants.

Responses may include evaluations of listening techniques simulated in a presentation or video.

Responses may include effective or ineffective listening techniques.

Responses may include demonstrations of appropriate listening techniques.

Sample Item:

Mr. Jones needs a class set of handouts copied for tomorrow's lesson. He gives this job to his teacher assistant (TA) and quickly tells him instructions for the job. Because Mr. Jones was distracted by disruptive students while giving the instructions, his TA is not sure he understood Mr. Jones correctly. The TA is too shy to ask for clarification. What should the TA do?

- A. Tell someone else to do the copying for him.
- B. Look around the room and ask for help from another student.
- * C. Repeat the instructions back to Mr. Jones before making the copies.
- D. Go to the copy room and run the job the way he thinks it should be done.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 5.0 Demonstrate the communication skills required to be an effective substitute teacher and/or teacher assistant.

Benchmark: 05.02 Recognize and interpret various types of nonverbal communication.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to nonverbal communication in the educational setting. Items may include selection of appropriate behaviors or demonstrations of appropriate behaviors.

Stimulus Attributes:

Stimulus could include pictures, video clips, or images of people demonstrating nonverbal body language, and/or an actual demonstration by the teacher stimulating a response by the students. Stimulus may include scenarios in which nonverbal communication is required. Stimulus may include examples of nonverbal communication to be interpreted.

Response Attributes:

Responses may include correct or incorrect interpretations of the nonverbal communication. Responses may include the ability to convey meaning through nonverbal communication.

Sample Item:

Students are noisily arriving to their 6th period English class. Mr. Hammond is standing at the whiteboard with a frown on his face and his arms crossed against his chest. He is not saying a word! As the students sit down, the room gets gradually quieter and all eyes turn to look at Mr. Hammond who has not moved or spoken. Interpret Mr. Hammond's nonverbal cues. Which word **BEST** describes the message Mr. Hammond is conveying to his students?

- A. apathy
- B. sadness
- C. boredom
- * D. displeasure

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 5.0 Demonstrate the communication skills required to be an effective substitute teacher and/or teacher assistant.

Benchmark: 5.03 Use oral and written communication for self-expression and for conveying and following instructions.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Communications should be limited to self-expression and directions in the educational setting. Items may include examples/demonstrations of oral and written communication or the selection of appropriate oral and written communication.

Stimulus Attributes:

Stimulus could include a video demonstration of oral communication, digital presentation of necessary attributes to communicate successfully, and pictures of communication modes.
Stimulus may include scenarios of communication for self-expression or instruction to be applied or evaluated.
Stimulus may include examples of oral or written communication.

Response Attributes:

Responses may include demonstration of oral communication, or a digital presentation of necessary attributes to communicate successfully.
Responses may include correct or incorrect usage of verbal and written communication skills.
Responses may include correct and incorrect evaluation of written or oral communication.
Responses may include written or oral instructions.
Responses may include outcomes from correctly or incorrectly following instructions.

Sample Item:

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Course Number: 8909010

Item Specifications

Jasmine is Mrs. Cruz's teaching assistant. Mrs. Cruz left some work for Jasmine and some written instructions. Here is what she wrote to Jasmine:

Here are three tests. I need you to make an answer key for each test. After making the answer keys please take the test to the office and make copies of them. Please place the answer keys and test copies in my mail box by the end of the day.

What piece of information did Mrs. Cruz leave out?

- A. where to turn in the work
- B. how many answer keys she wants
- C. when she wants them completed
- * D. how many copies need to be made

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Sample Item 2:

Stimulus: Mr. Greene always has his students complete a “following instructions” activity in which he has everyone write down the steps for making a peanut butter and jelly sandwich. Then, the students work in pairs to follow the instructions *exactly* as written, to create the other student’s sandwich. This activity demonstrates the importance of writing clear instructions. Imagine that you are completing this activity. Write down step by step instructions for making a peanut butter and jelly sandwich. Remember to be clear and detailed in your instructions, since someone else will be following the directions!

Rubric:

- | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Directions are conveyed clearly. They are detailed and easy to follow. Directions are in the correct order and result in a peanut butter and jelly sandwich. |
| 3 Points | Directions are conveyed but a few steps might be unclear. They are easy to follow, but lack detail. Directions are in the correct order and result in a peanut butter and jelly sandwich. |
| 2 Points | Directions are somewhat unclear. They are somewhat difficult to follow and are not completely in the correct order. Instructions do not result in a peanut butter and jelly sandwich. |
| 1 Point | Directions are unclear and difficult to follow. They are not in the correct order. Instructions do not result in a peanut butter and jelly sandwich. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 5.0 Demonstrate the communication skills required to be an effective substitute teacher and/or teacher assistant.

Benchmark: 5.04 Differentiate personal opinion from observations, actual events, and facts.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to situations related to the school setting. Items may require selection of appropriate idea or written expression of appropriate ideas.

Stimulus Attributes:

Stimulus could include newspaper articles, reports, and observations.

Stimulus may ask to differentiate between opinions and observations, events or facts.

Stimulus may probe for methods in which to differentiate between opinions and observations, events or facts.

Response Attributes:

Responses may include the discussion of how to differentiate facts from opinions.

Responses may include correct or incorrect methods for differentiating between opinions and observations, events or facts.

Responses may be correct or incorrect differentiation between facts and opinions.

Responses may be examples of opinions or facts.

Sample Item:

Which statement describing a student is based on an observation?

- A. John is best friends with Sam.
- * B. Julia usually selects the blue paint in art class.
- C. Juan likes math class the best.
- D. Jamaal said he ate pancakes for breakfast.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Sample Item 2:

Johnny writes an article for the school newspaper about the school's cafeteria food. Read the article and differentiate Johnny's opinion from the facts that he presents in the article.

Jackson High School has the worst cafeteria food in the state. Yesterday, they served us tofu burgers with soy cheese. Today, they served us pinto bean stew. How can they expect students to eat that food? "I threw mine in the garbage can," said Sasha V., a senior, who started a petition demanding better food. Almost 400 students have signed this petition. The principal probably will not pay attention to it. We should all boycott the cafeteria until something is done.

Which statement from the article is an opinion?

- A. Almost 400 students have signed this petition.
- B. "I threw mine in the garbage can," said Sasha V.
- C. Yesterday, they served us tofu burgers with soy cheese.
- * D. Jackson High School has the worst cafeteria food in the state.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 5.0 Demonstrate the communication skills required to be an effective substitute teacher and/or teacher assistant.

Benchmark: 5.05 Report observations and information objectively.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to observations from/in the classroom environment. Items may include written observations or the selection of written observations.

Stimulus Attributes:

Stimulus may include the viewing of a short video.

Stimulus could include observations of an individual in a classroom setting, or an entire classroom activity.

Stimulus may include written observations.

Response Attributes:

Responses may include recorded observations.

Sample Item:

Sally observed an English lesson at a high school. She wants her observations to be objective. Which of the following is an example of an objective observation that she might write?

- A. The teacher's speech was too fast, and it was hard to follow.
- B. The teacher did a good job in explaining the lesson objectives.
- C. The teacher's room didn't have enough student work displayed.
- * D. The teacher organized the students into small heterogeneous groups.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 5.0 Demonstrate the communication skills required to be an effective substitute teacher and/or teacher assistant.

Benchmark: 5.06 Follow protocols for the use of the telephone, internet, text messaging, etc. in order to communicate appropriately and courteously to others.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to protocols for use of the telephone, internet, text messaging, etc. in educational settings. Items may include demonstrations of behaviors or the selection of behaviors.

Stimulus Attributes:

Stimulus may include a demonstration of appropriate communication techniques.

Stimulus may include written protocols for use of telephone, internet, text messaging, etc. at the work site.

Stimulus may include scenarios which require the use of the telephone, internet, text messaging, etc. to communicate with others.

Stimulus may ask to differentiate between correct and incorrect use of the telephone, internet, text messaging, etc.

Response Attributes:

Responses may include demonstrations of communication which follows standard protocols.

Responses may include interpretations of communication protocols.

Sample Item:

Tyler is working in the school office. One of his responsibilities is to answer the phone. The school protocol for answering the telephone requires the person answering the phone to greet the caller courteously, and then direct the call to the appropriate party. An angry parent calls and starts yelling at Tyler. How should Tyler handle this situation?

- A. Ask the parent to call back later and hang up.
- B. Tell the parent that you can't help them.
- C. Respond politely and try to solve the parent's problem.
- * D. Place the caller on hold and ask a supervisor to take the call.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 5.0 Demonstrate the communication skills required to be an effective substitute teacher and/or teacher assistant.

Benchmark: 5.07 Prepare and relay messages accurately and in a timely manner from one person to another.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to messages which may be used in an educational setting. Items may include preparation of a message or selection of appropriate messages.

Stimulus Attributes:

Stimulus may include sample phone calls.

Stimulus may include sample telephone messages.

Stimulus may ask to evaluate telephone messages.

Stimulus may ask for accurate phone messages.

Stimulus may include instructions for preparing a message for someone.

Response Attributes:

Responses may include relayed messages.

Responses may include reasons a message is correct or incorrect.

Responses may include interpretations of messages.

Sample Item:

Samantha answered the telephone in the school main office. She wrote the following message for Mrs. Hernandez, the school bookkeeper: "A man called for you at 10:30 am. He wants to talk to you about an important matter. Please call him back today." Why was Mrs. Hernandez frustrated when she read this message?

