

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. In general, during the late 1990s and early 2000s, the budget line for which of the following New York State school district expenditures showed the greatest percentage increase?
 - A. repairs and maintenance
 - B. staff benefits
 - C. supplies and equipment
 - D. staff salaries

2. Which of the following is likely to be the most important benefit of site-based budgeting compared with more centralized budgeting methods?
 - A. Site-based budgeting ensures that all buildings receive equal allocation of district funds.
 - B. Site-based budgeting simplifies the overall process of developing a budget.
 - C. Site-based budgeting allows principals to determine their final budget allocations.
 - D. Site-based budgeting elicits greater stakeholder input into the decision-making process.

Use the information in the passage below to answer the two questions that follow.

A school district business leader has determined that the gymnasium floor in one of the district's elementary schools needs to be replaced. The business leader first sends out a Request for Proposals (RFP) to a variety of companies that install gymnasium floors. Several companies show interest in the project and submit proposals. After reviewing the proposals, the business leader decides to send out an Invitation for Bids (IFB).

3. Before advertising the IFB in the newspaper, the business leader should *first*:
 - A. schedule a pre-bid conference at the elementary school.
 - B. establish in the bidding documents the criteria for selection of the successful bid.
 - C. limit submission of bids to companies that submitted RFPs.
 - D. obtain state approval for reimbursement of the estimated cost of the project.
4. The IFB states that all bids must be submitted to the business leader's office by 3:00 P.M. on a specified date. At 3:00 P.M. on the day that bids are due, the business leader is in his office along with representatives from each company that has submitted a bid. At 3:10 P.M., the owner of a company enters with a sealed bid. The owner apologizes for being late and states that he was held up in traffic. The business leader has a good relationship with the owner and knows that this company has a reputation for doing high-quality work at a good price. Which of the following would be the most appropriate action for the business leader to take in this situation?
 - A. Accept the bid and document the exact time of its submission on the outside of the sealed envelope.
 - B. Obtain written approval to open the bid from each of the company representatives in attendance.
 - C. Refuse to accept the bid and explain to the owner that no bid may be submitted after the deadline.
 - D. Open and examine the bid privately and use his best judgment as to whether to accept the bid.

Part Two Sample Questions and Written Assignments

5. Pipes in the basement of an older high school building are wrapped with insulation that contains asbestos. The material is undamaged and shows no signs of blistering, cracking, or crumbling. According to federal regulations, the most appropriate action by the school district business leader would be to:
- A. have the insulation regularly inspected to ensure that it remains intact and nonfriable.
 - B. require all persons who enter the basement to use a respirator and wear protective clothing.
 - C. hire a certified contractor to immediately remove and dispose of the insulation.
 - D. ask custodians to regularly vacuum the pipes and the surrounding area of the basement.
6. Which of the following most accurately describes the responsibilities of a school district with regard to an employee who qualifies for a leave of absence under the Family and Medical Leave Act (FMLA)?
- A. Upon return, the district must provide the employee with a substantially equivalent position to the one the employee held prior to taking leave.
 - B. The district must pay for up to 12 weeks of leave if the employee has a tenured position in the district.
 - C. The district must continue to make FICA payments to the federal government throughout the employee's leave.
 - D. The district must inform the federal government that the employee is requesting leave under the FMLA.
7. When planning school bus routes, bus stops, and bus schedules, the highest priority for the school district business leader should be:
- A. minimizing the distance that each bus travels on its route to and from school.
 - B. maximizing the number of students that each bus carries on its route to and from school.
 - C. minimizing the amount of time that each child spends traveling to and from school.
 - D. maximizing the safety of all students while riding, getting on, and getting off the buses.

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	B	During the late 1990s and early 2000s, health-care costs in the United States rose at a rate greater than that of any other sector of the economy. To keep pace with this increase in costs, health insurance companies raised their premiums. Since health insurance comprises a major portion of a typical benefits package for staff, district expenditures on staff benefits also increased. Benefits expenditures increased at a more rapid rate than expenditures for most other budget lines, including those for salaries, supplies and equipment, and repairs and maintenance.	0001
2	D	Under site-based budgeting, schools are usually given funds by category (e.g., a certain amount to be spent on staffing), but many of the specific decisions about how the funds will be allocated are made by stakeholders at the individual school. Thus, site-based budgeting serves to increase the involvement of school stakeholders in the decision-making process.	0002
3	B	To ensure that all potential bidders have the same opportunity to prepare and submit a bid for a particular good or service, it is necessary that the rules and procedures governing the bidding be established early in the process and be known to all bidders. By including the criteria for selecting the winning bid in the bidding documents, the school district business leader ensures that all potential bidders are provided with information that is necessary for them to prepare their bids.	0003
4	C	To avoid an appearance of favoritism in the bidding process, district administrators, including the school district business leader, must take care to treat all bidders equally and in accordance with the stated procedures. This means that rules established at the beginning of the process must be followed explicitly. In the situation described, the business leader must adhere firmly to the 3:00 p.m. deadline for bids in order to ensure that no advantage, or even the appearance of an advantage, is provided to the individual submitting the late bid.	0003

