

Illinois Licensure Testing System

STUDY GUIDE

Learning Behavior
Specialist II:
Transition Specialist (162)

**This test is now delivered
as a computer-based test.**

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current program information.**

Illinois State Board of Education

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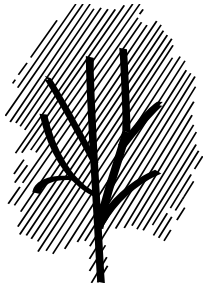
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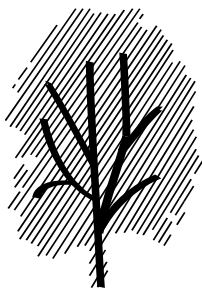
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General Information About the Illinois Licensure Testing System

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 Licensure Testing System](#)



Field-Specific Information

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

INTRODUCTION

The Learning Behavior Specialist (LBS) II tests are designed to assess a candidate's knowledge of content in the specific field in which optional advanced licensure is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of test subareas and objectives, sample test directions, practice constructed-response assignments, performance characteristics and the scoring scale, an explanation of the scoring process for the constructed-response assignments, and an explanation of the test score report.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. 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 LBS II: Transition Specialist test.

Objective Statement

Understand the effects of disabilities on the cognitive, physical, emotional, social, and communication development of an individual.

Descriptive Statements

- Demonstrate knowledge of implications of student characteristics and disabilities with respect to postschool outcomes, environments, and support needs.
- Apply strategies for using knowledge of a student's cognitive, communicative, physical, cultural, social, and emotional characteristics in planning and delivering instruction and in transition planning.
- Demonstrate knowledge of school and postschool services available to specific populations of individuals with disabilities.

LBS II: TRANSITION SPECIALIST TEST OBJECTIVES

- I. Foundations, Characteristics, and Assessment
- II. Planning and Delivering Instructional Content and Managing the Learning Environment
- III. Maintaining Effective Communication, Collaboration, and Professionalism

SUBAREA I—FOUNDATIONS, CHARACTERISTICS, AND ASSESSMENT

0001 Understand the effects of disabilities on the cognitive, physical, emotional, social, and communication development of an individual.

For example:

- Demonstrate knowledge of implications of student characteristics and disabilities with respect to postschool outcomes, environments, and support needs.
- Apply strategies for using knowledge of a student's cognitive, communicative, physical, cultural, social, and emotional characteristics in planning and delivering instruction and in transition planning.
- Demonstrate knowledge of school and postschool services available to specific populations of individuals with disabilities.
- Apply strategies for accessing information on exceptional conditions when planning educational or transitional programs.
- Apply guidelines for recommending referrals to appropriate specialists when more in-depth information about a child's needs is required for making educational decisions.

0002 Understand the philosophical and historical foundations of special education.

For example:

- Demonstrate knowledge of theoretical and applied models of transition and the history of national transition initiatives (e.g., Americans with Disabilities Act [ADA], Carl D. Perkins Act).
- Demonstrate familiarity with research on student outcomes and effective transition practices (e.g., outcome-based education, leisure and community involvement).
- Apply knowledge of how to formulate and articulate a personal philosophy of special education, including its relationship to the general curriculum and the concept of least restrictive environment.
- Analyze philosophical issues and considerations related to the continuum of placement and services within the context of least restrictive environment when considering educational recommendations for students.

0003 Understand the legal foundations of special education.

For example:

- Recognize the functions and goals of transition-related legislation in the fields of special and vocational education, rehabilitation, labor, and civil rights.
- Identify and describe the roles of federal, state, and local legislation and implications for providing transition services at the local level.
- Apply knowledge of ways to conduct professional activities of assessment and diagnosis, and provide instruction consistent with the requirements of law, rules and regulations, and local district policies and procedures (e.g., Individualized Education Program [IEP], Individualized Transition Plan [ITP]).

0004 Understand instruments and approaches used in the educational assessment process.

For example:

- Demonstrate knowledge of formal and informal career and vocational assessment approaches (e.g., portfolios, surveys, norm-referenced, alternative assessments).
- Demonstrate knowledge of formal and informal approaches for identifying students' interests and preferences related to postschool goals and educational experiences.
- Analyze issues, considerations, and limitations related to the use of a variety of socially and culturally appropriate formal and informal career, transition, and vocational assessment procedures.

0005 Understand the interpretation and use of assessment results to support transition planning.

For example:

- Apply strategies for interpreting the results of career and vocational assessment for individuals, families, and professionals.
- Apply procedures for matching skills and interests of the student to skills and demands required by vocational or employment settings, community residential situations, and other community participation options.
- Recognize methods for designing and implementing program evaluation procedures to assess and improve the effectiveness of transition education and services, including evaluation of students' postschool outcomes, in collaboration with individuals with disabilities and agencies.

SUBAREA II—PLANNING AND DELIVERING INSTRUCTIONAL CONTENT AND MANAGING THE LEARNING ENVIRONMENT

0006 Understand procedures for designing instruction based on knowledge of the discipline, students, community, and curriculum goals.

For example:

- Identify and describe job-seeking and job retention skills identified by employers as essential for successful employment.
- Demonstrate understanding of vocational education methods and curricula (e.g., self-advocacy).
- Demonstrate familiarity with the range of postschool options within specific outcome areas.
- Demonstrate familiarity with transition planning strategies that facilitate information collection and input from appropriate participants.
- Identify a variety of outcomes and instructional options specific to the community for each postschool outcome area.

