Illinois Certification Testing System

STUDY GUIDE

Assessment of Professional Teaching (101–104)

Illinois State Board of Education

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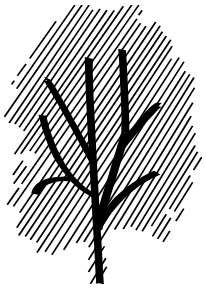
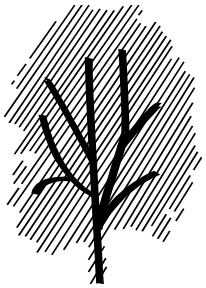


General Information About the Illinois Certification Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

General Information About the Illinois Certification Testing System



Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Practice Constructed-Response Assignments**
- **Explanation of the Test Score Report**

INTRODUCTION

This section includes the Assessment of Professional Teaching (APT) test subareas and objectives, practice multiple-choice test questions and answers, two practice constructed-response assignments and sample responses, an explanation of the scoring process for the constructed-response assignments, and a score report explanation. The APT assesses candidates on professional and pedagogical knowledge and skills. Each APT consists of 120 multiple-choice questions and 2 constructed-response assignments. There are four levels of the APT: Birth to Grade 3, Grades K–9, Grades 6–12, and Grades K–12.

ORGANIZATION OF THE TEST OBJECTIVES

The APT tests are designed to assess a candidate's pedagogical knowledge. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the APT tests. The complete set of test objectives is provided on pages 2-3 to 2-13.

The content covered by the APT tests is organized into six subareas:

- Foundations, Characteristics, and Assessment
- Planning and Delivering Instruction
- Managing the Learning Environment
- Collaboration, Communication, and Professionalism
- Language Arts
- Educational Technology

These subareas are important because they help organize the content of an APT test and because examinee scores will be reported for each subarea as well as for the entire test. Thus, your score report will help you determine your areas of strength and weakness in terms of the subareas of the tests.

Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and

2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the APT tests.

Objective Statement

Understand how children learn and develop.

Descriptive Statements

- Demonstrate knowledge of human development, learning theory, neural science, and the ranges of individual variation within each domain.

- Demonstrate knowledge of how students construct knowledge, acquire skills, and develop habits of mind.

- Identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.

All four APT tests are based on the same test objectives. A careful reading of each test objective and its descriptive statements should give you a good idea of what the content of the test will be. Each practice multiple-choice test question, which begins on page 2-14, is designed to match one of the objectives.

ASSESSMENT OF PROFESSIONAL TEACHING TEST OBJECTIVES

I. Foundations, Characteristics, and Assessment
II. Planning and Delivering Instruction
III. Managing the Learning Environment
IV. Collaboration, Communication, and Professionalism
V. Language Arts
VI. Educational Technology

SUBAREA I—FOUNDATIONS, CHARACTERISTICS, AND ASSESSMENT

0001 Understand how children learn and develop.

For example:

- Demonstrate knowledge of human development, learning theory, neural science, and the ranges of individual variation within each domain.
- Demonstrate knowledge of how students construct knowledge, acquire skills, and develop habits of mind.
- Identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.
- Demonstrate understanding of the cognitive processes associated with various kinds of learning and how these processes can be stimulated and developed.
- Demonstrate knowledge of the interaction among students' physical, social, emotional, ethical, and cognitive development and students' approaches to learning and performance.
- Recognize key aspects of the disciplinary and interdisciplinary approaches to learning and how they relate to life and career experiences.

0002 Understand factors that may affect students' development and learning.

For example:

- Demonstrate understanding of how students' development, behavior, and learning are influenced by individual experiences, talents, and prior learning, as well as language, culture, family background, and community values.
- Analyze how variance in cognitive, emotional, physical, and sensory abilities affects development, learning, behavior, and communication.
- Recognize the effects of behavior on learning and the differences between behavioral and emotional disorders.
- Demonstrate knowledge of the effects of sensory input on the development of language and cognition of students with sensory impairments, including the effects on cultural development and familial structures.

0003 Understand human diversity, create learning opportunities and environments that respond to differences among students, and foster an appreciation of and respect for diversity in the classroom and in the community.

For example:

- Demonstrate understanding of variations in beliefs, traditions, and values across cultures within society and the effects of the relationships among child, family, and schooling on behavior and learning.
- Demonstrate knowledge of cultural and community diversity through a well-grounded framework, and demonstrate understanding of how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
- Recognize personal attitudes and biases that affect acceptance of individuals with disabilities, individuals of differing gender and sexual orientation, and individuals with various cultural, racial, linguistic, religious, and socioeconomic backgrounds.
- Identify a variety of instructional approaches that promote social interaction between students with disabilities and students without disabilities.
- Demonstrate knowledge of strategies for facilitating a learning community in which individual differences of students and their families are respected, regardless of race, culture, religion, gender, sexual orientation, socioeconomic background, and/or varying abilities.

0004 Understand assessment and use a variety of assessment strategies to evaluate students' development and learning, monitor progress, and guide teaching decisions.

For example:

- Demonstrate understanding of assessment as an educational process; measurement theory and assessment-related issues such as validity, reliability, bias, and scoring; the purposes, characteristics, strengths, and limitations of different kinds of assessments; and terminology used in assessments.
- Demonstrate knowledge of how to select, construct, and use a variety of formal and informal assessment instruments, technologies, and strategies, including self-assessment, to diagnose and evaluate students' learning needs and progress, align and modify instruction, design and evaluate teaching strategies, and match the purposes of assessment.
- Demonstrate knowledge of appropriate methods and technologies for monitoring and analyzing changes in individual and group behavior and performance across settings, curricular areas, and activities; gathering background information regarding academic history; creating and maintaining useful and accurate records of students' work and performance; and communicating students' progress knowledgeably and responsibly to students, parents/guardians, and colleagues.
- Demonstrate knowledge of nondiscriminatory assessment strategies and instruments that take into consideration the effect of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students; apply strategies for modifying and adapting formal tests, including accommodations and modifications of national, state, and local assessments and the Illinois Alternative Assessment; and develop individualized assessment strategies for instruction.
- Demonstrate understanding of how to interpret information obtained from formal and informal assessment instruments and procedures (e.g., age/grade scores, stanines, standard error of measurement), teachers, other professionals, students with disabilities, and parents/guardians to design instruction that meets learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.

0005 Understand the use of instructional planning processes to design effective, meaningful, integrated, and developmentally appropriate learning experiences that facilitate achievement of individual and group goals.

For example:

- Identify learning materials and experiences that are chronologically age-appropriate; developmentally and functionally valid; appropriate for the discipline and curriculum goals; interdisciplinary; relevant to students' prior knowledge; responsive to students' learning styles, strengths, and needs; reflective of the principles of effective instruction; and supported by research and that have been evaluated for comprehensiveness, accuracy, and usefulness.
- Demonstrate understanding of how to structure instruction and design learning tasks and assignments to reflect higher-level thinking skills; stimulate student reflection on proper knowledge; link new ideas to already familiar ideas and experiences; promote students' skills in the use of technologies; and reflect an expectation for students to intellectually access, evaluate, and use information to solve problems and make decisions in all subject areas.
- Demonstrate understanding of the principles and processes for creating short- and long-term plans consistent with curriculum goals, learner diversity, and learning theory to achieve expectations for students' learning.
- Recognize effective strategies for using information about students' individual experiences, families, cultures, and communities as a basis for connecting instruction to students' experiences and enriching instruction.
- Demonstrate knowledge of how to take the contextual considerations of instructional materials, individual students' interests, and career needs into account in planning instruction that creates an effective bridge between students' experiences and career and educational goals.

0006 Understand that there are multiple paths to learning, and apply knowledge of how to adapt instruction in response to individual strengths, needs, and interests to promote achievement for all students.

For example:

- Demonstrate understanding of techniques for modifying instructional methods, curricular materials, and the environment to meet learners' needs that are appropriate to those learners' ages and skill levels.
- Demonstrate knowledge of methods for including student development factors when making instructional decisions.
- Demonstrate understanding of how to develop and adjust plans and strategies based on students' responses and provide for different pathways based on students' needs.
- Demonstrate knowledge of methods for developing and/or selecting relevant instructional content, materials, resources, and strategies that respond to cultural, linguistic, gender, and learning style differences and that reflect individualized education goals and benchmarks.
- Recognize the principle of partial participation as it is used in the planning of instruction for all students.

0007 Understand and apply multiple approaches to instruction and use this knowledge to facilitate learning and encourage students' development.

For example:

- Demonstrate understanding of the principles, advantages, and limitations of a range of instructional and learning strategies (e.g., multidisciplinary instructional approaches, cooperative learning groups) and how to use these strategies to engage students in active learning opportunities that promote the development of critical-thinking, problem-solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
- Identify strategies for enhancing learning through the use of multiple learning activities and a wide variety of materials, including human and technological resources, that allow for variation in students' developmental levels, learning needs, learning styles, and performance modes.
- Demonstrate knowledge of methods for developing a variety of clear, accurate presentations and representations of concepts, using alternative explanations at different levels of complexity to help students develop conceptual understandings, and presenting diverse perspectives to encourage critical thinking.
- Demonstrate knowledge of strategies for facilitating maintenance and generalization of skills across learning environments.
- Recognize the variety of the teacher's role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.

0008 Understand curriculum development and apply knowledge of factors and processes in curricular decision making.

For example:

- Demonstrate understanding of the scope and sequence of the general curriculum, including language arts and mathematics.
- Demonstrate knowledge of general curriculum practices and materials.
- Demonstrate understanding of the central concepts of language arts (e.g., reading, writing, speaking, listening) and mathematics (e.g., numeration, geometry, measurement, statistics and probability, algebra).
- Demonstrate knowledge of the Illinois Learning Standards, curriculum development, content, learning theory, and student development and how to incorporate this knowledge in planning instruction.
- Recognize effective methods for developing a curriculum that reflects the principles of scope and sequence and demonstrates an interconnection among subject areas that reflects life and career expectations.

0009 Understand how to structure and manage a learning environment that encourages positive social interaction and engagement in learning; promotes cooperative, purposeful, and responsible behavior; and facilitates students' achievement of educational goals.

For example:

- Demonstrate understanding of basic principles and theories of classroom management and strategies and methods for creating a learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.
- Demonstrate knowledge of strategies for individual behavior management; crisis prevention and intervention; conflict resolution; appropriate, nonaversive, least-intrusive procedures for managing spontaneous behavioral problems; and procedures to help individuals develop self-awareness, self-control, self-reliance, self-esteem, and self-determination and manage their own behavior.
- Recognize the characteristics of environments, including materials, equipment, and spatial arrangements, that facilitate all students' development, learning, motivation, engagement in productive work, positive behavior, and social relationships.
- Demonstrate knowledge of methods for organizing, allocating, and managing time, routines, transitions, materials, and physical space to provide active and equitable engagement of students in productive tasks; maximizing the amount of class time spent in learning; and facilitating appropriate behaviors, development, and learning for students with diverse learning characteristics.
- Recognize effective methods for coordinating, training, monitoring, directing the activities of, evaluating, and providing feedback to paraeducators, volunteers, and/or peer tutors and facilitating the integration of related services into the instructional program.

0010 Understand best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning.

For example:

- Demonstrate understanding of how individuals influence groups and how groups function in society.
- Analyze factors that influence motivation and engagement and help students become self-motivated.
- Demonstrate knowledge of strategies for engaging students in and monitoring individual and group learning activities that help them develop the motivation to achieve.
- Identify and evaluate appropriate reinforcers to enhance learning and motivation.
- Demonstrate knowledge of effective methods for collaborating with parents and educators in the use of specific academic or behavior management strategies and counseling techniques.

0011 Understand strategies for enhancing students' social skills development.

For example:

- Demonstrate knowledge of effective methods and strategies for teaching social skills development to all students.
- Demonstrate understanding of strategies for preparing individuals to live harmoniously and productively in a multiethnic, multicultural, and multinational world.
- Recognize effective strategies for helping students work cooperatively and productively in groups.
- Demonstrate knowledge of methods for designing, implementing, and evaluating instructional programs that enhance an individual's social participation in family, school, and community activities.

0012 Understand how to communicate effectively to promote active inquiry, learning, collaboration, and positive interaction in the classroom; foster a climate of trust and support; and facilitate achievement of student goals.

For example:

- Recognize methods for establishing and communicating expectations for students' learning.
- Identify realistic expectations for student behavior in various settings.
- Identify ways to enhance a reinforcer's effectiveness in instruction.
- Demonstrate understanding of strategies for maintaining proper classroom decorum.
- Demonstrate understanding of teachers' attitudes and behaviors that can positively or negatively influence the behavior of all students.

SUBAREA IV—COLLABORATION, COMMUNICATION, AND PROFESSIONALISM

0013 Understand how to establish and maintain collaborative relationships with other members of the learning community to enhance learning for all students.

For example:

- Demonstrate understanding of the processes and skills necessary to initiate collaboration with others (e.g., individual students, parents/guardians, families, school and community personnel) and create situations in which collaboration will enhance students' learning in a culturally responsive program.
- Recognize the benefits of participating in collaborative decision making and problem solving with other professionals to create an effective learning climate within the school and to achieve success for students.
- Identify the skills involved in co-teaching and co-planning with other educators and members of the larger school community.
- Demonstrate knowledge of strategies for communicating and collaborating effectively with parents/guardians and other members of the community from diverse home and community situations, encouraging and supporting families' participation in their children's programs, and developing cooperative partnerships to promote students' learning and well-being.

0014 Understand how to establish and maintain positive school-home and school-community relationships and how to use these relationships to support students' learning and development.

For example:

- Demonstrate knowledge of family systems theory and dynamics and diversity in family structures and beliefs.
- Demonstrate understanding of the benefits, barriers, and techniques involved in parent/family relationships.
- Recognize effective strategies for developing relationships with parents/guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable.
- Identify community resources that enhance students' learning and provide opportunities for students to explore career opportunities.
- Demonstrate understanding of school- and work-based learning environments and the need for collaboration with business organizations in the community.

0015 Understand how to use professional development opportunities, relationships with other education professionals, and personal reflection to enhance teaching effectiveness and professional growth.

For example:

- Demonstrate understanding of the unique characteristics of education as a profession, the continuum of lifelong professional development, and the importance of creating a professional development plan that includes activities to remain current regarding research-validated practices.
- Demonstrate understanding of the role of reflection on one's practice as an integral part of professional growth and improvement of instruction; central concepts and methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice; methods for using classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice; and strategies for assessing one's own needs for knowledge and skills related to teaching a diverse population of students and seeking assistance and resources.
- Identify major areas of research on the learning process and resources that are available for professional development; opportunities for seeking and sharing collaboratively a variety of instructional resources with colleagues; and strategies for accessing, evaluating, and using information to improve learning and teaching.
- Recognize the benefits of participating in professional collaboration, dialogue, mentoring relationships, and continuous learning to solve problems, generate new ideas, share experiences, and seek and give feedback and of contributing knowledge and expertise about teaching and learning to the profession.
- Recognize the benefits of participating in courses and other professional development activities to enhance teaching and learning; initiating and developing educational projects and programs; actively participating in or leading such activities as curriculum development, staff development, and student organizations; and serving on curriculum committees and policy design and development committees to develop single-subject and cross-subject teaching goals and objectives.
- Demonstrate understanding of the importance of active participation and leadership in professional organizations, and make use of resources and activities offered by professional and trade organizations, including those that benefit individuals with disabilities and their families, to improve teaching and learning.

