

EDUCATING ALL STUDENTS TEST TWO

45 items

32 selected-response items based on a scenario

3 constructed-response items based on a scenario

10 selected-response items not based on a scenario

Darken the lettered oval to show your choice for the selected-response items.

Use a word processor, without the spell or grammar checker, and type your constructed-response answers.

SCENARIO 1

Ms. Erino is a fourth-grade teacher with a class of 27 students from diverse populations. In this class, all of the students were born outside the United States and come from Central and South America. Most students came to the United States with their families, but some are living in foster homes. Some of the intact families are living in homeless shelters. Academic achievement levels are as diverse as the cultures. Ms. Erino reports very few incidents of acting out in class.

Ms. Erino has worked closely with her students to develop an informal reading inventory that reflects some of the most important fourth-grade reading standards. The results of that inventory are found in the next section.

Ms. Erino will plan and teach a reading lesson based on these inventory results. To help ensure some success, Ms. Erino will choose the standard for which students show the most progress.

DATA

Individual Assessment of Fourth-Grade Reading Skills

	No Mastery	Partial Mastery	Mastery
Details and examples	30%	30%	40%
Theme	45%	50%	5%
Describe character and setting	40%	40%	20%
Word meaning in context	35%	35%	30%

DRAFT LESSON PLAN**New York Standard**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Objective

Identify a detail in a text that answers a specific question.

Resources for Instruction

SMART Board

Example passages

Worksheets

Vocabulary

Review the meanings of words as students encounter difficulty.

Teach

Present students with this passage about Native Americans on the SMART Board:

Native Americans first came here about 60,000 years ago. They first traveled through Alaska. They first lived in Alaska about 7,000 years ago. They first lived in New York about 5,000 years ago. Eskimos first lived in northern Alaska about 4,000 years ago.

Point out that the passage contains many details. Our job as readers is to know what these details say and mean.

Explore

We can find details that answer these questions.

When did the Native Americans first live in New York?

When did Native Americans first come here?

Where in Alaska did Eskimos first live?

Ask students to answer these questions and come to the SMART Board to point to the sentence that supplies the details.

Ask students to provide their own detailed questions and engage the class in answering them.

Inference

Ask this inference question: Why did Native Americans first settle in Alaska?

Point out that no detail in the passage directly answers this question.

Ask students to answer the question and show that the second sentence provides the basis for this inference.

Ask students to provide their own inference questions and engage the class in answering them.

Practice

Ask students to complete a worksheet with passages followed by detail and inference questions based on each passage.

Extension

Distribute index cards. For homework, students should choose a passage from an available source and write one detail and one inference question based on the source.

BASE YOUR RESPONSES ON THE INFORMATION IN THE SCENARIO.

1. Which of the following additional strategies would Ms. Erino most successfully employ to help ELL students identify details from the passage in the lesson plan?
 - (A) Tell students not to look for details in the first or last sentence in a paragraph.
 - (B) Ask students to point to the sentences that contain the details.
 - (C) Present students with a graphic organizer that contains a main point in the passage with room for the students to write details next to the main point.
 - (D) Pair students to take advantage of their shared language as the students identify the details.

2. Considering that Ms. Erino's goal is for students to move beyond "No Mastery," which of the following skills from the Individual Assessment requires the most attention in her class?
 - (A) Details and examples
 - (B) Theme
 - (C) Describe character and setting
 - (D) Word meaning in context

3. Which issue is most important for Ms. Erino to consider when planning a lesson for students who are living in foster homes and in homeless shelters?
 - (A) Arrange for these students to receive adequate nutrition in school to maximize learning.
 - (B) Work on a plan to help students in homeless shelters move into real home settings.
 - (C) Ensure that students living in these circumstances are not being abused.
 - (D) Adapt instruction for students living in these circumstances.

4. Ms. Erino wants to establish a voluntary after-school learning community that will involve the students in reading books. Which of the following is the most effective step Ms. Erino could take to establish an effective learning community?
 - (A) Ensure that topical, relevant books at appropriate reading levels are available for students.
 - (B) Incorporate participation in the learning community into the students' grades.
 - (C) Invite community leaders to participate in learning community activities.
 - (D) Arrange for transportation to take the students home after the activities.

SCENARIO 2

This is Ms. Anderson's second year as an eighth-grade social studies teacher. She teaches six periods a day, and the fourth period class with thirty students is the most culturally and linguistically diverse. Still, performance in the class is quite good, with about half the students performing at or above grade level. There is a group of students who are a year or two below grade level and five students who are more than two years below grade level.

Ms. Anderson has arranged for some extra classroom support two days a week so that she may work with the group of five very low-performing students.

Ms. Anderson's school incorporates Gardner's Theory of Multiple Intelligences into instruction. Ms. Anderson has gone to great lengths to identify the primary Intelligence of each of the five very low-performing students. Her classification of the students follows.

Ms. Anderson wants to incorporate each Intelligence as a lesson adaptation in an upcoming social studies lesson.

DATA

Classification of low-performing students using four of Gardner's Intelligences

Visual-spatial Cora, Jonah

Students with high spatial judgment possess the ability to visualize with the mind's eye.

Verbal-linguistic Frances

People with high verbal-linguistic intelligence display a facility with words and languages.

Logical-mathematical No students

Students with high logical-mathematical intelligence have the capacity to understand the underlying principles of a logical system.

Bodily-kinesthetic Jacob, Liam

Students who have high bodily-kinesthetic intelligence should be generally good at physical activities such as sports, dance, acting, and making things.

DRAFT LESSON PLAN

New York Standards

Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.