0007 Understand how to create instructional opportunities adapted to diverse learners.

For example:

- Apply criteria for identifying, in conjunction with the student and family, appropriate educational program planning team members.
- Apply procedures for evaluating and adapting students' educational programs with respect to measurable postschool goals and alignment of those goals with instructional activities.
- Apply strategies for monitoring student, family, and agency participation in transition planning and implementation.
- Demonstrate familiarity with procedures used to ensure the inclusion of specific transition-related goals in a student-centered educational program plan.

0008 Understand methods for creating an active and positive learning environment.

For example:

- Demonstrate familiarity with methods for providing work-based and community-based education for individuals with disabilities.
- Demonstrate familiarity with methods for linking appropriate academic content to transition-related goals.
- Apply strategies for identifying and facilitating appropriate modifications within work, residential, vocational training, and other community environments.
- Apply strategies for assessing and developing natural support systems to facilitate transition to specific postschool environments.
- Apply procedures for developing residential, work-based, and other community-based educational programs for individuals with exceptional learning needs.

SUBAREA III—MAINTAINING EFFECTIVE COMMUNICATION, COLLABORATION, AND PROFESSIONALISM

0009 Understand socially and culturally effective communication techniques.

For example:

- Demonstrate familiarity with methods and strategies for increasing families' knowledge and skills about transition-related issues and topics, including transition-focused educational program development.
- Demonstrate knowledge of procedures and requirements for referring students to community service agencies.
- Apply strategies for involving individuals with disabilities in all levels of collaborative transition program planning and evaluation.
- Demonstrate knowledge of methods for increasing collaborative transition service delivery through interagency agreements and collaborative funding.

0010 Understand methods for fostering collaboration and supportive interaction among professionals, parents, paraprofessionals, and students.

For example:

- Apply strategies for systematically identifying family service needs related to transition outcomes and helping families connect with support networks.
- Apply strategies for involving individuals with disabilities, families, and community agencies in formulating transition-related policy.
- Recognize methods for assessing and using student support systems to facilitate the postschool transition of individuals with disabilities.

0011 Understand methods for developing interagency relationships to promote transitional services for students with disabilities.

For example:

- Apply methods of collaborating with and participating in transition-focused interagency coordinating bodies.
- Apply procedures for identifying future postschool service needs using transition planning documents in conjunction with relevant agencies.
- Demonstrate familiarity with procedures for providing transition-focused technical assistance and professional development in collaboration with all relevant transition stakeholders (e.g., family members, community agency personnel).
- Apply procedures for developing coordinated interagency strategies to collect, share, and use student assessment data, with appropriate input and authorization of students and families.
- Apply strategies for resolving differences that may arise in the implementation of interagency agreements or the provision of transition services for individuals with disabilities.

0012 Understand the profession of teaching and standards for professional conduct.

For example:

- Demonstrate understanding of the scope and role of a transition specialist.
- Demonstrate understanding of the scope and role of agency personnel related to transition-focused education and services.
- Analyze issues and considerations related to the capacity and operating constraints of community organizations involved in transition-focused education services.

OVERVIEW OF THE CONSTRUCTED-RESPONSE ASSIGNMENTS

There will be two sections of the test.

Section One will consist of **three** stand-alone constructed-response assignments. You will be asked to provide a response of up to three pages for each of the stand-alone constructed-response assignments.

Section Two will consist of a case study followed by **three** constructed-response assignments. The case study provides a hypothetical scenario relevant to an educator in your field. You will be asked to respond to the scenario in three assignments. You will be asked to provide a response of up to two pages for each assignment.

You will be providing a total of six responses to the constructed-response assignments on the test.

In the directions for each 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 a first draft. Your final responses must be your original work, written in your own words, and not copied or paraphrased from some other work.

Assignments are intended to assess content-area knowledge and skills, not writing ability. Responses are therefore scored on the basis of the degree of understanding of the subject matter demonstrated in them, and not on the quality of the writing they contain. However, responses must be communicated clearly enough to permit a valid judgment of examinees' subject-matter knowledge and skills. More specifically, each response is scored according to the following performance characteristics:

Purpose	the extent to which the response achieves the purpose of the assignment
Subject-Matter Knowledge	accuracy and appropriateness in the application of the subject-matter knowledge
Support	quality and relevance of supporting details
Rationale	soundness of argument and degree of understanding of the subject matter

Responses to the constructed-response assignments must be written in the appropriate answer document as indicated in the test directions. Responses that are written in the test booklet will not be scored.

STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENTS SECTION

This section includes the following:

- Description of the task
- Sample test directions for the stand-alone constructed-response assignments
- Practice stand-alone constructed-response assignments for each subarea
- Sample responses for each subarea

On the actual test, examinees will be given three different assignments from the ones provided as samples in this study guide.

DESCRIPTION OF THE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENTS TASK

This section of the test will consist of three stand-alone constructed-response assignments. Each of the stand-alone assignments addresses a different subarea of the test as follows:

Assignment	Subarea
1	I. Foundations, Characteristics, and Assessment
2	II. Planning and Delivering Instructional Content and Managing the Learning Environment
3	III. Communication, Collaboration, and Professionalism

Each stand-alone constructed-response assignment will have two or more charges that may require you to do one or more of the following tasks:

- describe typical characteristics of a disability;
- identify and describe appropriate assessment tools;
- identify state and/or federal legislation, policies, or laws related to special education services;
- describe instructional theories, techniques, and/or strategies relevant to a specific LBS II content area;
- describe roles and functions of professionals involved in the education of students with disabilities; or
- identify and describe the collaboration process with family members, other professionals, and/or outside agencies.