- A. She did not want to talk to the man.
- B. She did not like the TA who wrote down the message.
- C. She did not have time to call the man back the same day.
- * D. She did not have all necessary information to return the call.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Sample Item 2:

Stimulus: Ms. Jones requests that you prepare a note for Oscar's parents, notifying them that Oscar has not turned in his homework all week. Ms. Jones asks that you inform the parents that as a result of Oscar's failure to turn in his homework this week, he will not be allowed to go on next week's field trip. If they have any questions, they should contact her. Prepare the message for his parents as directed.

Rubric:

- | | |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The message is accurately prepared as directed by Ms. Jones. The response includes all relevant information and is presented in a professional manner. |
| 3 Points | The message is prepared as directed by Ms. Jones; however there are a few inaccuracies or errors in the message. Information is presented in a professional manner. |
| 2 Points | The message is prepared for Oscar's parents but it does not include all the information that Ms. Jones requested. Information is not presented in the most professional manner. |
| 1 Point | An unprofessional message is prepared for Oscar's parents which does not include the information Ms. Jones requested. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 5.0 Demonstrate the communication skills required to be an effective substitute teacher and/or teacher assistant.

Benchmark: 5.08 Demonstrate effective techniques when communicating with parents or adult students.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to communication related to school/education settings with parents or adult students. Items may include demonstrations of appropriate techniques or the selection of appropriate communication techniques.

Stimulus Attributes:

Stimulus may include demonstrating communication skills by role-playing.

Stimulus may include face to face, telephone, or email communication scenarios.

Stimulus may ask to identify appropriate or inappropriate communication with adults.

Stimulus may describe interactions between teacher assistants and parents or teacher assistants and adult students.

Response Attributes:

Responses may include actual demonstrations of communication skills in role-playing scenarios prepared by the teacher.

Responses may include appropriate or inappropriate communication with adults.

Responses may include multiple correct responses with a most correct response.

Sample Item:

Stacy is a TA who works in the Main Office of Green Grass High School. One of her responsibilities is to answer the phone when parents call. What would be the **MOST** appropriate greeting when answering the school phone?

- A. "Hello, Green Grass High School, Who is this?"
- B. "Stacy McGarvin speaking. What can I do for you today?"
- C. "Hey. What's up, This is Stacy the TA, How can I help you?"
- * D. "Green Grass High School. Student Assistant speaking. How may I help you?"

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Sample Item 2:

Task: You need to call a parent/guardian to follow up on the student's absence today. Role play the conversation with the parent/guardian. Demonstrate what you would say to this parent/guardian on the phone. Communicate professionally and effectively.

Rubric:

- | | |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student demonstration shows a thorough understanding of appropriate and effective communication techniques. The student clearly and effectively communicates the necessary information. The student recognizes his/her audience and adjusts communication as appropriate. The student is professional in his/her responses. |
| 3 Points | The student demonstration shows understanding of appropriate and effective communication techniques. For the most part, student clearly communicates the necessary information. The student recognizes his/her audience and adjusts communication as appropriate. The student is mostly professional in his/her responses but may have a few lapses in which he/she uses casual or inappropriate language. |
| 2 Points | The student demonstration shows a partial understanding of appropriate and effective communication techniques. The student communicates the information but it is presented somewhat unclearly. The parent needs to ask several clarifying questions. The student recognizes his/her audience, but may not adjust communication as appropriate. The student is somewhat professional in his/her responses. |
| 1 Point | The student demonstration shows a poor understanding of appropriate and effective communication techniques. The student unclearly communicates the information to the parent, or communicates the incorrect information. The student is not professional in his/her responses. The student is too casual in tone and/or makes inappropriate comments throughout the conversation. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 5.0 Demonstrate the communication skills required to be an effective substitute teacher and/or teacher assistant.

Benchmark: 5.09 Create a communiqué to parents using a language other than English.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response

Content Limits: Items are limited to communication related to the educational setting.

Stimulus Attributes:

Stimulus may include examples of written communiqués and form letters used in various institutions to be translated to another language.

Stimulus may involve instructions for writing a communiqué and translating it into another language.

Response Attributes:

Responses should include the demonstration of the ability to write or translate a communiqué in a second language.

Responses may include examples of communiqués.

Sample Item:

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Stimulus: Write a letter in Spanish to the parents of a student asking for a conference. You may translate using a resource to assist you.

Rubric:

- | | |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The letter effectively communicates with the parents in Spanish, and provides them with all of the necessary information. The letter is clear and the intent is not lost in translation. The letter sounds natural, and not like a direct translation. |
| 3 Points | The letter is effective in communicating with the parents in Spanish, but has missing information. The letter is generally clear, but there may be a few errors in the translation. The letter sounds natural, but there are a few small parts that do not make sense after translation. |
| 2 Points | The letter is minimally effective in communicating with the parents in Spanish, due to errors. It is missing information. The response is somewhat unclear and has many errors in translation. |
| 1 Point | The letter may not be translated. The letter was poorly translated. The letter includes many errors and it does not make sense. The letter may obviously be a direct word to word translation and therefore does not sound natural. Many words may have been translated improperly. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 6.0 Use information technology tools.

Benchmark: 6.01 Use personal information management (PIM) applications to increase workplace efficiency.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: PIM should be limited to the educational setting. Items may include demonstrations of the use of PIM applications or items may require the selection of the appropriate PIM application or use of PIM application.

Stimulus Attributes:

Stimulus may present scenarios in which PIM may be used to increase workplace efficiency.
Stimulus may include graphs, charts, diagrams, or pictures.

Response Attributes:

Responses may reflect personal information management (PIM) applications to increase workplace efficiency addressed in the stimulus.
Responses may include PIM technologies.

Sample Item:

Erica's school has information stored in a filing cabinet that includes contact information for community clubs and businesses. It includes: names, addresses, phone numbers, email addresses, and descriptions of the organization. She has been asked to take all the files in a filing cabinet and make them more accessible to all the teachers in the school. Which personal information management system may be **BEST** suited for this task?

- * A. a database put on the school server
- B. a spreadsheet emailed to all the teachers
- C. photo copies placed in the teachers' mail boxes
- D. moving the file cabinet to a more centralized location

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 6.0 Use information technology tools.

Benchmark: 06.02 Employ technological tools to expedite workflow including word processing, data bases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to technology tools/applications used in the educational environment. Items may require demonstration of the use of the tool, descriptions of uses of tools, or selection of appropriate tool.

Stimulus Attributes:

Stimulus may include scenarios in which technology is needed to improve personal information management or expedite workflow.

Stimulus may describe use of technology tools.

Response Attributes:

Responses may include technologies such as word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.

Responses may include descriptions of the roles of technology tools.

Responses may include a description of the application of tools.

Responses may include a description of the products from tools.

Sample Item:

Donatello has been asked by the athletic director to send a memo out to all the coaches in the school. The school's athletic director wants the memo to be personalized for each coach with the coaches' name in the greeting and the school's name in the body of the message. He has given Donatello a spreadsheet with all the coaches' names and their schools. How can Donatello accomplish this task most efficiently?

- A. Compose an email to all the coaches and attach the memo to the email.
- C. Use a word processor to write separate memos to each coach and then print them all.
- * B. Complete a mail merge using a word processor and the spreadsheet of coaches' names.
- D. Send individual emails with the coaches' names copied and pasted from the spread sheet.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 6.0 Use information technology tools.

Benchmark: 06.03 Employ computer operations applications to access, create, manage, integrate, and store information.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to computer applications used in the educational setting. Items may require the selection of appropriate use or application. Items may include demonstrations of the use of computer applications.

Stimulus Attributes:

Stimulus may include scenarios in which computer operations are needed to access, create, manage, integrate, and store information.

Stimulus may describe computer operations and applications.

Response Attributes:

Responses may include computer operations that are needed to access, create, manage, integrate, and store information.

Responses may include performances of the use of computer operations.

Responses may include products created by utilizing computer operations.

Sample Item:

The front office of a school needs to keep a log of who visited the school, and provide a total of how many people visited at the end of the day. Which technology is best suited for this task?

- A. web editor
- * B. spreadsheet
- B. word processing
- C. digital slide show

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 6.0 Use information technology tools.

Benchmark: 6.04 Employ collaborative/groupware applications to facilitate group work.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to groupware and collaborative applications used in the educational setting. Items may include demonstrations of the use of collaborative/groupware application or may include selection of the appropriate application or use of application.

Stimulus Attributes:

Stimulus may include scenarios in which groupware applications are needed to facilitate group work.

Response Attributes:

Responses may include groupware applications or communication technologies.

Responses may include demonstration of use of collaborative/groupware.

Responses may include products created from groupware applications.

Sample Item:

Mr. Gates wants you to create a digital resource in which teachers can share reading strategies. He wants all teachers to be able to modify and add content to the resource. Which technology should the teachers use for this task?

- A. blog
- * B. wiki
- C. social network
- D. word processing document

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Sample Item 2:

Task: Utilize the track changes function of a word processor program to edit and collaborate on a group work activity.

