

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Standard:** 19.0 Describe key events and factors that have influenced education in the United States.

**Benchmark:** 19.01 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.

### 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.

### Response Attributes:

Responses may include laws or Supreme Court decisions.

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

### Sample Item:

How did IDEA change K-12 education in the United States?

- A. It allowed school voucher programs.
- B. It prohibited discrimination due to a disability.
- C. It required integration of all students in public schools.
- \* D. It ensured access to a free and appropriate education.

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**Standard:** 19.0 Describe key events and factors that have influenced education in the United States.

**Benchmark:** 19.02 Identify legal provisions for education or provided for, found 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.

**Stimulus Attributes:**

Stimulus may include the names of legal rules for education.

Stimulus may include the effect of a law on education.

Stimulus may include commonly studied education laws and provisions.

**Response Attributes:**

Responses may include identification of the effect of the law for education.

**Sample Item:**

Teachers in the public school system may choose to join a union. They can do so because they have

- A. freedom of religion.
- B. freedom of expression.
- \* C. freedom of association.
- D. freedom from discrimination.

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**Standard:** 19.0 Describe key events and factors that have influenced education in the United States.

**Benchmark:** 19.03 Explain the rights of teacher's tenure legislation (i.e. Right to bargain collectively, etc.).

**Depth of Knowledge:** Moderate 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 of 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:**

Stimulus: Teacher's tenure legislation includes the right to collective bargaining. In a paragraph, explain what the "right to collective bargaining" means. Provide examples and details.

Rubric:

- |          |  |
|----------|--|
| 4 Points | Student provides a thorough and accurate explanation of the meaning of the "right to collective bargaining." Response is clear and may include a few errors.   |
| 3 Points | Student provides an accurate explanation of the meaning of the "right to collective bargaining." Student response is mostly accurate and includes some relevant examples. Response is generally clear and may include some errors.                       |
| 2 Points | Student provides a partial explanation of the meaning of the "right to collective bargaining." Student response contains some inaccuracies and only a few examples. Response is somewhat unclear and may include errors.                                 |
| 1 Point  | Student provides a poor explanation of the meaning of the "right to collective bargaining." Student response is inaccurate and contains mostly or completely limited or no examples and details. Response is generally unclear and includes many errors. |

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**Standard:** 19.0 Describe key events and factors that have influenced education in the United States.

**Benchmark:** 19.04 Identify Title XLVIII Statutes governing education.

**Depth of Knowledge:** Low Complexity

**Item Types:** Multiple Choice

**Content Limits:** Items are limited to Title XLVII statutes (Florida K-20 Education Code).

**Stimulus Attributes:**

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

Stimulus may identify specific feature 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:**

According to Title XLVIII (Florida K-20 Education Code), how many online courses does one need to graduate from high school?

- A. 0
- \* B. 1
- C. 2
- D. 3

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**Standard:** 19.0 Describe key events and factors that have influenced education in the United States.

**Benchmark:** 19.05 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 of the Florida Department of Education.

**Sample Item:**

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Stimulus: Write an essay explaining how the Florida Department of Education plays a role in governing education at the state level. Include at least three specific examples.

Rubric:

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|----------|---|
| 4 Points | Student response shows a thorough and accurate understanding of how the Florida Department of Education plays a role in governing education at the state level. Response includes at least three accurate examples. Response is comprehensive and detailed.   |
| 3 Points | Student response shows a mostly accurate understanding of how the Florida Department of Education plays a role in governing education at the state level. Response includes two accurate examples. Response includes some details.  |
| 2 Points | Student response shows a partially accurate understanding of how the Florida Department of Education plays a role in governing education at the state level. Response includes one accurate example. The response includes few details.   |
| 1 Point  | Student response shows a poor understanding of how the Florida Department of Education plays a role in governing education at the state level. Response includes many inaccuracies about the role of the Florida Department of Education in governing education at the state level. Response includes no accurate examples. |

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## **Item Specifications**

**Standard:** 19.0 Describe key events and factors that have influenced education in the United States.

**Benchmark:** 19.06 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 Florida State Board of Education. A description may include written ideas or the selection of appropriate ideas.

**Stimulus Attributes:**

Stimulus may focus on roles and responsibilities of the 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 of State Board of Education roles and responsibilities.

**Sample Item:**

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Stimulus: Identify and describe three duties of the State Board of Education. Write a paragraph describing each duty in detail.

Rubric:

- 4 Points** Response shows a thorough understanding of the duties of the State Board of Education as evidenced by correctly identifying and describing three functions of the State Board of Education. Responses may include any of the following: the constitutional authority for K-14 public education as provided by law, responsible for establishing system-wide education goals and policies, rulemaking and approval authority for statewide curriculum content, standards, assessment and common course numbering, implements state programs and policies including a K-20 accountability system and an assessment system, promotes articulation and creates articulation policies including policies that effect student financial aid programs, implements legislation regarding the powers and duties of community college boards of trustees, enforces education statutes and rules, exercises supervision of the Department of Education, works collegially and cooperatively with the Board of Governors to continue to successfully implement a K-20 education system in Florida, provides administrative support to the Board of Governors, provides technical assistance, via the Department of Education, to university boards of trustees, community college boards of trustees and school boards. Response may include few, minor inaccuracies. Response provides a detailed description of the functions.
- 3 Points** Response shows understanding of the duties of the State Board of Education as evidenced by correctly identifying and describing two functions of the State Board of Education. Response may attempt to describe 3 duties, but one is explained inaccurately. Responses may include any of the following: the constitutional authority for K-14 public education as provided by law, responsible for establishing system-wide education goals and policies, rulemaking and approval authority for statewide curriculum content, standards, assessment and common course numbering, implements state programs and policies including a K-20 accountability system and an assessment system, promotes articulation and creates articulation policies including policies that effect student financial aid programs, implements legislation regarding the powers and duties of community college boards of trustees, enforces education statutes and rules, exercises supervision of the Department of Education, works collegially and cooperatively with the Board of Governors to continue to successfully implement a K-20 education system in Florida, provides administrative support to the Board of Governors, provides technical assistance, via the Department of Education, to university boards of trustees, community college boards of trustees and school boards. Responses include a description with some detail.



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- 2 Points      Response shows partial understanding of the duties of the State Board of Education as evidenced by correctly identifying and describing one function of the State Board of Education. Response may attempt to describe more than one duty, but only one is described accurately. Responses may include any of the following: the constitutional authority for K-14 public education as provided by law, responsible for establishing system-wide education goals and policies, rulemaking and approval authority for statewide curriculum content, standards, assessment and common course numbering, implements state programs and policies including a K-20 accountability system and an assessment system, promotes articulation and creates articulation policies including policies that effect student financial aid programs, implements legislation regarding the powers and duties of community college boards of trustees, enforces education statutes and rules, exercises supervision of the Department of Education, works collegially and cooperatively with the Board of Governors to continue to successfully implement a K-20 education system in Florida, provides administrative support to the Board of Governors, provides technical assistance, via the Department of Education, to university boards of trustees, community college boards of trustees and school boards. Response includes a description with little detail.
- 1 Point      Response shows poor understanding of the duties of the State Board of Education as evidenced by the inability to correctly identify or describe any functions of the State Board of Education. Response may attempt to describe multiple duties, but duties are described inaccurately. The response may be minimal and vague, and fails to provide evidence of any understanding.

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**Standard:** 20.0 Demonstrate the methods for creating and interpreting assessments.