Students will evaluate the United States' actions taken under the Roosevelt Corollary and their effects on relationships between the United States and Latin American nations, including the building of the Panama Canal.

Objective

Explain how the Roosevelt Corollary and the Monroe Doctrine are related and how they developed successfully

Resources for Instruction

Copies of the Roosevelt Corollary and the Monroe Doctrine

Vocabulary

doctrine, corollary

Teach

Briefly discuss President Monroe and President Roosevelt.

Present students with the brief summaries of the Monroe Doctrine and the Roosevelt Corollary.

The Monroe Doctrine issued in 1823 indicates that further efforts by European nations to colonize land or interfere with states in North or South America would be viewed as acts of aggression requiring U.S. intervention.

The Roosevelt Corollary issued in 1904 indicates that the United States would intervene in conflicts between European countries and Latin American countries to enforce legitimate claims of the European powers.

Point out the time relationship between these two statements of foreign policy. The Roosevelt Corollary came after the Monroe Doctrine and built on the doctrine.

Research

Use the Intelligences identified in the data to engage students in research activities.

Cora and Jonah: Ask Cora and Jonah to meet and discuss the two summaries. Ask them to visualize the relationship between these two documents and prepare a brief summary of their conclusions.

Ask Frances to conduct Internet research about the two documents and prepare a brief written summary of her findings.

Jacob and Liam: Ask Jacob and Liam to prepare and rehearse a brief skit involving Roosevelt and Madison.

Presentation

Ask each group to present its report or skit.

BASE YOUR RESPONSES ON THE INFORMATION IN THE SCENARIO.

5. Ms. Anderson meets with her supervisor to discuss the integration of Multiple Intelligences in a lesson. The supervisor is most likely to think the most important issue is
- (A) the validity of the Theory of Multiple Intelligences.
 - (B) the appropriateness of the Multiple Intelligences approach for this school district.
 - (C) the accuracy of Ms. Anderson's classification of the students.
 - (D) how Multiple Intelligences are integrated into the lesson plan.
6. What is the best explanation of the learning tasks assigned to Jacob and Liam in the lesson plan?
- (A) Ms. Anderson wants to involve a full range of learning activities in the lesson.
 - (B) Jacob and Liam are classified primarily as bodily-kinesthetic learners.
 - (C) Jacob and Liam are classified as visual-spatial learners and this activity involves both visualization and space.
 - (D) The other learners were assigned to the tasks based on their primary learning styles, and this remaining activity was assigned to Jacob and Liam because their evaluation showed only a weak Multiple Intelligence association.
7. Which of the following activities would be the best way for Ms. Anderson to differentiate instruction for the students who perform above average?
- (A) Ask students to explore why Roosevelt's document is referred to as a Corollary.
 - (B) Ask students to explore the biography of President Theodore Roosevelt.
 - (C) Ask students to explore the biography of President James Monroe.
 - (D) Ask students to distinguish between President Theodore Roosevelt and President Franklin Roosevelt.
8. What is the main advantage to choosing this lesson objective to represent the lesson's learning standard?
- (A) The lesson shows development of government over a prolonged period of time.
 - (B) The lesson shows the relationship between two related historic events.
 - (C) The lesson involves students in events in the history of the United States.
 - (D) The lesson gives the teacher an opportunity to present the topic dynamically.

Constructed Response

9. Review the information in the scenario.
- Identify an additional approach related to the diverse students described in this scenario that Ms. Anderson should incorporate in the lesson.
 - Describe the approach you recommend.
 - Detail why the approach you suggest is likely to be effective.

SCENARIO 3

Mr. Lee is a fifth-grade teacher with thirty students in his crowded class. The class is culturally diverse, with students whose families come from around the world. The school district budget is very tight and all the teachers have limited access to materials. The students themselves also have limited access to computers and other reading material at home. Mr. Lee's class does not have a computer.

In addition to the cultural diversity, Mr. Lee's class has several students with learning disabilities who have accompanying reading problems. There is no access to additional instruction for these students. However, Mr. Lee works with the school's Child Study Team support staff to augment instruction.

The class is studying the portion of the fifth-grade standards devoted to the U.S. Constitution and the separation of powers. Mr. Lee has been reading aloud to the class from *Our Constitution Rocks*, by Juliette Turner, which he purchased himself.

Mr. Lee knows someone who is an expert on the Constitution and separation of powers and who visits local schools to show students a replica of the document and answer questions about how the Constitution was written and how it is interpreted. This person will visit Mr. Lee's class next week, and Mr. Lee wants to be prepared to arrange a discussion that will meet the students' needs. He has been gathering student reading data from the most recent state reading test. He also consults with his supervisor prior to the visit.

DATA

New York State Reading Test

Reading Decile Data for the School (Higher numbers are better scores)	
Economically disadvantaged	3
Not economically disadvantaged	8
Students with disabilities	2
English language learners	1
Proficient in English	9
Non-migrant	7
All students	7

DRAFT LESSON PLAN**New York Standard**

Students will examine the basic structure of the United States federal government, including the president, Congress, and the courts.

Objective

Students examine the basic structure of the federal government as outlined by the Constitution.

Students identify the various functions of the three branches of government.

Resources for Instruction

Our Constitution Rocks, by Juliette Turner

Visiting expert

Teach*Before the Visit*

Review the portions of *Our Constitution Rocks* that address separation of powers. Explain that in a few days we will have a visitor who knows how to explain the Constitution to fifth graders and that this expert will bring a replica of the Constitution.

Ask each student to write one question to ask the expert.

Review the questions with individual students and help them rephrase or restate the questions.

During the Visit

Introduce the visitor and help the students maintain attention during the presentation. As was prearranged, enable each student to read his or her question and to note the expert's response.

After the Visit

Engage the students in a discussion of the visit. Ask them to talk about what they learned about the Constitution. Ask each student to share his or her question and to discuss the helpfulness of the expert's response. Encourage students to discuss each question and the response.

BASE YOUR RESPONSES ON THE INFORMATION IN THE SCENARIO.

10. Mr. Lee wants to make the best use of his meeting with the supervisor to discuss the lesson. Which of the following questions would best meet his needs?
- Ⓐ How can I best maintain discipline during the visitor's class discussion?
 - Ⓑ How much time should I allocate to the visitor's presentation to the class?
 - Ⓒ What is the best way for me to use the visitor's expertise during the visit?
 - Ⓓ How much information should I share with the visitor about students' reading levels?
11. Based on the test results, which of the following conclusions can Mr. Lee draw about the reading performance of students in his class?
- Ⓐ Students with disabilities are more likely than migrants to have reading difficulties.
 - Ⓑ ELL students and students with disabilities are likely to have comparable problems with reading.
 - Ⓒ Students who are economically disadvantaged can be proficient readers.
 - Ⓓ Students who are proficient in English do not do better than students as a whole.
12. How could Mr. Lee and the class visitor work together most effectively to improve the overall effectiveness of the lesson?
- Ⓐ Mr. Lee could prepare the class in advance for the visit.
 - Ⓑ Mr. Lee and the visitor could discuss the makeup of the class and strategies that could be most effective.
 - Ⓒ The visitor could take steps to relate the discussion to the cultural backgrounds of students in the class.
 - Ⓓ The visitor and Mr. Lee could meet with a delegation of students from the class to discuss the visit.
13. What is the main advantage in the Before the Visit section of the lesson to asking students to prepare written questions?
- Ⓐ It ensures that the students will be prepared with questions during the visit.
 - Ⓑ It helps students distinguish between "off the cuff" questions and prepared questions.
 - Ⓒ It gives students an opportunity to incorporate his or her own cultural experience in preparation for the visit.
 - Ⓓ It involves students in a further study of the lesson topic.

SCENARIO 4

Mr. Elojas is a second-grade teacher. His class includes several ELL students who were born outside the United States. These students receive individual help each day from Ms. Fabrione, an ESOL specialist. Each teacher works to ensure that the students in the ESOL group receive the same content instruction as other students in the class.

Mikail is the student who requires the most help. His family escaped from a country in which the entire family had been facing imprisonment. Their escape across many countries took years and was a dangerous and frightening time for young Mikail. During that time, Mikail received no schooling. Even so, Mikail is resilient and intelligent, but very shy and withdrawn in the classroom. He is making good progress. It's just that there is a lot to make up.

During one of their regular meetings, Mr. Elojas and Ms. Fabrione are planning a science lesson based on the second-grade standard about the similarities between adult and baby animals. They are reviewing some of their anecdotal notes to prepare.

DATA

Relevant notes from the second-grade teacher Mr. Elojas

I noticed that Mikail is starting to work more closely with some of the other students in the class. I also see that a few students seem to object to the attention he is getting, and I will have to be careful to ensure that these students feel equally important.

I don't need a reading test to tell that Mikail is reading at the pre-K level. This very low reading level interferes with everything he does in class and significantly inhibits his ability to learn, despite the fact that he is quite intelligent.

I received a call from a friend of Mikail's parents to pass on in English some of their concerns. It seems that Mikail can be up half the night after awaking from a terrible nightmare. He does not share what the nightmare is about, but his mother feels it is related to some frightening events from their past.

Relevant notes from Ms. Fabrione, the ESOL specialist

I can't remember the last time I worked with a student as determined as Mikail. He wants very much to learn English and to read just like the other students. His progress is steady, but he is unfamiliar with many vocabulary words and is still at the lowest level on the ESL test scale.

I must admit that sometimes I feel inadequate. I know how to help students develop English language skills, but I am completely unfamiliar with Mikail's language. Things would be different if it was Spanish or Italian, but it is not. I try to learn as much about the language as I can, and at least I know exactly how Mikail feels. Sometimes I think he's learning faster than I am, and I love to tell him that. It makes him happy. "OK" he says, "we do gether."

DRAFT LESSON PLAN**New York Standard**

Plants and animals closely resemble their parents and other individuals in their species.

Objective

Identify adult animals and the offspring and note the similarities between them.

Resources for Instruction

Pictures of rabbits, cats, dogs, horses, cows, and their offspring

Born in the Wild: Baby Mammals and Their Parents, by Lita Judge

Teach

Talk about animals' offspring and how they are usually very similar to the adults, except for size.

"Stick" the adult pictures on one side of the board and the baby pictures on the other. Ask students to come up and move the baby animal's picture next to the adult picture. Each time, engage students in a conversation about the similarities between the adult and the "child."

Use the pictures from *Born in the Wild* to give more examples of how adult and baby animals look very similar.

Adaptation

Ms. Fabrione will work with Mikail during the lesson.

Integration

Ask Mikail to tell the class the names of some of the animals in his language. Discuss that although the names for the animals are different, each name refers to the same animal.

BASE YOUR RESPONSES ON THE INFORMATION IN THE SCENARIO.

