

Part Two Sample Questions and Written Assignments

This section is designed to assist you in responding to the multiple-choice questions and written assignments on Part Two of the assessment.

Included in this section are:

- Sample multiple-choice questions
- Annotated answer key for the sample multiple-choice questions
- Sample directions for the written assignments
- Sample written assignments
- An example of a strong response to each sample assignment
- An evaluation of the strong response to each sample assignment
- Scoring criteria that will be used in evaluating your response to each assignment

The sample multiple-choice questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample multiple-choice questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the assessment framework to which each question is linked.

For each sample assignment, you may want to take the following steps to prepare for the test:

- Review the directions for the written assignments.
- Read the assignment.
- Prepare your response to the assignment. It is suggested that you type your response to the assignment without using editorial tools, such as spell check and grammar check, in order to simulate the actual testing experience. These tools will not be available to you during the test session.
- After you complete the assignment, review the sample strong response, your response, the scoring criteria, and the evaluation of the sample strong response.

QUESTIONS

1. Which of the following strategies used by a school building leader is likely to be most effective for promoting the academic achievement of all students in the school?
 - A. visiting classrooms whose students have shown significant progress to commend them personally
 - B. using a variety of means to communicate high expectations for students and staff on a regular basis
 - C. redirecting resources to strengthen remedial programs by reducing the number of nonacademic activities
 - D. creating incentives to reward faculty when a high percentage of their students meet learning standards

2. Mr. Yamada is a new school building leader at an elementary school that has a culturally and linguistically diverse student body. He makes a practice of visiting each classroom on a weekly basis. As part of the school's improvement plan, all teachers have participated in professional development activities concerning how to create assessments that are responsive to the needs of all students. In regard to assessment, Mr. Yamada should expect to see which of the following during his informal weekly observations?
 - A. pairs of students using a checklist or rubric to critique each other's work samples
 - B. teachers using written assessments with a range of response modes such as multiple choice and short answer
 - C. students working in cooperative groups to learn and practice test-taking strategies
 - D. teachers incorporating many types of formal and informal assessment into instructional units

3. A newly appointed high school building leader becomes aware that the school includes some students who are homeless and living in a nearby shelter. The building leader wants to ensure that the needs of these students are met in order to help them succeed at school. The building leader can best begin to pursue this goal by taking which of the following actions *first*?
- A. meeting with the school-based management team to begin planning a comprehensive approach to addressing issues arising from student homelessness
 - B. surveying the school's homeless families to identify the school-based supports and services needed by their children
 - C. contacting the school district's liaison for homeless families to determine what types of programs and services are in place to help homeless students
 - D. arranging professional development for school faculty and staff to raise awareness of issues and problems confronting homeless students
4. In a school that recently transitioned to a team-based structure, a school building leader has helped the faculty on each team take over much of the decision-making responsibility regarding teaching and learning that was previously held by administrative staff. Which of the following is likely to be the most important benefit of this change for the school?
- A. reducing pressures on administrative staff related to the enforcement of educational accountability
 - B. helping minimize barriers to communication within the school building and between the school and the community
 - C. reducing the potential for conflict among individuals and groups within the school community who have divergent interests or ideas
 - D. helping ensure that planning within the school closely reflects specific student and curricular needs

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5. In training a school emergency response team, the most important goal should be to ensure that all team members:
 - A. know the crisis response, fire, and law enforcement officials to contact for a wide range of emergency situations.
 - B. are proficient in basic first-aid procedures and the use of emergency communication devices.
 - C. have sufficient knowledge of varied types of emergency situations to serve as the primary decision maker in a crisis, if needed.
 - D. know their specific roles and responsibilities in an emergency and how to carry them out.

6. In *Hazelwood v. Kuhlmeier* (1988), the U.S. Supreme Court ruled that educators can exercise editorial control over speech in school-sponsored student newspapers in situations where the educators:
 - A. can show that their actions are based on legitimate concerns related to teaching and learning.
 - B. confine their intervention to stylistic matters and do not interfere with essential content.
 - C. can demonstrate that there is no factual basis for a story or an opinion piece.
 - D. are acting at the direction of the local school board or other governing body.

Use the information below to answer the three questions that follow.