**Benchmark:** 20.01 Assist in the administration of standardized and other tests.

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

**Item Types:** Multiple Choice, Performance Task

**Content Limits:** Items are limited to procedures to administer commonly used tests such as FCAT, AP, and CELLA test. Items may include selection of appropriate administration procedures or demonstration of administration procedures.

### Stimulus Attributes:

Stimulus may include samples of or selections from proctor manuals.

Stimulus may include released testing materials where instructions to administer the test are given.

Scenarios may describe accurate and incorrect administration practice for standardized tests.

Stimulus may include general best practices for test administration.

Stimulus may include real or mock testing environments.

### Response Attributes:

Responses may include understanding of proctoring protocol, confidentiality, and security agreements.

Responses may include analysis of best practices administering tests.

Responses may include administrations of standardized and other tests.

### Sample Item:

The CELLA test is going to be administered today. Passes have been sent to ELL students. Tables have been set up at the entrance of the auditorium and proctors are ready to check in students who must take the CELLA exam. As the ELL students arrive, what procedures must be taken to enforce testing protocol?

- \* A. ELL students must show their testing pass, student ID, and be signed in by approved proctors.
- B. Any student who shows up at the auditorium is allowed to test as long as they have their student ID.
- C. Only the testing pass must be shown to be admitted to the test.
- D. Students can take the test even if their names are not on the official testing roster.

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## Item Specifications

**Standard:** 20.0 Demonstrate the methods for creating and interpreting assessments.

**Benchmark:** 20.02 Identify types of assessments.

**Depth of Knowledge:** Low Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to addressing test types such as formative, summative, standardized, norm-referenced and criterion referenced.

**Stimulus Attributes:**

Stimulus may include descriptions of tests or types of tests.

Stimulus may include names of assessments.

Stimulus may identify the purpose of various assessments.

**Response Attributes:**

Responses may include the identification of tests based on their purpose.

Responses may include purposes of assessments.

**Sample Item:**

What type of test is the FCAT?

- \* A. standardized assessment
- B. formative assessment
- C. norm-referenced assessment
- D. alternative assessment

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## Item Specifications

**Standard:** 20.0 Demonstrate the methods for creating and interpreting assessments.

**Benchmark:** 20.03 Develop criteria for various assessments and create a rubric.

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

**Item Types:** Constructed Response, Performance Task

**Content Limits:** Items may include developing test blueprints, test specifications, or rubrics. Items are limited to assessments that would be administered in a classroom setting. Items may require generating performance criteria and/or descriptions.

**Stimulus Attributes:**

Stimulus may include samples of assessments for evaluation or revision.

Stimulus may include criteria for the development of assessment and rubrics.

**Response Attributes:**

Responses may include the application of criteria to create a rubric or assessment.

Responses may include examples and non-examples of rubrics.

Responses may include criteria for assessments.

Responses may include tests blueprints, test specifications and or actual assessments.

**Sample Item:**

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Stimulus: You just finished teaching a lesson to a fifth grade class about the basics of debating. You are now going to assign them a project in which they will participate in a classroom debate on the topic of their choice.

Determine the criteria on which you will assess their performance, and create a rubric which utilizes these criteria.

Your rubric must:

- 1) Identify five criteria for assessing performance (criteria column).
- 2) Determine possible performance levels (top of columns).
- 3) Include a written description for each performance level and criterion (empty squares on chart).

You may use the rubric template below.

**Rubric for a Debate**

	Performance Levels		
Criteria			

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Rubric:

- |          |  |
|----------|--|
| 4 Points | Student answer shows a thorough understanding of the components of a rubric. Student selects five appropriate criteria for the assignment. Performance levels are determined and explained clearly. Descriptions for performance across the levels build upon one another and are appropriate for each level and criteria. Rubric is appropriate for evaluating a debate.  |
| 3 Points | Student answer shows a partial understanding of the components of a rubric. Student selects five criteria; however one or two may not be appropriate for the assignment. Performance levels are determined and explained. Descriptions for performance across the levels generally build on each other; however there may be some instances where the performance description expects too much or too little. Rubric is appropriate for evaluating a debate. |
| 2 Points | Student answer shows a minimal understanding of the components of a rubric. Student selects criteria for the rubric; however some of the criteria may not be appropriate for the assignment. Performance levels are determined but they may not be explained for each criterion. Some of the descriptions for performance build on each other, but in many cases, the performance isn't clear or appropriate.  |
| 1 Point  | Student answer shows poor understanding of the components of a rubric. Rubric contains many errors and inaccuracies. Rubric may not define criteria appropriate for the assignments. Performance descriptions are unclear or are inappropriate for the level. Rubric may be incomplete and is not appropriate to evaluate a debate.  |

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**Standard:** 20.0 Demonstrate the methods for creating and interpreting assessments.

**Benchmark:** 20.04 Calculate and record test results.

**Depth of Knowledge:** Low Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to calculating percentages or averages. No more than five grades should be included in the determination of averages.

**Stimulus Attributes:**

Stimulus may require the student to calculate a percent correct for a specific test.

Stimulus may require the student to determine the average score for a specific student.

Stimulus may include a complete grade book.

Stimulus may include a graph, table or chart.

**Response Attributes:**

Responses may include typical errors in determining a percent or mean.

Responses may be rounded to 2 decimal places.

Responses may include averages or percentages.

**Sample Item:**

Matthew got 23 answers correct on a test with 25 questions. What is his final grade as a percent?

- A. 80%
- B. 89%
- C. 90%
- \* D. 92%

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**Standard:** 20.0 Demonstrate the methods for creating and interpreting assessments.

**Benchmark:** 20.05 Read and interpret assessment scores (percentile rank, scale scores, etc.).

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to common assessment scores reported on a variety of Florida assessments (such as the FCAT or CELLA) including raw scores, percentiles, percentages, averages, and scale scores. Items should only address a broad understanding of assessment data relevant for teachers.

### Stimulus Attributes:

Stimulus may include graphs, reports, charts and tables with assessment data.

Stimulus may include scenarios where assessment data in charts, graphs, or diagrams is being discussed.

Stimulus may include descriptions of assessment data.

Stimulus question may require the differentiation of appropriate or inappropriate conclusions from assessment data.

Stimulus may require interpretation of assessment data or provide correct and incorrect interpretations of test scores.

Stimulus question should not require calculation.

Stimulus may not include uncommon tests or test scores.

### Response Attributes:

Responses may include test scores or interpretations of test scores.

Responses may include common misinterpretations of test scores.

Responses may include formulas for calculations.

### Sample Item:



## Item Specifications

Jose is a sixth grader who received a scale score of 702 in Reading. He received a scale score of 716 in Listening and Speaking. Use the chart below to interpret his scores.