An excellent response to each constructed-response assignment would demonstrate thorough knowledge and understanding of the subject matter for the specific test subarea. The examinee would fully achieve the purpose of the assignment by responding appropriately to all aspects of the assignment. The examinee would apply subject-matter knowledge to the specific assignment in a substantial, accurate, and appropriate manner. The examinee would also provide sound supporting evidence and high-quality examples that are relevant to the particular assignment, and demonstrate an ably reasoned, comprehensive understanding of the topic.

The constructed-response assignments are designed to assess content-area knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria.

SAMPLE TEST DIRECTIONS FOR THE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENTS

DIRECTIONS FOR SECTION ONE: STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENTS

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

Read each constructed-response assignment carefully before you begin to write. Think about how you will organize your responses.

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

Assignment	Answer Document E
1	Pages 3–5
2	Pages 7–9
3	Pages 11–13

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

Your responses will be evaluated on the basis of the following criteria:

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT-MATTER KNOWLEDGE:** accuracy and appropriateness in the application of the subject-matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

As a whole, your responses must demonstrate an understanding of the knowledge and skills of the field and of the **specific test subarea** upon which each constructed-response assignment is based. In your responses to the assignments, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than to recite factual information.

The constructed-response assignments are intended to assess content-area knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria. Your responses should be written for an audience of educators in this field. The final versions of your responses should conform to the conventions of edited American English. Be sure to write about the assigned topic and use multiple paragraphs.

Please write legibly. You may not use any reference materials during the test. This should be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review your work and make any changes you think will improve your responses.

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 One.

PRACTICE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1

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 "Foundations, Characteristics, and Assessment," which is the first subarea of the Learning Behavior Specialist II: Transition Specialist test framework. The test objectives for that subarea are listed below Assignment 1. Your response to Assignment 1 should relate to those test objectives.

Using your knowledge of assessment strategies used in transition planning for students with disabilities, write an essay in which you:

- describe two methods or approaches used for career and vocational assessment of students with disabilities;
- describe two methods or approaches for conducting job analysis in a vocational or employment setting and explain the purpose of the methods or approaches; and
- explain how student assessment and job analysis results are used in the job match process.



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

Understand the effects of disabilities on the cognitive, physical, emotional, social, and communication development of an individual.

Understand the philosophical and historical foundations of special education.

Understand the legal foundations of special education.

Understand instruments and approaches used in the educational assessment process.

Understand the interpretation and use of assessment results to support transition planning.

SAMPLE RESPONSE FOR THE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1

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

One method of assessing students with disabilities is work sampling. In work sampling, the student is given an opportunity to perform job tasks in an actual or simulated work environment. The work sample should be as realistic as possible to allow for valid inferences about the student's performance in an actual workplace. An evaluator observes the student performing the task and assesses how well the task or similar tasks will fit the student's abilities and interests.

A second method is the use of standardized tests. These measure both interests and skills/aptitudes. Various interests and skills/aptitudes correspond to different jobs, and thus test scores provide helpful information.

One approach to job analysis is task analysis: a detailed analysis of the components of the job. In task analysis, each of the various tasks that comprise the job are broken down into parts. For example, a food service job in an extended care facility might include preparing trays using a written checklist; delivering trays to residents' rooms; retrieving trays; loading a dishwasher; etc.

A second approach is a cultural survey of the work environment. This approach focuses less on what the actual tasks are and more on how the work is carried out. It would address such questions as how co-workers interact; what kind of feedback is provided; staff turnover and morale, etc.

To promote good matches between students and jobs, information from the student assessment should be compared with information from the job analysis to identify jobs that are a good match for the student's skills and interests. This should be done long before the student is expected to be independent. If important skills are absent, weak, or underdeveloped, appropriate resources and strategies to acquire or improve these skills should be identified and pursued. Goals should be set for the remaining time in school, and a plan developed to accomplish these goals. This plan may include spending time in the workplace or in a setting similar to the workplace.

As the student nears completion of his or her schooling, an implementation plan should be developed. This should address all aspects of the job placement, including but not limited to transportation, on-the-job training, and any necessary supports and accommodations.

PRACTICE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2

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 "Planning and Delivering Instructional Content and Managing the Learning Environment," which is the second subarea of the Learning Behavior Specialist II: Transition Specialist test framework. The test objectives for that subarea are listed below Assignment 2. Your response to Assignment 2 should relate to those test objectives.

Using your knowledge of transition planning for students with disabilities, write an essay in which you:

- identify a hypothetical student by age and disability;
- identify two considerations the hypothetical student, his or her parents/guardians, and his or her educators can use to select appropriate members of an educational program planning team and explain why each consideration you identified would be important for selecting appropriate members for the team; and
- describe a process for assessing, developing, and strengthening the natural support systems of the hypothetical student you identified as he or she is preparing for transition to a post-school environment and provide a rationale for using that process.



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

Understand procedures for designing instruction based on knowledge of the discipline, students, community, and curriculum goals.

Understand how to create instructional opportunities adapted to diverse learners.

Understand methods for creating an active and positive learning environment.