Rubric:

- | | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student effectively uses track changes to edit and collaborate on a group work activity. The student turns on the track changes feature. Then, student accurately adds to/deletes/edits the document. The student appropriately uses the comment feature as well. |
| 3 Points | The student was moderately effective in using the track change feature to edit and collaborate on a group work activity. The student turns on the track changes feature. Then student add to/deletes/edits the documents. The student may not use the comment feature. |
| 2 Points | The student was minimally effective in using the track change feature to edit and collaborate on a group work activity. The student may turn on the track changes feature, but the highlight and changing font color confuses the student. The student may disable the function. The student may choose to manually highlight and/or change font color to contribute to the document. The student may use the comment feature. |
| 1 Point | The student was ineffective in utilizing the track change feature to edit and collaborate on a group work activity. The student may not know how to turn on track changes. The student may use the feature, but accepts or rejects his/her comments so they do not appear tracked. It is unclear how the student collaborated on the document because the student has not utilized track changes appropriately. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 7.0 Operate instructional technology.

Benchmark: 7.01 Identify different types of instructional technology such as overhead and LCD projectors, DVD players, camcorders, computers, SMART boards, and digital cameras.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to instructional technology used in classrooms. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include pictures or diagrams.

Stimulus scenario may present a technology's function.

Stimulus may ask to identify a technology's function.

Stimulus may ask to identify a technology based off its function or a picture.

Response Attributes:

Responses may be correct or incorrect technologies.

Responses may be correct or incorrect technology functions.

Responses may include pictures or diagrams.

Sample Item:

Which technology is shown in the picture?

- A. LCD projector
- B. digital camera
- * C. digital presenter
- D. overhead projector



Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 7.0 Operate instructional technology.

Benchmark: 7.02 Identify the components of instructional technology by name, function, and method of operation.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to instructional technology in the educational setting. Items may address the names, functions and/or methods of operation of the instructional technology. Items may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include pictures or diagrams.

Stimulus scenario may present a specific technological function.

Stimulus question may ask to identify technologies that can perform a specific function.

Stimulus question may ask to identify a specific function that a technology can or cannot perform.

Response Attributes:

Responses may be correct or incorrect technologies.

Responses may be correct or incorrect technology functions.

Sample Item:

Which function **CANNOT** be performed by the technology shown?

- A. project an image
- * B. display live action
- C. change the brightness
- D. zoom in and out



Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 7.0 Operate instructional technology.

Benchmark: 7.03 Identify the safety measures required for operating instructional technology.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to safety measures for technologies commonly used in the classroom. Items may require the selection of the appropriate idea or written expression of ideas.

Stimulus Attributes:

Stimulus may include pictures or diagrams.

Stimulus may present use of specific technologies.

Stimulus may ask to identify safety measures required for use of instructional technologies.

Stimulus may ask to identify incorrect safety measures used with an instructional technology.

Response Attributes:

Responses may be descriptions of correct or incorrect safety measures.

Sample Item:

What safety measure is **NOT** necessary when using a computer?

- A. Avoid liquids or drinks near the equipment.
- B. Confine cords and keep the area free of clutter.
- * C. Utilize all outlets in the power strip.
- D. Run anti-virus software regularly.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 7.0 Operate instructional technology.

Benchmark: 7.04 Obtain, operate, and return technology equipment according to equipment specifications and school/classroom protocols.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to general protocol for borrowing, using, and returning instructional technology in the school environment. Items should not refer to specific school protocols unless that protocol is explicitly provided. Items may include the selection of appropriate behaviors or demonstration of appropriate behaviors.

Stimulus Attributes:

Stimulus may ask student to recite specific protocols for borrowing, using, and returning instructional technology.

Stimulus may involve observation of students complying with classroom protocols for borrowing, using, and returning instructional technology.

Stimulus may include equipment specifications or protocols.

Response Attributes:

Responses may be students reciting or following protocols for borrowing, using, and returning instructional technology.

Responses may involve students obtaining, operating, and returning technology equipment according to school/classroom protocols.

Sample Item:

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Protocol for reserving classroom technology:

- 1) Go onto the school website and make sure the school has the technology you would like.
- 2) If the school has the equipment, go into the "Teachers Only" section of the school website.
- 3) Click on the link for "Equipment Checkout"
- 4) Select the equipment you'd like to check out.
- 5) Select the date you would like to pick up the equipment, and the expected return date.
- 6) Click "Send"
- 7) You should receive a confirmation email.
- 8) Pick up the equipment on the day requested.

According to this protocol, what is the **first** thing a teacher should do if he/she wants to reserve a digital presenter?

- A. Fill out the equipment checkout form online.
- * B. Check to see if the school has the technology available.
- C. Ask the technology specialist if the school owns the equipment.
- D. Send a student to pick up the equipment from the media center.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 8.0 Arrange, organize, and perform educational support tasks.

Benchmark: 8.01 Identify the formats, styles, and forms required for different types of correspondence, records, reports, and other documentation that support classroom activities.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to formats, styles, and forms used in classroom activities. Items may require selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may be a scenario in which a particular form, style, or format is needed for correspondence.

Stimulus may include examples of correspondences, records, reports, or other documents.

Response Attributes:

Responses may be correct or incorrect forms, styles, or formats.

Responses may include graphic or images.

Sample Item:

A letter is being sent out to parents regarding a school-wide activity. What type of paper should be used to print this letter?

- A. standard 8 ½ by 11 copy paper
- B. legal size copy paper
- * C. school letterhead
- D. colored paper

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 8.0 Arrange, organize, and perform educational support tasks.

Benchmark: 8.02 Produce correspondence, reports, and other types of communication using the materials and directions provided by a teacher.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to correspondences, reports, or other communication used in the educational setting. Items may include the selection of appropriate correspondences, reports or other communication following proper directions. Items may include creation of correspondences, reports or other communication.

Stimulus Attributes:

Stimulus may be real or mock correspondences, reports, or other types of communication provided by the teacher.

Stimulus may include directions and materials needed.

Response Attributes:

Responses should be real or mock correspondences, reports, or other types of communication.

Responses may include selections of correspondence, reports, etc.

Sample Item:

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Stimulus: Produce a newsletter for parents. The newsletter should highlight exciting classroom news from the last month, including student achievements. The newsletter should also communicate important upcoming dates for the school and class. The newsletter should be engaging and colorful, including graphics.

Rubric:

- | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Newsletter contains all information required. The information presented is accurate, clearly presented, and professional. Newsletter is neat, colorful, and includes graphics. |
| 3 Points | Newsletter contains most of the information required. The information presented is mostly accurate and professional, but some errors may make the newsletter unclear. Newsletter is neat but may not include graphics. |
| 2 Points | Newsletter contains some of the required information. Information presented is somewhat accurate. Newsletter is somewhat professional but errors make the newsletter difficult to understand. Newsletter is messy and may not include graphics. |
| 1 Point | Newsletter contains little of the required information. Information included is inaccurate. It is unprofessional and sloppy. It does not contain graphics. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 8.0 Arrange, organize, and perform educational support tasks.

Benchmark: 8.03 Utilize technology to create seating charts, record attendance and grades, maintain a classroom inventory, schedule appointments on an electronic calendar, create a power point presentation, create a Word document, and an excel file.

Depth of Knowledge: Low Complexity, Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items are limited to technology used to create seating charts, record attendance and grades, maintain a classroom inventory, schedule appointments on an electronic calendar, create Power Point presentations, create Word documents, and create Excel files. Items may include the creation of an appropriate product, or items may include demonstration of the use of application technology.

Stimulus Attributes:

Stimulus may require the creation of real or mock: seating charts, attendance, classroom inventories, or itineraries.

Stimulus may provide a situation to which the student must respond using appropriate technology.

Response Attributes:

Responses may be seating charts, records of attendance and grades, classroom inventories, or itineraries created using technologies such as electronic calendars, digital slide shows, word processors, or spreadsheets.

Responses may be demonstrations of the use of technology.

Sample Item:

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Task: Set up a meeting with the principal using an electronic calendar that does not conflict for either party. Include a brief message and agenda with your meeting request.

Rubric:

- | | |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Meeting is set up appropriately, at a time that does not conflict for either party. Meeting request includes a subject line, brief message and agenda for the meeting. |
| 3 Points | Meeting is set up appropriately, after a few small mistakes. Meeting does not conflict for either party. Meeting request includes a subject line and message but the agenda may not be included. |
| 2 Points | Meeting is set up appropriately, after many false starts. Meeting may conflict with other scheduled appointments. Meeting request includes a subject line and message but may not include an agenda. |
| 1 Points | Meeting is not set up appropriately. Student fails to use technology appropriately. Meeting request conflicts with appointments and does not include a message or agenda. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 8.0 Arrange, organize, and perform educational support tasks.

Benchmark: 8.04 Demonstrate security and virus-protection procedures for computer systems.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to procedures common to the educational setting. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus may include real or mock computer system security threats to be dealt with using procedures outlined by the school or district.

Response Attributes:

Responses should be computer system security procedures outlined by the school or district.

Sample Item:

Ms. Sally is setting up the computers in her classroom. She needs the internet for a lot of projects she has planned for her students, but she is worried about getting viruses on the computer. What is the **BEST** thing for her to do?

- A. Block certain websites.
- B. Use the computer in the library.
- * C. Download anti-virus software.
- D. Make the students log the websites they visit.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 8.0 Arrange, organize, and perform educational support tasks.

Benchmark: 8.05 Demonstrate the input of information and methods for saving, backing up, and printing files.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to situations common to classroom and educational settings. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

Stimulus may include different scenarios in which files may need to be saved, backed up, or printed.