<b>LISTENING/SPEAKING SCALE SCORE RANGES</b>					
	<b>K - 2</b>	<b>3 - 5</b>	<b>6 - 8</b>	<b>9 - 12</b>	<b>PROFICIENCY LEVEL DESCRIPTORS</b>
Beginning	495-632	560-675	565-680	580-681	Beginning - speaks and understands spoken English that is below grade level
Low Intermediate	633-649	676-697	681-712	682-713	Low Intermediate - speaks in English and understands spoken English that is at or below grade level
High Intermediate	650-672	698-719	713-732	714-738	High Intermediate - with minimal support, speaks in and understands spoken English that is at grade level.
Proficient	673-755	720-805	733-830	739-835	Proficient - speaks in and understands spoken English at grade level in a manner similar to non-ELL students.
<b>READING SCALE SCORE RANGES</b>					
	<b>K - 2</b>	<b>3 - 5</b>	<b>6 - 8</b>	<b>9 - 12</b>	<b>PROFICIENCY LEVEL DESCRIPTORS</b>
Beginning	345-545	590-689	600-713	605-743	Beginning - reads below grade level text.
Low Intermediate	546-628	690-714	714-741	744-761	Low Intermediate - reads at or below grade level text.
High Intermediate	629-689	715-733	742-758	762-777	High Intermediate - reads at grade level text with minimal support.
Proficient	690-800	734-810	759-815	778-820	Proficient - reads at grade level text in a manner similar to non-ELLs.
<b>WRITING SCALE SCORE RANGES</b>					
	<b>K - 2</b>	<b>3 - 5</b>	<b>6 - 8</b>	<b>9 - 12</b>	<b>PROFICIENCY LEVEL DESCRIPTORS</b>
Beginning	515-636	575-674	580-687	600-689	Beginning - writes below grade level and requires continuous support.
Low Intermediate	637-657	675-702	688-719	690-720	Low Intermediate - writes at or below grade level and requires some support.
High Intermediate	658-689	703-726	720-745	721-745	High Intermediate - writes at grade level with minimal support.
Proficient	690-775	727-825	746-845	746-850	Proficient - writes at grade level in a manner similar to non-ELLs.

What is the best interpretation of Jose's scores?

- \* A. Jose reads below grade level, but he speaks and understands spoken English at his grade level.
- B. Jose reads at or below grade level, and he speaks English and understands spoken English that is at or below grade level.
- C. Jose reads at grade level, and he speaks and understands spoken English at his grade level.
- D. Jose reads below grade level, and he speaks and understands spoken English that is below grade level.

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## Item Specifications

**Standard:** 21.0 Describe the importance of professional ethics and legal responsibilities.

**Benchmark:** 21.01 Evaluate and justify decisions based on ethical reasoning.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to ethics-based scenarios with answers relating to decisions based on The Code of Ethics and The Principles of Professional Conduct of the Education Profession in Florida. An evaluation may include the selection of appropriate ideas or written expression of ideas.

**Stimulus Attributes:**

Stimulus may include the importance of professional ethics.

Stimulus may compare and contrast ethical decisions and reasoning.

Stimulus may include selections from The Code of Ethics and The Principles of Professional Conduct of The Education Profession in Florida.

Stimulus may include scenarios describing decisions made in an educational setting.

**Response Attributes:**

Responses may include descriptions of ethical responsibilities.

Responses may include rationale for ethical decisions.

Responses may include evaluations or justification of decisions.

**Sample Item:**

A student athlete has earned a "D" in your class causing his GPA to drop below the minimum 2.0 required to play sports. The coach has called asking you to help this student out with their grade. Final grades have already been turned in for the quarter. How do you handle this situation?

- \* A. Tell the coach that you cannot change the student's grade because that is what they earned.
- B. Change the student's grade to a "C" after they have promised to work harder next term.
- C. Allow the student to make up any missed assignments to bring the grade up.
- D. Refer the coach to an administrator who can change the grade if needed.

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Sample Item 2:

Stimulus: Jess is helping to proctor a high-stakes assessment. She sees a student struggling on a question, on the verge of tears. The student asks for help, and Jess reads the question to her and explains what the question means. Evaluate Jess's behavior. Did she act ethically? Write one to two paragraphs evaluating her behavior; give examples to justify your response.

Rubric:

- |          |  |
|----------|--|
| 4 Points | Student response provides a thorough and accurate evaluation of Jess's action. Student provides a justification for his/her opinion, and includes many relevant details to support his/her opinion. The response makes accurate statements about the ethics of the situation throughout. |
| 3 Points | Student response provides a mostly accurate evaluation of Jess's action. Student provides justification for his/her opinion with some relevant details. Response includes several inaccurate statements about the ethics of the situation.   |
| 2 Points | Student response provides a partial evaluation of Jess's action. Student provides a brief justification that is supported with limited details. Response includes many inaccurate statements about the ethics of the situation.  |
| 1 Point  | Student response provides a poor evaluation of Jess's action. Student provides a poor justification with no details to support his/her opinion. Response is inaccurate.  |

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## Item Specifications

**Standard:** 21.0 Describe the importance of professional ethics and legal responsibilities.

**Benchmark:** 21.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to examples of personal, professional, ethical, legal workplace responsibilities, and employer policies common to education.

### Stimulus Attributes:

Stimulus may ask to evaluate a decision made regarding workplace situations in the school setting.

Stimulus may include appropriate responses to workplace situations.

Stimulus may include employer policies.

Stimulus may include personal, professional, ethical, and legal responsibilities.

Stimulus may compare and contrast appropriate responses to workplace situations.

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

### Response Attributes:

Responses may reflect professional ethics and/or legal responsibilities.

Responses may include rationale for ethical, legal, professional, or personal decisions.

### Sample Item:

Casey is a teacher assistant. She was eating lunch and overheard two students talking about cheating on their science exam. Evaluate the possible responses and select the **BEST** response to this situation.

- A. Pretend she didn't hear the conversation.
- \* B. Tell their teacher or another administrator.
- C. Yell at the students for their inappropriate behavior.
- D. Talk to other teacher assistants and tell them what she overheard.

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## Item Specifications

**Standard:** 21.0 Describe the importance of professional ethnics and legal responsibilities.

**Benchmark:** 21.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to personal and long-term consequences of unethical or illegal workplace behaviors and situations in the educational setting. An explanation may include written expression of ideas or selection of appropriate ideas.

### Stimulus Attributes

Stimulus may identify or explain consequences of unethical or illegal behaviors in the workplace.

Stimulus may identify ethical or unethical behaviors in the workplace.

### Response Attributes

Responses may identify ethical or unethical behaviors in the workplace.

Responses may identify or explain consequences of unethical or illegal behaviors in the workplace.

### Sample Item:

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Stimulus: You have noticed that one of your colleagues has begun exchanging personal, inappropriate emails with one of his 14 year old students. Write a paragraph explaining the potential personal and professional consequences of his actions. Identify at least four consequences in your response. Address in your response the immediate legal consequences and other long-term consequences.

Rubric:

- |          |   |
|----------|---|
| 4 Points | Student response provides a thorough and accurate explanation of the potential personal and professional consequences of his actions. The response includes at least four accurate consequences of his actions, including the immediate legal consequences. The student response addresses both personal and professional consequences, as well as long term and short term consequences. The explanation includes relevant details, including examples from the law. |
| 3 Points | Student response provides a mostly accurate explanation of the potential personal and professional consequences of his actions. The response includes three accurate consequences of his actions. The response may include the immediate legal consequences, as well as personal and professional consequences. The explanation may not include both long and short term consequences. The response includes some details and may include examples from the law.      |
| 2 Points | Student response provides a partially accurate explanation of the potential personal and professional consequences of his actions. The response includes two accurate consequences of his actions. The consequences identified may be personal or professional, and they may be long term or short term. The explanation includes few details. errors.  |
| 1 Point  | Student response provides a poor explanation of the potential personal and professional consequences of his actions. The response includes one accurate consequence of his actions. The response is not supported with examples.  |

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## Item Specifications

**Standard:** 21.0 Describe the importance of professional ethics and legal responsibilities.

**Benchmark:** 21.04 Interpret and explain written organizational policies and procedures.

**Depth of Knowledge:** Moderate Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to written organizational policy and procedures in the educational environment. An explanation may include the selection of appropriate ideas or written/oral expression of ideas.

**Stimulus Attributes:**

Stimulus may address interpreting/explaining organizational policy and procedures.  
Stimulus may include copies or selections of procedures and policies for interpretation.  
Stimulus may include scenarios used to depict the application of policies and procedures.

