

Illinois Licensure Testing System

STUDY GUIDE

Learning Behavior
Specialist II:
Curriculum Adaptation
Specialist (158)

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

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Illinois State Board of Education

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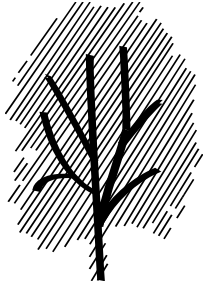
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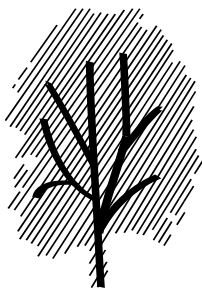
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General Information About the Illinois Licensure Testing System

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: Curriculum Adaptation Specialist test.

Objective Statement

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

Descriptive Statements

- Demonstrate knowledge of the impact of various disabilities, levels of disabilities, and combinations of disabilities on learning and skill development.
- Demonstrate knowledge of the impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language.
- Demonstrate knowledge of the impact of language development on the academic and social-emotional skills of individuals with disabilities.

LBS II: CURRICULUM ADAPTATION SPECIALIST TEST OBJECTIVES

- I. Foundations, Characteristics, and Assessment
- II. Planning and Delivering Instructional Content and Managing the Learning Environment
- III. 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 individuals.

For example:

- Demonstrate knowledge of the impact of various disabilities, levels of disabilities, and combinations of disabilities on learning and skill development.
- Demonstrate knowledge of the impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language.
- Demonstrate knowledge of the impact of language development on the academic and social-emotional skills of individuals with disabilities.
- Demonstrate knowledge of learning research and its implications for students with disabilities.

0002 Understand foundations of special education for students with disabilities.

For example:

- Demonstrate knowledge of philosophies of special education, including their relationship to the general curriculum, Individualized Education Programs (IEPs), and the concept of least restrictive environment (LRE).
- Demonstrate understanding of historical and legal foundations of special education.
- Apply methods for conducting the professional activities of assessment, diagnosis, and instruction consistent with the requirements of law, rules and regulations, and local district policies and procedures.

0003 Understand the structure and functions of the general curriculum.

For example:

- Demonstrate knowledge of the general curriculum structure and curricular issues and their implications for students with disabilities.
- Demonstrate knowledge of levels (e.g., classroom, school, district, state, national) of influence affecting curriculum development and implementation.
- Demonstrate knowledge of state law related to the general curriculum and processes for curriculum development.
- Demonstrate knowledge of the philosophical, sociological, and psychological perspectives or models that undergird curricular development and instructional approaches for students with disabilities.

0004 Understand uses and procedures of educational assessment for students with disabilities.

For example:

- Demonstrate knowledge of methods used for statewide assessment of student learning standards.
- Identify and describe curriculum-based assessment and curriculum-based measurement as methods for determining instructional needs and monitoring student progress through curricula.
- Apply methods for modifying specific assessment devices and assessment procedures to match the individual needs and learning styles of students.
- Apply methods for adapting formal tests to accommodate students' disabilities and modes of communication and the use of varied assessment strategies to determine appropriate curricular modifications and adaptations for students with disabilities.
- Demonstrate understanding of alternative methods for assessing and grading student performance and problem-solving models used to analyze curricular needs and learning characteristics of students.
- Identify and describe the continuum of placements and services within the context of the least restrictive environment that is used to make educational recommendations for students.

0005 Understand the uses of various assessment strategies to support the continuous development of all students.

For example:

- Demonstrate knowledge of methods for determining the appropriate curriculum for an individual based on the student's age, skills, learning strengths, and desired long-term outcomes and modifying and adapting curricula appropriate to the student's learning style.
- Identify and describe methods for systematically monitoring student progress through general and modified curriculum.
- Apply methods for systematically measuring and evaluating the effectiveness of curricular adaptations and modifications in instructional strategies on student learning.
- Apply the method of student error analysis to identify needed instructional modifications.
- Demonstrate knowledge of assessing reliable methods of response of individuals who lack communication and performance abilities.