14. What is the most important learning advantage in the Integration portion of the lesson when Mikail tells the class the names of the animals in his native language?
- (A) It provides additional information about animal names to students in the class.
 - (B) It gives Mikail an opportunity to demonstrate that his unfamiliarity with the English language does not mean that he is unintelligent.
 - (C) It reinforces the important concept that one object may have many different names.
 - (D) It gives Mikail an opportunity to relate his native language to English.
15. From what we know of Mikail, it is most likely that
- (A) his fears and nightmares will significantly inhibit his learning growth.
 - (B) he is likely to develop English skills at a faster pace than other similar students.
 - (C) Ms. Fabrione's unfamiliarity with his language will delay Mikail's language development.
 - (D) having parents who do not speak English means that he will have more learning problems than other ELL students.
16. Mr. Elojas uses the effective approach of scaffolding to help Mikail learn English, most likely meaning that
- (A) he provides temporary support to help students achieve higher levels of learning that they would not be able to achieve without that support.
 - (B) he uses a detailed diagram, a framework, of learning activities that Mikail will "climb" to achieve higher levels of language learning.
 - (C) he provides additional details to the school district's framework for ELL learning to personalize Mikail's learning experience.
 - (D) the room contains a series of multilevel bookshelves with motivational reading books that increase in difficulty as Mikail reads books on ever higher shelves.
17. Which of the following is the best approach for Mr. Elojas to take that will address Mikail's vocabulary deficiency noted by Ms. Fabrione?
- (A) Give Mikail carefully chosen words on individual index cards with the definition on the reverse side of the card and ask Mikail to review the words on the way to mastery.
 - (B) Instruct Mikail how to use the translation capability on the typical computer browser to translate unfamiliar English words.
 - (C) Give Mikail carefully chosen words on individual index cards that Mikail can arrange on a graphic organizer.
 - (D) Instruct Mikail how to use a computer connected to the Internet to look up the definitions of unfamiliar English words.

SCENARIO 5

Mr. Longin is a performing arts teacher who has two ELL students, Ernesto and Maria, in his eighth-grade class. Both of the students are able to converse fluently with other English speakers in the class, even though there is a tendency for them to speak privately in the language of their country of origin. The two students are below grade level in reading and language.

Ernesto had almost no schooling until coming to this country when he was in elementary school. He still has relatives in his home country, where living conditions are very poor. His family sends money to relatives in their home country, and Ernesto works after school every day to help support his family.

After leaving her home country, Maria at first lived near the U.S.-Mexico border, but about two years ago her family moved to New York. Maria frequently complains about the cold and that there is often not enough heat in their small apartment. Her family does not speak English at home.

Recently, each family received a report about their child's English language proficiency from New York State. Mr. Longin has been spending time with an interpreter explaining the report to the parents, and he plans to use the test results from the New York State ELA test to help him prepare students to perform brief skits.

DATA

ELA Test Percentile Scores

Ernesto	Percentile Score	22nd (Level 1)
Maria	Percentile Score	19th (Level 1)

Eighth-Grade Level Explanation

NYS Level 4

Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts/Literacy that are considered more than sufficient for the expectations at this grade.

NYS Level 3

Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts/Literacy that are considered sufficient for the expectations at this grade.

NYS Level 2

Students performing at this level are below proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts/Literacy that are considered partial but insufficient for the expectations at this grade.

NYS Level 1

Students performing at this level are well below proficient in standards for their grade. They demonstrate limited knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts/Literacy that are considered insufficient for the expectations at this grade.

Summary

Both Ernesto and Maria scored at eighth-grade level 1, although their percentile scores put them within striking distance of level 2. It was extremely difficult to explain the test report and the test scores to the parents, even with the help of an interpreter. It was hard for them to understand the scores or the 1-4 ranking and to understand that the scores did not represent their child's ability. So we have two issues, students who desperately need reading support and parents who are upset with the school, New York State, and their children.

DRAFT LESSON PLAN
New York Standard Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.
Objective Students will practice and perform a brief, one-minute skit written by the students.
Teach Preparing the skits On Day 1 students talk about the themes for the one-minute skits they will each write. Students should be given wide latitude to select appropriate topics. On Day 2 students will write and edit the scripts. [Adaptation for this activity: Mr. Longin has arranged for Ernesto to work with an ESOL teacher who is familiar with his native language. The final skits will be in English, but it may go through a stage where it is written in the foreign language.]
Performing the Skits On Day 3, students perform the skits [Adaptation: Mr. Longin has arranged for an ESOL teacher to be present to help Ernesto and Maria understand the spoken words and to speak aloud the words they have each written.] Students are encouraged to give attention and respect to the student presenting the skit.

BASE YOUR RESPONSES ON THE INFORMATION IN THE SCENARIO.

18. Based on Mr. Longin's observation of Ernesto and Maria, the most effective approach to promote reading skills from among those described below is to
- Ⓐ explore cultural linkages between the language of their home country and English.
 - Ⓑ help the students develop a spoken vocabulary of English words.
 - Ⓒ draw on their spoken English skills.
 - Ⓓ use literature that addresses the success of immigrants in the United States.
19. Mr. Longin is concerned when Ernesto and Maria speak privately in their native language. His concerns are reduced when an ESOL teacher explains that
- Ⓐ it's actually better for students to speak in their native language.
 - Ⓑ this will actually help the students complete class assignments.
 - Ⓒ this will help build a bond of friendship between these two students.
 - Ⓓ there is nothing he can do about it, so just relax and let nature take its course.
20. Based on the New York ELA test percentile scores for these two students, Mr. Longin can conclude that
- Ⓐ there is very little chance that Maria and Ernesto will move to Level 3 on the scale.
 - Ⓑ Ernesto and Maria performed at about the same level on the assessment.
 - Ⓒ Maria and Ernesto cannot read or write in English.
 - Ⓓ Ernesto reads English more fluently than Maria.
21. Which of the following changes would best improve the adaptation on the second day of the lesson?
- Ⓐ Eliminate the transition from the native language to English.
 - Ⓑ Include Maria along with Ernesto for this adaptation.
 - Ⓒ Have higher expectations for Ernesto's ability to write in English.
 - Ⓓ Permit Ernesto to write the entire skit in his native language.