As part of a districtwide initiative aimed at improving teaching and learning, a school building leader has been striving to help faculty increase their use of differentiated instruction. All faculty have participated in a variety of relevant professional development activities, and most have managed to adjust their teaching without too much difficulty. However, the building leader is concerned about several teachers who continue to struggle to make the required changes. After considering various approaches for providing additional support to these teachers, the building leader decides to use a peer-coaching approach.

7. The struggling teachers can be expected to be most receptive to the peer-coaching plan if the building leader:
 - A. has fostered a collegial environment characterized by mutual trust and an expectation of lifelong learning.
 - B. is perceived as accessible and responsive in addressing a variety of school-related issues and concerns.
 - C. communicates a high level of support for the plan and strong determination to make it work.
 - D. has a track record of success in generating workable solutions to problems arising within the school.

8. In preparing to implement the peer-coaching plan, the building leader can best help promote its success by recognizing the need to:
 - A. pair teachers who require a peer coach with colleagues who have similar educational backgrounds and experiences.
 - B. make time available for the participants to collaborate without adding significantly to the length of their workday.
 - C. ensure that pairs of teachers who will be working together have classrooms that are in proximity.
 - D. offer participants various incentives based on what each individual will find motivating and meaningful.

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9. Before peer-coaching activities begin, the building leader meets privately with each teacher who will participate and then arranges to meet with each pair of teachers who will work together. The goal of the initial meeting with each pair of teachers is to promote their ability to engage in effective ongoing collaboration. The building leader is most likely to achieve this goal by focusing the meetings on helping the teachers:
- A. develop a common understanding of the purpose and scope of the peer-coaching activities.
 - B. understand the importance the building leader places on peer coaching as a means of promoting school improvement.
 - C. define clear criteria for evaluating whether the targeted teaching skills are improving over time.
 - D. establish a mechanism for reporting to the building leader periodically on their progress toward achieving the desired outcomes.

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	B	According to research, schools with leaders who consistently communicate high expectations for all students and staff, and also provide the support necessary for them to achieve these expectations, have high rates of academic success. Effective school leaders use various means to communicate high expectations (e.g., refusing to give up on an individual or group, focusing on strengths and successes rather than on weaknesses and past failures, avoiding "tracking" students based on past performance), and they understand that communicating confidence in the ability of students and staff to excel provides strong motivation and helps promote a positive, dynamic school culture of learning.	0001
2	D	Assessment plays a crucial role in the instructional process by allowing teachers to identify instructional content that has and has not been effectively taught. In an elementary school whose students have diverse characteristics and needs, no one form of assessment can be expected to yield the kind of accurate and comprehensive information that is required to evaluate the effectiveness of instruction for each student and determine how to modify instruction to meet student needs. Therefore, if Mr. Yamada wishes to check whether teachers are using assessments that are responsive to the needs of all students, he should expect to see teachers incorporating a variety of types of assessment into their instruction, such as observational assessment, performance assessment, discussion with students, and various types of written assessment.	0002

Part Two Sample Questions and Written Assignments

For question	The correct response is	Reason	Test Objective
3	C	A newly appointed school building leader who wishes to help meet the needs of students who are homeless should begin by contacting personnel within the system who can provide accurate and comprehensive information about the programs and services that are currently available to assist homeless students. After the building leader obtains this information, he or she will be in a good position to take steps aimed at ensuring that eligible students are taking advantage of existing programs and services, identifying possible gaps in services that may need to be filled, and educating faculty and staff about relevant programs and services.	0003
4	D	In a school, moving decision making related to teaching and learning from the administration to teacher-led teams can be expected to result in planning that is more responsive to the specific needs and concerns of the students and faculty on each team. Instead of having administrators make broad-based decisions for everyone in the school, small groups of teachers can carefully consider the specific issues they are confronting on their team and can craft responses that have the best chance of helping them successfully resolve problems and meet goals.	0006
5	D	Members of a school emergency response team must work together to perform the various tasks needed to respond effectively to an emergency or crisis situation. For example, in many emergencies, someone must contact first responders, such as police or fire crews, while another person must ensure that all students have safely evacuated the building. An emergency response team can thus be expected to function most effectively when clear lines of authority have been established as well as a sensible division of responsibilities that avoids duplication of effort and ensures timely performance of critical tasks. This requires that members of the team know their specific roles and responsibilities and how to carry them out in case of an emergency.	0007