Part Two Sample Questions and Written Assignments

For question	The correct response is	Reason	Test Objective
5	A	According to federal regulations, asbestos abatement procedures (e.g., removal, encapsulation) are required whenever airborne asbestos fibers may be present. However, intact asbestos that does not show signs of blistering, cracking, or crumbling does not generally shed fibers into the air. Federal regulations permit school districts to leave intact asbestos in place while carefully monitoring it for signs of deterioration. The removal of intact and undamaged asbestos may, in fact, result in more serious problems than would leaving it in place, since the removal process itself is likely to release asbestos fibers into the air.	0004
6	A	The federal Family and Medical Leave Act (FMLA) allows qualified employees to take up to 12 weeks of unpaid leave upon the birth or adoption of a child; to recover from a serious illness; or to care for a seriously ill spouse, child, or parent. Under the terms of FMLA, the employee is not entitled to receive pay during the leave, but he or she is entitled to return to the same position or a position equivalent to the one held before the leave.	0005
7	D	A school district is responsible for the safety of the children in its care. When planning bus routes, bus stops, and schedules, the school district business leader must first consider safety issues (e.g., buses traveling on dangerous roads, children crossing busy streets to a bus stop) before considering second-tier priorities (e.g., minimizing the time spent on buses, maximizing the number of children on each bus).	0006

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 an Administrative Problem Solving assignment and Assignment Two is a Resource 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.

A calculator is available to you for this test. To access the calculator, click on the calculator icon, which will appear in the left corner of the screen. You may not use any other 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 ADMINISTRATIVE PROBLEM SOLVING ASSIGNMENT

Subarea: Administering Human and Support Resources to Support Learning Goals

Assignment One: Administrative Problem Solving

Use the information below to complete the assignment that follows.

Ms. Johanna Klein is the new school district business leader of a school district. Shortly after she was hired, Ms. Klein reviewed the personnel files containing employee data such as years of service, sick leave, and health benefits. Ms. Klein noted that the system used to organize these files is inefficient, forcing staff to expend an excessive amount of time responding to requests for information. Ms. Klein also found that incorrect information had been given out on several recent occasions, causing tension between human resource office staff and employees. In one case, the union representative contacted the superintendent to complain that an employee had been mistakenly deprived of accrued sick time. A search of the employee's file was not able to provide information that could resolve the dispute.

Ms. Klein is asked by the superintendent to begin developing plans to implement a computerized system for maintaining personnel records. Employee files are currently not computerized, although the business office has an extensive computer system in place.

Task

Write a response of about 150–300 words about developing plans for computerizing files of district employees. State any assumptions you are making. In your response:

- identify three significant questions that Ms. Klein will need to investigate before developing plans for computerizing files of district employees;
- explain why each of these three questions is important to consider; and
- for *each* of the three questions, describe one type of data or other information that would be useful in addressing that question.

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

The first question Ms. Klein must answer is, "What are our needs for a system of computerized employee files?" This question is important because the needs of the district will determine the size, configuration, and capabilities required of the new system. In addressing this question, Ms. Klein should gather information to determine which records should be computerized (e.g., health insurance, salary) and which should remain in paper form (e.g., evaluations). Other useful information might include the number of people who will use the system and the level of security that is required.

A second question is, "What are our current computer capabilities?" This question is important because it will help determine whether the current platform can be used or if the district will need to change the system. For example, if the system is old, it may be more cost-effective to replace it than to try to update it. To address this question, Ms. Klein needs to determine the type of system currently in use and its age, which software packages are currently used, and the specifications of the current hardware. This will provide information about the current capabilities and limitations of the current system and help determine where upgrades will be necessary.

Once the needs of the district and the capabilities of the current system have been identified, the next question is, "What are the costs associated with various options for upgrading or replacing the system?" This question is important because the answer will provide decision makers with the information needed to compare costs and choose the most cost-effective option that meets district needs. Ms. Klein should investigate software and hardware costs, labor costs associated with implementation and maintenance of the new system, and staff-training costs for a variety of upgrading and replacement options.

Part Two Sample Questions and Written Assignments

■ Evaluation of the Strong Response to the Sample Administrative 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.