0016 Understand the professional roles, expectations, and responsibilities of Illinois educators.

For example:

- Demonstrate understanding of schools as organizations within the larger community context, school policies and procedures, and how school systems are organized and operate.
- Recognize the importance of serving as a role model and advocate for all students.
- Identify strategies for promoting and maintaining a high level of integrity in the practice of the profession.
- Demonstrate knowledge of codes of professional conduct, legal directives, rules and regulations, and school policy and procedures; respecting the boundaries of professional responsibilities; and exercising objective professional judgment when working with students, colleagues, and families.
- Demonstrate knowledge of the effects of teacher attitudes and behaviors, including personal and cultural perspectives and biases that affect one's teaching and interactions with others, on all students; and demonstrate respect for individual students and their families, regardless of race, culture, religion, gender, sexual orientation, socioeconomic background, and/or varying abilities.
- Recognize signs of emotional distress, child abuse, and neglect and follow procedures for reporting known or suspected abuse or neglect to appropriate authorities.

SUBAREA V—LANGUAGE ARTS

0017 Understand processes and theories of communication.

For example:

- Demonstrate knowledge of communication theory, language development, and the role of language in learning as well as communication modes and patterns of individuals with varying abilities.
- Demonstrate understanding of how cultural and gender differences affect communication.
- Demonstrate understanding of the social, intellectual, and political implications of language use and how they influence meaning.
- Demonstrate understanding of the needs for literacy development in general and in specific disciplines or at specific grade levels.
- Demonstrate understanding of the effects of second-language acquisition on communication patterns.

0018 Understand strategies for using communication effectively in instruction.

For example:

- Demonstrate knowledge of accurate, effective communication methods for conveying ideas and information, asking questions, and responding to students.
- Identify effective strategies for communicating with and challenging students in a supportive manner, and provide students with constructive feedback.
- Recognize a variety of communication modes and tools that can be used to communicate effectively with a diverse student population and enrich learning opportunities.
- Demonstrate knowledge of effective listening, conflict resolution, and group-facilitation skills.
- Demonstrate understanding of how to analyze an audience to determine culturally appropriate communication strategies and to share ideas effectively in both written and oral formats with students and their families, other faculty and administrators, and the community and business in general.
- Demonstrate knowledge of how to use diverse instructional strategies and assessments that include an appropriate balance of direct instruction, discussion, activity, and written and oral work.

0019 Understand strategies for providing effective language arts instruction to students.

For example:

- Demonstrate knowledge of methods for creating varied formal and informal opportunities for all students to use effective written, verbal, nonverbal, and visual communication using appropriate materials.
- Demonstrate understanding of effective literacy techniques that activate prior student knowledge and build schema to enhance comprehension of text, and that make reading purposeful and meaningful.
- Demonstrate knowledge of strategies for conducting effective classroom discussions by managing groups, asking questions, eliciting and probing responses, and summarizing.
- Identify a variety of resources that can be used to enhance students' learning from reading, writing, and oral communication.
- Demonstrate knowledge of methods for helping students understand a variety of modes of writing (e.g., persuasive, descriptive, expository, narrative).
- Demonstrate understanding of the process of second-language acquisition and strategies to support the learning of students whose first language is not English.

0020 Understand basic computer/technology operations and issues related to the use of computer/technology resources.

For example:

- Demonstrate understanding of appropriate terminology related to computers and technology.
- Demonstrate knowledge of how to use computer systems to run software; access, generate, and manipulate data; and publish results.
- Demonstrate understanding of methods for evaluating the performance of hardware and software components of computer systems and applying basic troubleshooting strategies.
- Recognize the social, ethical, legal, and human issues related to computing and technology, including the uses and effects of computers and technology in education, business and industry, and society.
- Recognize the historical development and important trends affecting the evolution of technology and its probable future roles in society.
- Identify strategies for facilitating consideration of ethical, legal, and human issues involving school purchasing and policy decisions.

0021 Understand the use of technology for enhancing personal professional growth and productivity.

For example:

- Demonstrate knowledge of how to use technology in communicating, collaborating, conducting research, and solving problems.
- Identify computer and other related technology resources for facilitating distance and lifelong learning.
- Demonstrate knowledge of how to use computers and other learning technologies to support problem solving, data collection, information management, communications, presentations, and decision making.
- Demonstrate knowledge of productivity tools used for word processing, database management, spreadsheet applications, and the creation of basic multimedia presentations.
- Recognize socially responsible, ethical, and legal uses of technology, information, and software resources (e.g., application of copyright laws).
- Apply information literacy skills to access, evaluate, and use information to improve teaching and learning.

0022 Understand the application of technology in instruction.

For example:

- Demonstrate knowledge of strategies and criteria for exploring, evaluating, and using computer and technology resources, including applications, tools, educational software, and associated documentation.
- Identify current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum.
- Demonstrate an understanding of methods for designing, implementing, and assessing student learning activities that integrate computers and technology for a variety of student-grouping strategies and for diverse student populations.
- Demonstrate awareness of resources for adaptive and assistive devices for students with special needs.
- Demonstrate knowledge of methods for designing policies and learning activities that foster equitable, ethical, and legal use of technology resources by students.

0023 Understand the use of technology to facilitate productivity, communication, information access, research, problem solving, and product development.

For example:

- Recognize advanced features and uses of technology-based productivity tools, including word processing, desktop publishing, graphics programs, spreadsheets, databases, and teacher utility and classroom management tools.
- Identify features and applications of specific-purpose electronic devices (e.g., graphing calculator, language translator, scientific probeware, electronic thesaurus) in appropriate content areas.
- Recognize features and uses of telecommunications tools and resources (e.g., e-mail, Web browsers, online search tools) for information sharing, remote information access and retrieval, and multimedia and hypermedia publishing.
- Identify basic principles of instructional design associated with the development of multimedia and hypermedia learning materials.
- Select appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and purpose.
- Demonstrate knowledge of strategies for collaborating with online workgroups to build bodies of knowledge about specific topics.

ASSESSMENT OF PROFESSIONAL TEACHING PRACTICE MULTIPLE-CHOICE TEST QUESTIONS

1. While working on puzzles and in-class activities John, a first grader, frequently talks to himself. This self-directed speech indicates that the child is:

   A. using a strategy that helps guide his thought process.

   B. demonstrating social immaturity.

   C. developing a habit that should be addressed if it continues.

   D. employing an attention-getting strategy.

2. Of the following, the greatest advantage of interdisciplinary instruction is that:

   A. students are less likely to develop a dislike for particular topics or subject areas.

   B. teachers are permitted greater flexibility in planning lessons and activities.

   C. students are given opportunities to generalize and apply newly learned knowledge in multiple contexts.

   D. teachers are less likely to feel overwhelmed by the multiplicity of topics needing to be addressed in a traditional curriculum.

3. In a classroom that includes students from diverse cultural backgrounds, it is most important for the teacher to recognize that:

   A. students' cultural backgrounds should be de-emphasized if the teacher wishes to promote optimal learning by all students.

   B. students from any cultural group may be expected to demonstrate a wide range of personal interests, goals, and learning characteristics.

   C. students' cultural backgrounds typically play little or no role in determining individuals' school-related attitudes or behaviors.