Constructed Response

22. In the data section, Mr. Longin describes the challenges of interpreting the report for parents.
- Outline a plan for him to follow that describes approaches for explaining the assessment report for parents.
 - Explain why the approaches you describe would be effective.

SCENARIO 6

Ms. Bora is a fifth-grade teacher with a class of 28 students, including a number of ELL students. Several of the students, with very limited English proficiency, spend time outside class with an ESOL teacher. Ms. Bora is glad these students receive extra language learning help, but she is concerned that the students are missing out on regular class work. We will focus on two of the ELL students in the class who do not share a common second language.

Mei Sing came to this country with school records from her native country. These records show superior performance. However, there are questions about the educational achievement overall in that country and about the meaning of these records. Mei Sing can converse easily with other students in the class, although her ELL tests do not indicate the higher level of performance observed in class.

Lerone just arrived in the United States at the beginning of last year and lives with his mother and sister. There are serious economic and political problems in his country, and his father and brother are trying to escape through a roundabout route. He and his mother have not heard from them since they arrived in this country, but relatives overseas report recent contact. Lerone can communicate effectively with the other students and his gregarious personality has earned him a measure of acceptance among other students.

Ms. Bora is planning a fifth-grade social studies lesson about Christopher Columbus not reaching the mainland of North America, and she is reviewing the results of Mei Sing's and Lerone's ELL achievement tests in preparation of the lesson.

DATA

English as a Second Language Achievement Test

Mei Sing	Beginning
Lerone	Beginning

Ms. Bora's Comments

Based on my classroom observations these test results do not accurately capture Mei Sing's or Lerone's progress learning English. Their class interactions are more like a student in the middle of the Intermediate Level. I believe their scores appear lower because of their difficulty with taking tests and not their difficulty with English. I will interact with each of them according to my observations.

Four Levels of NYSESLAT Scores

Proficient: Students function fluently in listening, reading, writing, and speaking; their skills are equal to those of native English speakers at their appropriate grade level. These students have attained the skills necessary to participate in an English-speaking classroom.

Advanced: Students are able to use skills at a higher level than intermediate students. Although their knowledge and use of English is at a more advanced level, mistakes are made, usually involving more subtle use of language and more difficult levels of vocabulary and grammar.

Intermediate: Students have better English skills than students at the basic level; however, their skills are often not well developed and they make significant errors in the four skill areas.

Beginning: Students are simply at the beginning level in the four skill areas. These students' English skills are minimal.

DRAFT LESSON PLAN

New York Standard

Students will investigate explorers from different European countries and map the areas of the Western Hemisphere where they explored, including Christopher Columbus, John Cabot, Jacques Cartier, Pedro Cabral, and Vasco Nunez de Balboa

Objective

Students will explore and understand that Christopher Columbus never reached the mainland of the United States.

Resources for Instruction

Pedro's Journal: A Voyage with Christopher Columbus, August 3, 1492–February 14, 1493, written by Pam Conrad and illustrated by Peter Koeppen

SMART Board maps of the four voyages Columbus made from 1492 to 1500

Internet access

Teach

Read excerpts from the book, *Pedro's Journal*. Have students discuss what they think it might have been like to be on a voyage with Columbus.

Reveal one by one the voyages of Columbus.

Show that on the first voyages Columbus reached Cuba and Hispaniola.

Show that it was only on a later voyage that he landed in South America.

Elicit from students that Columbus never reached the mainland of North America or the current United States.

Participation

Involve students in a discussion of why the popular myth exists that Columbus "discovered" North America and what is now the United States.

Extension

Partition students into groups of three or four. Ask them to conduct Internet research to try to determine when humans first reached the United States and when Europeans first reached the United States. The first humans were most likely Native Americans, although there may have been an earlier Nordic colony.

Ask students to "present" their findings and discuss that there can be uncertainty about some historic events.

BASE YOUR RESPONSES ON THE INFORMATION IN THE SCENARIO.

23. How appropriate is it for Ms. Bora to base her work with the ELL students on her own observations and not on the test results?
- Ⓐ It is inappropriate because Ms. Bora is not an ELL expert, and she would be better off using the test results.
 - Ⓑ It is appropriate because Ms. Bora has the most up-to-date information about the students.
 - Ⓒ It is inappropriate because Ms. Bora is unlikely to detect the subtle differences in English proficiency measured by the test.
 - Ⓓ It is appropriate because we should not rely on this kind of high-stakes testing when working with ELL students.
24. During the teaching phase of the lesson, which of the following is the most effective approach to help the ELL students distinguish among the voyages of Columbus?
- Ⓐ The individual voyages do not really matter for this lesson, what is important is that Columbus never reached North America.
 - Ⓑ Number the voyages on the maps presented in class.
 - Ⓒ Present students with a graphic organizer that permits them to record and organize the voyages.
 - Ⓓ Encourage the ELL students to use the number words from their native language to label the voyages.
25. As the school year progresses, Ms. Bora notes that Mei Sing demonstrates an advanced ability to learn science and can achieve well beyond the fifth-grade curriculum with language support. The most appropriate step for Ms. Bora to take is to
- Ⓐ stay focused on English Language learning because Mei Sing's proficiency scores are so low.
 - Ⓑ seek support from a science specialist or science teacher to develop a curriculum for Mei Sing.
 - Ⓒ wait until Mei Sing can achieve at or above grade level in science without language support before raising curricular standards.
 - Ⓓ secure a sixth-grade science book for Mei Sing to use.
26. The Extension activity involves students in Internet research, which is the most common way for students to access information. The most important actions for Ms. Bora to take during this Internet research time is to
- Ⓐ provide websites related to the subject for students to access.
 - Ⓑ account for the different levels of Internet access that students have at home.
 - Ⓒ carefully monitor the sites that students visit.
 - Ⓓ allow students to visit sites that display his or her native language.

SCENARIO 7

Mr. Bateman teaches mathematics in fifth grade. The class includes two "classified students" who have IEPs.

One student, Maureen, is a child with Attention Deficit Disorder (ADD). She spends 45 minutes three times a week out of class receiving services from a special education teacher. It is very difficult for Maureen to stay on task and to follow the teacher's directions or respond to requests. Her desk is a mess, filled with partially completed work, and her homework is never completed. She constantly seeks attention by talking out in class or by bothering other students. While not a social outcast in class, Maureen lacks the awareness to know when to interact with other students.

The other student, Jacob, is classified with Traumatic Brain Injury (TBI) caused by a fall from a window when he was just six years old. It was a life-threatening injury, and doctors believe the brain was deprived of oxygen for a period of time. By all reports, Jacob was reading above grade level, seemed better at learning than most students in his first-grade class, and was a happy child. Today Jacob is very unhappy and has difficulty with learning and memory, perceptual-motor activities, and speech. Jacob spends half the school day working with a collection of specially trained professionals, including a special education teacher, a speech pathologist, and a physical therapist.

Mr. Bateman is working with the support teachers and specialists to prepare a lesson on multiplying by powers of 10. He is reviewing the notes and some pretest information about the two classified students in his class in preparation for the lesson.

DATA

Pretest Results

Mr. Bateman wanted to rely on specific student data, so he gave students an "open-ended" pretest for which the students would not rely on the selected-response answers and guessing. Here are the responses for two questions related to the lesson topic from Maureen and Jacob:

Pretest

Question A	$10^6 =$	Question B	$10^3 \times 27 =$
Maureen	$10 \times 6 = 60$	Maureen	30×27
Jacob	$10^6 = 1,000,000$	Jacob	$10 \times 10 \times 10 \times 27$

Related IEP Objective

Maureen

Maureen will attend to a task for at least 15 minutes.

Maureen will not call out in class more than once every 30 minutes.

Maureen will not engage with other students while those students are completing school-work.

Jacob

Jacob will increase his reading and mathematics proficiency by at least one grade level.

Jacob will have a teacher available for social support in testing situations.

DRAFT LESSON PLAN**New York Standard**

Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10.

Objective

Multiply whole numbers by a positive whole number power of 10.

Resources for Instruction

Practice worksheet

Review

Review the symbols for powers of 10.

Remind students that 10^0 is always equal to 1.

10 to any other whole number power shows how many zero digits follow the 1.

$$10^1 = 10 \text{ [one zero]}$$

$$10^2 = 100 \text{ [two zeros]}$$

and so on.

Teach

Explain that multiplying a number by a power of ten adds that many zeros to the number.

$$10^1 \times 27 = 270 \text{ [one zero]}$$

$$10^2 \times 27 = 2700 \text{ [two zeros]}$$

$$10^3 \times 17 = 27000 \text{ [three zeros]}$$

Participation

Ask students to provide their own examples of multiplying 27 by a power of 10.

Ask questions such as, "If we multiplied a number by 10 to the 50th power, how many zeros would that add to the number?"

Practice

Give students the "Multiplying by Powers of Ten" practice sheet and monitor them as they complete the worksheets.

Extension

Ask students to name the numbers they create when they multiply by powers of 10.

For example, ask students, "What would we call 70 multiplied by 10 to the third power?"

$$[70 \times 10^3 = 70,000 \text{ is 70 thousand}]$$

BASE YOUR RESPONSES ON THE INFORMATION IN THE SCENARIO.

27. Which of the following would be the LEAST appropriate school-related response for Jacob when he is ready to return to school?
- Ⓐ The use of assistive devices including augmentative communication devices
 - Ⓑ The use of external cues such as timers and alarms
 - Ⓒ A flexible daily routine featuring student choice of activities
 - Ⓓ A gradual return to school slowly increasing over time
28. Based on the pretest conducted by Mr. Bateman, the most accurate statement of Maureen's understanding of exponents is that Maureen
- Ⓐ has some trouble with exponents but knows the meaning of "power."
 - Ⓑ confuses an exponent with a factor.
 - Ⓒ understands exponents but has trouble using exponents to multiply.
 - Ⓓ confuses exponents and raising a number to a power.
29. Which of the following is the best approach for Mr. Bateman to take when teaching about powers of 10 to Maureen?
- Ⓐ Reduce stress by providing a flexible learning experience with exponents that enables her to make choices and opt out of the lesson.
 - Ⓑ Help her see the pattern of raising 10 to a power. That is, the exponent shows how many zeroes follow the digit 1.
 - Ⓒ In order to hold Maureen's attention, avoid being predictable in your discussion of exponents and call on her when she least expects it.
 - Ⓓ Avoid overtly stating what Maureen is expected to learn about exponents during the lesson.
30. Mr. Bateman has students in his class who participate in school sports, meaning he should be aware of the New York State law that
- Ⓐ forbids students from participating in "contact sports" who are in the same class as a student with TBI.
 - Ⓑ requires teachers to conduct seminars about TBI for parents when students in their class plan to participate in sports.
 - Ⓒ requires an information pamphlet on mild traumatic brain injuries to be distributed to parents of pupils who have suffered a mild traumatic brain injury.
 - Ⓓ requires a full-time teacher certified to work with students with TBI to be assigned to work one on one with the student for the first 180 days in school.