The response identifies three significant questions and explains why each of these questions is important. Answering the question "What are our needs for a system of computerized employee files?" will help identify system size and capabilities necessary to meet those needs. Answering the question "What are our current computer capabilities?" will help determine how the system will need to be upgraded. Answering the question "What are the costs associated with various options for upgrading or replacing the system?" will give decision makers the cost comparisons they will need to make an appropriate decision. For each question, one type of data or other information useful for addressing the question is identified (e.g., which records should be computerized, software packages currently in use, costs of hardware and software).

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.

Discussion of the first question ("What are our needs for a system of computerized employee files?") demonstrates a highly effective application of knowledge related to procedures for maintaining accurate records (e.g., determining which records should be computerized and which should not) and criteria for evaluating data management technology and systems (e.g., how many people will use the system, what level of security is required). Discussion of the second question ("What are our current computer capabilities?") and the third question ("What are the costs associated with various options for upgrading or replacing the system?") demonstrates a highly effective application of knowledge regarding criteria for evaluating, selecting, and implementing data-management technology and systems (e.g., Ms. Klein needs to determine the type of system currently in use and its age, which software packages are currently used, and the specifications of the current hardware; Ms. Klein should investigate software and hardware costs, labor costs associated with implementation and maintenance of the new system, and staff training costs for a variety of upgrading and replacement options).

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.

High-quality, relevant examples are used in the response (e.g., examples of costs to implement the system include software and hardware costs, labor costs associated with implementation and maintenance of the new system, and staff training costs for a variety of upgrading and replacement options). Sound reasoning is used in discussions of the importance of each question (e.g., the question "What are our needs for a system of computerized employee files?" is important because the needs of the district will determine the size, configuration, and capabilities required of the new system; the question "What are our current computer capabilities?" is important because it will help determine whether the current platform can be used or if the district will need to change the system).

SAMPLE RESOURCE ANALYSIS ASSIGNMENT

Subarea: Overseeing District Financial and Physical Resources

Assignment Two: Resource Analysis

You are the new school district business leader of Groverton School District. Read the five documents on the pages that follow. Some information may be addressed in more than one document. Using *only* the information provided to you in these documents, write a response of about 300–600 words in which you:

- describe two significant problems in the management of financial and/or physical resources by district personnel;
- for each of these two problems, describe one strategy for addressing that problem; and
- explain why each strategy would be effective in addressing the problem.

**Document #1: Memo from Groverton School District Superintendent of Schools to
previous Groverton School District Business Leader**

Memorandum

TO: Steven Harris, School District Business Leader

FROM: Carmen Frazier, Superintendent of Schools

DATE: November 2

SUBJECT: Proposed Budget

Steve, first let me say congratulations on the new job, then apologize for presenting you with this problem just before you leave.

As you know, our teachers are currently in their first year without a current contract, and negotiations between the teachers' union and the district governing body are at an impasse. This is unfortunate, because there has been a long history of good relations between the teachers' union and the district governing body until the recent changes that occurred in the leadership of each group. What we need to do at this point is prevent this dispute from escalating into a strike or otherwise disrupting our real task, which is the education of the students in the district.

When it was apparent that negotiations were going to break down, the hard-liners on the district governing body retaliated by insisting that no money be put into the proposed budget to provide for salary or benefit increases to teachers. I guess they felt that this would ratchet up the pressure on the teachers to settle. However, you and I both know what this means. When the contract is finally settled, we'll have to find the money somewhere, so we have to make sure that we have enough extra buried in the budget to cover the likely increased costs. To be on the safe side, I suggest we put away enough for two years of increases at around 3.75 percent increase each year. While I don't profess to know very much about finance, I'd guess around 1.5 million would suffice.

I'll have a talk with your successor as soon as he comes on board. Let me know where you decide to put the money, and please keep this matter totally confidential.

Thanks and good luck in your new position,

Carmen

Document #2: Text of a statement presented to the Groverton School District governing body by the president of Groverton Teachers' Association

"Ladies and gentlemen, my name is Jeffrey O'Brian, and I am the president of the Groverton Teachers' Association. I am here tonight to ask you publicly to begin negotiating with us in a good faith effort to bring our dispute to an end.

The public should know that, after 18 months of meetings, your offer of a 0.5 percent increase in salaries is totally unacceptable.

Every school district in our area settled contracts with teachers for a minimum increase of 7 percent over two years. We feel we are successfully preparing our youth for the challenges of tomorrow and should be receiving a fair and competitive wage.

Our internal review of the school budget indicates that you have set aside a fair amount of money for teacher salary increases but continue to say that there are no funds.