Stimulus may ask to identify correct or incorrect procedures for saving, backing up, or printing files.

Stimulus may ask for correct or incorrect procedures to save, back up, or print files.

Stimulus may include images, diagrams icons, or graphics.

Response Attributes:

Responses may include correct or incorrect saving, backing up, or printing technologies.

Responses may include correct or incorrect saving, backing up, or printing procedures.

Responses may include images, diagrams, icons, or other graphics.

Sample Item:

You have created a spreadsheet that you want to back up. Which is the **LEAST** effective method for creating a backup?

- A. copying it on the network drive
- B. moving the document to a flash drive
- * C. capturing a screen shot of the document
- D. saving the document on a removable hard drive

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 9.0 Demonstrate mathematics knowledge and skills.

Benchmark: 9.01 Demonstrate knowledge of arithmetic operations.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to mathematical calculations common to teaching assisting such as averages, modes, sums, and percentages. Demonstrations may include selection of correct answer or written computations.

Stimulus Attributes:

Stimulus may present scenarios in which arithmetic calculations are required.

Stimulus may ask for an arithmetic calculation.

Stimulus may ask for procedures for common classroom calculations.

Response Attributes:

Responses may include correct and incorrect arithmetical calculation.

Responses may include correct and incorrect mathematical procedures.

Incorrect responses should include common arithmetical errors if possible.

Sample Item:

Mrs. Watts was checking her students' grades for mid-term progress reports. Any student with an average grade below 65% would get a progress report that had to be taken home, signed by the parent, and returned the next day. How did Mrs. Watts calculate each student's average grade?

- * A. Add all the grades and divide by the number of grades.
- B. Add all the grades and divide by 100 to get the percent.
- C. Add all the grades and multiply by 100 to get the percent.
- D. Find the lowest grade and send a report home if it was below 65.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 9.0 Demonstrate mathematics knowledge and skills.

Benchmark: 9.02 Analyze and apply data and measurements to solve problems and interpret documents.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to data common in the classroom or educational setting, such as average, percent, mode, and sum. An analysis may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include descriptions of testing data, types of assessment measures, and examples of released testing documents for the purpose of analysis.

Stimulus may include tables, charts, or graphs.

Stimulus may ask to draw conclusions based off given data.

Stimulus may require basic arithmetic computations in order to make conclusions.

Response Attributes:

Responses may be interpretations of data.

Constructed responses may include basic arithmetic calculations to support conclusions.

Responses may include application of data and measurements.

Responses may be solutions to problems based on data.

Sample Item:

Mrs. Jones gave her Chemistry Honors class a pre-test, followed by individualized practice, and then a post-test at the end of the chapter. The pre- and post-test results are shown in a table below, as well as whether or not the practice assignments were completed. Analyze the data collected. Given the data, what conclusion is **MOST** appropriate about the practice assignment?

Pre-test score	Practice Completed	Post-test score
35%	No	25%
70%	Yes	78%
45%	Yes	55%
60%	Yes	65%
80%	No	100%

- A. The post-test did not test the student's knowledge.
- B. The practice assignment helped to increase scores.
- C. Students who did not do the practice did not improve.
- * D. Factors other than the practice may have increased scores.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 9.0 Demonstrate mathematics knowledge and skills.

Benchmark: 9.03 Construct charts/tables/graphs using functions and data.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to calculations common to the classroom, such as average, percent, mode, and sum. Limit graphs and charts to line graphs, bar graphs, scatter plots, pie charts, and histograms. Items may include the creation of charts/tables/graphs, or may include written statements about the procedures to create or qualities of the charts.

Stimulus Attributes:

Stimulus may include data for constructing tables, bar graphs, scatter plots, pie charts, and histograms given a set of data.

Stimulus may require basic arithmetic calculations.

Response Attributes:

Responses may include properly labeled tables, charts, or graphs.

Responses may have small degree of acceptable error when estimating the plotting of points between values on the x or y scale, or when estimating angles in a pie chart.

Responses may include appropriate steps for creating charts, tables, or graphs.

Responses may include charts, table, or graphs.

Sample Item:

Stimulus: Mr. Lee's class wrote an essay on Seat Belt Safety. His students received the following grades: 1 student did not turn in the assignment, 4 of the students got a D, 10 of the students got a C, 20 of the students got a B, and 25 of the students got an A. Given this data, create a properly labeled pie chart.

Write your answer in the box.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Rubric:

- | | |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student's answer shows thorough understanding of how a pie chart represents data. The pie chart is constructed accurately and includes labels. The pie chart is appropriately labeled and is an accurate representation of the class grades. |
| 3 Points | The student's answer shows a partial understanding of how a pie chart represents data. The pie chart is constructed accurately for the most part, but one part may not be to scale. The pie chart is appropriately labeled, but may be missing 1–2 labels. The chart is an accurate representation of class grades. |
| 2 Points | The student's answer shows minimal understanding of how a pie chart represents data. The pie chart is constructed with many errors, and pieces of the chart are generally not to scale. The pie chart is missing labels, and only shows 1 or 2 sections accurately. |
| 1 Point | The student's answer shows a poor understanding of how a pie chart represents data. The pie chart is constructed poorly, with many errors. None of the pieces are to scale. The response inaccurately displays data. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 10.0 Demonstrate language arts knowledge and skills.

Benchmark: 10.01 Locate, comprehend and evaluate key elements of oral and written information.

Depth of Knowledge: Low Complexity, Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to oral and written information commonly found in an educational setting. Items may require selection of appropriate ideas or written expression of ideas.

Stimulus Attributes

Stimulus may address key elements of oral or written communication.

Stimulus may include graphs, charts, diagrams, or pictures.

Stimulus may include audio or video recordings.

Response Attributes

Responses may reflect key elements of oral or written communication.

Responses may include locations of key elements of oral and written information.

Responses may include evaluations of key elements of oral and written information.

Sample Item:

Which of the following can create a “mixed message”?

- A. when the speaker speaks about more than one item
- B. when the speaker’s verbal and non-verbal messages match
- C. when messages are meant to convey more than one meaning
- * D. when there is a discrepancy between verbal and non-verbal messages

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Sample Item 2:

Read the following letter that the principal sent home to the school:

Dear Parent/Guardian,

Within our school community there are several students who have a potentially life-threatening allergy (anaphylaxis) to foods, predominantly to peanuts and tree nuts (e.g. almond, cashew, hazelnut, pistachio).

We feel the best way to reduce the risk of accidental exposure to these students is to respectfully ask for the co-operation of the parents/guardians within this school community to avoid sending peanut butter or products with peanuts or other tree nuts listed in the ingredients.

Our school has an anaphylaxis plan, which will help us provide an “allergy-safe” environment for children at risk of anaphylaxis. All our teachers have been trained on this plan. You can read this plan on our school’s website. Please take some time to review it, and do not hesitate to call me if you have any questions or concerns.

Your cooperation and understanding of this matter is appreciated.

Sincerely,

Ms. G

As a teacher assistant, what is the **LEAST** important piece of information in this letter for you to know?

- A. Students should not bring in peanut or tree nut products.
- * B. If parents have questions, they should notify the principal.
- C. The school has an anaphylaxis plan located on the school website.
- D. There are students who have a severe peanut allergy in the school.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 10.0 Demonstrate language arts knowledge and skills.

Benchmark: 10.02 Draft, revise, and edit written documents using correct grammar, punctuation, and vocabulary.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to documents common in the schools setting. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes

Stimulus should address written documents.

Stimulus may require examination of written documents for correct grammar, punctuation, and vocabulary.

Stimulus may include classroom scenarios for editing documents.

Response Attributes

Responses may include correct or incorrect uses of grammar, punctuation, and vocabulary.

Responses may include the creation or revisions of written documents.

Sample Item:

Identify the sentence that is written with proper grammar and punctuation.

- * A. Outrunning the other players on the football field, Eli scored a touchdown.
- B. Eli scoring the touchdown outrunning the other players on the football field.
- C. Outrunning the other players on the football field, I saw Eli score a touchdown.
- D. I saw Eli scoring the touchdown outrunning the other players on the football field.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 10.0 Demonstrate language arts knowledge and skills.

Benchmark: 10.03 Present information formally and informally for specific purposes and audiences.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Performance Task

Content Limits: Items should be limited to presentations about topics common in the schools setting.

Stimulus Attributes:

Stimulus may address public speaking techniques.

Stimulus may provide the student with a public speaking part.

Stimulus may request student to identify techniques utilized in public speaking.

Stimulus may include graphs, charts, diagrams, or pictures.

Stimulus may provide a subject for presentation to a real or mock audience.

Response Attributes:

Responses should be formal or informal presentations based on purpose and audience.

Sample Item:

Task: Give a presentation using technology to your class about the process of checking out and returning a library book from your media center.

Rubric:

4 Points	Presentation clearly explains the process of checking out and returning a library book from the media center. Presentation is appropriate for the audience. Presentation adequately utilizes technology.
3 Points	Presentation explains the process of checking out and returning a library book from the media center, but all instructions aren't clear. The student may explain the process with some inaccuracies. Presentation uses some technology.
2 Points	Presentation is partially complete, presenting procedures for checking out OR returning library books. Presentation is somewhat unclear and steps may not be accurate. Presentation uses minimal technology.
1 Point	Presentation presents incorrect procedures for checking out and returning a library book. Presentation is not appropriate for the audience. Presentation may not use technology.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 11.0 Demonstrate science knowledge and skills.

