

**EAS (Educating All
Students)**

**Test Design and
Framework**

Overview of Presentations

In these Powerpoint presentations, we hope to assist you in improving your performance on the EAS exam, by

- Familiarizing you with the exam contents and format
- Reviewing theories, skills and concepts you have learned throughout your studies about diversity, students with special needs and English Language learners
- Providing links to resources for further background and study

Test Design

- This test consists of selected-response items and constructed-response items.
 - Selected response items: 70% of the total test score
 - Constructed response items: 30% of the total test score
- Total testing time: 135 minutes.
 - Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:
 - Each constructed-response item is designed with the expectation of a response up to 10 minutes.
 - The selected-response items are designed with the expectation of response time up to 105 minutes.

Test Design

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Diverse Student Populations	11	18%	1	10%
0002 English Language Learners	11	18%	1	10%
0003 Students with Disabilities and Other Special Learning Needs	10	18%	1	10%
0004 Teacher Responsibilities	5	8%	--	--
0005 School-Home Relationships	5	8%	--	--
Total	42	70%	3	30%

COMPETENCY 0001—DIVERSE STUDENT POPULATIONS

- Performance Expectations:
 - The New York State educator understands the characteristics, strengths, and needs of all student populations and effectively uses knowledge of diversity within the school and the community to address the needs of all students, to create a sense of community among students, and to promote students' appreciation of and respect for all students in their diversity.

COMPETENCY 0002—ENGLISH LANGUAGE LEARNERS

- Performance Expectations
 - The New York State educator understands the characteristics, strengths, and needs of English Language Learners and effectively uses this knowledge to assist in developing their language and literacy skills and promoting their achievement of learning standards in all content areas.

COMPETENCY 0003—STUDENTS WITH DISABILITIES AND OTHER SPECIAL LEARNING NEEDS

- Performance Expectations
 - The New York State educator understands the characteristics, strengths, and needs of students with disabilities and other special learning needs and effectively uses this knowledge to help students reach their highest levels of achievement and independence.

COMPETENCY 0004—TEACHER RESPONSIBILITIES

- Performance Expectations
 - The New York State educator understands rights and responsibilities in situations involving interactions between teachers and students, parents/guardians, community members, colleagues, school administrators, and other school personnel.

COMPETENCY 0005—SCHOOL-HOME RELATIONSHIPS

- Performance Expectations
 - The New York State educator understands effective strategies for promoting positive and productive relationships and interactions between the school and home to enhance student learning.

Test Design

- Both selected-response and constructed-response questions are based on three exhibits, often:
 - A Description of the Class
 - Student Assessment Data
 - A Draft Lesson Plan

Sample Questions: http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_SRI_201.htm

Selected-Response Strategies

- Read the questions **first** before reading the exhibits.
- Pay attention to italicized words in the question.
- Look for key words or phrases in the answer choices.
- Decide which exhibit is most relevant to the question.
- Look for evidence in the relevant exhibit for the correct answer.
- Eliminate answer choices whenever possible.

Constructed Response Rubric

The following characteristics guide the scoring of responses to the constructed-response assignment.

CONTENT	The extent to which the response meets the requirements of the assignment
ANALYSIS, SYNTHESIS, AND APPLICATION OF PEDAGOGICAL PRINCIPLES	The extent to which the response demonstrates understanding of and engagement with the provided exhibits
COMMAND OF EVIDENCE	The extent to which the response presents relevant support

Score Scale for Constructed-Response Items

Scores will be assigned to the response to the constructed-response items according to the following score scale.

Score Point	Score Point Description
4	The "4" response demonstrates a strong command of relevant knowledge and skills.
3	The "3" response demonstrates a satisfactory command of relevant knowledge and skills.
2	The "2" response demonstrates a limited command of relevant knowledge and skills.
1	The "1" response demonstrates a lack of relevant knowledge and skills.
U	The response is unscorable because it is unrelated to the assigned topic or off-task, unreadable, written in a language other than English or contains an insufficient amount of original work to score.
B	No response.

Constructed-Response Strategies

- Review the test to see when and where the constructed response questions are located
- Read the task first.
- Answer each bullet in a separate paragraph.
- Re-read response to check for grammar, spelling, mechanics, etc.

References

- A practice ETS Texas Educator Certification Exam that seems to have similar questions
– practice exam online is free:
<http://cms.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/interactive-practice-test/>
- Resources for Candidates – different lists/links put together by a professor:
<http://mksanford.wikispaces.com/NEW+YORK+STATE+CERTIFICATION+TESTS>
- CUNY EAS Survival Guide – PP with Test-Taking Strategies: