

ANSWER EXPLANATIONS

EAS Constructed-Response Scoring Guide

SCORING EXPECTATIONS

The response should meet the stated specific requirements.

The response should demonstrate an understanding of the applicable exhibits.

The response should provide details to support the main themes.

SCORING

- 4** The response demonstrates a **STRONG** grasp of the applicable content and skills and always includes all required response elements.
 - 3** The response demonstrates an **ACCEPABLE** grasp of the applicable content and skills and always includes all required response elements.
 - 2** The response demonstrates a **LESS THAN ACCEPTABLE** grasp of the applicable content and skills and may not include all required response elements.
 - 1** The response is **INCOMPLETE AND/OR OFF TRACK** and usually does not include required response elements.
 - U** The response can't be scored because it is off topic, written in a language other than English, or contains too little information to score. Note, a well written but off-topic response will be scored U.
 - B** You did not write anything
1. **(C)** Of all the choices given, this graphic organizer offers the best chance for students to identify the details. The organizer provides a visual way of engaging the students and associating the details with the main point the details support. Note that choice (D) is an excellent approach if the students share a common language, but these students come from Central and South America where there are innumerable tribal languages beyond the predominant languages of Spanish, Portuguese, and Italian.
 2. **(B)** This question is straightforward. Look in the "no mastery" column in the Data section and find the skill with the highest percent. The highest percent represents the students who have the furthest to go to move beyond "no mastery." That's choice (B), Theme, with 45% No Mastery.
 3. **(D)** The focus of this question is on the lesson, and the most important consideration among those listed is the lesson adaptations Ms. Erino will make.
 4. **(A)** The books available to students are the essence of the learning community. Without a range of books at the appropriate reading level that interest students, the learning community will not be effective. Inviting local leaders might or might not increase interest in the learning community, but not in its effectiveness.
 5. **(C)** The effectiveness of the approach depends on the accuracy of Ms. Anderson's classification of the students. If the students are not properly "diagnosed," then the wrong approaches for them will be used during the lesson.

6. **(B)** Jacob and Liam were assigned to this bodily-kinesthetic activity because Ms. Anderson classified them as bodily-kinesthetic learners. The idea of Multiple Intelligence theory is to match students learning activities to the students' predominate intelligence.
7. **(A)** This choice is most appropriate because it is directly related to the lesson and gives students an opportunity to learn about the word "corollary" and to identify what about Roosevelt's pronouncement made it a corollary.
8. **(A)** The lesson shows continuity and change of U.S. government policy over a prolonged period of time mentioned in the learning standard. The other choices do not fully integrate all of these factors. The remaining choices are cognitively less challenging.
9. **Example of a response that would likely receive a rating of 3 or 4.**
- Ms. Anderson identified the primary "intelligence" for the five identified students in the class. It is unlikely that these are the sole "intelligences" present in these students. Ms. Anderson should identify other "intelligences" present in these students.
- Ms. Anderson should include appropriate adaptations for these other intelligences in the lesson. For example, if she recognized that Frances also possessed visual-spatial intelligence, she should incorporate Frances's facility with words and languages with visual-spatial approaches.
- There are many benefits to this adaptation, but let me discuss the students identified as bodily-kinesthetic learners. It is fine for them to put on a skit or play, but this does not match well with what might be expected of them in the workplace. There is certainly one other intelligence that applies to these two students, and Ms. Anderson could bring the activities more into the mainstream and strengthen the students' preparedness for the world of work.
- There are many reasons why this approach would be effective. It broadens the range of learning activities available to students based on a more inclusive and comprehensive assessment of students' intelligences. It helps Ms. Anderson account for any errors she may have made in her initial assessment and avoids tying students to a single range of learning.
10. **(C)** The visitor is to be the centerpiece of the lesson, and the best advice for Mr. Lee is to determine how to make best use of the visitor's expertise. That advice is most likely to lay a firm foundation for an effective lesson. The allocation of time in choice (B) is essentially predetermined.
11. **(B)** The aggregate scores of ELL students and students with disabilities differ by a single decile, indicating that, based on this data, these two groups of students are likely to have similar difficulties.
12. **(B)** Note, for the answer to be correct, it must involve both Mr. Lee and the visitor. Discussing effective strategies for the class will help the visitor understand the class dynamics and allow him to adapt his presentation and discussion to meet students' needs.
13. **(A)** There are few better ways to learn about something than to write questions that address the topic. In addition, work with the teacher on question structure helps students develop written English skills.