Benchmark: 11.01 Discuss the role of creativity in constructing scientific questions, methods, and explanations.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to scenarios common to the educational setting. Discussions may include an exchange of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include formal or informal scientific questions, methods, and explanations.

Stimulus could include written examples of questions, methods, and conclusions of scientific studies.

Stimulus may ask for alternative representations of scientific method questions and explanations.

Response Attributes:

Responses may include alternative interpretations of scientific results.

Responses may include alternative methods for measuring or studying a scientific question.

Sample Item:

Mr. Lugo has noticed that his students did not do well on a Math quiz. He hypothesizes that a practice worksheet will help improve the students' scores. After giving the students the practice worksheet and a different quiz, the students show no improvement. Mr. Lugo concludes that the practice worksheet did not help the students learn the material. What alternative conclusion is also plausible given the information?

- A. Lectures are needed with practice worksheets to learn.
- B. The students do not like mathematics because it is boring.
- C. The students conspired to do badly on the mathematics test.
- * D. The different quiz may not have been a good measure of learning.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Sample Item 2:

Stimulus: The expression, “Think outside the box,” is commonly used to push individuals to be creative or think differently about various topics. Consider this statement and discuss how it applies to generating hypotheses and research studies in the classroom setting.

Rubric:

- | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student response is a thorough and thoughtful explanation of the role of creativity in constructing scientific questions, methods, and explanations, as it relates to the classroom setting. The student provides relevant evidence that supports the explanation. The response contains only accurate statements and examples. |
| 3 Points | The student response explains the role of creativity in constructing scientific questions, methods, and explanations, as it relates to the classroom setting. The student provides some relevant evidence that supports the explanation. The response includes some accurate statements and examples. |
| 2 Points | The student response partially explains the role of creativity in constructing scientific questions, methods, and explanations, as it relates to the classroom setting. The student provides little evidence that supports the explanation. The response contains few accurate statements and examples. |
| 1 Point | The student response poorly explains the role of creativity in constructing scientific questions, methods, and explanations, as it relates to the classroom setting. The student does not provide evidence. The response contains no accurate statements. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 11.0 Demonstrate science knowledge and skills.

Benchmark: 11.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.

Depth of Knowledge: High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to investigations common in the high school environment. Items may require investigations to be conducted or data to be analyzed. Items may require written expression of ideas or the performance of required behaviors.

Stimulus Attributes:

Stimulus may be a teacher or student derived hypothesis or scientifically investigable questions.
Stimulus may require the student to conduct an investigation or experiment.

Response Attributes:

Responses may be reports or presentations.
Responses include investigating conclusions with supporting observations and data, as well as suggestions for further investigation based on conclusions.

Sample Item:

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Task: It seems that students who always complete their homework tend to have better grades in school. Conduct a research study in which you compare homework scores and grades for students at your school. Collect and evaluate the data and develop a recommendation based upon your research. Give a detailed presentation on your findings.

Rubric:

- | | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Presentation does an exemplary job of explaining the entire research study, including the hypothesis, data collection procedures, data analysis procedures, and conclusions. Presentation is thorough. Presentation provides an accurate recommendation based on the research findings. |
| 3 Points | Presentation does a good job of explaining the research study. Presentation includes a clear explanation of most of the following: hypothesis, data collection procedures, data analysis procedures, and conclusions. Presentation includes explanations about many aspects of the research study. Presentation provides an accurate recommendation based mostly on the research findings. |
| 2 Points | Presentation does a satisfactory job of explaining the research study. Presentation includes a partial or incomplete explanation of the following: hypothesis, data collection procedures, data analysis procedures, and conclusions. Presentation provides a recommendation that may not be based on the research findings. |
| 1 Point | Presentation does a poor job of explaining the research study. The student fails to accurately explain the study. The student accurately addresses less than two of the following: hypothesis, data collection procedures, data analysis procedures, and conclusions. Presentation fails to include an accurate recommendation based on the study. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 12.0 Demonstrate the importance of health, safety, environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 12.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to safety rules and regulations found in the school environment. A description may include selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include pictures or diagrams.

Stimulus may include scenarios in which safety rules and regulation are necessary.

Stimulus may ask to identify correct or incorrect safety rules.

Stimulus may ask to identify safety rule violations.

Stimulus should not require intimate knowledge of OSHA.

Response Attributes:

Responses may include safety rules and regulations.

Responses may include safety rule violations.

Sample Item:

Where should you keep the classroom's fire escape route map and procedures?

- A. behind the file cabinet
- * B. on display in each room
- C. in the desk with the first aid kit
- D. with the secretary in the front office

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 12.0 Demonstrate the importance of health, safety, environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 12.02 Explain emergency procedures to follow in response to workplace accidents.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to emergency scenarios common to the educational or classroom setting. An explanation may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include a scenario describing an emergency situation or workplace accident.
Stimulus scenario should not be disturbing or emotionally charged.

Response Attributes:

Responses may be correct or incorrect procedures for handling workplace accidents.
Responses may be explanations of emergency procedures.

Sample Item:

A student in the room has passed out. What is the first thing you should do?

- A. Begin administering CPR.
- B. Give the Heimlich maneuver.
- * C. Alert the teacher or administrator.
- D. Carry the student to the school nurse.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Sample Item 2:

Stimulus: A teacher is standing on a table to put up her bulletin board. Suddenly she falls off the table and lands on her back. What should you do? Write a paragraph explaining the emergency procedures for a workplace injury.

Rubric:

- | | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student response shows a thorough understanding of the proper emergency procedures to follow when someone gets injured. All procedures are described accurately. |
| 3 Points | The student response shows understanding of the proper emergency procedures to follow when someone gets injured. Most of the procedures are described accurately, but some details may be left out. The response may include a few inaccuracies. |
| 2 Points | The student response shows partial understanding of the proper procedures to follow when someone gets injured. The student explains some of the procedures, but may explain some of the steps incorrectly or out of order. |
| 1 Point | The student response shows poor understanding of the proper procedures to follow when someone gets injured. The student incorrectly explains the steps or the student response is hard to follow. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 12.0 Demonstrate the importance of health, safety, environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 12.03 Create a disaster and/or emergency response plan.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items are limited to emergency or disaster situations that are appropriate to the school setting. Items may require the written expression of ideas or the performance of required behaviors.

Stimulus Attributes:

Stimulus may include a disaster or emergency for which the student must create a response plan. Stimulus should not be disturbing or emotionally charged.

Response Attributes:

Responses will be emergencies or disaster response plans.

Sample Item:

Stimulus: Create a disaster plan for an emergency lockdown at your school.

Rubric:

4 Points	The response shows a thorough understanding of how to develop a disaster plan. The response is a comprehensive disaster plan. Plan provides all necessary instructions. Instructions provided are appropriate and realistic. Plan includes necessary details.
3 Points	The response shows an understanding of how to develop a disaster plan. The response is a disaster plan that may lack a few important details. A few minor steps may not be appropriate or accurate.
2 Points	The response shows a minimal understanding of how to develop a disaster plan. The response is a partially complete or partially accurate plan. Plan may be missing some important details or steps. Plan may include several parts that are inappropriate or not realistic.
1 Point	The response shows poor understanding of how to develop a disaster plan. The plan is incomplete or contains many inaccuracies. It is missing many important details or sections.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 13.0 Supervise the safety and health of students.

Benchmark: 13.01 Apply basic first aid and follow health and safety procedures.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to simple first aid techniques and safety procedures. Items may include demonstrations of appropriate behaviors or selection of appropriate behaviors.

Stimulus Attributes:

Stimulus may include scenarios in which basic first aid or safety procedures must be followed.

Stimulus should not be disturbing or emotionally charged.

Stimulus may ask for a procedure or step within a procedure.

Stimulus may include incorrect steps within a procedure.

Stimulus may include graphics or images.

Response Attributes:

Responses may be correct or incorrect first aid procedures or steps.

Responses may include explanations of health and safety procedures.

Responses may include graphics or images.

Sample Item:

When applying first aid for a severe cut on another person, what should you do **FIRST**?

- A. Clean the wound.
- * B. Put on gloves.
- C. Cover the wound with a bandage.
- D. Apply pressure on the wound with a barrier.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 13.0 Supervise the safety and health of students.

Benchmark: 13.02 Explain cardiopulmonary resuscitation (CPR), airway obstruction, and the Heimlich maneuver.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to scenarios related to the classroom or school setting. An explanation may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include scenarios in which cardiopulmonary resuscitation (CPR) or the Heimlich maneuver are required.

Stimulus may ask to identify correct or incorrect steps in performing CPR or the Heimlich maneuver.

Stimulus may include diagrams, pictures, or video clips.

Response Attributes:

Responses may be correct or incorrect steps in performing CPR or the Heimlich maneuver.

Responses may include images or graphics.

Sample Item:

Which is **NOT** a correct step for performing CPR?

- A. Call 911 or call for help.
- B. Check the victim for unresponsiveness.
- * C. Wrap your arms around the victim's waist.
- D. Pump hard and fast, about 100 times per minute.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Sample Item 2:

Write the step-by-step procedures for conducting CPR on a 13 year-old child.