Part Two Sample Questions and Written Assignments

For question	The correct response is	Reason	Test Objective
6	A	In 1988 the U.S. Supreme Court held for the first time that public school officials may impose some limits on what students may write in school-sponsored publications. The Court said that public schools are not compelled to affirmatively sponsor speech that is found to conflict with "legitimate pedagogical goals." Following this decision, public high school students do still have some First Amendment protections that limit the ability of school officials to censor them, but these protections have limits when censorship is based on legitimate concerns related to teaching and learning.	0008
7	A	Peer coaching provides teachers with ongoing professional support through the use of collaboration, observation, and feedback from peers. For peer coaching to be successful, teachers need to feel comfortable taking risks, seeking help from their peers, and giving and receiving feedback for improved performance. This is most likely to be the case in a school environment characterized by a climate of collegiality and trust. Therefore, in the situation described, the peer-coaching plan is likely to be most successful if the building leader has promoted the development of a nonthreatening, collegial environment in which teachers as well as students are expected to continue learning and growing.	0004
8	B	Peer coaching requires considerable time for participating teachers to meet and collaborate. In addition, the teachers need to be able to make time in their class schedules to observe peers during the school day. If participants have difficulty finding the time they need to participate in peer-coaching activities, or if they must give up a great deal of their own time outside of regular school hours in order to participate, they are likely to lose interest and motivation. Therefore, the school building leader in the situation described can best promote the success of the peer-coaching plan by taking steps to ensure that participants have adequate time available to engage in collaborative activities that are required for proper implementation of the plan.	0005

Part Two Sample Questions and Written Assignments

For question	The correct response is	Reason	Test Objective
9	A	Before pairs of teachers can work together effectively to implement the peer-coaching plan, they must have an opportunity to learn what peer coaching is and what it is not so that they will know what is expected of them as participants. Developing this type of common understanding about the purpose and scope of their activities will help set the stage for positive, productive collaboration and will help avoid misunderstandings about roles that could adversely affect trust and collaboration.	0005

DIRECTIONS FOR THE WRITTEN ASSIGNMENTS

A sample of the directions for the written assignments is shown in the box below.

DIRECTIONS FOR THE WRITTEN ASSIGNMENTS

This section of the test consists of two written assignments. Assignment One is a Management Problem Solving assignment and Assignment Two is an Educational Program Analysis assignment. You are to prepare a written response of about 150–300 words to Assignment One and a written response of about 300–600 words to Assignment Two. Approximately 50% of your total test score is derived from the written assignments—approximately 17% from Assignment One, and approximately 33% from Assignment Two. You may complete the assignments in either order, and you may return to either assignment as time permits.

Read each assignment carefully before you type. Each written assignment appears on the screen with an answer box immediately below the assignment. Type your response in this answer box. For some written assignments, you may need to use the scroll bar to view the entire assignment. To view all parts of Assignment Two, you will need to click on buttons at the top of the screen labeled "Document 1," "Document 2," etc. As with the multiple-choice questions, you may select written assignments for review later during the testing time.

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

- **PURPOSE:** Fulfill the charge of the assignment.
- **APPLICATION OF CONTENT:** Accurately and effectively apply the relevant knowledge and skills.
- **SUPPORT:** Support the response with appropriate examples and/or sound reasoning reflecting an understanding of the relevant knowledge and skills.

Your responses will be evaluated on the criteria above, not on writing ability. However, your responses must be communicated clearly enough to permit valid judgment of your knowledge and skills. Your responses should conform to the conventions of edited American English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topics. You may not use any reference materials during the test. In order to maintain your anonymity during the scoring process, do not type your name in any portion of the answer box. Remember to review what you have written and make any changes that you think will improve your responses.

SAMPLE MANAGEMENT PROBLEM SOLVING ASSIGNMENT

Subarea: Managing School Resources, Finances, and Compliance

Assignment One: Management Problem Solving

Use the information below to complete the task that follows.

Dr. Carla Garcia is the newly hired principal of Shaw High School. The school enrolls about 1,600 students.