SCENARIO 8

Mr. Rasish teaches earth science in high school. All of his students are English language learners. There is also a wide range of ability and learning issues among students in his class. However, two students in the class have official classifications and IEPs.

Lena is classified as Learning Disabled, which includes a wide range of learning issues marked by performance two years below the expected performance level. Lena's issues are primarily with reading. She has a below grade level vocabulary and is not able to sound out new words or identify the meaning of the words from their context. Lena often shows an interest in science, but difficulty identifying words in context will significantly inhibit her progress in class.

Rodney is classified as Emotionally Disturbed. He is usually distracted, often responds inappropriately in social situations, and has demonstrated an inability to learn that has no obvious explanation. Rodney is the biggest challenge for Mr. Rasish because just when Rodney starts to make progress, something will happen, and Rodney will be right back where he started. Other times, Rodney will just not pay attention at all, turning his attention to some unrelated task.

Both of these students receive "pull-out" services from a special education teacher in a resource room, and Rodney receives additional services from a psychologist and a behavior therapist specially employed by the district to help Rodney and to avoid the expense of sending Rodney to a specialized school.

However, Mr. Rasish prefers to rely on his notes on each student's classroom behavior, which he finds most useful and most up to date. He is reviewing those notes now in preparation for a lesson on the Coriolis effect.

DATA

Mr. Rasish's Notes

I have to keep reminding myself that this is a "special" earth science class and overall most students in this class are not performing at the higher level found in other earth science classes in the school.

Lena

Lena has been working hard in class. However, her difficulty with reading has been quite noticeable in the last few weeks. Lena is somewhat unfamiliar with English, but her parents speak English at home, so that is not the problem. Early last week I met with the parents, which gave me a little more insight about Lena. It seems that Lena had some of the same reading problems in her native language in the early grades just before the family moved to the United States. So it seems the problems with words are long-standing, and it is difficult to address the problem directly at this stage in her life.

I think I may have come upon an effective strategy for Lena. The Earth Science book series comes with a separate glossary and dictionary that show meanings of English science terms in her foreign language. I've given this supplementary book to her along with a list of science terms I have compiled for this course. Just reminding Lena to check these sources when she comes across an unfamiliar word has met with initial success. I am hoping that once she has

looked up a word a few times and learned its meaning in context, then the words will eventually become a part of her regular vocabulary.

Rodney

Rodney is a real challenge and the past two weeks have pretty much been a disaster. He's refusing more and more to do any work. He bothers everyone. I notice that things get worse as he senses that he is falling behind, and I can understand his frustration since he seems not to be in control of any of the difficulties he is having. I am concerned that things will get worse, and a decision will be made to send him to a special school, where I do not expect things to be any better for him.

I have been trying to give Rodney very small tasks and to work with the specialists to help him complete some of the small tasks with them and some with me. I hope this approach helps account for Rodney's easily distracted nature and gives him small morsels of success that may help his confidence. I am getting great cooperation from the specialists, but it is hard to tell about the long-term success of this approach.

DRAFT LESSON PLAN

New York Standard

The Foucault pendulum and the Coriolis effect provide evidence of Earth's rotation.

Objective

Observe the effect of the Coriolis effect and explain what causes it.

Resources for Instruction

"Lazy Susans" or some other device that can spin

Paper

Markers

Preview

Air travels clockwise around high pressure in the Northern Hemisphere and counter-clockwise in the Southern Hemisphere. Why?

Teach

Ask the students to record their prediction of how a drawn straight line will turn on a page spinning clockwise (to the right). Ask students to record a prediction for a page spinning counterclockwise.

After the students have recorded their predictions, partition them into working groups of four students each. Be prepared to help students with the experiments that follow.

Experiment

Mention that in the experiment, turning the paper clockwise represents the Northern Hemisphere and turning counterclockwise represents the Southern Hemisphere.

One student holds the paper in the center. The second slowly spins the paper clockwise. The third student draws a straight line from the top of the paper to the bottom. The fourth student keeps notes.

Students repeat the experiment with a counterclockwise spin.

Discussion

Students share and discuss the results. Lead the discussion to the conclusion that the Coriolis effect causes an object to be deflected to the east (right) in the Northern Hemisphere and to the west (left) in the Southern Hemisphere.

Extension

Ask students to find other examples of the Coriolis effect and describe the effects during class.

Example: A swirl of water filtering down will turn to the right in the Northern Hemisphere and will turn to the left in the Southern Hemisphere.

BASE YOUR RESPONSES ON THE INFORMATION IN THE SCENARIO.