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

0006 Understand how students differ in their approaches to learning and how to adapt and modify instruction to meet the needs of diverse learners.

For example:

- Demonstrate knowledge of strategies for adapting and modifying materials, changing teaching procedures, altering task requirements, and selecting an alternative task based on students' learning styles and needs.
- Demonstrate knowledge of methods for adapting and modifying the general curriculum by analyzing what is taught, how it is taught, how the student will demonstrate proficiency, and the instructional setting needed by the student for successful learning.
- Demonstrate knowledge of methods for determining critical functional skills within the general curriculum and essential elements of social skills, life skills, study skills, and vocational and other alternative curricula.
- Apply procedures for matching individual learning styles with appropriate curricular adaptations and modifications, beginning with the least intrusive intervention or adaptation.
- Analyze the benefits for developing an individualized curriculum for all students in the least restrictive environment.

0007 Understand how to create and manage a positive learning environment.

For example:

- Demonstrate understanding of individual and group motivation and behavior.
- Demonstrate understanding of reinforcement theory and its application to learning.
- Analyze the impact of the learning environment on student performance.
- Apply strategies for modifying the learning environment based on a student's learning strengths, curricular needs, and appropriate instructional strategies.
- Identify and describe various methods for grouping students to maximize learning.

0008 Understand methods for adapting and modifying instruction in different content areas.

For example:

- Demonstrate understanding of various methods for adapting and modifying content, instructional strategies, instructional settings, and materials to maximize learning.
- Demonstrate understanding of methods for adapting and modifying content, materials, and instructional strategies in reading to meet individualized needs.
- Demonstrate understanding of methods for adapting and modifying content, materials, and instructional strategies in mathematics to meet individualized needs.
- Demonstrate understanding of methods for adapting and modifying content, materials, and instructional strategies in language arts to meet individualized needs.
- Demonstrate understanding of methods for adapting and modifying content, materials, and instructional strategies in academic content areas (e.g., science, social studies) to meet individualized needs.
- Demonstrate understanding of methods for adapting and modifying content, materials, and instructional strategies related to social skills, life skills, vocational skills, and study skills to meet individualized needs.

0009 Understand methods for helping students with disabilities become more effective learners.

For example:

- Demonstrate knowledge of various student learning strategies that increase capacity for learning and study strategies that assist students in the completion of various tasks.
- Demonstrate knowledge of research-supported instructional strategies, practices, and methods for teaching students cognitive strategies that maximize learning.
- Demonstrate knowledge of how technology may be used to maximize learning.
- Demonstrate knowledge of the uses of assistive technology devices to meet individualized needs and maximize learning.
- Demonstrate knowledge of sources of specialized materials for individuals with disabilities and the criteria for selecting instructional materials that engage students in meaningful learning.
- Apply procedures for using adaptations, modifications, and strategies to facilitate maintenance and generalization of skills across environments.

SUBAREA III—COMMUNICATION, COLLABORATION, AND PROFESSIONALISM

0010 Understand effective written, verbal, and visual communication techniques that support collaboration among professionals, parents, paraprofessionals, and students.

For example:

- Demonstrate understanding of different models of consultation and collaboration (e.g., coteaching).
- Identify ways to collaborate and communicate with other educators, paraprofessionals, parents, and students concerning appropriate use of different learning and instructional strategies.
- Identify ways to provide direct assistance, when needed, to general educators, special educators, related service personnel, paraprofessionals, parents, and students as adaptations and modifications are implemented.
- Identify ways to assist general educators, special educators, related service personnel, paraprofessionals, parents, and students in anticipating and accounting for potential problems related to adaptations and modifications.

0011 Understand the standards and practices of teaching as a profession.

For example:

- Identify and apply guidelines for maintaining standards of professional conduct.
- Identify and describe methods for providing leadership to improve students' learning and well-being.
- Identify and describe approaches for advocating the use of curricular adaptations and modifications for all students that reflect the dignity of the learner.
- Identify and describe methods for assuring the integrity of the learning environment.

