
**NEW YORK STATE TEACHER
CERTIFICATION EXAMINATIONS™**

**FIELD 95: ASSESSMENT OF TEACHING ASSISTANT SKILLS
TEST FRAMEWORK**

June 2005

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Subarea

	Selected-Response	Range of Objectives
I.	Reading	01–04
II.	Writing	05–08
III.	Mathematics	09–12
IV.	Instructional Support	13–15

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FIELD 95: ASSESSMENT OF TEACHING ASSISTANT SKILLS TEST FRAMEWORK

Reading
Writing
Mathematics
Instructional Support

Teaching assistants (paraprofessionals/paraeducators) work under the direct supervision of classroom teachers to help students in many different ways. To fill their roles, teaching assistants must have a grasp of basic skills in the core subject areas. Teaching assistants also lend focused instructional support to teachers in a classroom collaboration.

The Assessment of Teaching Assistant Skills is organized into four subareas that address the central knowledge and understanding that teaching assistants are expected to possess.

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SUBAREA I—READING

0001 Understand the meaning of general vocabulary words.

For example:

- determining the meaning of commonly encountered words presented in context
- identifying appropriate synonyms or antonyms for words
- recognizing the correct use of commonly misused pairs of words (e.g., their/there, to/too)

0002 Understand the stated main idea of a reading passage.

For example:

- identifying the stated main idea of a passage
- identifying the topic sentence of a passage
- recognizing introductory and summary statements of a passage
- selecting an accurate restatement of the main idea of a passage

0003 Understand the sequence of ideas in a reading passage.

For example:

- identifying the order of events or steps described in a passage
- organizing a set of instructions into their proper sequence
- identifying cause-and-effect relationships described in a passage

0004 Interpret textual and graphic information.

For example:

- interpreting information from tables, line graphs, bar graphs, and pie charts
- recognizing appropriate representations of written information in graphic or tabular form
- recognizing differences between fact and opinion

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SUBAREA II—WRITING

0005 Understand the standard use of verbs.

For example:

- identifying standard subject-verb agreement (e.g., number, person)
- identifying verb tense (e.g., present, past)
- recognizing consistency of verb tense (e.g., verb endings)

0006 Understand the standard use of pronouns and modifiers.

For example:

- identifying agreement (e.g., number, gender, person) between a pronoun and its antecedent
- using possessive pronouns (e.g., its vs. it's), relative pronouns (e.g., that, which), and demonstrative pronouns (e.g., this, that)
- using comparative and superlative modifiers (e.g., good/better/best)

0007 Understand standard sentence structure and punctuation.

For example:

- distinguishing between sentence fragments and complete sentences
- distinguishing between run-on sentences and correctly divided sentences
- identifying correct and incorrect punctuation

0008 Understand the standard use of capitalization and spelling.

For example:

- identifying standard capitalization at the beginning of sentences
- identifying standard capitalization of proper words and titles
- recognizing standard spelling of commonly encountered words presented in context

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SUBAREA III—MATHEMATICS

0009 Understand number concepts.

For example:

- identifying the place value of digits (e.g., hundreds, tens, ones, tenths)
- identifying correctly rounded numbers (e.g., to the nearest ten)
- identifying equivalent weights and measures in different units (e.g., feet and inches, quarts and pints, kilograms and grams)
- estimating the solution to a measurement problem (e.g., height, distance, perimeter)

0010 Understand the addition and subtraction of whole numbers.

For example:

- solving problems involving the addition of whole numbers
- solving problems involving the subtraction of whole numbers
- applying principles of addition and subtraction of whole numbers to solve problems encountered in everyday life

0011 Understand multiplication and division of whole numbers.

For example:

- solving problems involving the multiplication of whole numbers
- solving problems involving the division of whole numbers
- applying principles of multiplication and division of whole numbers to solve problems encountered in everyday life

0012 Understand operations involving fractions, decimals, and percents.

For example:

- solving problems involving fractions (e.g., recipes)
- solving problems involving decimals (e.g., money)
- solving problems involving percents (e.g., grades, discounts)
- solving problems involving conversions between fractions, decimals, and percents

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SUBAREA IV—INSTRUCTIONAL SUPPORT

0013 Understand classroom instruction related to reading.

For example:

- providing support under the guidance of classroom teachers to match student needs, styles of learning, and background experiences (e.g., drilling, using pictorial or video materials, relating reading materials to real-life contexts)
- helping students use instructional resources (e.g., dictionaries, encyclopedias, multimedia materials) to support reading
- helping students use a variety of approaches to understand what they read (e.g., skimming, questioning to tap prior knowledge, monitoring understanding, reviewing, summarizing)
- gathering information about students' progress as readers to support the teacher's planning, assessment, and instruction

0014 Understand classroom instruction related to writing.

For example:

- understanding drafting, editing, and proofreading written work
- helping students focus their writing
- helping students use instructional resources (e.g., dictionaries, grammar books, library resources, technological resources) to support writing
- gathering information about students' progress as writers to support the teacher's planning, assessment, and instruction

0015 Understand classroom instruction related to mathematics.

For example:

- relating mathematics to everyday situations
- identifying and correcting basic errors in addition, subtraction, multiplication, and division
- helping students use instructional resources (e.g., hands-on materials, rulers, money, charts, graphs, technological resources) to support mathematical learning
- gathering information about students' progress in mathematics to support the teacher's planning, assessment, and instruction