Dr. Garcia is aware that the pass rate of Shaw students on the English Regents exam has declined over the past few years and is now significantly lower than the pass rate for students enrolled in the district's other high schools. Last year the former principal, in collaboration with the district's assistant superintendent for curriculum and instruction, worked with a team of English faculty and other school stakeholders to conduct a curriculum audit and realign the school's English curriculum with state standards.

In initial meetings with Dr. Garcia, the superintendent stresses the importance of maintaining the school's momentum in taking steps to improve student performance. "We simply must begin to see yearly increases in the percentage of eleventh graders at Shaw who pass the English Regents exam," the superintendent says. "Please make this goal a top priority." The superintendent informs Dr. Garcia that she will have an additional \$10,000 in discretionary funds to support this initiative.

During her first few months at Shaw, Dr. Garcia devotes considerable time and energy to this issue, engaging in extensive discussions with English faculty, school specialists, and others about the school's English curriculum and instruction. She charges the team of stakeholders with developing a plan for implementing the newly aligned English curriculum.

In November, Dr. Garcia needs to describe her specific discretionary budget allocations for Shaw High School to help support the school's goal of improving student achievement in English.

Task

Write a response of about 150–300 words about determining discretionary budget allocations to promote improved performance of Shaw students in English. Begin your response by stating any assumptions you are making about the school's discretionary budget and educational program/resources. In your response:

- describe two important issues that Dr. Garcia should consider when preparing recommendations for discretionary budget allocations to promote improved student performance in English;
- describe one strategy Dr. Garcia could use in determining recommended discretionary budget allocations to promote improved student performance in English; and
- explain why this strategy is likely to be effective.

■ **Strong Response to the Sample Management Problem Solving Assignment**

(Assumptions: \$10,000 available only for the current school year; instructional resources currently available align with the previous English curriculum.)

One issue Dr. Garcia should consider is that the newly aligned curriculum may require substantial investment in textbooks and other instructional materials. Having properly aligned instructional resources will be essential to the success of the new curriculum and its ability to increase student test scores. A second issue involves the need for teachers to be trained in the newly aligned curriculum and in best-practice methods of delivering instruction to address the curriculum. Proper professional development gives teachers the knowledge and skills they need for effective implementation of the new curriculum and also helps build their confidence and motivation.

One strategy for Dr. Garcia to use to determine recommended discretionary budget allocations is to ask the existing stakeholder team to prioritize the various components of its implementation plan based on a specified set of criteria. These criteria include: the relative importance of each component in promoting student achievement of state standards, the cost of each component's implementation, its feasibility, and its overall cost-effectiveness.

This strategy is likely to be effective because individuals on the existing team will have strong background knowledge about the school's English curriculum and needs, and thus are in an excellent position to help the principal apply the specified criteria to make wise decisions. Also, having input into budgetary decision making may increase team members' acceptance of the recommended allocations and enhance their commitment to the success of the initiative overall. The use of data (e.g., costs, effectiveness) and well-defined criteria provide clear direction for the team and should help the members reach consensus about implementation priorities and the best use of discretionary funds to improve student performance on the English Regents exam. Moreover, the use of clear criteria for determining priorities offers other school and district stakeholders a clear rationale for the decisions that are made.

Part Two Sample Questions and Written Assignments

■ Evaluation of the Strong Response to the Sample Management Problem Solving Assignment

This response is considered a strong response because it reflects a thorough command of the relevant knowledge and skills.

PURPOSE: Fulfill the charge of the assignment.

The response completely fulfills the purpose of the assignment by responding fully to the given task.

Two assumptions related to the school's discretionary budget and its educational resources are clearly stated. The response includes descriptions of two important issues to consider in preparing the recommendations (i.e., the possible need for substantial investment in new instructional materials and the need for teachers to be trained in the new curriculum and how to deliver it). A strategy for determining recommended discretionary budget allocations is described (i.e., asking the existing stakeholder team to prioritize the various components of its implementation plan based on a specified set of criteria), and an explanation of why it would be effective is provided (i.e., use of the team's existing knowledge and expertise, use of relevant data and well-defined criteria, and enhanced acceptance and commitment by team members).

APPLICATION OF CONTENT: Accurately and effectively apply the relevant knowledge and skills.

The response demonstrates an accurate and highly effective application of the relevant knowledge and skills.