SAMPLE RESPONSE FOR THE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2

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

Sean is an 18-year-old high school student with cognitive delays. His overall IQ is 65. He reads at about a first-grade level and has limited vocabulary. Sean has difficulty planning and organizing activities. He is friendly and outgoing, speaks clearly, and has good safety awareness and impulse control.

One important consideration in selecting professionals to serve on Sean's planning team is Sean's limited language proficiency. Although he speaks clearly, his limited vocabulary is a potential detriment. He needs to develop receptive language skills, including the ability to follow directions, and to add to his vocabulary common expressions used in vocational settings. This is important because Sean will have to be able to express and receive verbal information in any post-school setting. A speech-language pathologist would be an appropriate team member to help with these needs. A second consideration is his need to develop observation, scanning, and sequencing abilities, which are needed for planning and carrying out multi-step activities. This is important because even simple vocational tasks call for some degree of organization and planning. To develop these abilities, an occupational therapist should be a member of the team.

Natural supports fall outside the formal description of a job and have to do with such skills and abilities as forming and sustaining constructive relationships, exercising good judgment about when to seek help, seeking appropriate resource. In Sean's case it would be helpful to gain insights about his skills in these areas in his current context, and about what support resources are already in place in his life. The transition specialist could assess this by observation and interviews with Sean, his teachers, and his family.

One appropriate context for this assessment might be a school activity that has some similarities to a workplace. For example, a fundraising activity in which a commodity is sold at sporting events would have some elements similar to a retail store. The transition specialist could identify a suitable "job" for Sean and provide some advance training. During the activity, the transition specialist could observe Sean carefully and note his performance: whether he needs to be cued to perform tasks; how he interacts with customers; whether he seeks help appropriately when he needs it; and how receptive he is to informal feedback about his work. During the activity and afterwards the transition specialist could review Sean's experience with him, and discuss his experience with his family. This would help Sean increase his self-awareness and his awareness of others, and identify the skills he needs to strengthen. Discussions with family members would provide information about how supportive Sean's family is.

This process is likely to be effective because it is naturalistic and similar to an actual workplace, allowing for transfer of learning. At the same time it is less competitive, more forgiving of mistakes, and more generous in feedback. It includes information about natural supports that goes beyond the job description.

PRACTICE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3

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

Assignment 3 is intended to assess your understanding of "Maintaining Effective Communication, Collaboration, and Professionalism," which is the third subarea of the Learning Behavior Specialist II: Transition Specialist test framework. The test objectives for that subarea are listed below Assignment 3. Your response to Assignment 3 should relate to those test objectives.

Using your knowledge of transition services for students with disabilities, write an essay in which you:

- identify two typical stakeholders in transition planning for students with disabilities and explain the role of each stakeholder you identified in the transition process;
- describe two transition-focused topics and/or issues that would be of particular interest to the stakeholders you identified; and
- describe one procedure transition specialists can use to provide the stakeholders you identified with assistance related to each topic and/or issue you described and explain why each procedure would be effective for this purpose.



FOR YOUR REFERENCE ONLY—*The constructed-response item for Assignment 3 is written to assess understanding in Subarea III, "Maintaining Effective Communication, Collaboration, and Professionalism," which consists of the objectives listed below.*

Understand socially and culturally effective communication techniques.

Understand methods for fostering collaboration and supportive interaction among professionals, parents, paraprofessionals, and students.

Understand methods for developing interagency relationships to promote transitional services for students with disabilities.

Understand the profession of teaching and standards for professional conduct.

SAMPLE RESPONSE FOR THE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3

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

Two stakeholders in transition planning for students with disabilities are the student's parents and the student's teachers. Parents are deeply invested in their child's well-being and long-term adjustment, and have comprehensive knowledge of the child. They can take the role of advocate, representing their child's interests in working with other professionals to secure optimal educational, vocational, and residential services.

Teachers know the student in the context of his or her peers. They can provide a realistic assessment of the student's potential. They are responsible for developing annual transition plans, working with adult service providers to identify potential placements, and communicating the student's strengths and needs appropriately and accurately.

Two significant issues for both parents and teachers are vocational opportunities and residential opportunities. Vocational opportunities relate to seeking an optimal workplace that will allow the student to be as independent as possible and have the best possible quality of work life. Residential opportunities relate to seeking a stable, sustainable living situation, also as independent as possible. Some considerations include safety and security, appropriate companions, and access to recreation, medical, and community resources.

To provide parents and teachers with assistance in vocational opportunities, a transitional specialist could prepare a presentation describing local agencies, job opportunities, and transportation resources that are available in adult services. This could be presented on occasions where teachers and parents gather, such as high school open houses. It could include slides, handouts, brochures, and accurate contact information. This would be effective because it would provide a great deal of information in a condensed format, sparing the parents and teachers from having to gather this information on their own. Providing contact information would allow parents and teachers to follow up as they wished.

For assistance with residential concerns, the transitional specialist could arrange and conduct bus tours of local residential facilities, covering different types of settings. These could be prearranged to be sure that directors and/or staff were available to answer questions and provide information about the facilities. The transitional specialist could also compile packets or folders of descriptive written materials for each facility to distribute to participants in the tour. This would be effective because participants would be able to view the facilities first hand and have their questions answered. They could also review the written materials and follow up with phone calls or individual visits.

CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS SECTION

This section includes the following:

- Description of the task
- Sample test directions for the case study constructed-response assignments
- Practice case study that consists of three constructed-response assignments (one for each subarea)
- Sample responses for each subarea

On the actual test, examinees will be given a different case study and constructed-response assignments from the ones provided as samples in this study guide.

DESCRIPTION OF THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS TASK

This section of the test will consist of one case study followed by three constructed-response assignments. The case study provides a hypothetical scenario, typically about a particular student, and provides background information in the form of test results, teacher reports, home surveys, notes from parents/guardians, and excerpts from professional evaluations or other information.

The three constructed-response assignments will each address a different subarea of the test as follows:

Assignment	Subarea
1	I. Foundations, Characteristics, and Assessment
2	II. Planning and Delivering Instructional Content and Managing the Learning Environment
3	III. Communication, Collaboration, and Professionalism

Each case study constructed-response assignment will have two or more charges that may require you to do one or more of the following tasks:

- identify the strengths and needs of the hypothetical student according to assessment results and other background information provided;
- identify and describe a successful learning environment and instructional models, strategies, or modifications relevant to the hypothetical scenario;
- identify individuals and issues needing to be addressed in the hypothetical student's Individualized Education Program (IEP) meeting; or
- describe individual or team collaboration strategies and explain why you think the strategies would be effective.

An excellent response to each constructed-response assignment would demonstrate thorough knowledge and understanding of the subject matter for the specific test subarea. The examinee would fully achieve the purpose of the assignment by responding appropriately to all aspects of the assignment. The examinee would apply subject-matter knowledge to the specific assignment in a substantial, accurate, and appropriate manner. The examinee would also provide sound supporting evidence and high-quality examples that are relevant to the particular assignment, and demonstrate an ably reasoned, comprehensive understanding of the topic.

The constructed-response assignments are designed to assess content-area knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria.

SAMPLE TEST DIRECTIONS FOR THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS

DIRECTIONS FOR SECTION TWO: CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the test consists of a case study followed by **three** constructed-response assignments. The case study provides a hypothetical scenario relevant to an educator in your field. You will be asked to respond to the scenario in three assignments. You will be asked to provide a response of up to two pages for each of the three assignments.

Read the case study and each assignment carefully before you begin to write. Think about how you will organize your responses.

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

Case Study Assignment	Answer Document E
1	Pages 15–16
2	Pages 17–18
3	Pages 19–20

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

Your responses will be evaluated on the basis of the following criteria:

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT-MATTER KNOWLEDGE:** accuracy and appropriateness in the application of the subject-matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

As a whole, your responses must demonstrate an understanding of the knowledge and skills of the field and of 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 the content area through your ability to apply your knowledge and skills rather than to recite factual information.

The constructed-response assignments are intended to assess content-area knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria. Your responses should be written for an audience of educators in this field. The final versions of your responses should conform to the conventions of edited American English. Be sure to write about the assigned topic and use multiple paragraphs.

Please write legibly. You may not use any reference materials during the test. This should be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review your work and make any changes you think will improve your responses.

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 CASE STUDY

This case study focuses on a student named Jacob. Jacob is 16 years, 4 months old, and he is in the final month of the tenth grade. His full scale IQ is 54 and he has moderate deficits in adaptive behavior. The transition specialist is working with the Individualized Education Program (IEP) committee to develop a plan for transition services including the interagency responsibilities and any needed linkages to facilitate Jacob's transition from high school to adult life.

Use the information that follows from Jacob's case file to answer the three assignments that appear at the end of the case study. **Be sure to read the entire case file and all three assignments before you begin your responses.**

Excerpt from special educator's report to IEP committee:

Adaptive Skills:

Jacob can manage hygiene, dressing, and eating independently, although he usually needs prompting to complete these tasks. He is able to communicate verbally with a limited vocabulary. He enhances his verbal communication through the use of gestures and pantomime.

Social Skills:

Jacob is friendly and is well liked by his teachers and other students. He likes to help and he frequently assists other students with disabilities. He enjoys playing volleyball and simple board games. He does not always have good judgment. He trusts everyone, including complete strangers. He does not seem to realize that occasionally other students are making fun of him.

Academic Skills:

Jacob has a limited sight vocabulary and can follow very simple written directions. Jacob can write his own name and the names of family members and friends. He can also write his home address and telephone number. He knows traffic signs and can identify many commercial logos. He can count up to 20 objects, and he can count nickels, dimes, and quarters up to one dollar.

Excerpt from transition specialist's report to IEP committee:

During his first two years in high school, Jacob spent half of his school day in a self-contained special education class. He has also participated in general education classes in physical education, choir, science, and homemaking. His Individualized Education Program (IEP) goals focus on the development of functional and social skills he will need in adult life. Jacob is excited about having a "real job" during his final two years of high school through a community-based instruction program (CBI). Jacob thinks he would like to be a firefighter or perhaps work in a sporting goods store, or a fast food restaurant.

Excerpt from interview with Jacob's parents:

We are satisfied with the progress Jacob has been making in high school. He has always been a very positive individual, and we feel fortunate that he has that sort of personality. We have concerns about the vocational aspect of his program. He has talked about being a firefighter for a few years now, but we know he isn't capable of that kind of work. Jacob still needs to be prompted to dress himself. Work as a firefighter is out of the question. We are uncertain about his other two job preferences. Of course, we are supportive of Jacob's goal to live away from home. It would be great for him to reach that level of independence, but it's not going to happen by the time he finishes high school.

