

**NATIONAL  
BOARD**

*for Professional  
Teaching Standards®*



## **COMPONENT 1: CONTENT KNOWLEDGE AT-A-GLANCE**



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## Overview

Component 1: Content Knowledge is a computer-based assessment that asks you to demonstrate knowledge of and pedagogical practices for teaching your content area. You must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of your chosen certificate area. This is assessed through the completion of three constructed response exercises and approximately 45 selected response items.

This document provides the names and descriptions of the three constructed response exercises and the content covered in the selected response items for each certificate area.

**Note:** This Component At-a-Glance provides an overview of the assessment center process. The final overview will be posted online at [www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org). Candidates will be notified via email when they are posted in late fall 2014. *All information is subject to change.*

## Early and Middle Childhood/Art

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Art-Making and Forming Processes**

For this exercise, you create an art product before you attend your assessment center appointment, using stimulus materials mailed to you in advance. At the assessment center, you are asked to describe, analyze, and reflect on the art-making processes you considered and used as you created an art product.

#### **Exercise 2: Studying and Interpreting Art**

In this exercise, you use your knowledge of art criticism and your understanding of specific art concepts to analyze a work of art in terms of expressive, sensory, and formal qualities, and to discuss how these qualities, as well as symbolism and metaphor, contribute to the meaning of the work of art.

#### **Exercise 3: The Nature and Value of Art**

In this exercise, you use your knowledge and understanding of aesthetic theories and the nature and value of art to examine and analyze the aesthetic and artistic qualities of a work of art. You are asked to justify the interpretations and judgments you have made about the image.

### **Part 2 – Selected Response Items (SRI)**

Standards Content	Approximate Percentage of SRI Section*
<p><b>Art Education (Standards I, III, V, VII)</b></p> <ul style="list-style-type: none"> <li>• Goals of Art Education</li> <li>• Reflecting on the Goals of Art Education in Order to Make Principled Decisions about Practice</li> <li>• Art Education Goals in Relation to Other Disciplines in the Curriculum</li> <li>• Goals of General Education and Lifelong Learning</li> <li>• Making Connections to the Cultures of Communities</li> <li>• Guarding Against Bias and Stereotype</li> <li>• Building Curriculum on the Goals of Art Education</li> <li>• Creating and Maintaining Healthy and Safe Learning Environments</li> </ul>	35%
<p><b>Content of Art and Art Making (Standard IV)</b></p> <ul style="list-style-type: none"> <li>• Art Making</li> <li>• Technology</li> <li>• Art Criticism</li> <li>• Art History</li> <li>• Aesthetics</li> </ul>	35%
<p><b>Complex Attributes of Works of Art (Standard IV)</b></p> <ul style="list-style-type: none"> <li>• Classification of Art Forms and Types</li> <li>• Expressive Qualities of Art</li> <li>• Universal Themes or Ideas</li> <li>• Context of Art</li> </ul>	30%

\* These percentages are an approximation only. Following field testing and review of data, the final assessment will be created. The final assessment content may vary from these estimates.

## Early Adolescence through Young Adult/Art

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Art-Making and Forming Processes**

For this exercise, you create an art product before you attend your assessment center appointment, using stimulus materials mailed to you in advance. At the assessment center, you are asked to describe, analyze, and reflect on the art-making processes you considered and used as you created an art product.

#### **Exercise 2: Studying and Interpreting Art**

In this exercise, you use your knowledge of art criticism and your understanding of specific art concepts to analyze a work of art in terms of expressive, sensory, and formal qualities, and to discuss how these qualities, as well as symbolism and metaphor, contribute to the meaning of the work of art.

#### **Exercise 3: The Nature and Value of Art**

In this exercise, you use your knowledge and understanding of aesthetic theories and the nature and value of art to analyze the aesthetic and artistic qualities of a work of art. You are asked to provide a rationale grounded in aesthetic theory to support your analysis and evaluation of the image.