Please, in the interest of fairness to all, let us come to a reasonable settlement so that we can devote all of our time and efforts to educating the youth of Groverton."

Document #3: Text of a report to the previous school district business leader of the Groverton School District by an architectural firm hired to conduct a capital audit of the Adams High School

DENNIS HALEY, ARCHITECT

TO: Steven Harris, School District Business Leader, Groverton School District
FROM: Dennis Haley, Architect
DATE: January 3
SUBJECT: Capital Audit of J. Q. Adams High School

As you requested, our firm has completed a prioritized list of major capital improvements to the J. Q. Adams High School that should be completed in the next two or three years. We have divided the list into two categories—those improvements that should be begun immediately and completed as soon as possible and those that may be put off for a year or two. However, we recommend that all improvements in this second category be completed within three years.

CATEGORY I: IMMEDIATE NEED	
Resurface roof—east wing	This roof is currently leaking in several places; delay in resurfacing will result in damage to the underlying structure.
Replace concrete sidewalks leading to front and side entrances	Sidewalks are cracked and uneven; injuries could lead to lawsuits against the school.
Replace playground equipment	Existing climbing structure is partially rotted and constitutes a safety hazard.
Inspect and upgrade wiring and electrical outlets	Wiring may be inadequate for present use; some outlets lack ground-fault interrupters.
Replace carpet in teacher's break room and all offices	Existing carpet is contaminated with mold and constitutes a health hazard.

CATEGORY II: COMPLETE WITHIN THREE YEARS	
Replace main boiler	The existing boiler is in need of extensive repairs and is much less efficient than current models.
Renovate kitchen; replace dishwasher and freezer	Existing equipment is outdated and prone to breakdown; both the dishwasher and freezer are much less efficient than current models.
Resod soccer field	Field is presently dirt and is muddy and unusable after rains.
Replace all entrance doors	Existing doors are a source of major heat loss; replace with energy-efficient models.

We would be pleased to meet with the members of the district governing body at their convenience to elaborate on the above priorities and provide estimates for each of the needs that we have identified.

Sincerely,

DENNIS HALEY

Dennis Haley, President

Document #4: Debt schedule from the proposed budget of the Groverton School District

**GROVERTON SCHOOL DISTRICT
Proposed Budget Debt Schedule**

Name of Issue	Date of Issue	Percent Interest	Term (years)	Amount of Issue*	P/I	2 years ago	1 year ago	current	proposed (+1 year)	+2 years	+3 years	
Adams HS	30 years ago	7.8	30	30,000	P	1,500	1,500	1,500	0	0	0	
					I	223	119	0	0	0	0	
Franklin ES	7 years ago	3.5	10	3,000	P	300	300	300	300	300	300	
					I	147	121	95	65	34	0	
Monroe MS	6 years ago	3.3	10	6,000	P	600	600	600	600	600	600	
					I	385	342	293	242	188	130	
Madison ES	5 years ago	3.3	10	4,000	P	400	400	400	400	400	400	
					I	310	284	257	228	196	162	
Total Principal					P	2,800	2,800	2,800	1,300	1,300	1,300	
Total Interest					I	1,065	866	645	535	418	292	
Total Principal and Interest							3,865	3,666	3,445	1,835	1,718	1,592

* all sums are expressed in thousands of dollars

Document #5: Budget page for Groverton School District showing debt expenditures

**GROVERTON SCHOOL DISTRICT
Proposed Budget Expenditures**

Account Code	Name of Account	Previous Year Budget	Current Adjusted Budget	Current Estimated Actuals	Proposed Budget
9700	Term Bonds	0	0	0	0
9711	Serial Bonds—School Construction	3,666,000	3,500,000	3,500,000	3,400,000
9722	Statutory Bonds—Bus Purchases	161,870	132,000	131,000	170,000
9730	Bond Anticipation Notes	0	0	0	0
9760	Tax Anticipation Notes	2,000,000	2,000,000	2,000,000	2,000,000
9770	Revenue Anticipation Notes	0	0	0	0
Total Debt Service		5,827,870	5,632,000	5,631,000	5,570,000