0012 Understand the importance of educators being reflective practitioners.

For example:

- Demonstrate understanding of strategies for evaluating how choices and actions affect students, parents, and other professionals in the learning community.
- Demonstrate understanding of strategies for actively seeking opportunities to grow professionally.
- Identify benefits of reflecting on curricular adaptations and modifications that promote student growth.
- Identify and apply guidelines for adapting and modifying instructional strategies to enhance learning.
- Demonstrate understanding of the benefits of mentorship.

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: Curriculum Adaptation 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 to support the development of students with disabilities, write an essay in which you:

- describe two methods for systematically monitoring the progress of students with disabilities as they move through the general curriculum and explain why the methods you described would be effective for this purpose;
- describe two methods for systematically measuring the effectiveness of curricular adaptations made for students with disabilities and explain why the methods you described would be effective for this purpose; and
- explain how a curriculum adaptation specialist could use the information gathered from the methods you described to recommend changes in the instructional plans for students with disabilities.



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 individuals.

Understand foundations of special education for students with disabilities.

Understand the structure and functions of the general curriculum.

Understand uses and procedures of educational assessment for students with disabilities.

Understand the uses of various assessment strategies to support the continuous development of all students.

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 monitoring the progress of students with disabilities within the general curriculum is to use informal or curriculum-based assessment instruments. Such instruments provide teachers and students with current data on a student's progress in the overall general education curriculum, as well as specific information about skill gains, student error patterns, and skills needing remediation. Data obtained from these informal and curriculum-based assessments can be readily used as required documentation on a student's IEP.

A second method would be the use of portfolio assessment. Portfolio assessment includes such items as selected student work samples and observation data which monitors the ongoing performance of students with disabilities on curricular skills in the general curriculum. Portfolio assessment would be effective because it includes systematic student work samples derived from skills taught in the student's curriculum; thus there is a direct link between assessment, instruction, and student performance.

One method to measure the effectiveness of curricular adaptations would be to compare the student's achievement in the general (unmodified) curriculum with his or her achievement in the adapted curriculum. Achievement could be measured using various conventional curriculum-based measures (teacher-made tests; projects) that reflect the two respective curricula. If the adapted curriculum is a better fit for the student, the student's achievement would improve and these improvements would be reflected in the test scores.

A second method would be to assess the student's satisfaction, self-confidence, and personal sense of accomplishment before and after the adapted curriculum was implemented. This could be done by meeting with the student; by consulting with the teacher; and by contacting the parents. This would be effective because it would provide affective information to complement the achievement-related information. It would address the student's motivation and general well-being.

One effective way to use the information from the assessments of student progress in the general and the adapted curriculum would be to review the goals defined in the student's IEP and evaluate the student's progress toward these goals. This would involve both test and project grades and anecdotal and observational evidence, and would include the student, teacher, and parents. It would be useful both to assess the efficacy of the curricular adaptations and the viability of the IEP goals. The process might result in recommendations for further adaptations, or might lead to revised goals.

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: Curriculum Adaptation 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 methods for modifying instruction in different content areas, write an essay in which you:

- identify two reasons why content, instruction, and/or materials in different content areas are modified for students with disabilities;
- identify a math skill deficit that students with disabilities may have, describe two methods for adapting mathematics content, instruction, and/or materials to address the deficit you identified, and explain why each of the methods you described would be effective for this purpose; and
- identify a language arts skill deficit that students with disabilities may have, describe two methods for adapting language arts content, instruction, and/or materials to address the deficit you identified, and explain why each of the methods you described would be effective for this purpose.



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 how students differ in their approaches to learning and how to adapt and modify instruction to meet the needs of diverse learners.

Understand how to create and manage a positive learning environment.

Understand methods for adapting and modifying instruction in different content areas.

Understand methods for helping students with disabilities become more effective learners.

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.