**Response Attributes:**

Responses may include appropriate and inappropriate responses to policies.  
Responses may include interpretation of policies and procedures.

**Sample Item:**

Your school district's policy states that a student is allotted three days to make up work for an excused absence. Interpret why a district should have this policy in place.

- \* A. to ensure students have reasonable time to make up work
- B. so all students can graduate in a timely manner
- C. to ensure all students have the opportunity to receive an "A"
- D. so that students can complete the work when they want

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Sample Item 2:

A student has been found guilty of making a violent threat against the school. According to Florida's Zero Tolerance Law, how should the school respond? Explain in a paragraph how this policy should be interpreted as it relates to this situation.

Rubric:

- |          |   |
|----------|---|
| 4 Points | Response shows a thorough understanding of Florida's Zero Tolerance Law. Response explains, clearly and with complete accuracy, how this policy should be applied to the situation. The response is thorough and detailed, including many relevant examples to support the explanation.                                       |
| 3 Points | Response shows understanding of Florida's Zero Tolerance Law. Response explains, with accuracy, how this policy should be applied to the situation. Response contains some details and examples to support the explanation. Response may include few minor inaccuracies.  |
| 2 Points | Response shows partial understanding of Florida's Zero Tolerance Law. Response explains, with some accuracy, how this policy should be applied to the situation. The response includes some inaccurate statements about the Zero Tolerance Policy. Response contains limited details and examples to support the explanation. |
| 1 Point  | Response shows poor understanding of Florida's Zero Tolerance Law. Response explains, with little or no accuracy, how this policy should be applied to the situation. Response contains few or no details and examples to support the explanation. Response includes many inaccuracies.                                       |



**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Standard:** 22.0 Identify the responsibilities when supervising students.

**Benchmark:** 22.01 Supervise students in various situations (traditional classroom, playground, laboratories, computer labs, etc.).

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

**Item Types:** Multiple Choice, Performance Task

**Content Limits:** Items are limited to supervision of students in a school setting. Items may include demonstrations of appropriate behaviors, or require the selection of the appropriate behavior.

**Stimulus Attributes:**

Stimulus may include a variety of educational environments.

Stimulus may include scenarios used to identify appropriate and inappropriate responsibilities.

Stimulus may identify teacher behaviors or student responses.

**Response Attributes:**

Responses may include appropriate and inappropriate teacher behaviors.

Responses may identify lapses in teacher judgment.

Responses may include consequences of teacher behavior.

**Sample Item:**

Your third grade students have gone outside to play on the playground. The playground includes a soccer field, baseball field, playground area, and covered table area. If you are the only adult available, how might you best supervise these students?

- A. Divide the students equally among the soccer field, baseball field, playground area, and covered table area.
- B. Spend your time equally among the soccer field, baseball field, playground area, and covered table area.
- C. Ask another third grade teacher to watch your students in the soccer field, baseball field the playground area, and the covered table area.
- \* D. Require all your students to play in the soccer area on Monday and rotate to the other play areas during the week.

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Standard:** 22.0 Identify the responsibilities when supervising students.

**Benchmark:** 22.02 Identify issues of liability concerning the safety, health, and welfare of students.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to intentional and negligent torts as it applies to education.

### Stimulus Attributes:

Stimulus may include scenarios that describe school related situations where safety, health, and welfare is a concern.

Stimulus may address the actions of the teacher or students.

Stimulus may include consequences of student or teacher actions.

Stimulus may address legal issues.

### Response Attributes:

Responses may include the actions of the teacher or students.

Responses may be consequences of student and teacher actions.

### Sample Item:

What is the **GREATEST** potential liability when letting students share lunches brought from home?

- A. Students may share germs and diseases.
- B. Students may not have a nutritious lunch.
- \* C. Students may eat foods to which they are allergic.
- D. Students may share a food their parents want them to eat.

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Standard:** 22.0 Identify the responsibilities when supervising students.

**Benchmark:** 22.03 Describe FERPA (Family Educational Rights and Privacy Act) and the importance of confidentiality when dealing with student records.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to FERPA and confidentiality in a school setting. A description may include written ideas or the selection of appropriate ideas.

### Stimulus Attributes:

Stimulus may include scenarios used to describe applications of FERPA in a school setting.

Stimulus may address teacher appropriate actions and violations of FERPA.

Extensive knowledge of confidentiality laws should be excluded.

### Response Attributes:

Responses may include descriptions of FERPA or examples of FERPA being utilized.

Responses may include consequences of teacher appropriate behaviors and violations of FERPA.

### Sample Item:

Billie's aunt brings him to school every day and attends school functions. She is not his legal guardian. She has asked for a copy of his report card. Why can't you give her a copy?

- A. because the original must be mailed to the home
- B. because she may not share his report card with his parent/guardian
- C. because Billie didn't get good grades and he doesn't want to show her
- \* D. because it is illegal to do so without a signed release from his parent/guardian

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

Sample Item 2:

Stimulus: In several paragraphs summarize the main components of the Family Educational Rights and Privacy Act (FERPA)

Rubric:

- 4 Points      Student response shows a thorough understanding of the main components of the Family Educational Rights and Privacy Act (FERPA). Student response accurately identifies and describes at least four components of FERPA. Summary may include the following: FERPA is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. These rights include: a) Parents or eligible students may inspect and review the student's education records maintained by the school. b) Parents or eligible students may request that a school correct records which they believe to be inaccurate or misleading. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. FERPA allows schools to disclose records, without consent, to certain parties. (The student may identify these parties in a "4" answer.) Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth. Schools must notify parents and eligible students annually of their rights under FERPA.
- 3 Points      Student response shows understanding of the components of the Family Educational Rights and Privacy Act (FERPA). Student response accurately identifies and describes at least three components of FERPA. Summary may include any of the following: FERPA is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. These rights include: a) Parents or eligible students may inspect and review the student's education records maintained by the school. b) Parents or eligible students may request that a school correct records which they believe to be inaccurate or misleading. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. FERPA allows schools to disclose records, without consent, to certain parties. (The student may not identify these parties in a "3" answer.) Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth. Schools must notify parents and eligible students annually of their rights under FERPA.
- 2 Points      Student response shows a partial understanding of the components of the Family Educational Rights and Privacy Act (FERPA). Student response accurately identifies and describes at least two components of FERPA. The student may use general language, and not include any specifics. Summary may include two of the following: FERPA is a Federal law that protects the privacy of student education records. FERPA gives parents

## Item Specifications

certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. These rights include: a) Parents or eligible students may inspect and review the student's education records maintained by the school. b) Parents or eligible students may request that a school correct records which they believe to be inaccurate or misleading. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. FERPA allows schools to disclose records, without consent, to certain parties. Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth. Schools must notify parents and eligible students annually of their rights under FERPA.

1 Point

Student response shows poor understanding of the components of the Family Educational Rights and Privacy Act (FERPA). Student response accurately identifies and describes one component of FERPA. Response may be very general. Summary may only identify one or none of the following: FERPA is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. These rights include: a) Parents or eligible students may inspect and review the student's education records maintained by the school. b) Parents or eligible students may request that a school correct records which they believe to be inaccurate or misleading. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. FERPA allows schools to disclose records, without consent, to certain parties. Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth. Schools must notify parents and eligible students annually of their rights under FERPA.

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Standard:** 23.0 Analyze the effects of child abuse and drug abuse on student achievement and behavior.

**Benchmark:** 23.01 Identify the types, signs, symptoms, and prevalence of child abuse and the possible effects of abuse on student performance.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to child abuse identification and effects on student performance. Items may require the selection of appropriate ideas or written expression of ideas.