   D. students from any cultural group generally learn best when grouped with peers who share a similar background.

4. A high school teacher in an urban school district wants to find out more about the culture of several new students who have recently immigrated to the United States with their families from Somalia. Which of the following resources would provide the best information concerning the background, needs, and cultural traditions of the Somalian students?

   A. chamber of commerce members who work with immigrants seeking employment

   B. Web sites and chat rooms dealing with Somalian immigrant issues

   C. articles about the Somalian community in the local newspaper

   D. established members of the local Somalian community

5. A third grade class has just finished a unit on aquatic mammals, and students will be assessed in part on a final project. Students may use whatever format they wish, including written reports, pictorial displays, skits, etc., to show what they have learned. For students who have special needs, which of the following is the greatest benefit of this assessment strategy?

   A. It permits the students to make use of their strongest learning modalities to demonstrate their knowledge.

   B. It allows the teacher to assign grades based on level of effort rather than extent of learning.

   C. It permits the students to use simplified means of demonstrating that they can benefit from class activities.

   D. It allows the teacher to establish individualized criteria for assessing mastery of learning objectives.

6. Students in an eighth grade social studies class have been asked to do a writing assignment in which the students are to pretend they are newspaper reporters reporting on some local current event of interest to them. One student, James, has just returned from a trip and asks if he may write about that instead. Which of the following would be the best way for the teacher to respond to James' request?

   A. Point out that the next time they have free writing in class James can write about his trip.

   B. Give James the option of pretending to be a reporter sending a dispatch about his trip.

   C. Propose that James write about a local event from the perspective of a journalist visiting from another state or country.

   D. Require that James do the assignment as given, but encourage him to write about his trip as well.

7. Nina, a sixth grader with below-grade-level writing skills, is very enthusiastic about projects that allow her to use art to complement her written work. Concerned that Nina will not push herself to improve her writing if given the chance to draw, the teacher has asked her not to include drawings in her writing assignments. Which of the following is the best assessment of the teacher's strategy to improve Nina's writing?

   A. It is not helpful because it will dampen her enthusiasm for writing while discouraging her from expressing herself artistically.

   B. It is an important step in weaning Nina from her dependence on direct representation and promoting her ability to represent ideas abstractly.

   C. It is misplaced because, at Nina's age, she should be allowed to produce what she wants in class, while her writing needs are addressed by a language arts specialist.

   D. It is useful because Nina needs to recognize that her writing is deficient and that improvement will require focusing on writing rather than art.

8. As part of a unit on the American Revolution, a tenth grade social studies teacher designs an inquiry-based activity using learning centers placed around the room. As they visit each center, students in collaborative learning groups read, study, or listen to excerpts from primary sources, music, pictures, cartoons, and artifacts and complete related exercises. During this type of activity, it is most appropriate for the teacher to assume the role of:

   A. an observer, who watches the students and evaluates their progress.

   B. a model, who demonstrates suitable ways for the students to perform the tasks.

   C. a facilitator, who provides support or clarification to students as needed.

   D. a coach, who analyzes students' performance and suggests methods for improvement.

9. Which of the following best describes the function of the Illinois Learning Standards in the curriculum development process by a local school district?

   A. to prescribe specific learning activities and instructional strategies to be included in the curriculum

   B. to describe how students' understanding of the curriculum content will be assessed

   C. to provide a framework for decisions concerning the scope and sequence of the local curriculum

   D. to list resources and materials that are approved for use in Illinois curricula

10. As part of a poetry unit, a seventh grade language arts teacher has small groups of students write and illustrate a poem and display it on the overhead. Group members then read the poem aloud, explain the meaning of the poem and its illustration, and answer questions from their classmates. Which of the following educational goals is best supported by the teacher's incorporation of these activities into the instruction?

    A. Ensure that every student in the class has an opportunity to express himself or herself.

    B. Integrate language arts skills through a variety of learning approaches.

    C. Encourage students' reflection on and self-evaluation of their language arts skills.

    D. Foster students' development of critical thinking skills used in problem solving.

11. A new second grade teacher is considering what to include on the list of classroom rules prior to the start of a new school year. Which of the following is critical to consider in composing this list of classroom rules?

    A. anticipating the range of behaviors to be expected from the particular group of students in the coming year

    B. establishing a system for rewarding adherence to the established rules and managing exceptional situations that may arise

    C. making sure that classroom rules do not conflict with the administration's school-wide rules and regulations

    D. ensuring that students are part of the rule-making process so they share the responsibility for maintaining an orderly classroom

12. Mr. Nguyen's sixth grade class is generally well behaved, with the exception of Melissa. Melissa regularly gets up from her seat without permission, bothers other students, and frequently adds rude commentary to class discussions. Which of the following is the best way for Mr. Nguyen to help improve Melissa's class behavior?

    A. Bring attention to her behavior in front of the class by pointing it out and consistently discipline her every time she interrupts or breaks a rule.

    B. Discuss Melissa's disruptive behavior with her during free time.

    C. Meet with Melissa and her parents to create a behavior contract in which all parties agree to specific expectations for Melissa's behavior, reinforcers, and a reward system.

    D. Implement several different disciplinary strategies so Melissa does not adjust to one particular consequence while continuing her inappropriate behavior.

13. During snack time in a toddler class, Adam drops his cookie on the ground. He starts to cry and Samantha, his classmate, responds by offering Adam part of her cookie. Which of the following teacher responses would best support Samantha's social development in this situation?

    A. "Oh, Samantha, you didn't have to do that! Look, Adam was sad, and now he's happy!"

    B. "That is a very good way to behave, Samantha. I am happy to see what you did just now."

    C. "What a good girl, Samantha! I am very proud of you!"

    D. "Samantha, thank you for sharing your cookie with Adam."

14. Which of the following teacher actions is most likely to be effective as a reinforcer for good student performance?

    A. A teacher stamps "Good Work" on each student's work before handing it back to the students.

    B. A teacher keeps track of which students have been praised each week to ensure that no student is skipped.

    C. A teacher responds to students individually with comments that are positive and focus on specific aspects of their work.

    D. A teacher praises students who turn in their homework on time by telling the whole class how much easier it is to grade all the papers at once.

15. Ms. Taylor, a third grade teacher, has noticed that the students in her class this year have difficulty keeping the noise level down. Which of the following strategies would likely be most effective in helping Ms. Taylor maintain a quieter classroom?

    A. Create and post a list of privileges the class will lose each time the noise level in the classroom gets too high.

    B. Assign student monitors to write down for the teacher the names of those who are particularly noisy each day.

    C. Create a system of rewards that individual students receive when they help their classmates maintain an acceptable noise level.

    D. Work with the students to agree upon a signal the teacher can use to indicate that the noise level has risen too high.

16. As part of a unit on Japan, Mr. Green, an eighth grade teacher, invites Ms. Witmer, a colleague from the high school who lived and taught in Japan for five years, to visit his class as a guest speaker. Ms. Witmer will show slides and discuss life in Japan with the students. As Mr. Green works with Ms. Witmer to prepare for the presentation, which of the following collaborative activities would most help Ms. Witmer develop a presentation that enhances student learning?

    A. discussing which relevant curriculum concepts have already been taught to the class

    B. agreeing on expectations for appropriate student behavior

    C. developing a list of potential follow-up activities related to the presentation

    D. reviewing the school's social studies curriculum

17. A teacher has a culturally diverse student population and is hoping to involve the students' parents and guardians in a unit about the various cultures represented in the community. Which of the following is the most effective way to involve the parents and guardians in this part of their children's education, while promoting student learning?

    A. Call parents and guardians directly and ask them if they are interested in doing hands-on cultural presentations related to the unit.

    B. Provide all interested parents and guardians with a copy of the lessons to be taught during the unit and ask them to suggest material to augment a particular lesson.