- Two reasons why content, instruction, and/or materials in different content areas are modified for students with disabilities:
 - 1) Content may be modified because a student's performance is not at the level of content being presented in the general classroom. For example, a general education classroom may be giving a lesson on addition with regrouping, but a student with a disability may be able to do only basic addition. Also, content may be modified if the reading level is too difficult; text may be simplified or rephrased using easier language.
 - 2) Delivery of instruction may be modified when traditional means of presenting information are not effective. For example, a student with a disability may require instruction that incorporates more concrete examples and more hands-on, manipulative presentations and examples, rather than abstract, representative presentations. Also, instruction may need to be modified to match the learning style of the student (visual, tactile, auditory, etc.).
 - 3) Modification of materials may be necessary when the format of the material is distracting or overwhelming to the student. For example, a student may feel defeated by a worksheet that contains 20 vocabulary exercises, but be able to manage the same 20 exercises if they are presented one at a time using a software program. A second reason to modify materials is based on the student's performance level. For example, a student who is unable to produce vocabulary words from memory may be able to choose the correct word from a word bank.
- A math skill deficit that students with disabilities may have is difficulty conceptualizing the functions of arithmetic operations and attending to the notation used to represent these operations. They may not understand the relationships between pairs of operations: i.e., subtraction is the inverse of addition.

Two methods of adapting to address this deficit are:

- 1) Provide ten to twelve written problems in inverse pairs (e.g., $5 + 3 = 8$ and $8 - 3 = 5$). Instruct the student to highlight the operation symbol in each problem and tell only whether the operation gives us a bigger number or a smaller number—not the numerical answer.

This would be effective because it focuses only on what the operation does. It does not require the student to solve problems by memory, only to interpret the symbol.

continued

- 2) Provide the student with a box of tokens and a set of eight to ten simple problems in inverse pairs. Have the student form groups of tokens to represent the first problem. (For example, $5 + 3 = 8$ —a group of 5 tokens and a group of 3 tokens.) Ask "What is the operator in this problem? Does this operator give us a bigger number or a smaller number?"

Ask the student to show you the problem using tokens—either move the two groups of tokens together to form one group or take some tokens away from the larger group. Then ask the student to count the total number of tokens in the group.

This would be effective because it is a concrete, hands-on modality. Use of manipulatives emphasizes concepts rather than rote memorization of number facts. Use of manipulatives in combination with notation reinforces the connection between the notation and the physical quantity.

- A language arts skill deficit that students with disabilities may have is failing to attend to conventions of capitalization and punctuation when reading aloud or silently, or in their written work.

Two methods of adapting to address this deficit are.

- 1) Read a very brief familiar passage or story aloud to the student. Then provide the student with copy modified to eliminate punctuation and capitalization. Reread the story without pauses or cadences indicated by punctuation and capitalization while the student follows along.

Then give the student the same copy with punctuation and capitalization included. Have the student highlight each capital letter and punctuation mark and read the passage aloud with capitalization and punctuation.

This would be effective because it conveys the correspondence between the visual symbol and the spoken words. Use of a familiar passage would highlight the loss of information when punctuation and caps are omitted.

- 2) Have the student name three or four simple ideas (for example: my dog, my family, my friend). Then ask the student to choose an idea and talk about it for 10 seconds into a tape recorder. Play the tape back and write what the student said, using punctuation and capitalization. Go over the written transcript with the student, listening to the tape.

This would be effective because use of the student's own ideas would be motivational. The exercise is brief and a good model is presented.

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 "Communication, Collaboration, and Professionalism," which is the third subarea of the Learning Behavior Specialist II: Curriculum Adaptation 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 the standards of professional conduct for special educators, write an essay in which you:

- identify two standards of professional conduct related to the assessment of students with disabilities and explain how each standard you identified contributes to positive educational outcomes for students;
- identify two standards of professional conduct related to communicating with the parents/guardians of students with disabilities and explain how each standard you identified contributes to positive educational outcomes for students; and
- describe two strategies that special educators can use to evaluate and/or monitor their own conduct as teachers of students with disabilities and explain why these strategies would be effective.



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

Understand effective written, verbal, and visual communication techniques that support collaboration among professionals, parents, paraprofessionals, and students.

Understand the standards and practices of teaching as a profession.