14. **(D)** The emphasis in the question is on learning, and one of the best ways to learn English is to build on the ELL students' native language. Mikail did not have that learning opportunity until this stage of the lesson. Choices (A) and (C) do present learning opportunities, but they are not as significant an opportunity as choice (D).
15. **(B)** Mikail is likely to develop more quickly than other similar students because we can tell from the reports that he is intelligent and determined, and most particularly from Ms. Fabrione's report, that he is cooperative and focused. These personal traits speak well for Mikail's development. It would be nice if he was free from fear and his parents spoke English, but these factors will not stop Mikail from learning.
16. **(A)** This is a working definition of scaffolding, to provide temporary support when students need that support to learn, and then to withdraw that support when the learning objective has been reached.
17. **(C)** Using a graphic organizer will help Mikail arrange the words on the organizer. The description is deliberately vague in the answer, but an organizer may contain examples and definitions of the words. It is the process of organization that leads to learning. Choice (A) can be effective, but it is not as powerful as choice (C).
18. **(C)** These students already have strong spoken English skills as evidenced by their ability to speak fluently in English with other members of the class. The best approach is to build on these oral English skills to develop reading skills.
19. **(A)** While it may be ideal to use English, ELL students can use their native language to understand assignments and ask clarifying questions of each other that will ultimately lead to more learning. In this way, the second language is a strength that can be an appropriate part of classroom instruction.
20. **(B)** The percent differences are so small that the only reasonable conclusion is that they performed at about the same level on the assessment. That does not mean that performance on individual tasks is the same for each student. The assessment just gives us an average of the various components that make up the assessment.
21. **(B)** Working with a partner who speaks the same foreign language is one of the most powerful approaches to working with ELL students. Students can help each other clarify the meaning of words, while having a common language to fall back on to discuss ideas not available to them in English.

22. **Example of a response that would likely receive a rating of 3 or 4.**

Mr. Longin must overcome the main issue: the parents do not speak English, and he does not speak their language. Under those circumstances no discussion is possible, and Mr. Longin will never be successful. The first obvious step is to have an interpreter present, preferably a teacher from the school who is familiar with the assessment. The interpreter should give a verbatim interpretation of the conversation and not add any of the interpreter's own thoughts and ideas.

Once the interpreter is available, Mr. Longin can explain to the parents that the performance level is just a reflection of how long the students have been speaking English and not their performance in class or their ability. He can explain that as the students are in the country longer, their level will naturally improve.

This is a very difficult situation, and these two students have quite a long way to go. There are no great answers for the parents, who have many things to worry about other than their children's performance in school. However, the approach does address the issues that Mr. Longin has control over. It removes the language communication barrier, gives an honest explanation of the scores, provides a little reassurance to the parents, and may reduce some of the parents' concerns. Mr. Longin should also emphasize the progress the students are making.

23. **(B)** Ms. Bora is with these students every day and is in the best position to observe their English language proficiency. Students do not always reveal their actual ability on a test, which is why further corroboration of test results is appropriate.
24. **(C)** The choice does not specify the form of the graphic organizer. However, presenting a graphic organizer in the form of a table on which students can enter the number of the voyage in one column and some details of the voyage in another column is the most effective choice among those given.
25. **(B)** We should not wait for Mei Ling's English to improve before exposing her to a more rigorous science curriculum. Among all subjects, students with science and math backgrounds frequently have the best employment opportunities, and advancement in this area should not be denied to her because of her limited English proficiency.
26. **(C)** The dangers of the Internet cannot be overstated, and Internet safety is the most important concern for every teacher who uses the Internet in the classroom. Most school districts block sites; however, it is still possible for these usually knowledgeable students to access sites with inappropriate images or messages, or even worse, sites that enable students to communicate with others on the Internet.
27. **(C)** TBI students need a regular and consistent schedule when in school—not the undefined schedule described in this choice. All of the other choices describe appropriate responses to TBI students.
28. **(B)** In both examples, Maureen multiplies the power of a number (exponent) by the number itself (base), showing that she does not know the meaning of exponents. By contrast, Jacob's answers are both correct, showing that he understands the meaning of exponents.
29. **(B)** This is the only answer choice that addresses teaching powers of 10 to Maureen. ADD students learn from observing patterns. The other choices do not address teaching powers of 10.
30. **(C)** New York Education Law 305.42 enacted the "concussion management and awareness act," which, among other things, requires an information pamphlet on mild traumatic brain injuries to be distributed to parents of pupils participating in interscholastic sports, or students who have suffered a mild TBI.
31. **(B)** A student's native language is a powerful route to mastering English, and the glossary is an effective tool. Using the glossary in a small group would foster discussion and the interchange of ideas and lead to further language development.
32. **(B)** There are no guarantees. However, this technique, proposed by Dreikurs and others, has the best chance of addressing Rodney's problems in the classroom. It will make Rodney more aware of his behavior and place a fixed limit on those behaviors.