    C. Send home a letter describing the unit and inviting interested parents and guardians to a meeting to discuss how they would like to participate.

    D. Call parents and guardians with diverse cultural backgrounds and suggest they participate in the unit by doing recommended activities that go with specific lessons.

18. A high school has set up a student internship program with several local businesses. To ensure the success of the internship program, it is most important for the teachers who are involved to:

    A. stay in regular contact with the students and the business owners during the internships.

    B. let the business owners know that they are responsible for reporting any problems that develop during a student's internship.

    C. have the students and business owners complete program evaluations upon completion of the internships.

    D. provide feedback to business owners on the effectiveness of the internship experiences they offer.

19. Which of the following provides the most appropriate means for a teacher to organize his or her ongoing education so he or she can keep current with subject matter and best practices in teaching?

    A. taking education courses in the recommended sequence

    B. following professional enhancement guidelines suggested by a national teachers association

    C. creating and following a professional development plan

    D. pursuing coursework in those areas the school district has determined would be most beneficial

20. A fourth grade teacher witnesses an incident in which several students engage in verbal bullying (e.g., name-calling) toward another student. The students who were involved in the incident do not have a history of such behavior. In general, which of the following should be the teacher's *first* step in responding to such an incident?

    A. Reduce the likelihood of future incidents by helping the student who was the object of the bullying learn age-appropriate social skills.

    B. Report the incident to administrators and parents so that an appropriate intervention can be designed.

    C. Make clear to the bullying students that their behavior is unacceptable, and that in the future it will result in disciplinary action.

    D. Provide a model of accepting and inclusive behavior that all students may follow.

21. Students who are just beginning to acquire English as their second language most frequently display which of the following behaviors?

    A. resistance to participating in class activities

    B. overdependence on teacher assistance

    C. reliance on nonverbal communication

    D. misconduct during difficult content subjects

22. Which of the following is the most important principle to keep in mind when questioning primary students?

    A. A question should have one correct response.

    B. The students' level of attentiveness should influence the questions asked.

    C. The students' responses should be anticipated ahead of time to keep the questioning on track.

    D. A question should be unambiguous and clearly stated.

23. A second grade teacher is serving on a committee to determine whether it would be beneficial to students for the school to adopt a new method for teaching reading. The committee has asked the teacher to make presentations about the new method to the other teachers in the school and to a group of parents/guardians. In the presentation to the teachers, the teacher plans to discuss the research about the method and the data resulting from that research. When adapting this presentation for the parents/guardians, the teacher should:

    A. use fewer technical terms and use examples that relate to the parents'/guardians' experiences.

    B. incorporate visual aids to demonstrate the method's effectiveness.

    C. include testimonials from parents/guardians of children who have learned reading with this method.

    D. simplify the description of the method to include only basic information.

24. Before fifth grade students begin reading a chapter about reptiles in their science textbook, the teacher leads a class discussion in which the students generate a list of questions about reptiles that they would like to have answered. This discussion is most likely to promote the students' comprehension of the chapter by:

    A. facilitating the students' use of critical thinking skills.

    B. setting a clear purpose for reading and activating background knowledge.

    C. increasing the students' use of self-monitoring strategies.

    D. introducing unfamiliar content-area vocabulary and connecting it to familiar concepts.

25. A seventh grade teacher designs an activity in which students first read several news accounts of a recent event, then read editorials and commentaries that discuss the same event. This activity is likely to promote the students' literacy development primarily by:

    A. providing examples of various nonfiction text structures (e.g., chronological, cause-and-effect).

    B. helping the students identify bias and faulty reasoning in expository texts.

    C. requiring the students to note differences between literal and inferential comprehension of a text.

    D. increasing the students' awareness of differences between persuasive and informational modes of writing.

26. A teacher discovers that the printer for a classroom computer is not responding to print commands even though the printer is turned on. Which of the following steps should the teacher take first?

    A. Run a diagnostic program to ensure that the computer is operating properly.

    B. Reinstall the software that runs the printer.

    C. Check the cable between the printer and computer to make sure it is securely connected.

    D. Call the school's computer technician for help.

27. A teacher would like to find Web sites with information on developing effective language arts learning activities. The teacher is likely to be most successful in finding relevant sites by using which of the following strategies?

    A. following Web site links posted on the Web sites of professional teaching associations

    B. using a search engine to check the World Wide Web for sites with related keywords

    C. monitoring an online chat room for educators who teach at the same grade level as the teacher

    D. checking the Web sites of publishers who produce classroom language arts learning materials

28. A teacher is considering using a new software application for a class activity. Before using the application for the first time with the class, it would be most advisable for the teacher to:

    A. describe to students what the application will be used for to gauge their interest.

    B. try out the various features of the application to be sure they function properly.

    C. ask other teachers to review the application to see if they think it is appropriate for the students.

    D. rewrite the support documentation to ensure that it can be easily understood by the students.

29. During free choice time, students in an elementary classroom are allowed to pursue a range of activities in the classroom. In addition to activities geared to mathematics, art, and language skills, there is a computer corner where children can play several educational games on the classroom's two computers. Which of the following factors related to the computers is most important to consider when giving children the option to choose their own activities?

    A. Children who enjoy art will constantly choose art activities instead of using the computers.

    B. Children with computers at home will tend to be bored with most educational game programs.

    C. The computer corner will be the most appealing activity and will need to be carefully managed.

    D. Children who have had little or no previous experience with computers may be reluctant to use them.

30. A class assignment involves having students create their own individual newsletters. In creating the newsletters on the computer, the teacher has the students use a ready-made template that was included with the software application. Which of the following is the most important advantage of using a ready-made template for this type of activity?

    A. It permits the integration of multimedia links.

    B. It allows students to focus more on content rather than formatting.

    C. It makes it easier to transmit the document electronically.

    D. It automatically corrects spelling and grammar errors in the text.

ANSWER KEY

This section contains the answers to the practice multiple-choice test questions in the previous section.

After you have worked through the practice multiple-choice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	A	Understand how children learn and develop.
2.	C	Understand how children learn and develop.
3.	B	Understand factors that may affect students' development and learning.
4.	D	Understand human diversity, create learning opportunities and environments that respond to differences among students, and foster an appreciation of and respect for diversity in the classroom and in the community.
5.	A	Understand assessment and use a variety of assessment strategies to evaluate students' development and learning, monitor progress, and guide teaching decisions.
6.	B	Understand the use of instructional planning processes to design effective, meaningful, integrated, and developmentally appropriate learning experiences that facilitate achievement of individual and group goals.
7.	A	Understand that there are multiple paths to learning, and apply knowledge of how to adapt instruction in response to individual strengths, needs, and interests to promote achievement for all students.
8.	C	Understand and apply multiple approaches to instruction and use this knowledge to facilitate learning and encourage students' development.
9.	C	Understand curriculum development and apply knowledge of factors and processes in curricular decision making.
10.	B	Understand curriculum development and apply knowledge of factors and processes in curricular decision making.
11.	D	Understand how to structure and manage a learning environment that encourages positive social interaction and engagement in learning; promotes cooperative, purposeful, and responsible behavior; and facilitates students' achievement of educational goals.
12.	C	Understand best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning.
13.	D	Understand strategies for enhancing students' social skills development.
14.	C	Understand how to communicate effectively to promote active inquiry, learning, collaboration, and positive interaction in the classroom; foster a climate of trust and support; and facilitate achievement of student goals.