Understand the importance of educators being reflective practitioners.

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.

One important standard in assessing students with disabilities is the use of multiple measures: the policy and practice that placements not be made solely on the basis of a single procedure or criterion. Sufficient assessments must be included to measure specific areas of educational need, not simply IQ or academic achievement. Inherent in this standard is the acknowledgment that students are unique and complex, that a single measure provides incomplete information, and that a placement decision depends on comprehensive information. This standard will contribute to positive outcomes because a more complete and informative profile will make it possible to refine an IEP, develop more realistic goals, and include more appropriate resources.

A second standard is that tests and evaluation materials must be provided and administered in a language the student can understand, by knowledgeable and trained personnel, and according to the instructions contained in the manual. This is essential for test validity. Students are well-served by accurate and interpretable assessment information. If the student cannot understand the tasks defined in the test, the test results are meaningless and cannot be interpreted. If the test administrator is poorly trained or does not follow the instructions, the purpose of the test is defeated.

In communicating with parents/guardians, one standard for special educators is to recognize and respect that both the educator and the parent have important insights and knowledge to contribute to their interactions, and the student will be best served if all the relevant insights are honored. It is important, therefore, that all involved understand the language that is being used. This calls for the educator to use clear, straightforward terminology that is accessible to the layperson, and be careful to avoid the use of specialized language or jargon. It also calls for the educator to be open and receptive to the language, culture, and customs of the parent/guardian (particularly important if the educator and the parent/guardian are of different sociodemographic, ethnic, or cultural backgrounds). These efforts toward mutual understanding contribute to positive outcomes because they ensure that all are well-informed and therefore able to build from each other's ideas and thoughts.

A second relevant standard is to plan and prepare carefully for conferences with parents/guardians, and to conduct these conferences in an open, constructive way. All relevant staff should be present. Any information that is necessary should be available. The setting should be private, comfortable, and easily accessible. The purpose of the conference should be clear to all. At the conference, introductions

continued

should be courteous; all should have an opportunity to contribute and be listened to; sufficient time should be allowed for all concerns to emerge. This contributes to positive outcomes because it builds trust and respect and reinforces the understanding that all present are part of a team with a common goal of promoting the well-being of the student.

To evaluate their own conduct, teachers of students with disabilities can benefit from the counsel and expertise of trusted colleagues. Frequent informal, non-threatening contact with other professionals in the field can be a source of both support and constructive criticism. These relationships are effective because they are invaluable means of trying out ideas, getting feedback on successful and unsuccessful strategies, and broadening an individual's perspective.

A second strategy for self-evaluation and monitoring is the use of a journal. A professional journal is effective because it documents specific strategies, along with the educator's own assessment of successes and failures, and because it encourages reflection and self-improvement.

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 Andrew. He is an eighth grader who is 14 years, 4 months old. Andrew has Asperger's Syndrome and an absence seizure disorder (petit mal), and he attends general education classes full time. Andrew recently participated in a Full and Individual Evaluation to prepare his Individualized Education Program (IEP).

Use the information that follows from Andrew'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 Social Assessment Reevaluation Form:

Family History: Andrew's father is an accountant, and his mother is a college professor. They are both very intense people, and they have high expectations for Andrew. Andrew has two older sisters who are in college. Andrew's parents report that Andrew learned to read aloud when he was three years old.

Educational Experience: Andrew was diagnosed with Asperger's Syndrome during second grade after his teacher became concerned about his behavior and lack of social skills. Ever since then, his parents have advocated that he be educated in the general classroom with his peers. Andrew currently attends a middle school in which the general teachers are organized in teams of two. He has been with the same team for two consecutive years. He also receives assistance from a paraprofessional. Andrew has been successful with this team approach, but he has difficulty relating to other school staff members with whom he has less frequent contact.