Rubric:

- | | |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The response shows thorough understanding of the procedures for CPR. The response is a detailed and accurate explanation of CPR. The response includes the ABCs. |
| 3 Points | The response shows understanding of CPR. The response is an accurate explanation of the steps for CPR, but the response includes few details. The response addresses the ABCs. |
| 2 Points | The response shows partial understanding of CPR. The response accurately explains some of the steps for CPR, but may leave out a few steps or incorrectly order some steps. However, none of the steps included are things that should NOT be done in CPR and would result in more serious injury or death. The response correctly addresses only one of the ABCs. |
| 1 Point | The response shows poor understanding of CPR. The response includes many inaccuracies. The response includes steps that are out of order, incorrect procedures, or may be missing steps. The response may include things that are NOT part of CPR and would result in serious injury or death if these steps were followed. The response does not address the ABCs. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 13.0 Supervise the safety and health of students.

Benchmark: 13.03 Supervise the playground and recreational activities of students.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to playground and recreational activities in a school setting. Items may include the selection of appropriate behaviors, or performance of appropriate behavior.

Stimulus Attributes:

Stimulus may include scenarios in which the instructor can observe the students' attentiveness while supervising a group on a playground or during recreational activities.

Stimulus may include scenarios describing playground or recreational activities of students.

Stimulus may include diagrams, pictures, or video clips.

Response Attributes:

Responses may be observations of students' supervision.

Responses may include identifications of appropriate and inappropriate supervisory behaviors.

Sample Item:

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Task: Today, you will be assisting an elementary teacher supervise a class playing outside at the school. Demonstrate the techniques you would use as a teacher assistant to make certain that the students act appropriately and play safely.

Rubric:

- | | |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student does an exemplary job of supervising students. The Teacher Assistant (TA) circulates the assigned area continuously making his/her presence known to the students. The TA provides appropriate discipline to misbehaving students. The TA is professional and acts responsibly, fulfilling all duties as a TA. An improper or unsafe student behavior is handled appropriately. |
| 3 Points | The student does a good job of supervising students. The TA circulates as necessary, the TA's presence is acknowledged by the students, and in general he/she acts appropriately. In most cases, the TA provides appropriate discipline. The TA is professional and acts responsibly. Most of the students' unsafe or improper behavior is handled appropriately. |
| 2 Points | The student does a satisfactory job of supervising the students. The TA only circulates when he/she notices a problem. The students may disrespect the TA due to lack of management. The TA provides only some appropriate discipline, and may overlook some unsafe behaviors. |
| 1 Point | The student does a poor job of supervising students. The TA may not circulate at all and is generally distracted. The TA demonstrates poor management skills and students disrespect him/her. The TA does not respond appropriately to problematic situations. Most of the students' improper and unsafe behaviors are not handled appropriately. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 13.0 Supervise the safety and health of students.

Benchmark: 13.04 Explain the “Right to Know” law as stated in Department of Labor Regulations (Standards–29CFR) 1910.1200.

http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=standards&p_id=10099

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to applications of the “Right to Know” law in the school or work environment. Intimate knowledge of law should not be necessary. An explanation may include the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may ask for identification of basic “Right to Know” facts common in the school workplace.

Stimulus may ask to identify incorrect “Right to Know” facts.

Response Attributes:

Responses should be basic “Right to Know” facts or plausible distractors that are not “Right to Know” facts.

Sample Item:

Stimulus: Write a one paragraph essay explaining the “Right to Know” law. Provide examples and details in your essay.

Rubric:

- | | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student response shows thorough understanding of the “Right to Know” law. Student and provides many relevant details and examples. Response contains no inaccuracies. |
| 3 Points | The student response shows understanding of the “Right to Know” law. The student provides a generally accurate explanation with some relevant details and examples. The response may include a few inaccuracies. |
| 2 Points | The student response shows partial understanding of the “Right to Know” law. The student explains the law somewhat correctly. The response includes some inaccuracies and provides limited details and examples. The response may include some inaccuracies. |
| 1 Point | The student response shows poor understanding of the “Right to Know” law. The student explains the law with many errors and inaccuracies. The response provides little or no details and examples. The response may include many inaccuracies. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 14.0 Identify and report child abuse and drug abuse.

Benchmark: 14.01 Explain the state laws governing the identification and reporting of child abuse.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to laws relating to the school or educational environment. Explanations may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include an abuse suspicion scenario.

Stimulus scenario should not be disturbing or emotionally charged.

Stimulus may ask for identification of correct or incorrect educators' requirements of reporting abuse and process of reporting abuse.

Stimulus may ask for correct or incorrect consequences of breaking laws governing the identification and reporting of child abuse.

Response Attributes:

Responses may be correct or incorrect identification of educators' legal responsibility and the process of reporting abuse.

Responses may be correct or incorrect consequences of breaking laws governing the identification and reporting of child abuse.

Sample Item:

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Stimulus: Write a paragraph explaining Florida Statute, 39.201.

Rubric:

- | | |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student provides a thorough explanation of Florida Statute 39.201. The response is an accurate explanation of the law. Explanation demonstrates complete understanding of the law. |
| 3 Points | The student provides an explanation of Florida Statute 39.201. The response is a mostly accurate explanation, but it may include a few inaccurate statements about the law. Explanation demonstrates understanding of the law. |
| 2 Points | The student provides a partial explanation of Florida Statute 39.201. The response is a somewhat accurate explanation of the law, but it may include some inaccurate statements about the law. Explanation demonstrates partial understanding of the law. |
| 1 Point | The student provides a poor explanation of Florida Statute 39.201. The response is a generally inaccurate explanation of the law, including many inaccurate statements. Explanation demonstrates poor understanding of the law. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 14.0 Identify and report child abuse and drug abuse.

Benchmark: 14.02 Follow school protocol for providing information and referral for alcohol and other drug abuse.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to scenarios in a school setting. Items may include selection of appropriate behaviors or written expressions of appropriate behaviors.

Stimulus Attributes:

Stimulus may provide a scenario in which school protocol for providing information and referral to alcohol and other drug abuse is required.

Stimulus scenario may include indicators of alcohol/drug abuse and referral policy of alcohol/drug abuse.

Stimulus may include diagrams or pictures.

Stimulus should not be disturbing or emotionally charged.

Stimulus may include examples of school protocol.

Response Attributes:

Responses may be protocols for providing information and referral for alcohol and other drug abuse.

Responses may include demonstrations of following school protocol for providing information or referrals for alcohol or drug abuse.

Sample Item:

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Stimulus: You suspect an individual in the class has been abusing alcohol. She frequently sleeps in class and smells of alcohol when you speak with her. In a paragraph, explain your school's protocol for referring this student for alcohol abuse.

Rubric:

- | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student's response shows a thorough understanding of the referral protocol. The response is accurate and provides many details. |
| 3 Points | The student's response shows a partial understanding of the referral protocol. The response is mostly accurate and provides some details. |
| 2 Points | The student's response shows a minimal understanding of the referral protocol. The response includes many inaccuracies. |
| 1 Point | The student's response shows a poor understanding of the referral protocol. The response is inaccurate and includes many errors. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 15.0 Support the learning activities of students.

Benchmark: 15.01 List the developmental stages of children and explain their relationship to learning.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the developmental stages of children and should include motor language, and social skills development in the various stages. Explanations may include written expression of ideas or selection of appropriate ideas.

Stimulus Attributes:

Stimulus may provide a developmental stage requiring students to identify motor, language or social skills that may or may not be associated with it.

Stimulus may provide a motor, language or social skill and ask students to properly categorize it with its proper developmental stage.

Response Attributes:

Responses may be correct or incorrect motor, language or social skills.

Responses may be correct or incorrect developmental stages.

Sample Item:

Which developmental milestone is **NOT** associated with 1 year olds?

- A. babbling 2 to 3 words repeatedly
- B. understanding simple commands
- * C. going down stairs one foot per step
- D. dropping toys and watching where they go

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Sample Item 2:

Stimulus: Select three developmental stages of children between birth and adolescence. Write a paragraph identifying and explaining the major developments during that stage, including physical, language, cognitive, and social development.

Rubric:

- | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student shows thorough understanding of three developmental stages of children. The student identifies and accurately explains major milestones that occur in that developmental stage. The response includes many details and evidence to support the explanation. |
| 3 Points | The student shows understanding of three developmental stages of children. The student identifies and accurately explains major milestones that occur in these stages, but provides little detail. The response may include a few inaccuracies. |
| 2 Points | The student shows understanding of two developmental stages of children. The student may attempt to write about all three stages, but only accurately addresses two stages. The response may include some inaccuracies. The student identifies and accurately explains major milestones that occur in these stages, but provides little detail. |
| 1 Point | The student shows understanding of less than two developmental stages of children. The student may attempt to write about multiple stages, but only accurately addresses one or no stages. The student may identify and accurately explain few major milestones that occur in one stage, but provides little detail. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 15.0 Support the learning activities of students.

Benchmark: 15.02 Describe the different learning styles of students.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the Fleming VAK/VARK model. Descriptions may be written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include student based scenarios.

Stimulus may require identifying characteristics of a learning style.

Stimulus may present a learning characteristic to be categorized.

Response Attributes:

Responses may be correct or incorrect learning characteristics.

Responses may be visual, auditory, kinesthetic (tactile), or read/write (VARK).

Sample Item:

Felipe knows that he learns best when he talks through a problem. Which type of learner is Felipe?

- A. visual learner
- B. tactile learner
- * C. auditory learner
- D. kinesthetic learner

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 15.0 Support the learning activities of students.