(continued on next page)

Question Number	Correct Response	Test Objective
15.	D	Understand how to communicate effectively to promote active inquiry, learning, collaboration, and positive interaction in the classroom; foster a climate of trust and support; and facilitate achievement of student goals.
16.	A	Understand how to establish and maintain collaborative relationships with other members of the learning community to enhance learning for all students.
17.	C	Understand how to establish and maintain collaborative relationships with other members of the learning community to enhance learning for all students.
18.	A	Understand how to establish and maintain positive school-home and school-community relationships and how to use these relationships to support students' learning and development.
19.	C	Understand how to use professional development opportunities, relationships with other education professionals, and personal reflection to enhance teaching effectiveness and professional growth.
20.	C	Understand the professional roles, expectations, and responsibilities of Illinois educators.
21.	C	Understand processes and theories of communication.
22.	D	Understand strategies for using communication effectively in instruction.
23.	A	Understand strategies for using communication effectively in instruction.
24.	B	Understand strategies for providing effective language arts instruction to students.
25.	D	Understand strategies for providing effective language arts instruction to students.
26.	C	Understand basic computer/technology operations and issues related to the use of computer/technology resources.
27.	A	Understand the use of technology for enhancing personal professional growth and productivity.
28.	B	Understand the application of technology in instruction.
29.	D	Understand the application of technology in instruction.
30.	B	Understand the use of technology to facilitate productivity, communication, information access, research, problem solving, and product development.

PRACTICE CONSTRUCTED-RESPONSE ASSIGNMENTS

OVERVIEW

In this section of the test, examinees are asked to prepare two constructed responses on two assigned topics. Each response should be up to two (2) pages in length.

In the directions for this section, you will be instructed to read each constructed-response assignment carefully before you begin to write and to think about how to organize your responses. You may use space provided in the test booklet to make notes, prepare an outline, or write your first drafts. The final responses must be your original work, written in your own words, and not copied or paraphrased from some other work.

Each response should be written for an audience of professional educators. As a whole, your responses must demonstrate an understanding of your pedagogical knowledge and skills for the specific test subarea upon which the assignment is based. In your responses to the assignments, you are expected to demonstrate the depth of your understanding of pedagogical knowledge through your ability to apply your knowledge and skills.

The constructed-response assignments are intended to assess your pedagogical knowledge and skills, not your writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria. Remember to review your work and make any changes you think will improve your responses. Please write or print legibly. Each response is scored according to the following performance characteristics:

- **Purpose:** the fulfillment of the assigned tasks by responding in an appropriate manner to the elements of the specific performance assignment

- **Application of Professional Knowledge:** the application of accurate, effective, and current professional knowledge and practices relevant to the specific performance assignment and to the appropriate subarea of the Assessment of Professional Teaching test framework

- **Support/Elaboration:** the appropriateness and quality of support/elaboration through the use of supporting details, examples, and rationales relevant to the specific performance assignment and to the appropriate subarea of the Assessment of Professional Teaching test framework

Responses to the constructed-response assignments must be written in the answer document. Responses that are written in the test booklet, or that are not written on the appropriate, specified pages in the answer document, will not be scored.

SAMPLE TEST DIRECTIONS FOR THE CONSTRUCTED-RESPONSE ASSIGNMENTS

DIRECTIONS FOR SECTION TWO:
CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the test consists of **two** constructed-response assignments. You will be asked to provide a response of up to two pages for **each** of the assignments.

Read each constructed-response assignment carefully before you begin to write. Think about how you will organize your responses. You should use your time to plan, write, review, and edit your responses.

You may use the blank space on the unlined pages following each assignment to make notes, write an outline, or otherwise prepare your responses. ***However, your final responses must be written in Answer Document D as follows:***

You must respond to **Assignment 1** on **pages 5–6** of Answer Document D.

You must respond to **Assignment 2** on **pages 7–8** of Answer Document D.

Responses that are written in this test booklet will **not** be scored.

Your response to each assignment will be evaluated on the basis of the following criteria:

- **PURPOSE:** the fulfillment of the assigned tasks by responding in an appropriate manner to the elements of the specific performance assignment
- **APPLICATION OF PROFESSIONAL KNOWLEDGE:** the application of accurate, effective, and current professional knowledge and practices relevant to the specific performance assignment and to the appropriate subarea of the Assessment of Professional Teaching test framework
- **SUPPORT/ELABORATION:** the appropriateness and quality of support/elaboration through the use of supporting details, examples, and rationales relevant to the specific performance assignment and to the appropriate subarea of the Assessment of Professional Teaching test framework

Each response should be written for an audience of professional educators. As a whole, your responses must demonstrate an understanding of your pedagogical knowledge and skills for the specific test subarea upon which the assignment is based. In your responses to the assignments, you are expected to demonstrate the depth of your understanding of pedagogical knowledge through your ability to apply your knowledge and skills.

The constructed-response assignments are intended to assess your pedagogical knowledge and skills, not your writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria. Remember to review your work and make any changes you think will improve your responses. Please write or print legibly.

You may not use any reference materials during the test. This should be your original work, written in your own words.

A response will be considered unscorable if it is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.

Turn the page to begin Section Two.

PRACTICE CONSTRUCTED-RESPONSE ASSIGNMENT FOR PLANNING AND DELIVERING INSTRUCTION

The following is a sample of the type of prompt to which you will be asked to respond.

Assignment 1 is intended to assess your understanding of "Planning and Delivering Instruction," which is the second subarea of the APT test framework. The test objectives for that subarea are listed below Assignment 1. Your response to Assignment 1 should relate to those test objectives.

Instructional Goal: Help students develop the skills necessary for working productively as members of a group.

In an essay to be read by an audience of teachers, specify a subject area and grade level for which you are prepared to teach, then:

- identify a skill that is necessary for working productively as a member of a group in the context of the subject area and grade level you specified;
- describe a learning activity that would aid students in developing that skill; and
- explain why you believe the learning activity would be effective in helping students develop the skill you specified.

Be sure to frame your ideas so that an educator licensed at your level (i.e., early childhood, elementary, secondary, K–12) will be able to understand the basis for your response.

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FOR YOUR REFERENCE ONLY—*The constructed-response item for Assignment 1 is written to assess understanding in Subarea II, "Planning and Delivering Instruction," which consists of the objectives listed below.*

Understand the use of instructional planning processes to design effective, meaningful, integrated, and developmentally appropriate learning experiences that facilitate achievement of individual and group goals.

Understand that there are multiple paths to learning, and apply knowledge of how to adapt instruction in response to individual strengths, needs, and interests to promote achievement for all students.

Understand and apply multiple approaches to instruction and use this knowledge to facilitate learning and encourage students' development.

Understand curriculum development and apply knowledge of factors and processes in curricular decision making.

SAMPLE WRITTEN RESPONSE

The sample below is an example of a strong response to the practice constructed-response assignment.

The following activity is designed to help students in a tenth grade English class develop the skill of goal setting, a component of productive groupwork. The activity takes place after students have formed small groups for the purpose of producing special-interest magazines.

To initiate this activity, I would present on the overhead projector a few single panel cartoons depicting people working together, but without a clear common goal. These cartoons would show variations on classic situations: two people painting a room, but with different colors; two people trying to move a piano, but pushing it in opposite directions. In a brief class discussion, students would identify the problem and suggest how the goal in each case could be clarified.

The next step would be for students to practice setting goals with my guidance. I would distribute worksheets describing different situations and ask each group to determine a goal. An example might be: "You are members of your town council. At a recent public meeting, a group of senior citizens complained about the condition of sidewalks in the community." As the groups discussed their goals, I would circulate, questioning, suggesting alternatives, and playing devil's advocate. As each group chose its goal, I would direct students to then determine intermediate goals, steps they must take to reach their main goal. The simulated town council, for example, might decide on a main goal of building all new sidewalks in the community. I might ask, "Are the complaints justified? How do you know? Can you afford new sidewalks?" The group might then refine its main goal to providing safe sidewalks, with intermediate goals of determining which sidewalks needed repair and determining the cost.