Parents' and Student's Perceptions of Student's Problems and Efforts to Deal with Problems: Andrew's parents have been very pleased with his team of teachers, and they feel that being with the same peer group for two years has helped Andrew to develop social skills. His parents are very concerned about his transition to high school, but they are committed to having Andrew educated in the general classroom environment. During the coming school year, he will be attending a traditional high school in which he will have six different teachers during each school day. They are very anxious about the social setting of the high school and how Andrew will react to the change. Andrew states that he wants to do "really well in high school." He is looking forward to taking more advanced science classes, where he hopes to learn more about rockets and space travel, his favorite topic. His therapist reports that Andrew is "nervous and stressed" about going to a new school, and he's afraid that people will make fun of him.

Modifications from Andrew's Current Individualized Education Program (IEP):

- Seat Andrew near exemplary role models.
- Simplify spoken language.
- Pair oral instructions with lists or pictures.
- Provide daily opportunities for interactions with others and direct instruction in social skills.
- Provide 1:1 assistance from a paraprofessional to help with organization skills.
- Prepare Andrew in advance for changes in routine.
- Break down assignments into smaller units.

Excerpt from Psychological Evaluation:**Wechsler Intelligence Scale for Children—Third Edition (WISC–III)****Age: 14 years, 3 months**

Andrew was evaluated by the district's school psychologist. He worked hard during testing and stated that he wanted to do well.

Verbal		Performance	
Subtest	Scaled Score	Subtest	Scaled Score
Information	16	Picture Completion	16
Similarities	10	Coding	17
Arithmetic	17	Picture Arrangement	14
Vocabulary	9	Block Design	14
Comprehension	8	Object Assembly	15
Digit Span	17	Symbol Search	15
		Mazes	17

	Standard Score
Verbal IQ	112
Performance IQ	135
Full Scale IQ	125

Woodcock-Johnson III Tests of Achievement (WJ–III)**Age: 14 years, 2 months**

Andrew had difficulty understanding directions during the WJ–III. He raised his hand frequently during the testing sessions to ask what he should do next.

Subset	Standard Score
Broad Reading	92
Reading Comprehension	92
Broad Written Language	88
Broad Math	117
Oral Expression	90
Listening Comprehension	89
Academic Knowledge	114

Illinois Standards Achievement Test (ISAT) Grade 7

Andrew had great difficulty maintaining focus during the ISAT testing. He had difficulty following directions.

	Student Score	Performance
Science	165	Meets Standards
Social Science	139	Below Standards
Fine Arts	150	Below Standards
Physical Development and Health	151	Below Standards

Excerpt from Andrew's Medical Record:**Age: 14 years, 3 months**

Medical Diagnosis: Asperger's Syndrome
absence seizure disorder (petit mal)
diagnosed at age 7 years, 3 months

Medications: Recently changed to Zonegran™
Current dosage: one 100 mg capsule twice a day

Vision: within normal limits

Hearing: within normal limits

Fine/Gross Motor Development: delayed, significant weakness in arms and legs, clumsiness, problems with balance and coordination

Excerpt from Special Educator's Report:

Although prior and current formal testing indicates that Andrew has above average intelligence, he has significant difficulty with receptive, expressive, and pragmatic language; fine and gross motor skills; and coordination. Andrew has problems with penmanship, and his clerical speed is very slow. He demonstrates weaknesses in communication, perceptual skills, and developing interpersonal relationships. Andrew also demonstrates deficits in attentive abilities, and he needs 1:1 assistance with overall organization and daily decision making. In spite of his disabilities, Andrew takes great pride in his work, and he actively participates in class. He works hard in all academic areas, and he has superior rote memory skills. Andrew tends to be a visual learner. Although he reads aloud fluently, he often does not comprehend what he reads. Andrew has great difficulty understanding abstract language, idioms, and figures of speech. He has an obsessive interest in anything having to do with rockets and space travel, and he will speak about this subject endlessly if left to his own devices. His favorite school subjects are math and science. Andrew does well following a daily routine, but he will become extremely upset if his routine is changed in any way. He needs support with peer interactions, problem solving, and coping with learning issues. A recent change to Andrew's seizure medication has been accompanied by improved effort and a desire to do better academically.