The response demonstrates an accurate and highly effective application of knowledge related to the management of personnel, resources, and finances. The response shows an awareness of the value of bringing stakeholders with appropriate expertise into the process to help make informed judgments; the key priorities that should drive school budget decisions (e.g., importance in promoting student achievement of state standards, cost-effectiveness); and the linkages between state standards, student performance, and educational decision making. The response also demonstrates knowledge of the positive motivational effect of including stakeholders in the process.

SUPPORT: Support the response with appropriate examples and/or sound reasoning reflecting an understanding of the relevant knowledge and skills.

The response provides strong support with high-quality, relevant examples and/or sound reasoning.

The response elaborates on the concepts discussed with relevant examples and sound reasoning. The description of each important issue incorporates sound reasoning (e.g., "properly aligned resources will be essential to the success of the new curriculum and its ability to increase student test scores," "proper professional development gives teachers the knowledge and skills they need for effective implementation . . . and also helps build their confidence and motivation"). The idea of using specific criteria to prioritize components of the implementation plan is supported with specific examples (e.g., cost, feasibility). Sound reasons (e.g., strong background knowledge about the school's English curriculum and needs, enhanced acceptance of the recommended allocations) support the rationale for involving the team.

SAMPLE EDUCATIONAL PROGRAM ANALYSIS ASSIGNMENT

Subarea: Leading the Schoolwide Educational Program

Assignment Two: Educational Program Analysis

You are the new principal of Sullivan Elementary School. Read the five school documents on the pages that follow. Citing specific evidence from the information provided, write a response of about 300–600 words in which you:

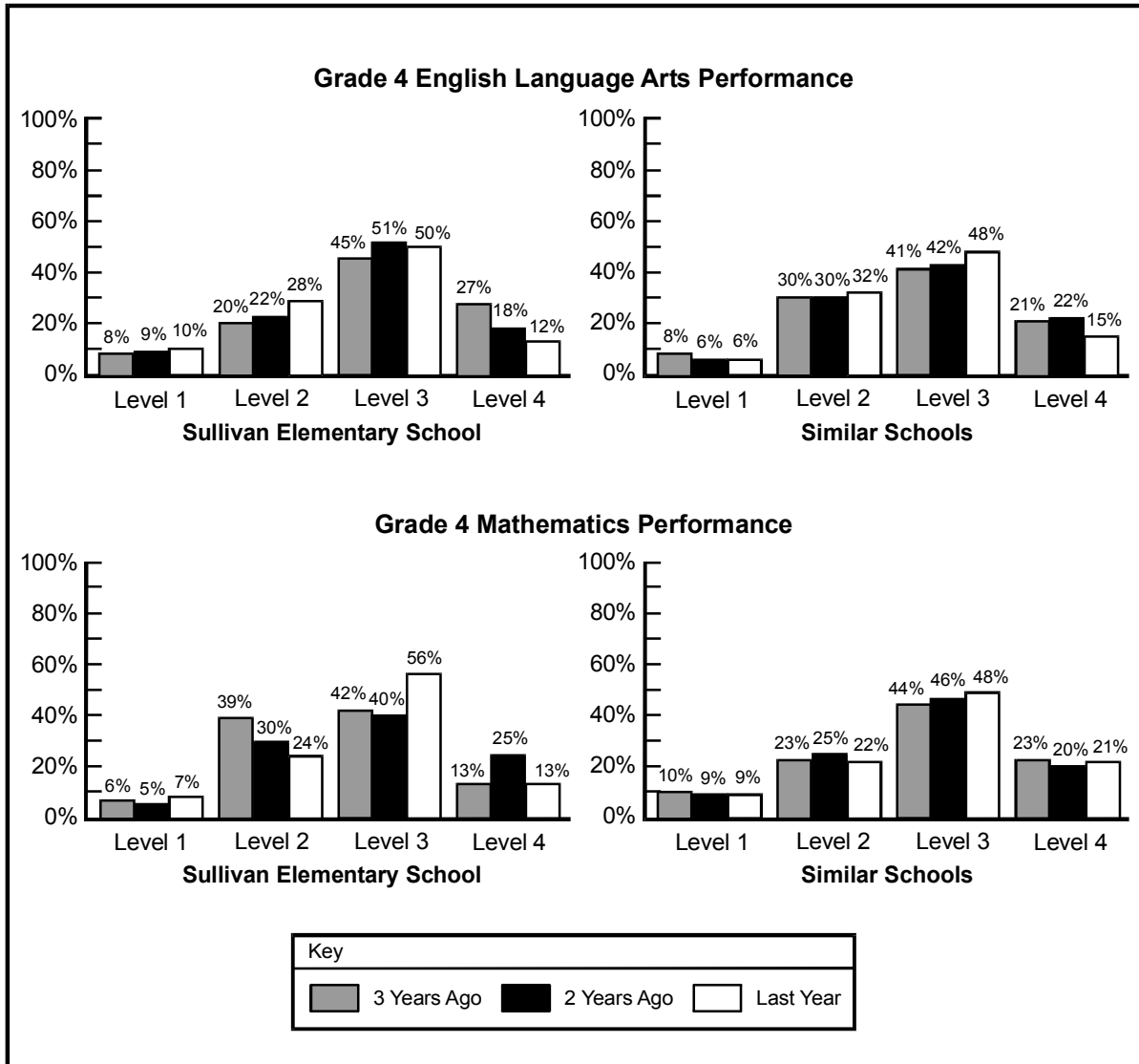
- identify one significant strength of the school's educational program;
- describe a strategy for building on this strength to improve the school's educational program;
- identify two significant weaknesses of the school's educational program;
- for *each* of the weaknesses you have identified, describe one strategy to address that weakness; and
- explain why each of these strategies is likely to be effective in improving the school's educational program.