After all groups had articulated a main goal and at least one intermediate goal, each group would report its situation and goals to the whole class. Because I had observed each group, I would be able to prompt speakers to describe a pertinent part of their group's thinking. For example, "Anthony, you just reported that your group's main goal was to decrease the amount of time people had to wait for a bus. But your group originally had a different goal. Tell us what that goal was, and why you changed it." In this way, students would understand that establishing a clear goal often requires a concerted effort.

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Finally, I would turn students' attention to their current group projects of producing special-interest magazines. Although students have already formed groups along interest lines, I would caution them that goals like "to produce a magazine about music" or "to get a good grade on this project" would probably need further refinement. To guide them, I would provide a list of questions such as "Who is going to read your magazine? What effect will your magazine have on your reader?" Then, as each group starts its project, its first assignment will be to establish a main goal and at least one intermediate goal. Then, in future group projects, I will remind students that one of the first things they must do is to establish their goal.

In order for students to learn a skill, they must receive explicit instruction in that skill, practice it immediately while receiving feedback, and have ongoing opportunities to use the skill. This learning activity will be effective in helping students develop the skill of goal setting because it provides all three of those elements. The cartoon is motivating because the students find it humorous and non-threatening; furthermore, it helps to convey an abstract idea graphically in an English class, where most ideas are conveyed verbally. In working with a hypothetical situation, students receive closely supervised practice in goal setting. They then apply their new skill to the authentic and familiar situation of a group project.

PRACTICE CONSTRUCTED-RESPONSE ASSIGNMENT FOR MANAGING THE LEARNING ENVIRONMENT

The following is a sample of the type of prompt to which you will be asked to respond.

Assignment 2 is intended to assess your understanding of "Managing the Learning Environment," which is the third subarea of the APT test framework. The test objectives for that subarea are listed below Assignment 2. Your response to Assignment 2 should relate to those test objectives.

One important task for teachers is to foster an environment of respect among all students. In an essay to be read by an audience of teachers, specify a grade level and subject area for which you are prepared to teach, then:

- describe a strategy you would use to foster an atmosphere of respect among all students in the context of the subject area and grade level you specified; and
- explain how you believe this strategy would be effective in creating an environment of respect.

Be sure to frame your ideas so that an educator licensed at your level (i.e., early childhood, elementary, secondary, K–12) will be able to understand the basis for your response.

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FOR YOUR REFERENCE ONLY—*The constructed-response item for Assignment 2 is written to assess understanding in Subarea III, "Managing the Learning Environment," which consists of the objectives listed below.*

Understand how to structure and manage a learning environment that encourages positive social interaction and engagement in learning; promotes cooperative, purposeful, and responsible behavior; and facilitates students' achievement of educational goals.

Understand best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning.

Understand strategies for enhancing students' social skills development.

Understand how to communicate effectively to promote active inquiry, learning, collaboration, and positive interaction in the classroom; foster a climate of trust and support; and facilitate achievement of student goals.

SAMPLE WRITTEN RESPONSE

The sample below is an example of a strong response to the practice constructed-response assignment.

I am prepared to teach first grade social studies.

In order to foster an atmosphere of respect among first graders, I would teach a unit on manners, and reinforce this learning throughout the school year.

I would introduce the unit by reading an age-appropriate book, such as The Berenstain Bears Forget Their Manners, and follow with a teacher-led discussion of the book and the children's own ideas about manners. Most first graders have some understanding of manners, although that understanding varies according to each child's unique experiences at home. Children may volunteer such rules as "say please and thank you" and "don't chew with your mouth open." I would steer the discussion toward manners for the classroom, and help the students identify such key behaviors as sharing materials and respecting other students' possessions and personal space.

I would then give pairs or trios of students short scripts based on these key manners. Inasmuch as these children vary widely in their reading ability, the scripts would be tailored to specific children. The pairs would go to their workspaces to practice their scripts. My task would be to monitor and help students. When ready, students would present their scenes to the class. One pair, for example, might act out a scene like this:

Rosa: May I borrow your blue crayon, William?
William: I'm almost done with it. When I'm finished, you may borrow it.
Rosa: Thank you.

After each presentation, the class would discuss what each actor said and did to show good classroom manners. The rehearsing and presenting of scenes would take place over a number of days, interspersed with other classroom activities. This would allow each pair enough time to prepare, and students would look forward to seeing different scenes each day.

The students' learning during this unit would be reinforced throughout the school year through several modes. In addition to modeling good manners consistently, I would display simple posters illustrating the key manners. As the need arose, I would remind students of specific scenes: "Do you remember a scene in which Kim offered to help Lucy but Lucy wanted to work alone? What did Lucy do then to show good manners?" Furthermore, I would be sure to acknowledge good manners whenever I witnessed them, with a positive comment or a special hand signal.

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This strategy would be effective in creating an environment of respect for several reasons. The presentation of the Berenstain Bears book would appeal to children because they enjoy story time and are familiar with those characters. The discussion after the book allows children to relate the events in the story to their own experiences and it allows me to informally assess the children's familiarity with the topic. The acting out of scenes builds upon children's love of playing make-believe. Shy children in particular benefit from this activity. Because they know exactly what to say and do, they are freed from the uncertainty that sometimes keeps them from fully participating in class. When children practice and present their scenes, they are practicing behavior that is centered on respect for other people. Although this behavior may be unfamiliar to some students at first, it gives them a reference point for appropriate behavior in future situations. By reinforcing their learning throughout the year, I help children remember what to do in each situation and encourage their continued use of good manners. Through repeated practice, children's use of good manners will, I hope, become habitual. If children are even moderately successful in remembering to use good manners in class, an environment of respect will prevail.

EXPLANATION OF THE SCORING PROCESS FOR THE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section is designed to provide you with an explanation of the scoring process for the constructed-response assignments of the APT tests.

The first assignment is designed to assess Subarea II, "Planning and Delivering Instruction," and the second assignment is designed to assess Subarea III, "Managing the Learning Environment."

THE SCORING PROCESS

Constructed-response assignments will be scored on a four-point scoring scale (see page 2-37). Within the range of scores (i.e., from 1 to 4), a response that receives a score point of 1 is an undeveloped response, while a score point of 4 is assigned to a response that is very well developed. Specific performance characteristics (see below) describe the elements typically found in responses at each of the four score points, although any particular response may be either more or less developed in respect to any specific elements.

Each category of the four-point scale will reflect a range of ability across that score point. Thus, among the most competent constructed responses, there will be those that represent a "high 4" (the best) as well as those that represent a "low 4" (clearly superior responses, but they are not quite as well constructed as the "high 4"). This range of ability holds true within each of the other three points on the scoring scale.

Each response will be read and scored by two readers; the sum of the two readers' scores will be the examinee's total score for each constructed-response assignment. Any pair of scores that differs by more than one point will be regarded as discrepant and will require resolution by a third reader. For example, a total score of 6 would result from the assignment of a "3" and a "3" from each of two readers; it could not result from assigned scores of "2" and "4" because the scores differ by more than one point.

PERFORMANCE CHARACTERISTICS

The performance characteristics for each score point for the constructed-response assignments are organized according to three major features: (1) purpose, (2) application of professional knowledge, and (3) support/elaboration. Each of these performance characteristics is described in more detail below and on page 2-36. Detailed characterizations of the score point features are described in the scoring scale on page 2-37.

Purpose

The fulfillment of the assigned tasks by responding in an appropriate manner to the elements of the specific performance assignment

Purpose involves the extent to which the examinee's response to the assignment fulfills the specific tasks enumerated in the assignment.