Excerpt from interview with Jacob:

I want to be a fireman. I like school. I want to help people. I want to have an apartment and I want a dog. I like sports. I want a car.

Excerpt from school nurse's report for Individualized Education Program (IEP) committee:

Sources of information: interview with mother and student, review of records, observation

Vision: within normal range

Hearing: within normal range

Jacob has no physical disabilities. Birth and developmental history were reported within the average range. Jacob and his mother report that he has no difficulty with eating or sleeping.

Excerpt from Psychological Evaluation form:

The school district's psychologist evaluated Jacob at the beginning of Jacob's tenth grade year. His behavior during testing was reported to be pleasant and enthusiastic.

Wechsler Intelligence Scale for Children—Third Edition (WISC—III)

Verbal		Performance	
Subtest	Scaled Score	Subtest	Scaled Score
Information	2	Picture Completion	3
Similarities	3	Picture Arrangement	4
Arithmetic	3	Block Design	2
Vocabulary	3	Object Assembly	1
Comprehension	2	Coding	3
Digit Span	2	Symbol Search	3
		Mazes	2

	IQ/Index
Verbal IQ	58
Performance IQ	53
Full Scale IQ	54

Excerpt from informal skills inventory completed by special educator:

Student: Jacob Age: 15 yrs, 2 months			
Demonstrates:	Frequently	Occasionally	Rarely
patience with others	✓		
patience with self		✓	
self-awareness		✓	
awareness of others		✓	
ability to predict results of one's own actions			✓
ability to recognize the motives of others			✓
willingness to give help	✓		
willingness to ask for help		✓	

PRACTICE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1

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

Case Study Assignment 1 is intended to assess your understanding of "Foundations, Characteristics, and Assessment," which is the first subarea of the Learning Behavior Specialist II: Transition Specialist test framework. The test objectives for that subarea are listed below Assignment 1. Your response to Assignment 1 should relate to those test objectives.

Write an essay in which you analyze specific information from Jacob's case file. In your essay:

- identify Jacob's strengths and needs in the areas of cognitive, physical, and social-emotional development, citing evidence from Jacob's case file to support your observations;
- explain ways that Jacob's disability or disabilities affect and interrelate with his development, learning, and communication skills; and
- describe two ways in which Jacob's disabilities may affect his ability to participate in post-school activities.



FOR YOUR REFERENCE ONLY—*The constructed-response item for Case Study Assignment 1 is written to assess understanding in Subarea I, "Foundations, Characteristics, and Assessment," which consists of the objectives listed below.*

Understand the effects of disabilities on the cognitive, physical, emotional, social, and communication development of an individual.

Understand the philosophical and historical foundations of special education.

Understand the legal foundations of special education.

Understand instruments and approaches used in the educational assessment process.

Understand the interpretation and use of assessment results to support transition planning.

SAMPLE RESPONSE FOR THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1

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

In the cognitive domain, Jacob's strengths include his ability to communicate some wants, needs, and information, as the special educator's report and excerpts of interviews with both Jacob and his parents indicate. His scores on the WISC-III indicate relative strengths in picture and symbol recognition, and the special educator reports that Jacob can identify signs and logos. Jacob's developmental needs include improving his understanding of cause and effect, his ability to write more than his name and address, and his ability to use money.

Physical strengths include normal vision, hearing, eating, and sleeping. Jacob has no physical disabilities. He needs to improve his ability to manage his own personal hygiene and dress himself without prompting.

Jacob's social-emotional strengths are his friendliness, helpfulness, and patience with others, as reported by the special educator's informal skills inventory and Jacob's statement, "I want to help people." Both his parents and the transition specialist note his positive attitude. Jacob needs to develop a more realistic understanding of his strengths and abilities; his parents, the transition specialist, and Jacob all mention his unrealistic desire to become a firefighter. He also needs to develop healthier social judgment. The special educator reports that Jacob rarely recognizes the motives of others and puts his trust in complete strangers.

Jacob's cognitive disabilities will affect how he learns new information. On the WISC-III, Jacob demonstrated difficulty identifying missing information and noting similarities. With his weakness in recognizing similarities and differences, Jacob will have difficulty recognizing, processing, and storing new information. Jacob's difficulty assembling objects is likely to affect his ability to develop visual-spatial skills and learn sequences of activities, underlying skills needed in many vocational settings. Jacob may also have difficulty using vocabulary such as "beneath," "over," and "near" related to spatial concepts.

Jacob's limited vocabulary will probably affect his ability to understand instructions he receives in a vocational setting. When speaking, Jacob may have difficulty expressing his ideas completely, or he may give wrong information. Social communication is also likely to frustrate him, both as the speaker and the listener.

Jacob's complete trust in strangers may require him to live and work in a supervised, supported setting after completing school. This could be a day habilitation program or a paid work site that does not require public contact. Jacob's ability to maintain thorough personal hygiene and to dress himself independently will affect the type of residential and vocational opportunities he has after finishing school.

PRACTICE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2

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

Case Study Assignment 2 is intended to assess your understanding of "Planning and Delivering Instructional Content and Managing the Learning Environment," which is the second subarea of the Learning Behavior Specialist II: Transition Specialist test framework. The test objectives for that subarea are listed below Assignment 2. Your response to Assignment 2 should relate to those test objectives.