■ Strong Response to the Sample Resource Analysis Assignment

One problem in the management of Groverton School District's financial resources stems from hiding money from the district's leadership within the budget. Document #1 shows that the district governing body wanted no money included in the proposed budget for salary or benefit increases for teachers. Superintendent Frazier disobeyed this directive by asking the departing business leader to put away \$1.5 million in the budget to cover an expected increase in these costs. Frazier goes on to caution Harris to keep the matter totally confidential. Harris apparently complied, disguising this amount as debt. Thus, Document #4 shows actual projected debt service for the year as \$1,835,000 in Total Principal and Interest. However, Document #5, account code 9711, uses a Proposed Budget figure of \$3,400,000. The difference of \$1,565,000 covers the \$1.5 million that was to be "buried" in the budget. While the governing body presumably does not know about the buried money and believes there is no money available for salary and benefit increases, Document #2 reveals that the union leadership has discovered the subterfuge: "Our internal review of the school budget indicates that you have set aside a fair amount of money . . . but continue to say there are no funds." Thus, bad decisions about financial management have contributed to problems in relations between union and district leaders. The discovery of hidden money lends credence to union President O'Brian's charge that the superintendent and district governing body have not been negotiating in good faith (Document #2).

As the new business leader of Groverton, one strategy I would use to address this problem would be to alert Superintendent Frazier to the inadvisability of deceiving the governing body and union leadership about funds available in the budget and discuss with her the implications of her actions on collective bargaining.

This strategy would be effective because it would allow me, as the new business leader, to distance myself from my predecessor's actions while notifying the superintendent that I am aware of the attempt to hide funds and the consequences of this action. When the superintendent recognizes that discovery of the hidden funds will cause even more problems for collective bargaining (and undermine her credibility in the future), she can start taking proactive measures to diffuse potential disruptions in negotiations. A more open approach to financial management may help restore good relations between the union and the district governing body noted in Document #1.

A second problem is the district's failure to use the opportunity created by expiring capital debt to address needed capital repairs. Document #4 shows that no new debt was added to replace the expiring \$1.5 million debt for Adams H.S. However, Document #3 lists capital improvements that should be addressed immediately. By failing to replace retired debt with new debt, the district risks a sudden increase in the budget in future years.

One way to address this problem is to begin immediately exploring ways to use the money buried in the debt service fund for capital improvements (e.g., exploring the legality of transferring these funds to a capital improvements/reserve fund) and planning capital projects to coincide with retiring the next debt obligation of the district (Document #4 shows that the debt for Franklin will expire in 3 years).

This strategy would be effective because it addresses the need for improvements noted in Document #3 and prevents more costly repairs or liability for injuries that may result from delaying these improvements. For example, if the leaking east wing roof of Adams H.S. is not resurfaced, the underlying structure will be damaged. In addition, the rotting climbing structure is currently unsafe. Planning capital projects now will help prevent a repeat of the current situation. In addition, by transferring money out of debt service and using it for needed capital improvements, I will be making a visible effort to mitigate the negative effect the discovery of hidden funds has had on public relations.

Part Two Sample Questions and Written Assignments

■ Evaluation of the Strong Response to the Sample Resource 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 describes two significant problems in the management of financial resources (i.e., deceiving the district governing body and union leadership and failing to use the opportunity created by the expiring capital debt to address needed capital repairs). For each problem, the response describes a strategy for addressing that problem and explains the effectiveness of that strategy (e.g., alerting Superintendent Frazier to the inadvisability of deceiving the governing body and union leadership and discussing with her the implications of her actions on collective bargaining will allow her to take proactive measures to diffuse potential disruptions in negotiations and help restore good relations between the union and the district governing body; exploring ways to use the money buried in the debt service fund for capital improvements and planning capital projects to coincide with retiring the next debt obligation will address the need for improvements and mitigate the negative effect the discovery of hidden funds has had on public relations.)

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.

In the discussion about hiding money in the budget, the response demonstrates a highly effective application of knowledge about accepted government accounting procedures (e.g., the comparison of actual projected debt service in Document #4 with the proposed budget figure for serial bonds in Document #5). This discussion also demonstrates an effective application of knowledge about issues in managing district resources (e.g., "bad decisions about financial management have contributed to problems in relations between union and district leaders"). The discussion of the district's failure to add new debt to undertake necessary repairs to the Adams school demonstrates a highly effective application of knowledge about budget planning, the role of debt in financial management, and strategies for managing debt to ensure financial stability.

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 supports key ideas with relevant examples and sound reasoning. The description of each problem is supported with examples of the evidence used to identify the problem. For example, identification of the problem of the failure to use the opportunity created by expiring capital debt to address needed capital repairs is supported from Document #4 (no new debt was added to replace the expiring \$1.5 million debt for Adams H.S.) and Document #3 (a list of capital improvements that should be addressed immediately). Sound reasoning is demonstrated in the discussion of the problems (e.g., bad decisions about financial management have contributed to problems in relations between union and district leaders) and solutions to the problems (e.g., "a more open approach to financial management may help to restore good relations between the union and the district governing body").

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**.