Application of Professional Knowledge

The application of accurate, effective, and current professional knowledge and practices relevant to the specific performance assignment and to the appropriate subarea of the Assessment of Professional Teaching test framework

Application of professional knowledge involves the extent to which the content of the examinee's response to the assignment demonstrates a practical command of the professional knowledge and skills detailed in the APT test framework.

Support/Elaboration

The appropriateness and quality of support/elaboration through the use of supporting details, examples, and rationales relevant to the specific performance assignment and to the appropriate subarea of the Assessment of Professional Teaching test framework

Quality of support and elaboration depends on the specificity, relevance, amount, and accuracy of the evidence cited in support of the examinee's response to the assignment. Support and elaboration may involve giving detailed descriptions, explanations, examples, and rationales.

SCORING SCALE

Score Point	Score Point Description
4	**The "4" response reflects a thorough understanding of current professional knowledge and practices, as described in the subarea of the APT test framework relevant to the constructed-response assignment.** • The response completely fulfills the purpose of the assignment by responding fully and appropriately to the given task. • The response demonstrates an accurate, highly effective application of current professional knowledge and practices that is entirely relevant to the subarea of the APT test framework being assessed. • The response is well elaborated through the use of high-quality examples, strong supporting evidence, and effective rationales relevant to the subarea of the APT test framework being assessed.
3	**The "3" response reflects a general understanding of current professional knowledge and practices, as described in the subarea of the APT test framework relevant to the constructed-response assignment.** • The response generally fulfills the purpose of the assignment in a generally appropriate manner. • The response demonstrates a generally accurate, effective application of current professional knowledge and practices that is relevant to the subarea of the APT test framework being assessed. • The response is elaborated through the use of some effective examples, supporting evidence, and rationales relevant to the subarea of the APT test framework being assessed.
2	**The "2" response reflects a limited understanding of current professional knowledge and practices, as described in the subarea of the APT test framework relevant to the constructed-response assignment.** • The response partially fulfills the purpose of the assignment by attempting to respond to the given task in a partially appropriate manner. • The response demonstrates a partially accurate, partially effective application of current professional knowledge and practices that has limited relevance to the subarea of the APT test framework being assessed. • The response is not well elaborated, containing few effective examples or rationales and minimal supporting evidence relevant to the subarea of the APT test framework being assessed.
1	**The "1" response reflects little or no understanding of current professional knowledge and practices, as described in the subarea of the APT test framework relevant to the constructed-response assignment.** • The response does not fulfill the purpose of the assignment in an appropriate manner. • The response demonstrates a largely inaccurate, ineffective application of current professional knowledge and practices that may be irrelevant to the subarea of the APT test framework being assessed. • The response contains little or no effective elaboration, with few, if any, effective examples or rationales and little, if any, supporting evidence relevant to the subarea of the APT test framework being assessed.
U	**The response is unscorable because it is not written to the assigned topic, illegible, written in a language other than English, of insufficient length to score, or merely a repetition of the assignment.**
B	**The constructed-response section is blank.**

EXPLANATION OF THE ASSESSMENT OF PROFESSIONAL TEACHING TEST SCORE REPORT

OVERVIEW

The score report indicates whether or not you passed an APT test and how you performed on each of the six test subareas. The passing scores for the Illinois Certification Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for the APT test is designed to reflect the level of pedagogical knowledge and skills required to perform the job of an educator receiving an initial certificate in Illinois.

Passing Score

To pass an APT test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, including the number of multiple-choice test questions you answered correctly and the scores you received on the two constructed-response assignments.

Subarea Scores

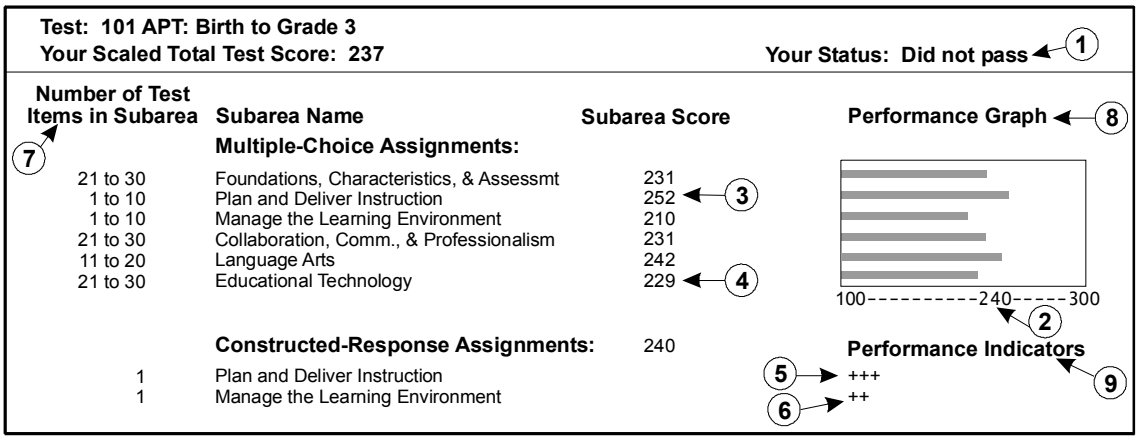
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the total test scaled score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of an APT test score report is provided below.



According to the above sample, the examinee did not pass the APT test ①, because the examinee's scaled total test score of 237 is below the passing score of 240 ②.

With regard to the multiple-choice section of the test, the examinee did better on the Plan and Deliver Instruction section ③ than on the Educational Technology section ④. The examinee did better on the constructed-response assignment for Plan and Deliver Instruction ⑤ than on the constructed-response assignment for Manage the Learning Environment ⑥.

The score report indicates the approximate number of multiple-choice test questions for each subarea and the number of constructed-response assignments on the test ⑦. The Performance Graph ⑧ indicates the examinee's subarea score on a range from 100 to 300. The Performance Indicators ⑨ can be interpreted as follows: ++++ indicates a constructed-response assignment score of 7–8, +++ indicates a constructed-response assignment score of 6, ++ indicates a constructed-response assignment score of 4–5, and + indicates a constructed-response assignment score of 2–3.

HOW TO INTERPRET THE APT TEST CONSTRUCTED-RESPONSE SCORES

The responses are scored by educators trained in assessment, using the same standards for all examinees, by a process called focused holistic scoring. The process allows the scoring of examinee responses based on overall quality rather than on an analysis of the components. Scorers base their judgments on the quality of the response rather than on penmanship, length, or neatness. In general, if a passing score is attained for the constructed-response test section, it is likely that the following performance characteristics have been demonstrated in the responses:

Constructed-Response Subarea Performance Characteristics

1. Purpose—the fulfillment of the assigned tasks by responding in an appropriate manner to the elements of the specific performance assignment

2. Application of Professional Knowledge—the application of accurate, effective, and current professional knowledge and practices relevant to the specific performance assignment and to the appropriate subarea of the Assessment of Professional Teaching test framework

3. Support/Elaboration—the appropriateness and quality of support/elaboration through the use of supporting details, examples, and rationales relevant to the specific performance assignment and to the appropriate subarea of the Assessment of Professional Teaching test framework

Each response is scored on a scale from 1 to 4, with 1 representing a totally undeveloped response and 4 representing a response that is very well developed. Each response is read and scored by two readers; the sum of the two readers' scores is the total score assigned to the essay. This score is then converted to the scaled score that is reported on your score report.

Scaled scores are reported on a range from 100 to 300. A total test score of 240 or above is necessary to pass the test. Further explanation regarding the interpretation of your constructed-response scores will be provided on your score report.