Write an essay in which you discuss specific aspects of Jacob's instructional/transitional program. In your essay:

- describe two important characteristics of a successful learning environment for Jacob and explain why each characteristic you described would be effective in promoting Jacob's development and learning;
- identify two appropriate transitional goals for Jacob as he prepares for life as an adult and describe an effective method or strategy for achieving each of the goals you identified; and
- identify two content-area goals that will promote Jacob's ability to be a successful adult member of the community and describe an effective method or strategy for achieving each goal.



FOR YOUR REFERENCE ONLY—*The constructed-response item for Case Study Assignment 2 is written to assess understanding in Subarea II, "Planning and Delivering Instructional Content and Managing the Learning Environment," which consists of the objectives listed below.*

Understand procedures for designing instruction based on knowledge of the discipline, students, community, and curriculum goals.

Understand how to create instructional opportunities adapted to diverse learners.

Understand methods for creating an active and positive learning environment.

SAMPLE RESPONSE FOR THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2

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

A successful learning environment for Jacob would provide a functional academic program in which instruction would focus on topics related to daily living, work, and recreation. Abstract concepts and ideas that do not relate directly to experience should be minimized. This would promote Jacob's development and learning because it would not require him to grapple with concepts that have no relevance to his daily experience. Academic success would yield tangible benefits. Additionally, Jacob's learning experiences should be integrated across content areas, rather than separate. Reading topics should relate to job activities and recreation, vocational tasks should use reading words and math topics, and math activities should be placed in a residential or vocational context. This would be effective because it would be authentic and contextual.

One transitional goal for Jacob could be to explore potential career options. This could be done by giving him opportunities to sample several different jobs and work environments with on-site coaching, perhaps through a program that incorporates job sampling within the regular school day. By actually working at different job sites, Jacob would gain a more realistic understanding of employer requirements and job demands, as well as his own strengths and preferences.

A second transitional goal could be for Jacob to prepare for independent living by learning how to make simple meals and operate kitchen equipment, such as a toaster or microwave. Jacob could create his own simple recipe cards for foods such as sandwiches or canned soup using photographs or symbols for steps and ingredients. Supervised practice following his recipe cards would be an effective strategy for teaching Jacob simple food preparation skills.

A content-area goal could be for Jacob to improve his understanding of the process of purchasing goods and services and determining if his cash is sufficient. One activity might be teaching Jacob to use a calculator to add the individual prices of several items and then comparing the total to the amount of money he has available to see if he can afford all the items.

Another content area goal would be for Jacob to increase his functional vocabulary. Words should be selected for Jacob to learn that are related to independent living, vocational activities, or recreation. He should practice new words in several settings, including role plays, as well as in reading, writing, and other instructional activities. Jacob is more likely to be able to learn new words that are meaningful to him, especially if he has repeated practice using them in several different settings.

PRACTICE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3

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

Case Study Assignment 3 is intended to assess your understanding of "Maintaining Effective Communication, Collaboration, and Professionalism," which is the third subarea of the Learning Behavior Specialist II: Transition Specialist test framework. The test objectives for that subarea are listed below Assignment 3. Your response to Assignment 3 should relate to those test objectives.

Write an essay in which you discuss specific issues related to the development and implementation of Jacob's transitional program. In your essay:

- describe two transition activities that should be included in the Individualized Transition Plan (ITP) for Jacob and explain how they support Jacob's post-school goals;
- for each activity you identified, describe the steps you would take to implement this activity and explain why you think this process will be effective; and
- identify the key participants who should take part in Jacob's ITP conference and describe the roles and responsibilities of each of these individuals with respect to the development and implementation of Jacob's ITP.



FOR YOUR REFERENCE ONLY—*The constructed-response item for Case Study Assignment 3 is written to assess understanding in Subarea III, "Maintaining Effective Communication, Collaboration, and Professionalism," which consists of the objectives listed below.*

Understand socially and culturally effective communication techniques.

Understand methods for fostering collaboration and supportive interaction among professionals, parents, paraprofessionals, and students.

Understand methods for developing interagency relationships to promote transitional services for students with disabilities.

Understand the profession of teaching and standards for professional conduct.

SAMPLE RESPONSE FOR THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3

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

Jacob's Individualized Transition Plan (ITP) should include community-based instruction through job shadowing and carefully selected job internships. Accompanied by a vocational specialist, Jacob could "preview" selected jobs by following workers through a shift or a work day. Together, Jacob and the vocational specialist could analyze characteristics of different work environments and jobs and use insights gained through job shadowing to identify suitable job internship possibilities.

In order to arrange job shadowing and internship experiences for Jacob, the ITP team would first list his vocational skills and needs, along with some types of work he might be able to do. The transition specialist would discuss job shadowing with Jacob and they would make a list of potential jobs to examine. The transition specialist would then contact employers to set up job shadowing sessions. After Jacob has narrowed his vocational interests through job shadowing, the transition specialist would contact employers to set up a job internship. The transition specialist would need to make sure that a vocational specialist could be available to Jacob both for job shadowing and for job internship experiences, and that Jacob could be transported safely.

Jacob's ITP should also include establishment of routines at home for dressing and personal hygiene, skills needed for independent living. Jacob's special education teacher could work with his parents to develop picture cues to steps in dressing and personal hygiene. Jacob could use the picture cues both as reminders of each step and checklists to review at routine times. For example, he could check the picture cues every day after breakfast. Establishing regular routines for Jacob to follow independently would be an effective way to improve his self-care skills.