Benchmark: 15.03 Describe the function and components of a lesson plan.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to K-12 age lesson plans. Lesson plan components should be the most common components (e.g., objectives, lesson introduction, guided practice, independent practice, etc.), and not include school-specific components. Descriptions may include selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include sample lesson plans.

Stimulus may require students to identify basic components of a lesson plan.

Stimulus may require students to describe the function of specific components within a lesson plans.

Stimulus may describe the function of a lesson plan component.

Response Attributes:

Responses may include correct or incorrect components of a lesson plan.

Responses may include correct or incorrect descriptions of lesson plan components.

Responses may include lesson plans.

Sample Item:

What is the purpose of the "Objective" in the lesson plan?

- A. to show the assessments in the lesson
- B. to explain how the teacher will teach a lesson
- C. to describe what the teacher will do in a lesson
- * D. to show what the student will be able to do at the end of the lesson

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 15.0 Support the learning activities of students.

Benchmark: 15.04 Create and implement a lesson plan.

Depth of Knowledge: High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to lessons appropriate for K-12 content. Items may require the creation of a lesson plan or teaching a lesson.

Stimulus Attributes:

Stimulus may include a teacher or student chosen topic to be taught to a real or mock class.
Stimulus may include a lesson plan template.

Response Attributes:

Responses should be lesson plans that have been created and implemented by the student.
Responses may include the implementation of a lesson plan created by the student.

Sample Item:

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Stimulus: You have been assigned to teach a lesson to Mr. Jones' 3rd grade math class. You are teaching them about adding two digit numbers. Create a lesson plan for this topic using the lesson plan template below.

Lesson Plan		
Subject		
Date/Week/Day		
Lesson Objective		
Standard:		
Materials:		
Key Vocabulary:		
Lesson Procedures	Introduction	
	Mini Lesson	
	Guided Practice:	

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

	Independent Practice	
	Closing	
Modifications/Adaptations		
Assessment(s)		

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Rubric:

- | | |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Lesson plan follows the template correctly. Lesson plan provides appropriate and engaging activities for the students. Lesson plan is detailed and completely filled out. |
| 3 Points | Lesson plan mostly follows the template, but is missing a few pieces. Lesson plan includes some detail. Lesson plan is mostly appropriate for the topic and age group. |
| 2 Points | Lesson plan partially follows the template. It has large gaps. Lesson plan does a poor job addressing topic. Lesson plan may include activities inappropriate for the age group. |
| 1 Point | Lesson plan doesn't follow the template. It is unorganized. Lesson plan includes few details and does not accurately address the topic or age group. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 16.0 Establish and maintain appropriate student behaviors.

Benchmark: 16.01 Identify appropriate and inappropriate behaviors.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to behaviors in the classroom environment. Items may require selection of appropriate behaviors or written description of appropriate or inappropriate behaviors.

Stimulus Attributes:

Stimulus may include a scenario describing appropriate and inappropriate behaviors.

Stimulus may ask to identify appropriate and inappropriate behaviors.

Stimulus may include diagrams, pictures, or video clips.

Response Attributes:

Responses may be appropriate or inappropriate behaviors.

Responses may include images or graphics.

Sample Item:

Which is an example of inappropriate classroom behavior?

- A. raising your hand to be called on
- * B. talking while the teacher is talking
- C. taking notes about the teacher's lecture
- D. paying attention to whoever is speaking

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 16.0 Establish and maintain appropriate student behaviors.

Benchmark: 16.02 Describe the effects of school rules, regulations, and procedures on student behaviors.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to rules in the school setting. Intimate knowledge of psychology should not be required. Descriptions may include written expression of ideas or selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include scenarios where school rules, regulations, and procedures may affect student behaviors.

Stimulus may include graphs, charts, diagrams or pictures to illustrate the effects of school rules, regulations, and procedures on student behavior.

Stimulus may ask the student to describe the effects of school policy, rules, or procedures on student behaviors.

Stimulus may ask students to identify non-examples of the effects of school policy, rules, or procedures on student behaviors.

Stimulus may focus on a specific rule.

Response Attributes:

Responses may be more or less plausible effects of school rules, regulations, and procedures on student behaviors.

Responses may include student behaviors.

Sample Item:

A school policy about the consequences of class tardiness will **MOST** likely have what effect?

- A. It makes students go to their class on time.
- B. It makes students afraid to be late to their class.
- C. It makes students angry about being late to their class.
- * D. It makes students aware of the expectation of timeliness.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 16.0 Establish and maintain appropriate student behaviors.

Benchmark: 16.03 Create and implement a classroom management plan (suggested resource; The First Days of School by Harry Wong.)

Depth of Knowledge: High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items are limited to classroom management plans for the K-12 classroom. Items may include the creation of a classroom management plan or implementation of a classroom management plan.

Stimulus Attributes:

Stimulus should provide a real or mock class for which the student must develop a classroom management plan.

Stimulus may provide resource or a guideline for a classroom management plan.

Response Attributes:

Responses may be examples of classroom management plans.

Responses may include demonstrations of classroom management.

Sample Item:

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Stimulus: You are assigned to teach second grade next year. Create a classroom management plan for your class. Your plan should be grade-level appropriate and describe your classroom rules, consequences, and rewards.

Rubric:

- | | |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Management plan shows thorough understanding of classroom management. Management plan is thorough and clear. Management plan explicitly defines classroom rules, consequences, and rewards. Management plan is age-appropriate. |
| 3 Points | Management plan shows some understanding of classroom management. Management plan is mostly complete. Management plan may only define two of the following: rules, consequences, or rewards. |
| 2 Points | Management plan shows limited understanding of classroom management. Management plan has many gaps. Management plan may only address one of the following: rules, consequences, or rewards. |
| 1 Point | Management plan shows little or no understanding of classroom management. Management plan is incomplete. Management plan does not define rules, consequences, or rewards. Management plan would be unsuccessful in managing a classroom. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 16.0 Establish and maintain appropriate student behaviors.

Benchmark: 16.04 Identify techniques, including attention, praise, and other positive approaches, for motivating and reinforcing appropriate behavior of individuals and groups.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to positive reinforcement techniques appropriate for a K-12 classroom. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include a realistic classroom scenario.

Stimulus may require the identification of techniques to motivate and reinforce appropriate behavior.

Stimulus may describe techniques for motivating and reinforcing appropriate behavior.

Response Attributes:

Responses may be correct or incorrect methods for reinforcing appropriate behaviors.

Sample Item:

What is the **BEST** example of a technique used to reinforce a student's appropriate behavior?

- A. Write the student's name on the board.
- B. Move the student's seat closer to your desk.
- C. Have a one-on-one discussion with the student.
- * D. Give the student specific praise for the behavior.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 16.0 Establish and maintain appropriate student behaviors.

Benchmark: 16.05 Identify techniques for reducing or eliminating inappropriate behaviors.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice

Content Limits: Items are limited to techniques appropriate for a K-12 classroom. All techniques should be legal.

Stimulus Attributes:

Stimulus may include a classroom scenario.

Stimulus may require identifying techniques for reducing or eliminating inappropriate behavior.

Stimulus may describe techniques for reducing or eliminating inappropriate behavior.

Stimulus may include graphs or video clips.

Response Attributes:

Responses may be correct or incorrect techniques for reducing or eliminating inappropriate behaviors.

Sample Item:

Johnny is constantly checking his cell phone during Ms. Peterson's math lesson. She will be unsuccessful in stopping this behavior if she

- A. maintains eye contact with Johnny.
- B. redirects Johnny to the current task.
- C. speaks to Johnny during class.
- * D. gives Johnny excessive attention.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 17.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 17.01 Employ leadership skills to accomplish organizational goals and objectives.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to goals and objectives typical of a high school age student. Items may include demonstrations of leadership skills or selections of appropriate leadership skills.

Stimulus Attributes:

Stimulus may require the student to identify organizational goals and objectives.

Stimulus may examine leadership skills to accomplish organizational goals and objectives.

Stimulus may include graphs, charts, diagrams, or pictures.

Stimulus may include scenarios describing an individual or individuals working towards a goal.

Response Attributes:

Responses may be recorded observations of student's leadership skills.

Responses may include selections of appropriate leadership skills.

Sample Item:

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Task: Develop a plan to motivate and organize your classmates so they can volunteer with a local charity of your choice next month. Include specific examples and details that demonstrate your leadership skills.

Rubric:

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|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student develops a thorough plan to motivate and organize his/her classmates to volunteer. The plan is detailed and includes many examples that show the student's mastery of a variety of leadership skills. The student's plan will motivate and organize his/her classmates. |
| 3 Points | The student develops a plan to motivate and organize his/her classmates to volunteer. The plan includes some details and examples that show the student's mastery of a variety of leadership skills. The student's plan will motivate and organize his/her classmates. |
| 2 Points | The student develops a partial plan to motivate and organize his/her classmates to volunteer. The plan includes few details and examples that show the student's mastery of some leadership skills. The student's plan may motivate or organize his/her classmates. |
| 1 Point | The student develops a poor or incomplete plan to motivate and organize his/her classmates to volunteer. The plan includes limited or no details and examples that show the student's mastery of few or no leadership skills. The student's plan may not motivate and organize his/her classmates. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 17.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 17.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to objectives and tasks typical of a high school age student. Items may include selection of appropriate behaviors or demonstration of appropriate behaviors.