Document #1: Excerpt from letter written by District Personnel Director to applicants for Sullivan Elementary School Principal during the search process for a new principal (last spring)

Dear [applicant for principal]:

Thank you for your interest in the position of Sullivan Elementary School Principal. The purpose of this letter is to pass along some background information about the school. Sullivan has had a stable enrollment of approximately 475 students in grades K–6 over the past three years. We have consistent and strong support from the community and an enthusiastic, hardworking parent body. There has been a steady increase in the immigrant population in our school during the past five years, and Sullivan is very proud of our attempts to reach out to and welcome the newcomers, and to support their efforts to learn English and be part of our community.

Document #2: State test results



Part Two Sample Questions and Written Assignments

Document #3: Excerpt from minutes of faculty meeting (last spring)

Meeting convened: 6:30 p.m., Elementary School Library

Adjourned: 8:15 p.m.

1. Ms. A. [school nurse] reviewed with the faculty a report on increased obesity among school children and asked if she could spend a half an hour in each classroom discussing good nutrition with the students.
2. Ms. K. [sixth-grade teacher] asked if there was any chance of restoring the lost P.E. time as she thought the kids needed more rather than less exercise. She pointed out that physical education is a part of the total educational program, and that it has an important role in promoting student learning.
3. Mr. R. [second-grade teacher] said he thought kids were more restless and inattentive since morning recess had been eliminated.
4. Ms. D. [principal] suggested all teachers try to cut down on sugary snacks, food rewards, and party foods in the classrooms.
5. Mr. S. [new fifth-grade teacher] asked if there was any school discipline code or rules that apply to all students. He had asked a child in the hall to remove his hat and was told that hats were allowed in some classrooms.
6. Ms. D. [principal] asked if anyone wanted to compare individual classroom behavioral expectations to try to identify common areas.

Document #4: Newspaper article (last year)

Sullivan School Awarded \$15,000 Grant

[CITY]—At last night's meeting of the district governing entity, Ms. D., principal of the Sullivan Elementary School, reported that her application for a grant to provide enrichment activities for academically advanced students had been approved. Chairman Will Blake congratulated her on her success and asked for information at the next meeting on how the funds will be spent and how children will be chosen for the program.

In other news, Principal D. reported on the work of the newcomers' liaison for the immigrant community and thanked the district authorities for funding the position. She reported that communication with parents and guardians had improved tremendously and that the percentage of immigrant families participating in school events had nearly doubled.

Document #5: Excerpts from state public school report card

STATE PUBLIC SCHOOL REPORT CARD

School Name: Sullivan Elementary School

Grade Range: K–6

Principal: Ms. D.