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: Curriculum Adaptation 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 Andrew's case file. In your essay:

- identify Andrew's strengths and deficits in the areas of cognitive, physical, and social-emotional development, citing evidence from Andrew's case file to support your observations; and
- explain ways that Andrew's disabilities affect and interrelate with his development, learning, and communication skills.



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 individuals.

Understand foundations of special education for students with disabilities.

Understand the structure and functions of the general curriculum.

Understand uses and procedures of educational assessment for students with disabilities.

Understand the uses of various assessment strategies to support the continuous development of all students.

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.

Andrew is cognitively very capable, as evidenced by his IQ scores and supported by his interest and expertise in rockets and space travel and his precociousness with respect to reading. However, his special education teacher notes that he has difficulty with all aspects of language: receptive, expressive, and pragmatic, and that he struggles with penmanship. He reads well, but does not comprehend what he reads. He has problems with attention and organization, and has difficulty following instructions, even in a controlled testing situation.

Physically, Andrew has normal vision and hearing. He has delayed motor development, with muscle weakness and problems with balance and coordination. He has absence petit mal seizure disorder and is taking daily medication; he has responded well to a recent change in this medication.

Andrew's social-emotional strengths include his determination and motivation, both in the classroom and in individual testing settings. He relates well to teachers but is highly dependent on predictability and routine, and is not confident in new settings or with people he does not know.

Andrew's reading and attention problems limit his ability to take in and process information. These limitations will become more serious as Andrew enters high school. In high school the content of his classes will become increasingly complex; the instructional strategies he is exposed to will become more diverse because of the different teachers he will have; and the tasks he is presented with will require more initiative and independence. His reduced ability to understand and learn the content could cause him to fall behind academically and also tend to isolate him from his peers. Because Andrew relies heavily on a predictable, controlled environment with meaningful connections with a small number of well-known staff, this isolation could cause anxiety and stress.

Andrew's physical clumsiness and lack of coordination could result in further social isolation. In a competitive high school environment, with its strong emphasis on affiliation and fitting in, a student with Andrew's physical limitations could have difficulty being accepted by peers. He is likely to do poorly in gym class and may fall or drop things, which could lead to ridicule and ostracism from peers. His sometimes inappropriate behaviors (obsessing about rockets and space travel; intolerance of changes in routine) could also be stigmatizing and earn him ridicule or rejection.

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: Curriculum Adaptation 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 Andrew's instructional program. In your essay:

- describe two important characteristics of a successful learning environment for Andrew and explain why each characteristic you described would be effective in promoting Andrew's development and learning;
- describe two appropriate curriculum adaptations for Andrew's instructional program and explain why each adaptation you described would be effective; and
- explain how you would implement and evaluate the effectiveness of curriculum adaptations made for Andrew's instructional program.



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 how students differ in their approaches to learning and how to adapt and modify instruction to meet the needs of diverse learners.

Understand how to create and manage a positive learning environment.

Understand methods for adapting and modifying instruction in different content areas.

Understand methods for helping students with disabilities become more effective learners.

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.

One important characteristic that would promote Andrew's success and ease his transition is predictability and order. This could include placement with teachers who are especially well-organized, who make their expectations clear, and who tend to have more structured classrooms. It would also be helpful for Andrew to stay with the same group of other students throughout the day, and to be placed with at least some of the students he knew in eighth grade. This predictability would reassure Andrew and ease his anxiety about the changes of high school.

A second helpful characteristic would be heavy use of small group interactions. This could be through cooperative learning groups, by assignment of group projects, or in short small-group problem solving activities. This would help Andrew in several ways. First, the group process would make him less dependent on his own reading comprehension skills to take in and reinforce information. Second, since Andrew is willing to participate in class, he would be likely to participate in a small group. His participation at a more interactive level would help develop his communication skills.

One curriculum adaptation for Andrew would be his placement in an adaptive Physical Education class. This would not interfere with his general education, but would provide a more appropriate alternative to the potentially stressful and competitive general gym class. This should provide more peace of mind and alleviate some of Andrew's anxiety about being the object of ridicule. This adaptation could be evaluated by assessing not only Andrew's progress with respect to the objectives of the course (physical skills, fitness, teamwork, and the like) but also his willingness to participate, satisfaction and ease.