The key participants in Jacob's ITP conference would be Jacob, his parents, the special educator, and the transition specialist. Jacob and his parents would have a central role in formulating goals and setting priorities; they would also need to prepare for coordinating services of organizations that could assist Jacob after he leaves school. The special educator would describe Jacob's strengths and needs and help the team analyze his vocational skills and identify potentially appropriate jobs. The special educator would also help the team identify appropriate housing options for Jacob. The transition specialist would arrange community-based instruction and arrange consultation and services from adult service agencies, an independent living center, and a vocational rehabilitation agency.

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 for the LBS II: Transition Specialist test.

THE SCORING PROCESS

Responses to the constructed-response assignments will be rated on a four-point scoring scale (see page 2-32). 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 comprise a range of ability across that particular score. 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 scorers; the sum of the two 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 scorer. For example, a total score of 6 would result from the assignment of a "3" and a "3" from each of two scorers; it could not result from assigned scores of a "2" and a "4" because the scores differ by more than one point.

PERFORMANCE CHARACTERISTICS

The performance characteristics for each score point for the LBS II: Transition Specialist constructed-response assignments are organized according to four major performance features: (1) purpose, (2) subject-matter knowledge, (3) support, and (4) rationale. Each of these performance characteristics is described in more detail below. Detailed characterizations of the score point features are described in the scoring scale on page 2-32.

Purpose

The extent to which the response achieves the purpose of the assignment.

Each assignment defines a number of specific tasks and asks the examinee to write an essay addressing those tasks. Purpose involves the extent to which the examinee's response fulfills the tasks enumerated in the assignment.

Subject-Matter Knowledge

Accuracy and appropriateness in the application of the subject-matter knowledge specified in the LBS II: Transition Specialist test framework.

Application of subject-matter 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 relevant sections of the LBS II: Transition Specialist test framework.

Support

Quality and relevance of supporting details.

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

Rationale

Soundness of argument and degree of understanding of the subject matter.

The soundness of an argument depends on the correctness of the basic premises from which the argument proceeds and the validity of the logic by which conclusions are derived from those basic premises. Examinees demonstrate how well they understand the subject matter of their responses by presenting sound arguments for the statements they make.

SCORING SCALE FOR THE CONSTRUCTED-RESPONSE ASSIGNMENTS

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject-matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects a general knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject-matter knowledge. • The supporting evidence is general; there are some relevant examples. • The response reflects a general understanding of the topic; some reasoning is evident.
2	<p>The "2" response reflects a limited knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate, application of subject-matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects a weak knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject-matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	<p>The response is unscorable because it is unrelated to the assigned topic, illegible, primarily in a language other than English, or lacking a sufficient amount of original work to score.</p>
B	<p>There is no response to the assignment.</p>

OVERVIEW

The score report indicates whether or not you passed the LBS II: Transition Specialist test. The passing scores for the Illinois Licensure Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for the LBS II: Transition Specialist test is designed to reflect the level of knowledge and skills required to perform effectively at an advanced level in the job of an educator in Illinois.

Passing Score

The LBS II: Transition Specialist test is scored on a scale from 100 to 300. To pass the 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, specifically the scores you received on the six constructed-response assignments.

Constructed-Response Assignment Scores

One score is indicated for your performance on the three stand-alone assignments and one score is also indicated for your performance on the three case study assignments. These scores are presented on the same scale as the total test score.

Performance indicators are provided in regard to your performance on each of the six constructed-response assignments. These 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(s) 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 LBS II test score report is provided below.

Test: 162 LBS II: Transition Specialist		Your Scaled Total Test Score: 220 ← ②			Your Status: Did not pass ← ①	
Number of Test Items in Subarea (6) ↑ ③	Subarea Name	Component Score	Performance Indicators	Performance Characteristics Not Mastered*		
Stand-Alone Assignments:		222				
1	Foundations, Characteristics, & Assessmt		++ ← ⑤	2, 3 ← ⑥		
1	Plan and Deliver Instruction		++++ ← ④			
1	Comm., Collaboration, & Professionalism		++	1, 4		
Case Study Assignments:		215				
1	Foundations, Characteristics, & Assessmt		+ ← ⑧	1, 4 ← ⑨		
1	Plan and Deliver Instruction		+++ ← ⑦			
1	Comm., Collaboration, & Professionalism		++	2		

*Performance characteristics not mastered are only provided if you do not pass the test.

According to the above sample, the examinee did not pass the LBS II: Transition Specialist test ①. The examinee's total scaled score was 220 ②, which is below the passing scaled score of 240. The score report indicates that there were six items on the test ③.

For the stand-alone assignments, the examinee did better on the Plan and Deliver Instruction assignment ④ than on the Foundations, Characteristics, and Assessment assignment ⑤. The response that the examinee provided for the Foundations, Characteristics, and Assessment assignment was weak in features 2 (subject-matter knowledge) and 3 (support) ⑥.

For the case study assignments, the examinee did better on the Plan and Deliver Instruction assignment ⑦ than on the Foundations, Characteristics, and Assessment assignment ⑧. The response that the examinee provided for the Foundations, Characteristics, and Assessment assignment was weak in features 1 (purpose) and 4 (rationale) ⑨.

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 scorers; the sum of the two scores is the total score assigned to the response. 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. Further explanation regarding the interpretation of your constructed-response scores will be provided on your score report.