Student Demographics Used to Determine Similar School Groups	3 Years Ago		2 Years Ago		Last Year	
	No. of Students	% of Enroll	No. of Students	% of Enroll	No. of Students	% of Enroll
English Language Learners	78	16.4%	89	18.2%	100	21.1%

GRADE 4 ENGLISH LANGUAGE ARTS

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2–4	Level 3–4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by English Proficiency Status										
English Proficient	2	0	1	3	12	30	8	53	94%	72%
Limited English Proficient	0	3	0	4	7	4	0	15	73%	27%
Total	2	3	1	7	19	34	8	68	90%	62%

GRADE 4 MATHEMATICS

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2–4	Level 3–4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by English Proficiency Status										
English Proficient	1	0	1	2	9	34	8	53	96%	79%
Limited English Proficient	0	3	0	3	7	4	1	15	80%	33%
Total	1	3	1	5	16	38	9	68	93%	69%

NOTE: **ALT** designates students with severe disabilities who are eligible for the state alternate assessment; **ELL** designates English language learners eligible for an alternative assessment of proficiency in reading English; and **No Valid Score** designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

■ Strong Response to the Sample Educational Program Analysis Assignment

One strength of Sullivan's educational program is the presence of a newcomers' liaison for members of the immigrant community. The liaison's efforts have resulted in a significant increase in the participation of immigrant families in school events (Document #4). With the recent influx of immigrant families (Document #1), it is especially important for the school to ensure effective outreach and to avoid misunderstandings and communication gaps. The presence of the liaison has apparently helped achieve these goals.

The school could build on this strength by having the liaison expand his/her role to include efforts at engaging immigrant families in helping the school improve services to its English language learners (ELLs), a need that is evident based on information in Document #5. For example, the liaison could help create a committee, including parents/guardians of ELLs, whose mission is to assess the effectiveness of the instructional program in meeting the immigrant children's needs, including possible culture-related issues and impediments, and to make recommendations aimed at enhancing instructional effectiveness for the ELLs. Since these family members have the greatest knowledge about their children and their own culture, they can provide school staff with important insights and ideas for instructional improvement.

One of Sullivan's weaknesses is the performance of ELLs in English language arts (ELA) and math, as indicated by the performance of fourth-grade ELLs on the statewide test. Document #5 shows that 72% of Sullivan's English-proficient fourth graders scored at levels 3 and 4 in ELA, while only 27% of ELLs scored at those levels. Similarly, 79% of English-proficient fourth graders scored at levels 3 and 4 in math, but only 33% of the ELLs scored at levels 3 and 4. These scores suggest that classroom teachers are not meeting the learning needs of all students.

One strategy to address this need is to have staff in the English for Speakers of Other Languages (ESOL) program work closely with classroom teachers to improve instruction for ELLs. Based on information from various sources (e.g., observing in classrooms, reviewing work done by ELLs), the ESOL teacher(s) could identify specific instructional needs and then offer professional development activities to address those needs. This should enhance the ability of classroom teachers to work effectively with their ELLs, especially if provisions are made for ongoing interaction with and assistance from ESOL staff. Many classroom teachers recognize their limitations in meeting diverse student needs, so such training would likely be welcomed by most faculty.

A second weakness appears in the minutes of the faculty meeting (Document #3), which suggests that students' physical needs and development are not being adequately addressed. The minutes refer to concerns about student obesity, reduced PE time, and elimination of morning recess. It seems likely that PE was reduced and recess was eliminated to allow for more academic time, perhaps due to pressure to improve standardized test scores. In the short term, increased time for academic work may seem helpful, but in the long term, reducing physical activity may lead to health issues (e.g., obesity) and reduced attention and concentration, which can negatively affect students' classroom behavior and academic performance.

To address these issues, the school should—if acceptable under district guidelines—undertake efforts to increase time for PE and restore recess. An evaluation of time use and time management in classrooms could lead to ideas for enhancing the efficiency and effectiveness of class time, so the reduced instructional time could be compensated. Involving faculty and staff in considering issues related to scheduling, instruction, and curriculum could increase their understanding of how to provide instruction effectively and efficiently and would promote their sense of accountability for instructional improvement. Meanwhile, enhanced instructional delivery could result in increased student success while allowing more time for critical physical activity periods. Students who have ample opportunity for physical activity may be more engaged and attentive in class and thus may learn more and perform better on standardized tests.