Choices (A) and (C) do not address his behavior in the classroom, and putting Rodney in the back of the room will just make him feel more isolated and likely make things worse.

33. **(B)** Lena's learning disability likely includes difficulty telling left from right, and she may have problems with spatial awareness. LD students typically master concepts related to spatial orientation through activities that involve bodily movement.
34. **(A)** This choice accurately describes the legal intent of a Functional Behavioral Assessment (FBA). The outcomes in other choices may occur; however, the FBA always results in the outcomes described in choice (A).
35. **Example of a response that would likely receive a rating of 3.**

Rodney has difficulty focusing, and the active and involved nature of this plan will cause him difficulty. The notes indicate that he has the most trouble when he feels he is falling behind, and the rather complex ideas of clockwise and counterclockwise, particularly drawing lines that represent these movements, will be particularly challenging for Rodney. It is unlikely that Rodney will successfully complete the drawing activities.

The adaptation should enable Rodney to experience the activities, but relieve him of the direct responsibility for drawing the lines. He should be paired with a more able student in the class and observe that student completing the line-drawing activities. Care should be taken to pair him with a student who is most likely to tolerate his bothersome behavior. He can participate as much as he can, but full participation should not be expected.

This is the most practical way to adapt the lesson for Rodney, while still trying to maintain his involvement in the class. Rodney is likely to experience working with another student as a way to gain attention. That sense, combined with his ability to participate in the lesson with a minimum of frustration, should give Rodney the best opportunity to learn.

36. **(A)** The law clearly states that generally each minor child must attend school, and it is the teacher's responsibility to maintain attendance records.
37. **(B)** Research shows that, more than any other factor, student success increases when they spend more time on task. Choices (A), (C), and (D) are incorrect. These choices can be effective techniques, but are not as important as time spent on task.
38. **(A)** Authentic assessment means a teacher observes students as they work and reviews their work product. Portfolio assessment is a form of authentic assessment. Choices (B), (C), and (D) are incorrect. These choices do not describe authentic assessment.
39. **(D)** Note the word NOT in the item. In cooperative learning, students summarize the results of their cooperative work. Choices (A), (B), and (C) are incorrect. All of these choices are characteristics of cooperative learning groups.
40. **(C)** A constructivist approach encourages students to construct their own understanding of concepts. One way students do this is to build on their initial responses. Choice (A) is not correct. A more reflective approach to questions is in keeping with the constructivist approach. Choice (B) is not correct. This is not the kind of construction that constructivists have in mind. Choice (D) is not correct. The constructivist approach encourages students to create metaphors.

41. **(C)** New York State law does not require any specific credentials for those who provide home instruction.
42. **(B)** This is the best response. It is positive and truthful, but it neither holds out too much hope nor is too negative. (A) is incorrect because this choice is too positive and unrealistically raises a parent's expectations. (C) is incorrect because, while this response is likely the most candid, it is too stark and not the kind of response that should be given at a parent-teacher conference. (D) is incorrect because this response unnecessarily puts the parents off.
43. **(B)** The newsletter helps the parents and guardians feel more connected to the classroom and makes the teacher more available to parents. This combination improves home-school communication. None of the other choices addresses improving communication.
44. **(A)** This choice is the best among those offered because it gives every parent or guardian an opportunity to become involved in the school. The other choices offer promise, but none is as comprehensive as choice (A). Note that there may be better strategies; however, we are limited to the best answer among the given choices.
45. **(A)** This choice alone directly involves the parents/guardians in their children's educational choices and helps ensure full parental awareness. The remaining choices may be helpful; however, none of them includes the wide dissemination of educational choice information found in (A).