31. Mr. Rasish has written extensive notes, including a strategy for using a bilingual glossary he prepared to help Lena learn science terms. Which of the following would be the best further adaptation for his approach?
- (A) Limit Lena's use of the glossary by keeping it at his desk.
 - (B) Have Lena use the glossary in a small group.
 - (C) Switch to a glossary that uses only the English language.
 - (D) Rely on the glossary he developed and avoid a commercial product.
32. Which of the following would be the most effective choice to use in the classroom to help reduce Rodney's disruptive behavior?
- (A) Make arrangements to remove him from the class and send him to a time-out area with an aide when the disruptions become too pronounced.
 - (B) Give Rodney a set number of "passes" on pieces of paper. He gives Mr. Rasish one pass each time he acts out. When the "passes" are all gone, his acting out will be expected to stop.
 - (C) Arrange a meeting with the school psychologist to gain a comprehensive view of the reasons for the cause of Rodney's problems in the classroom, and develop a plan of action for dealing with these problems.
 - (D) Separate Rodney from the rest of the class by placing him at a desk in the back of the classroom so that he will be away from other students.
33. Mr. Rasish knows that Lena will have problems with the concepts of clockwise and counterclockwise. The approach by Mr. Rashish most likely to help Lena is to arrange for her to
- (A) meet in a small group to discuss clockwise and counterclockwise.
 - (B) physically turn her body to simulate clockwise and counterclockwise.
 - (C) draw clockwise and counterclockwise ovals on paper.
 - (D) discuss the difference in hemispheres between the clockwise and counterclockwise movements of the swirl of water.

34. Rodney is administered a Functional Behavioral Assessment. A primary outcome of this assessment is always
- (A) strategies that include positive behavioral supports and services to address the behavior.
 - (B) a disciplinary plan including suspension that is administered by the building principal.
 - (C) the assignment of a one-on-one aide to work with Rodney throughout the day.
 - (D) a referral for placement in an alternate school environment that is not a part of the high school.

Constructed Response

35. After reviewing the information in the scenario, write a response to the following:
- Identify one element of the lesson plan that would be difficult for Rodney.
 - Describe an accommodation to the lesson plan that will help Rodney with this difficulty.
 - Explain why the adaptation you describe is likely to be effective.

There are no scenarios for these items.

36. When monitoring student attendance in school,
- (A) it is the teacher's responsibility to maintain attendance records.
 - (B) it is the school's responsibility to maintain attendance records.
 - (C) the teacher's responsibility is limited to reporting when students are absent.
 - (D) the school will appoint an attendance officer who is responsible for maintaining attendance records.
37. The teacher's primary responsibility as a classroom manager is to ensure that the majority of class time is spent on
- (A) individual work.
 - (B) on-task activities.
 - (C) cooperative learning.
 - (D) activities that embrace all the cultural identities in the classroom.
38. When using authentic assessment, the teacher's primary responsibility is to
- (A) collect and evaluate student work.
 - (B) use standardized tests.
 - (C) use only tests that have been authenticated.
 - (D) collect evaluative information from other teachers.

39. When using a cooperative learning approach in the classroom, it is NOT an appropriate teacher responsibility to
- Ⓐ arrange for students to get help from other students.
 - Ⓑ arrange for groups of two to six students to work together.
 - Ⓒ arrange for group members to consult with the teacher.
 - Ⓓ summarize students' work.
40. The teacher's responsibility when using a constructivist approach is to encourage students to
- Ⓐ respond quickly and alertly to questions.
 - Ⓑ construct diagrams of their thought processes.
 - Ⓒ elaborate on their initial responses.
 - Ⓓ avoid using metaphors.
41. Parents or guardians wish to instruct their children at home. They should understand
- Ⓐ any tutors hired to conduct home schooling must have the appropriate New York teacher certification.
 - Ⓑ everyone conducting home schooling must have a bachelor's degree.
 - Ⓒ there are no education requirements for those providing home schooling.
 - Ⓓ a person must be designated as the Home Schooling Director, and that person must be certified as a teacher in New York State or in a state that has reciprocal certification agreements with New York.
42. A parent or guardian expresses extreme concern to the teacher about her eighth-grade child's school performance. The parent is concerned that continued academic problems will make it impossible for her child to be successful in college or in life. Which of the following is the most appropriate way for the teacher to communicate with the parent/guardian?
- Ⓐ "Don't be concerned. We are convinced that your child will be fine and be successful."
 - Ⓑ "We enjoy working with your child, and we have the highest hopes for him."
 - Ⓒ "Your child is in a special education setting, and, at this age, there are likely some real problems that may or may not be resolved over time."
 - Ⓓ "We are concerned too, but we are not allowed to discuss these issues with parents."

43. A teacher sends home a detailed newsletter every month. The newsletter is distributed via e-mail to those parents who have shared an e-mail address, and each student in the class receives a hard copy to take home. The newsletter is most likely to improve communication with parents and guardians by
- Ⓐ increasing the teacher's visibility.
 - Ⓑ keeping parents abreast of classroom activities.
 - Ⓒ emphasizing the use of e-mail as a communication tool.
 - Ⓓ demonstrating the teacher's familiarity with technology.
44. Which of the following is most likely to involve parents or guardians in a school?
- Ⓐ Establish a Home School Association with regular meetings and ensure that all parents and guardians are members of the association.
 - Ⓑ Establish an active Board of Advisors consisting of parents, which meets regularly with school administrators to discuss school issues and school policy.
 - Ⓒ Arrange for teachers to engage parents and guardians in conversation as they encounter these people in the school.
 - Ⓓ Appoint two parent/guardian leaders for each class and arrange for these class leaders to meet regularly with the teacher.
45. A secondary school offers a wide range of courses at many different levels of ability and difficulty. Which of the following is most likely to include parents or guardians in their children's educational choices?
- Ⓐ Disseminate widely the full course schedule before course assignments for the coming school year along with the prerequisites for each course.
 - Ⓑ Appoint parents or guardians to the school's scheduling committee and carefully consider the view of parents and guardians in any scheduling decision.
 - Ⓒ Arrange for direct participation of a parent or guardian in any class scheduling or assignment decisions involving their child.
 - Ⓓ Allow parents or guardians to review the class schedule before it is finally published and solicit the parents' or guardians' opinions about recommendations for changes.