A second adaptation would be to help Andrew with note-taking. Andrew must gain proficiency at this skill to continue in a general education program. There are a number of appropriate strategies. One would involve the use of a model: a paraprofessional or even another student could sit next to Andrew and take notes during the class; then they could go over both sets of notes together after the class is over. Another strategy to improve Andrew's note-taking might involve the use of advance organizers. Since he struggles with attention and organization, it might help to give him an outline for a class lecture at the beginning of the class; he would then insert his notes into the outline. Both of these strategies would help Andrew gain skill in listening and recording the salient points in a presentation.

These strategies could be evaluated by assessing the quality of Andrew's class notes after the strategies had been implemented for several weeks. This could be done by reviewing the notes, by discussing the content and process with Andrew, and by discussing the process with his aide or student model.

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 "Communication, Collaboration, and Professionalism," which is the third subarea of the Learning Behavior Specialist II: Curriculum Adaptation 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 areas related to the development and implementation of Andrew's educational program. In your essay:

- identify two significant areas that should be addressed in Andrew's Individualized Education Program (IEP);
- identify four individuals who should be part of Andrew's IEP team and describe the goals and responsibilities of these individuals with respect to the implementation of Andrew's program; and
- describe two strategies the four individuals could use to collaborate in support of Andrew's learning and behavior.



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

Understand effective written, verbal, and visual communication techniques that support collaboration among professionals, parents, paraprofessionals, and students.

Understand the standards and practices of teaching as a profession.

Understand the importance of educators being reflective practitioners.

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.

Two important areas that should be addressed in Andrew's IEP are early planning for his transition to adult life, and continued development of his verbal communication skills.

The following are appropriate members of Andrew's IEP team:

1. his parents
2. a guidance counselor
3. a special educator
4. a speech-language pathologist

Andrew's parents are important members of his team because they have been closely involved in his education, they are strong advocates, and they have definite opinions about what kind of educational experience he should have. They are well-qualified to provide continuity and coherence, to be sure that all professionals are well-briefed and up-to-date on Andrew's progress, and to augment the information the school staff have about Andrew's progress.

A school guidance counselor is a valuable member to recommend high school teachers and classes that will best fit Andrew's need for structure and predictability and also to begin the process of transition planning.

A special educator is helpful to recommend strategies for Andrew and his teachers to use in his classes (small groups, advance organizers, adaptive PE) and to monitor the effectiveness of these strategies.

A speech-language pathologist could recommend strategies to develop Andrew's receptive, expressive, and pragmatic language skills, and potentially conduct therapy sessions.

These individuals might work together in a variety of ways. The school guidance counselor could work with the parents to explore post-school options for Andrew and suggest high school programs that would be good preparation for these options. The entire team could then work on setting appropriate educational goals. The special educator and the speech language pathologist could communicate the goals to other staff involved in Andrew's education and offer suggestions and strategies for implementing them in Andrew's classes.

All members of the team could work to coordinate their efforts so that Andrew's experience is coherent and minimally stressful. For example, if Andrew required a speech and language assessment at the high school, this could be coordinated with a tour of the school or an orientation session to minimize disruption in Andrew's routines. All members could seek to support and complement each other, share information, and provide feedback.

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: Curriculum Adaptation Specialist test.

THE SCORING PROCESS

Responses to the constructed-response assignments will be rated on a four-point scoring scale (see page 2-34). 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: Curriculum Adaptation 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 2-34.

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: Curriculum Adaptation 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: Curriculum Adaptation 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: Curriculum Adaptation 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: Curriculum Adaptation 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: Curriculum Adaptation 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.

Number of Test Items in Subarea (6)		Subarea Name	Component Score	Performance Indicators	Performance Characteristics Not Mastered*
Test: 158 LBS II: Curriculum Adaptation Specialist Your Scaled Total Test Score: 220 ← ② Your Status: Did not pass ← ①					
③	1	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: Curriculum Adaptation 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.