### Stimulus Attributes:

Stimulus may include scenarios that describe potential child abuse.

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

Stimulus should not be visually offensive.

Stimulus may include data on student performance of abused children.

### Response Attributes:

Responses may include student or teacher behaviors.

Responses should not be emotionally disturbing.

Responses may require selection of best response.

Responses may be recognition of signs of child abuse.

### Sample Item:

It is a hot spring day in Florida. Suzanna has on long pants and a long sleeve shirt under her jacket. You offer her a short sleeve shirt to wear while playing outside, but she declines. You have noticed similar behavior on multiple occasions, and this morning Susanna came to school with a black eye. Based on Susanna's recent behaviors, what is a possible explanation for her heavy clothing?

- A. She likes these clothes better than others.
- B. She has poor blood circulation and gets cold easily.
- \* C. She has been physically abused and is covering bruises.
- D. She falls easily and the heavy clothes provide a layer of protection.

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Standard:** 23.0 Analyze the effects of child abuse and drug abuse on student achievement and behavior.

**Benchmark:** 23.02 Identify the types, signs, symptoms, and prevalence of alcohol and other drug abuse and the possible effects of alcohol and other drug abuse on student performance.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to drug and alcohol abuse identification within an educational setting and their effect on student performance. Items may require the selection of appropriate ideas or written expression of ideas.

### Stimulus Attributes:

Stimulus may include scenarios that describe potential drug and alcohol abuse.

Stimulus may include graphs, charts, diagrams or pictures.

Stimulus should not be visually offensive.

Stimulus may include data on student performance under the influence of drugs and alcohol.

Stimulus may address school related consequences to the child.

### Response Attributes:

Responses may include student or teacher behaviors.

Responses may require selection of best response.

Responses may be signs of drug and alcohol abuse.

### Sample Item:

Samuel's academic performance has exhibited drastic changes. He has gone from being a "B" student to getting "D's," not turning in homework, and sleeping in class. He looks disheveled. What should the teacher do in this situation?

- \* A. Privately talk to Samuel about what might be causing the changes.
- B. Ignore the changes in the student's behavior.
- C. Refer Samuel to the principal because he is using drugs.
- D. Accuse the student of drug abuse in front of class.

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

Sample Item 2:

Stimulus: You suspect that another student has been partaking in illegal drugs. What are some of the signs and/or symptoms you notice? Make a list of at least four signs/symptoms.

Rubric:

- |          |   |
|----------|---|
| 4 Points | Response correctly identifies at least four signs and/or symptoms that may appear in a student who is partaking in illegal drugs. |
| 3 Points | Response correctly identifies three signs and/or symptoms that may appear in a student who is partaking in illegal drugs.         |
| 2 Points | Response correctly identifies two signs and/or symptoms that may appear in a student who is partaking in illegal drugs.           |
| 1 Point  | Response correctly identifies only one sign and/or symptom that may appear in a student who is partaking in illegal drugs.        |



**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Standard:** 24.0 Demonstrate methods of supporting the learning activities of students.

**Benchmark:** 24.01 Demonstrate the methods for working individually with students who have learning difficulties.

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

**Item Types:** Multiple Choice, Performance Task

**Content Limits:** Items are limited to teaching methods of working with students with learning disabilities. A demonstration may include the selection of appropriate behaviors/methods, or the performance of the required behaviors.

### Stimulus Attributes:

Stimulus may include scenarios used to describe a variety of teacher approaches with learning disabled students.

Stimulus may focus on the learning needs of the student.

Stimulus may include differentiated instructional strategies for students to learn in the content area.

### Response Attributes:

Responses may include different teaching methods and strategies.

### Sample Item:

Task: Jessica is struggling to understand fractions, specifically the difference between  $\frac{1}{2}$  and  $\frac{1}{4}$ . Show how you would use a manipulative device, such as a fraction bar or colored piece of candy, to teach Jessica the difference between  $\frac{1}{2}$  and  $\frac{1}{4}$ .

### Rubric:

4 Points	Student uses a manipulative device to teach the difference between $\frac{1}{2}$ and $\frac{1}{4}$ . Student uses the manipulative device appropriately. Student uses multiple methods and checks for understanding frequently. Lesson is clear.
3 Points	Student uses a manipulative device to teach the difference between $\frac{1}{2}$ and $\frac{1}{4}$ ; however, it is only used in one or two ways. Lesson is somewhat clear.
2 Points	Student uses a manipulative device incorrectly to teach the difference between $\frac{1}{2}$ and $\frac{1}{4}$ . Lesson is somewhat unclear.
1 Point	Student doesn't use a manipulative device. Lesson is unclear.

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Standard:** 24.0 Demonstrate methods of supporting the learning activities of students.

**Benchmark:** 24.02 Assist absentees in completing missed or 'make-up' assignments.

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

**Item Types:** Multiple Choice, Performance Task

**Content Limits:** Items are limited to focus on teacher actions to assist students. Items may include descriptions of behaviors that assist absentees or demonstrations of assisting absentees.

**Stimulus Attributes:**

Stimulus may include scenarios to describe student or teacher actions for makeup work.  
Stimulus may include instructions for assisting an absentee.

**Response Attributes:**

Responses may include steps in completing make up work.  
Responses may include demonstrations of assisting absentees.

**Sample Item:**

Amesha has been out sick for two weeks. She missed an entire unit on possessive nouns. What is the **BEST** way for the teacher assistant to help Amesha catch up with her assignments?

- A. Possessive nouns are covered again next year so she can wait.
- B. Amesha can complete her work while the other students are at physical education.
- C. Have one of Amesha's classmates explain it to her while others work on new material.
- \* D. Meet with Amesha before school for one week to review the material.

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

Sample Item 2:

Task: Assist an absentee with a make-up assignment. You will be observed and evaluated.

Rubric:

- |          |  |
|----------|--|
| 4 Points | Student does an exemplary job assisting the absentee. Student helps the absentee by clearly explaining the concepts and retracing as necessary. Student answers all questions properly. Absentee completes assignment and understands the concepts from the missed lesson because the student retaught it. |
| 3 Points | Student does a good job assisting the absentee. Student helps the absentee, but may not present the lesson clearly. Absentee completes assignment and understands the concepts from the missed lesson.   |
| 2 Points | Student does a satisfactory job assisting the absentee. Student reteaches the lesson, but the lesson is generally unclear. Absentee struggles some with the concepts from the missed lesson.   |
| 1 Point  | Student does a poor job assisting the absentee. Student reteaches the lesson poorly and does not answer absentee's questions. Absentee still does not understand missed lesson.  |

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Standard:** 24.0 Demonstrate methods of supporting the learning activities of students.

**Benchmark:** 24.03 Assist students in learning handwriting skills.

**Depth of Knowledge:** Low Complexity

**Item Type:** Multiple Choice, Performance Task

**Content Limits:** Items should focus on teaching handwriting. Items may include demonstrations of assisting or identifying appropriate behaviors that would assist.

**Stimulus Attributes:**

Stimulus may include scenarios describing teacher instruction related to handwriting.  
Stimulus may include charts/graphics of handwriting samples.

**Response Attributes:**

Responses may include correct and incorrect examples of proper handwriting.  
Responses may include practice of handwriting.  
Responses may include strategies for assisting students with handwriting skills.

**Sample Item:**

Ezekial has unreadable handwriting. As his 4<sup>th</sup> grade teacher, what is the **MOST** reasonable action for you to take?