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■ Evaluation of the Strong Response to the Sample Educational Program Analysis Assignment

This response is considered a strong response because it reflects a thorough command of the relevant knowledge and skills.

PURPOSE: Fulfill the charge of the assignment.

The response completely fulfills the purpose of the assignment by responding fully to the given task.

The response addresses all parts of the charge. The response identifies one significant strength of the school's educational program (i.e., the presence of a newcomer liaison). A strategy for building on this strength is described (i.e., expanding the role to include efforts at engaging immigrant families in helping the school improve services to ELLs). Two significant weaknesses of the educational program are identified (i.e., the performance of ELLs in English language arts and math and the loss of physical education and recess time leading to student health, behavior, and learning problems). Strategies are proposed to address both weaknesses (i.e., having ESOL staff provide professional development to classroom teachers and reinstating physical activity periods in conjunction with reevaluation and improvement in instructional time management). Explanations of their potential effectiveness are provided.

APPLICATION OF CONTENT: Accurately and effectively apply the relevant knowledge and skills.

The response demonstrates an accurate and highly effective application of the relevant knowledge and skills.

A practical, broad understanding of education and management issues, as well as student and teacher support, is demonstrated in this response. There is evidence of knowledge about how to use numerical data and written documents to extrapolate areas of strength and weakness (e.g., connections among different statements within Document #3 regarding physical activity, health issues, and potential effect on performance). There is evidence of a good understanding of factors that can influence the achievement of a specific student group (ELLs) and the achievement of students in general (e.g., relationships among physical activity, instructional and time management, and student learning). The strategies proposed reflect a knowledge of programs and personnel practices, including professional development, that promote instructional improvement and address the identified weaknesses.

SUPPORT: Support the response with appropriate examples and/or sound reasoning reflecting an understanding of the relevant knowledge and skills.

The response provides strong support with high-quality, relevant examples and/or sound reasoning.

Within the response, there is ample evidence of sound reasoning and appropriate examples. For instance, there is sound reasoning for involving the families of ELLs in helping the school improve its services to ELLs (i.e., "Since these family members have the greatest knowledge about their children and their own culture, they can provide school staff with important insights and ideas for instructional improvement"). The discussion about having ESOL staff work closely with classroom teachers to improve instruction for ELLs includes examples of information sources for ESOL staff to use (i.e., observing in classrooms and reviewing work done by ELLs) and reasons why this professional development strategy is likely to be effective (e.g., "Many classroom teachers recognize their limitations in meeting diverse student needs, so such training would likely be welcomed by most faculty").

CRITERIA FOR SCORING THE RESPONSE

Each response will be evaluated based on the following criteria.

PURPOSE:	Fulfill the charge of the assignment.
APPLICATION OF CONTENT:	Accurately and effectively apply the relevant knowledge and skills.
SUPPORT:	Support the response with appropriate examples and/or sound reasoning reflecting an understanding of the relevant knowledge and skills.

Each response is rated on a four-point scale. The four score points of the score scale correspond to varying degrees of performance that are related to the above criteria.

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough command of the relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response completely fulfills the purpose of the assignment by responding fully to the given task. • The response demonstrates an accurate and highly effective application of the relevant knowledge and skills. • The response provides strong support with high-quality, relevant examples and/or sound reasoning.
3	<p>The "3" response reflects a general command of the relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response generally fulfills the purpose of the assignment by responding to the given task. • The response demonstrates a generally accurate and effective application of the relevant knowledge and skills. • The response provides support with some relevant examples and/or generally sound reasoning.
2	<p>The "2" response reflects a partial command of the relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response partially fulfills the purpose of the assignment by responding in a limited way to the given task. • The response demonstrates a limited, partially accurate and partially effective application of the relevant knowledge and skills. • The response provides limited support with few examples and/or some flawed reasoning.
1	<p>The "1" response reflects little or no command of the relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response fails to fulfill the purpose of the assignment. • The response demonstrates a largely inaccurate and/or ineffective application of the relevant knowledge and skills. • The response provides little or no support with few, if any, examples and/or seriously flawed reasoning.

Please note: A response that is unrelated to the assigned topic, unreadable written in a language other than English, or lacking a sufficient amount of original work to score will be considered **unscorable**. If there is no response to the assignment, then the response will be considered **blank**.