Stimulus Attributes:

Stimulus may ask students to identify objectives or tasks to be achieved.

Stimulus may examine effective working relationships with others.

Response Attributes:

Responses may be observations of students working with others to accomplish objectives and tasks.

Responses may include descriptions of behaviors that may or may not contribute to effective working relationships.

Sample Item:

What is the best way to establish and maintain effective working relationships with others in this situation?

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Task: You and three of your classmates will work together to develop a lesson plan. You must determine the objective of the lesson, the necessary materials, and the instructional strategies that will be used. The team must work together to make all decisions. Your grade will be based on your communications and interactions as a team member to create the lesson plan.

Rubric:

- | | |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | The student demonstrated outstanding working relationships with classmates to complete the lesson plan. The student listened to comments from teammates and offered ideas to complete the assignment. The student made eye contact when speaking and showed interest with his/her facial expressions and body language. The student discussed suggestions or ideas presented by others and completed his/her assigned duties on time. |
| 3 Points | The student demonstrated adequate working relationships with classmates to complete the lesson plan. The student had minor occasions where he/she failed to listen to comments from teammates or offered ideas to complete the assignment. The student occasionally failed to make eye contact when speaking or occasionally failed to show interest with his/her facial expressions and body language. The student did not always discuss suggestion or ideas presented by others and generally completed his/her assigned duties on time. |
| 2 Points | The student demonstrated minimal working relationships with classmates to complete the lesson plan. The student listened to comments from teammates occasionally but generally did not offer ideas to complete the assignment. The student spoke rarely and generally did not make eye contact or show interest with his/her facial expressions and body language. The student may not have made constructive comments about other's suggestions or ideas. The student may not have completed their assignment without assistance or prodding. |
| 1 Point | The student demonstrated poor working relationships with classmates to complete the lesson plan. The student rarely listened to comments from teammates and generally did not offer ideas to complete the assignment. The student rarely spoke or interrupted while others were speaking. The student showed disinterest with his/her facial expressions and body language. The student failed to comment on other's ideas and the student failed to complete his/her assignment on time. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 17.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 17.03 Conduct and participate in meetings to accomplish work tasks.

Depth of Knowledge: Moderate Complexity

Item Types: Performance Task

Content Limits: Items are limited to meetings that could be observed in a school setting, such as a club meeting.

Stimulus Attributes:

Stimulus may include conducting and participating in meetings.

Stimulus may examine interpersonal communication skills, teamwork, and leadership.

Response Attributes:

Responses may include recorded observations or logs of participating in or conducting meetings.

Responses may include meetings.

Sample Item:

Task: You are the a member of the Florida Future Educators of America (FFEA) organization, and the president has asked you to conduct next month's meeting. Plan and conduct a meeting of the FFEA, ensuring that all business is covered. Create an agenda to guide the meeting, set meeting goals, and ensure that work tasks are accomplished.

Rubric:

4 Points	Meeting is well organized. Agenda items are important for the purpose of the meeting. All issues on the agenda are covered. Meeting goals are accomplished.
3 Points	Meeting is organized. Most agenda items are important. Most or all issues on the agenda are covered. Meeting goals are accomplished.
2 Points	Meeting shows some organization. Agenda is not clear. Meeting goals may not have been met.
1 Point	Meeting shows little or no organization. No agenda is provided. Meeting goals are not met.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 17.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 17.04 Employ mentoring skills to inspire and teach others.

Depth of Knowledge: Moderate Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items are limited to mentorship opportunities and situations with peers in the school environment. Items may require written explanation of mentoring skills or demonstration of mentoring skills.

Stimulus Attributes:

Stimulus may examine mentorship skills in the school environment.

Stimulus may require the student to summarize how they have inspired or taught another.

Response Attributes:

Responses may be recorded observations of peer mentoring.

Responses may be student summaries of peer mentoring.

Sample Item:

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Task: Over the course of the semester, participate in a structured mentor or tutoring program. Meet regularly with the mentee over the semester, at least once per month. While mentoring, demonstrate good mentoring skills, including: listening well, providing guidance, insight, and constructive feedback. Be practical and assessable, educate the student, support and care for the student, and foster success in the student and yourself.

Rubric:

- | | |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 Points | Mentor meets regularly with mentee. Over the semester the mentor does an exemplary job of mentoring the student. The mentor does many of the following: listens well, provides guidance, is practical, educates the student, provides insight, is accessible, provides constructive feedback, supports the student, cares about the student, and fosters success in him/herself and the student. |
| 3 Points | Mentor meets somewhat regularly with mentee. Over the semester, the mentor does a good job mentoring the student. The mentor does some of the following: listens well, provides guidance, is practical, educates the student, provides insight, is accessible, provides constructive feedback, supports the student, cares about the student, and fosters success in him/herself and the student. |
| 2 Points | Mentor may not meet regularly with the mentee. Over the semester, the mentor does a fair job mentoring the student. The mentor does a few of the following: listens well, provides guidance, is practical, educates the student, provides insight, is accessible, provides constructive feedback, supports the student, cares about the student, and fosters success in him/herself and the student. |
| 1 Point | Mentor may not meet regularly with the mentor. Mentor may only meet with mentee one to two times in the semester. Over the semester, the mentor does a poor job mentoring the student. The mentor does few or none of the following: listens well, provides guidance, is practical, educates the student, provides insight, is accessible, provides constructive feedback, supports the student, cares about the student, and fosters success in him/herself and the student. The things he/she does as a mentor are not positive or engaging to the mentee. |

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 18.0 Recognize leadership and career and technical student organization (CTSO) activities.

Benchmark: 18.01 Describe the public service CTSO events and activities available for students and schools.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to common CTSO events in Florida. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include a chart of CTSO membership and a list of events and activities available for students and schools.

Stimulus may require students to identify CTSO events and activities specific to teacher assistants.

Response Attributes:

Responses should include descriptions of events and activities pertaining to CTSO, as well as interest in joining the organization.

Sample Item:

In Florida, there are two career and technical student organizations for teacher assistants – Florida Public Service Association (FPSA) and Florida Future Educators of America (FFEA). Which of the following events or activities is **NOT** available to members?

- A. state academic conference
- B. Mr. and Mrs. Public Service
- C. community service project
- * D. a Bright Futures scholarship

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 18.0 Recognize leadership and career and technical student organization (CTSO) activities.

Benchmark: 18.02 Identify the leadership opportunities available through CTSO events, competitions, and activities.

Depth of Knowledge: Low Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items are limited to easily accessible CTSO events, competitions, and activities. Items are limited to common leadership opportunities in these events, competitions, and activities. Items may include written expression of opportunities or participation in opportunities.

Stimulus Attributes:

Stimulus may include scenarios which describe an individual's interest in a CTSO leadership opportunity.

Stimulus may require the student to use internet or other resources to identify current local events, competitions, and activities.

Response Attributes:

Responses may be a demonstration of the ability to find local CTSO events, competitions, and activities.

Responses may include descriptions or names of leadership opportunities available.

Sample Item:

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Stimulus: You want to take a leadership position in a career and technical student organization (CTSO) event, competition, or activity. Research potential leadership opportunities in which you are interested. Make a list of at least four opportunities that interest you.

Rubric:

4 Points The student accurately lists at least four opportunities.

3 Points The student accurately lists three opportunities.

2 Points The student accurately lists two opportunities.

1 Point The student accurately lists one opportunity.

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 18.0 Recognize leadership and career and technical student organization (CTSO) activities.

Benchmark: 18.03 Identify the benefits and awards provided through participation in CTSO activities.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to common CTSO activities in Florida. Items may require selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may require students to identify or summarize the benefits of CTSO participation.

Response Attributes:

Responses may be correct or incorrect identification of CTSO benefits.

Responses may be summaries of CTSO benefits.

Sample Item:

What is one of the benefits of membership in a career and technical student organization (CTSO)?

- A. time off from school
- B. paid internships
- C. field trips to the county fair
- * D. scholarship opportunities

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 18.0 Recognize leadership and career and technical student organization (CTSO) activities.

Benchmark: 18.04 Identify additional student organizations that relate to education.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to organizations common to high schools in Florida. Items may require selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may require students to identify specific education based organizations.

Stimulus may describe the roles/responsibilities/actions of student-organizations related to education.

Response Attributes:

Responses may include listing of CTE organizations at the high school level, educational organizations common to Florida high schools, or made-up organizations.

Responses may include names or acronyms.

Sample Item:

Which CTSO relates to teacher preparation?

- A. FFA and FBLA
- B. FCCLA only
- * C. FPSA and FFEA
- D. DECA and FFA

Course Name: Teaching Assisting 1

Course Number: 8909010

Item Specifications

Standard: 18.0 Recognize leadership and career and technical student organization (CTSO) activities.

Benchmark: 18.05 Identify the various high school service clubs.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice

Content Limits: Items are limited to service clubs common to Florida high schools.

Stimulus Attributes:

Stimulus may require students to identify high school service clubs given their function.

Stimulus may require students to identify the function of a specific service club.

Stimulus may include scenarios that describe duties or functions of specific clubs.

Response Attributes:

Responses may include correct or incorrect service clubs.

Responses may include correct or incorrect club functions.

Sample Item:

Which of the following is **NOT** a function of a teacher assisting service club?

- * A. earn money for profit
- B. prepare for careers in public service
- C. provide public service related programs
- D. encourage and recognize achievement