- A. Require that Ezekial use a computer on all assignments.
- B. Refuse to grade Ezekial's work if you can't read it.
- \* C. Practice correctly forming letters with Ezekial every day.
- D. Make Ezekial stay in during recess to practice handwriting

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Standard:** 24.0 Demonstrate methods of supporting the learning activities of students.

**Benchmark:** 24.04 Use reading formulas, provided by a teacher or reading specialist, to determine reading levels and make appropriate decisions about reading assignments for students.

**Depth of Knowledge:** Moderate Complexity

**Item Type:** Multiple Choice, Performance Task

**Content Limits:** Items are limited to determining reading levels. Items are limited to determining appropriate reading assignments for students.

**Stimulus Attributes:**

Stimulus may include scenarios describing reading assignment decisions.

Stimulus may include charts, graphs, and tables.

Stimulus may require the application Frye's Readability Graph.

Stimulus may include reading formulas.

**Response Attributes:**

Responses may include correct and incorrect teacher decisions in regard to reading assignments and selections.

Responses may include calculations and analysis of Readability Graph results.

**Sample Item:**

## Item Specifications

Task: Ms. Brown taught her class of third graders how to find “Just Right” Books. She has the following sign in her classroom library:

**How to choose a  
“Just Right” Book**

1. Look at the cover.
2. Read the title and the author.
3. Read the blurb in the back.
4. Flip through the book.
5. Read the first page.
6. Use the 5 Finger Rule: for each word you don’t understand, put down a finger.

How many fingers are left up?

0-1 Fingers—Too Easy  
2-3 Fingers—Just Right  
4-5 Fingers—Too Hard

You are teacher assisting in Ms. Brown’s class, and you are working with a student in the classroom library. Demonstrate how to help the student select a “Just Right” book.

Rubric:

4 Points	Student does an exemplary job demonstrating how to help a student find a “Just Right” book. Student explains in kid-friendly language how to select a book, and child selects an appropriate book with ease.
3 Points	Student does a good job demonstrating how to help a student find a “Just Right” book. Student explains how to pick a book but the student may on occasion use language that is not kid-friendly or is confusing for the student. Student picks an appropriate book after some coaching.
2 Points	Student does a satisfactory job demonstrating how to help a student find a “Just Right” book. Student explains a “Just Right” book, but the explanation is generality unclear to the student. Student’s book may not be “Just Right”.
1 Point	Student does a poor job demonstrating how to help a student find a “Just Right” book. Student does not select a “Just Right” book based on the teacher assistant’s guidance. The guidance is unclear and incorrect.

**Standard:** 24.0 Demonstrate methods of supporting the learning activities of students.

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Benchmark:** 24.05 Prepare educational games and puzzles.

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

**Item Type:** Constructed Response, Performance Task

**Content Limits:** Items are limited to preparation of educational games and puzzles.

**Stimulus Attributes:**

Stimulus may include information about the age of students, content area and learning outcomes that should be the focus of the game or puzzle.

Stimulus should set limits to the complexity, cost, and time required to create the game or puzzle.

**Response Attributes:**

Responses may include games to be judged based on their relationship to the age of the students, content area, and the learning outcome.

Responses may include games or puzzles created by students that should be unique and not reproduced commercial products.

**Sample Item:**

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

Task: Create a game or puzzle for 3<sup>rd</sup> grade students that will reinforce their learning of nouns and verbs. The game or puzzle should be age appropriate and engaging. You can use whatever supplies you have on hand. Your puzzle will be evaluated in the following categories:

- Creativity
- Attractiveness
- Rules/Directions
- Content and Difficulty
- Format & Purpose

Rubric:

4 Points	Puzzle or game is very creative, the game is interesting and fun to play as shown by creative questions, game pieces and/or game board. Game is colorful and includes at least 3 unique illustrations. Puzzle or game is neat and very visually appealing. The rules/directions were written clearly with few errors. The rules are easy to understand. Questions and rules of play are of an appropriate level--not too difficult and not too easy.
3 Points	Puzzle or game is creative, and it is clear that some thought went into making the game interesting and fun to play as shown by using textures, fancy writing, and/or interesting characters. Game is somewhat colorful, and includes two unique illustrations. Puzzle or game is mostly neat. The rules/directions were written clear for the most part, but one part needed more explanation. Rules of play are age appropriate but some questions are too easy or too difficult.
2 Points	Student tried to make the game interesting and fun, but some attempts at creativity made it harder to understand/enjoy the game. Game incorporates only a few colors. Rules were written, but players had some difficulty figuring out the game. Game is very simple and most questions are too easily answered.
1 Point	Little thought was put into making the game interesting or fun. Little or no color or fewer than three graphics were included. The rules were not written. Game is not appropriate for the grade level and questions are too easy or too difficult.



**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Standard:** 24.0 Demonstrate methods of supporting the learning activities of students.

**Benchmark:** 24.06 Define differentiated instruction and describe the importance of varying instructional materials.

**Depth of Knowledge:** Low Complexity

**Item Type:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to differentiated instructional strategies for students in a K-12 educational setting. Items may require selection of appropriate ideas or written expression of ideas.

### Stimulus Attributes:

Stimulus may include the definition of differentiated instruction or require the term to be defined.

Stimulus may include scenarios describing materials in differentiated instructions.

### Response Attributes:

Responses may include correct and incorrect differentiation strategies.

Responses may include related educational terms.

Responses may require the selection of instructional materials and strategies for learning.

Responses may include explanations of the importance of differentiation.

### Sample Item:

Which is the **BEST** example of differentiated instruction?

- A. Mrs. Brown taught one group of students in the morning and another group in the afternoon, using the same materials for both groups.
- B. Mrs. Angel created reading stations for her students and they moved throughout them during the week.
- \* C. Ms. Gomez used whole group instruction with some students, computer based learning with other students, and small group instruction with two students while teaching a unit on main idea.
- D. Ms. Cimiti allowed each student in her class to select a book to read, provided time in class for silent reading, and assisted students when they had a question on their reading.

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

Sample Item 2:

Stimulus: Caroline is teacher's assistant in a 3<sup>rd</sup> grade classroom. Ms. Rita, the teacher, has assessed the student's reading levels and she has five students below grade level, nine on grade level, and two above grade level. In a paragraph, describe why it is important that Ms. Rita differentiate her instruction and give at least three examples of how Ms. Rita may differentiate her instruction for these students.

Rubric:

- |          |  |
|----------|--|
| 4 Points | Student response shows a thorough understanding of the importance of differentiated instruction. Response clearly and accurately explains why Ms. Rita should differentiate instruction. Response includes at least three accurate examples of how Ms. Rita may differentiate her instruction for the students.  |
| 3 Points | Student response shows understanding of the importance of differentiated instruction. Response is a mostly accurate explanation of why Ms. Rita should differentiate instruction, but the response may include a few inaccurate statements. Response includes two accurate examples of how Ms. Rita may differentiate her instruction.   |
| 2 Points | Student response shows partial understanding of the importance of differentiated instruction. Response is a partially accurate explanation of why Ms. Rita should differentiate instruction. The response may include some inaccurate statements about the purpose of differentiation. The response includes one accurate example of how Ms. Rita may differentiate her instruction. |
| 1 Point  | Student response shows poor understanding of the importance of differentiated instruction. The response may inaccurately explain why it is important for Ms. Rita to differentiate her instruction. The response may not include any accurate examples of how Ms. Rita may differentiate her instruction. The response may be vague or include only a few sentences.                 |

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Standard:** 25.0 Demonstrate the ability to work effectively with exceptional students.

**Benchmark:** 25.01 Recognize the meanings of acronyms used to classify ESE students.

**Depth of Knowledge:** Low Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to common ESE acronyms and definitions.

**Stimulus Attributes:**

Stimulus may include a variety of commonly used ESE acronyms.

Stimulus may include definitions of ESE acronyms.

**Response Attributes:**

Responses may include ESE acronyms or definitions.

**Sample Item:**

What does the acronym IND mean?

- A. Individually Disabled
- \* B. Intellectually Disabled
- C. Independently Disabled
- D. Intelligently Disabled

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Standard:** 25.0 Demonstrate the ability to work effectively with exceptional students.

**Benchmark:** 25.02 Explain purpose of the IEP (Individualized Education Plan).

**Depth of Knowledge:** Low Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to the purpose of an IEP. Explanations may include written ideas or selection of appropriate ideas.

**Stimulus Attributes:**

Stimulus may address the purpose of the IEP.  
Stimulus may address the use of the IEP by the teacher.

**Response Attributes:**

Responses may include an explanation of the IEP.  
Responses may describe the use of the IEP by the teacher.

**Sample Item:**

What is the purpose of an IEP (Individualized Education Plan)?

- \* A. to create a plan for personnel to work together to improve educational results for children with disabilities
- B. to allow disabled students the opportunity to receive individualized instruction with the guidance counselor
- C. to provide students with an education that meets their desire to learn in ways that they want to learn
- D. to allow students with disabilities special privileges in order to earn higher grades and enjoy their learning

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Standard:** 25.0 Demonstrate the ability to work effectively with exceptional students.

**Benchmark:** 25.03 Distinguish between a modification and accommodation and the related legal requirements of the educator.

**Depth of Knowledge:** Low Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to Exceptional Student Education, modifications, accommodations, and related legal requirements of the educator.

**Stimulus Attributes:**

Stimulus may include modifications and accommodations.

Stimulus may include scenarios used to provide examples of modifications or accommodations.

Stimulus may include scenarios to provide examples of legal requirements related to modifications and accommodations.

Stimulus may include mock IEPs.

**Response Attributes:**

Responses may include examples of modifications or accommodations.

Responses may include teacher actions to provide necessary accommodations or modifications.

**Sample Item:**

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

Stimulus: Ms. Sarah is administering her weekly spelling test to her 4<sup>th</sup> graders. Two of her students have an IEP. One student's IEP requires that in Spelling, the student is tested on only 5 words instead of 10 like the other students. The other student is allowed to take as much time on the spelling test as she needs.

In the scenario above, identify the accommodation and identify the modification. In one to two paragraphs explain Ms. Sarah's legal requirements as a teacher of students with IEPs.

Rubric:

- |          |  |
|----------|--|
| 4 Points | Student is able to correctly distinguish between a modification and an accommodation by correctly identifying the accommodation and modification. Student response demonstrates a thorough understanding of the teacher's legal responsibilities by accurately and comprehensively explaining the teacher's legal responsibilities. Response includes relevant details and examples. |
| 3 Points | Student is able to distinguish between the accommodation and the modification by correctly identifying both the accommodation and the medication. Student response demonstrates a partial understanding of the teacher's legal responsibilities by explaining some of the responsibilities but with some inaccuracies.   |
| 2 Points | Student is unable to distinguish between an accommodation and a modification. Student incorrectly identifies the accommodation and modification however; student may demonstrate understanding of a teacher's legal responsibilities. Explanation may include some details and examples.   |
| 1 Point  | Student is unable to distinguish between an accommodation and a modification. Student does not correctly identify the accommodation or modification. Student response demonstrates poor understanding of the teacher's legal responsibilities by responding with mostly inaccurate statements.   |

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Standard:** 25.0 Demonstrate the ability to work effectively with exceptional students.

**Benchmark:** 25.04 Identify characteristics of each exceptionality.

**Depth of Knowledge:** Low Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items may include, but are not limited to exceptionalities such as: autism spectrum disorder, deaf or hard of hearing, emotional/behavioral disability, gifted, intellectual disability, language impairment, and visual impairment.

**Stimulus Attributes:**

Stimulus may include commonly encountered groups of exceptional students.

Stimulus may include characteristics of the student or different exceptionalities.

Stimulus may include scenarios to describe exceptional student characteristics.

**Response Attributes:**

Responses may include behaviors related to an exceptionality or the name of the exceptionality.

**Sample Item:**

John has been in your class for 3 months and you have noticed that he completes his assignments very quickly, is frequently bored or uninterested in class work, often reads instead of working on assignments, and questions your decisions. You believe that you should speak with the principal at your school to have John tested for an exceptional education program. What exceptionality does John display behaviors for?

- \* A. gifted
- B. visual impairment
- C. learning disabled
- D. intellectual disability

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**Course Number:** 8909020

## Item Specifications

**Standard:** 25.0 Demonstrate the ability to work effectively with exceptional students.

**Benchmark:** 25.05 Define autism and analyze the recent increase in autism diagnoses.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to autism behaviors, definitions and characteristics of the disability. Items may require the selection of appropriate ideas or written expression of ideas.

### Stimulus Attributes:

Stimulus may include graphs, tables or charts.

Stimulus may include definitions or autistic behaviors.

Stimulus may include scenarios used to include examples of autistic student behaviors.

### Response Attributes:

Responses may include descriptions of autistic characteristics.

Responses may include correct and incorrect data interpretations of trends in autism.

Responses may include behaviors that are common with a diagnosis of autism.

### Sample Item:

What is one likely reason for the increase in autism diagnoses?

- \* A. Diagnosing criteria have markedly improved.
- B. More children are socially inadequate.
- C. School culture leads to exceptional behavior.
- D. One out of every two children is diagnosed autistic.



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## Item Specifications

Sample Item 2:

Define autism: Write a concise (two or three sentences) definition. Give at least three examples of autistic behaviors.

Rubric:

- |          |   |
|----------|---|
| 4 Points | Student response provides a clear, concise and accurate explanation of autism. Response includes at least three accurate and relevant examples.   |
| 3 Points | Student response provides an accurate definition of autism. Response includes three examples, but not all examples are accurate.  |
| 2 Points | Student response provides a definition of autism that is partially correct. There are inaccuracies in the definition, but there are also some accurate statements. Response includes three examples, but not all examples are accurate. Response is somewhat unclear. |
| 1 Point  | Student response provides an inaccurate definition of autism. Response may not include any accurate examples.   |

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Standard:** 25.0 Demonstrate the ability to work effectively with exceptional students.

**Benchmark:** 25.06 Explain effective strategies for working with ESE students.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to using available resources to aid exceptional students in the classroom. An explanation may include selection of appropriate ideas or written expressions of appropriate ideas.

**Stimulus Attributes:**

Stimulus may include specific classroom situations which include ESE students.

Stimulus may include ESE strategies for teaching.

Stimulus may include descriptions of ESE student characteristics/beliefs.

**Response Attributes:**

Responses may include a variety of strategies that consider the exceptionality of the students and their individual needs based on the IEP.

**Sample Item:**

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## Item Specifications

Stimulus: You have a student with a learning disability and she struggles with staying on task for long periods of time. She has a hard time staying organized, and when she gets frustrated, she will often have outbursts of anger. Explain at least three accommodations that will help this student be successful when you teach a lesson.

Rubric:

- |          |   |
|----------|---|
| 4 Points | Response shows thorough understanding of effective strategies for working with ESE students. Student response provides an accurate explanation of three accommodations to provide the ESE student with the least restrictive environment. Response includes relevant details and examples.            |
| 3 Points | Response shows understanding of appropriate strategies for working with ESE students. Student response provides an accurate explanation of two accommodations to provide an ESE student with the least restrictive environment. Response provides some relevant details and examples.                 |
| 2 Points | Response shows partial understanding of appropriate strategies for working with ESE students. Student response provides an accurate explanation of one accommodation to provide an ESE student with the least restrictive environment. Response may include a few details.                            |
| 1 Point  | Response shows poor understanding of appropriate strategies for working with ESE students. Student response includes no accurate explanations of accommodations to provide an ESE student with the least restrictive environment. Response is minimal and vague. Response includes many inaccuracies. |

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Standard:** 26.0 Demonstrate an awareness of diversity in education.

**Benchmark:** 26.01 Identify laws and regulations governing ESOL students.

**Depth of Knowledge:** Low Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to state and federal laws and regulations related to ESOL.

**Stimulus Attributes:**

Stimulus may include State of Florida laws and regulations governing ESOL students.  
Practices of a specific school district should not be included.  
Stimulus should not require the identification of specific laws.

**Response Attributes:**

Responses may include laws or impacts of laws governing ESOL students.

**Sample Item:**

A student entered your classroom one month ago speaking only Russian. Is this student required to take the CELLA exam in the spring of his first year of school?

- A. Yes, the student must take the CELLA exam without any exceptions.
- B. Yes, the student must take the CELLA exam with a heritage dictionary.
- \* C. No, the student is exempt from taking the CELLA exam with this status.
- D. No, the student is exempt from taking the CELLA exam until he is totally proficient.

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**Course Number:** 8909020

## Item Specifications

**Standard:** 26.0 Demonstrate an awareness of diversity in education.

**Benchmark:** 26.02 Identify strategies and methods for teaching ESOL students and requirements for instructors.

**Depth of Knowledge:** Low Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to instructional strategies for ESOL students and teacher training.

**Stimulus Attributes:**

Stimulus may include strategies appropriate and inappropriate for ESOL students.

Stimulus may include scenarios describing ESOL strategies that may be used.

Stimulus may include teacher training requirements.

**Response Attributes:**

Responses may include strategies and methods for instructing ESOL students.

Responses may include teacher training related to ESOL students.

**Sample Item:**

According to Florida law, which teachers must be trained to work with ESOL students at a school?

- A. only reading and math teachers
- B. only 10% of the teachers at the school
- C. only teachers who want to teach ESOL students
- \* D. only teachers with ESOL students in their classroom

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Standard:** 26.0 Demonstrate an awareness of diversity in education.

**Benchmark:** 26.03 Identify key/famous Americans of various ethnic backgrounds who made an impact on education.

**Depth of Knowledge:** Low Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to famous American educators of various ethnic backgrounds who had an impact on education.

**Stimulus Attributes:**

Stimulus may include famous Americans in education of various ethnic backgrounds.

Stimulus may include the contributions of famous Americans of various ethnic backgrounds in education.

Stimulus may include graphics/posters/illustrations of famous Americans of various ethnic backgrounds who made an impact on education.

**Response Attributes:**

Responses may include the names of famous American educators of various ethnic backgrounds.

Responses may include the contributions of famous American educators of various ethnic backgrounds.

**Sample Item:**

Who was the first leader of the Tuskegee Institute in Alabama?

- A. Jim Crow
- B. Frederick Douglas
- C. Thurgood Marshall
- \* D. Booker T. Washington

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Standard:** 26.0 Demonstrate an awareness of diversity in education.

**Benchmark:** 26.04 Recognize classroom literature promoting positive multicultural relationships.

**Depth of Knowledge:** Low Complexity

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to literature that addresses positive multiculturalism.

**Stimulus Attributes:**

Stimulus may include excerpts or samples of literature from different cultures.

Stimulus may include scenarios that describe characteristics of literature as examples and non-examples or positive multicultural relationships.

Stimulus may include graphics and pictures depicting positive multicultural relationships.

**Response Attributes:**

Responses may include examples of positive literature.

Responses may include discussions of positive multicultural relationships.

**Sample Item:**

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## Item Specifications

**Stimulus:** In a paragraph, describe characteristics of classroom literature that promotes positive multicultural relationships. In your response, include at least three examples of classroom literature that promotes positive multicultural relationships.

**Rubric:**

- |          |   |
|----------|---|
| 4 Points | The response shows a thorough understanding of the characteristics of classroom literature that promotes positive multicultural relationships. The response addresses the necessity of the literature to be accurate, written from a point of expertise, and respectful of the cultures involved. The response includes three accurate examples of classroom literature that promotes positive multicultural relationships.   |
| 3 Points | The response shows an understanding of the characteristics of classroom literature that promotes positive multicultural relationships. The response addresses some of the characteristics of the literature and may include two of the following: the literature should be accurate, written from a point of expertise, and respectful of the cultures involved. The response includes at least two accurate examples of classroom literature that promotes positive multicultural relationships.     |
| 2 Points | The response shows partial understanding of the characteristics of classroom literature that promotes positive multicultural relationships. The response addresses few of the characteristics of the literature and may include one of the following: the literature should be accurate, written from a point of expertise, and respectful of the cultures involved. The response includes at least one accurate examples of classroom literature that promotes positive multicultural relationships. |
| 1 Point  | The response shows poor understanding of the characteristics of classroom literature that promotes positive multicultural relationships. The response accurately addresses none of the characteristics of the literature. The response includes no accurate examples of classroom literature that promotes positive multicultural relationships.  |



**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

**Standard:** 26.0 Demonstrate an awareness of diversity in education.

**Benchmark:** 26.05 Discuss similarities and differences in educational philosophies among countries and cultural groups.

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

**Item Types:** Multiple Choice, Constructed Response

**Content Limits:** Items are limited to similarities and differences in educational philosophies between the U.S. and other countries and cultural groups. Items may include written discussions.

**Stimulus Attributes:**

Stimulus may address specific countries and the United States.

Stimulus may include scenarios used to describe similarities or differences in educational philosophies among countries.

**Response Attributes:**

Responses may include the identification of similarities or differences in education.

Responses may be general or specific.

**Sample Item:**

What is typically the goal of educational systems in the developing world?

- \* A. educate all children because education is the path to economic prosperity
- B. charge for education because education is a great way to generate revenue
- C. teach native-speaking children only to prevent the language from becoming extinct.
- D. provide education to selected children who are deemed likely to be successful

**Course Name:** Teacher Assisting 2

**Course Number:** 8909020

## Item Specifications

Sample Item 2:

Stimulus: Briefly explain how educational philosophies in the United States are different than educational philosophies in developing countries. Identify at least three differences and provide details.

Rubric:

- |          |   |
|----------|---|
| 4 Points | Response shows thorough understanding of the differences between educational philosophies in the U.S. and educational philosophies in developing countries. Response accurately explains at least three differences between educational philosophies in the U.S. and educational philosophies in developing countries. Response is comprehensive and detailed.  |
| 3 Points | Response shows basic understanding of the differences between educational philosophies in the U.S. and educational philosophies in developing countries. Response accurately explains three differences between educational philosophies in the U.S. and educational philosophies in developing countries. Response includes some details, but includes somewhat general language. The response may include a few minor inaccuracies. |
| 2 Points | Response shows partial understanding of the differences between educational philosophies in the U.S. and educational philosophies in developing countries. Response accurately explains two differences between educational philosophies in the U.S. and educational philosophies in developing countries. Response includes few details.   |
| 1 Point  | Response shows poor understanding of the differences between educational philosophies in the U.S. and educational philosophies in developing countries. Response explains only one difference. Response includes limited or no details. Response includes many inaccuracies.  |