### **Part 2 – Selected Response Items (SRI)**

Standards Content	Approximate Percentage of SRI Section*
<p><b>Art Education (Standards I, III, V, VIII)</b></p> <ul style="list-style-type: none"> <li>• Goals of Art Education</li> <li>• Reflecting on the Goals of Art Education in Order to Make Principled Decisions about Practice</li> <li>• Art Education Goals in Relation to Other Disciplines in the Curriculum</li> <li>• Goals of General Education and Lifelong Learning</li> <li>• Making Connections to the Cultures of Communities</li> <li>• Curriculum Design</li> <li>• Building Curriculum on the Goals of Art Education</li> <li>• The Complex Nature of Teaching Art</li> <li>• Using a Range of Instructional Strategies</li> <li>• Helping Students Make Art While Teaching How and Why Works of Art Are Made</li> <li>• Helping Students Experience and Understand Art</li> <li>• Creating and Maintaining Healthy and Safe Learning Environments</li> </ul>	<p><b>35%</b></p>
<p><b>Content and Creation of Art (Standard IV)</b></p> <ul style="list-style-type: none"> <li>• Art Forms and Forming Processes</li> <li>• Influence of Technology on Art</li> <li>• Form, Qualities, and Styles of Art</li> <li>• Ideational Aspects of Art</li> </ul>	<p><b>35%</b></p>
<p><b>Study of Art (Standard IV)</b></p> <ul style="list-style-type: none"> <li>• Complex Attributes of Works of Art</li> <li>• Contexts of Art</li> <li>• Theories and Philosophies of Art</li> </ul>	<p><b>30%</b></p>

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## Early Adolescence/English Language Arts

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Literary Genres**

In this exercise, you analyze the connection between literary devices and meaning. You are asked to read a poem, discuss theme and effect, and use details from the poem to show how identified literary devices affect the text.

#### **Exercise 2: Teaching Reading**

In this exercise, you show your knowledge of the reading process and ability to analyze student reading. You are asked to read a passage, a student prompt, and a student response, and to determine the reasons for misconceptions in the reading. You also provide strategies to correct the misconceptions.

#### **Exercise 3: Teaching Writing**

In this exercise, you show an understanding of the writing process. You are asked to read a student response, identify and discuss weaknesses, and provide strategies for correction.

### **Part 2 – Selected Response Items (SRI)**

<b>Standards Content</b>	<b>Approximate Percentage of SRI Section*</b>
<b>Reading and Viewing (Standard V)</b> <ul style="list-style-type: none"><li>• The purposes of reading</li><li>• Genres</li><li>• Instructional strategies for reading and viewing</li></ul>	<b>40%</b>
<b>Writing and Producing (Standard VI)</b> <ul style="list-style-type: none"><li>• Knowledge about writing and producing</li><li>• Instructing students in writing and producing</li><li>• Resources for writing and producing</li><li>• Assessment of writing and producing</li></ul>	<b>40%</b>
<b>Speaking and Listening; Language Study (Standards VII and VIII)</b> <ul style="list-style-type: none"><li>• Pedagogy and strategies for teaching speaking and listening</li><li>• Integration of speaking and listening with other strands of English language arts</li><li>• The evolving nature of the English language</li><li>• Language in context</li><li>• Instructional approaches in the study of the English language</li></ul>	<b>20%</b>

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## Adolescence and Young Adulthood/English Language Arts

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Literary Genres**

In this exercise, you analyze the connection between literary devices and meaning. You are asked to read a poem, discuss theme and effect, and use details from the poem to show how identified literary devices affect the text.

#### **Exercise 2: Teaching Reading**

In this exercise, you show your knowledge of the reading process and ability to analyze student reading. You are asked to read a passage, a student prompt, and a student response, and to determine the reasons for misconceptions in the reading. You also provide strategies to correct the misconceptions.

#### **Exercise 3: Teaching Writing**

In this exercise, you show an understanding of the writing process. You are asked to read a student response, identify and discuss weaknesses, and provide strategies for correction.

### **Part 2 – Selected Response Items (SRI)**

<b>Standards Content</b>	<b>Approximate Percentage of SRI Section*</b>
<b>Reading and Viewing (Standard V)</b> <ul style="list-style-type: none"><li>• The purposes of reading</li><li>• Genres</li><li>• Instructional strategies for reading and viewing</li></ul>	<b>40%</b>
<b>Writing and Producing (Standard VI)</b> <ul style="list-style-type: none"><li>• Knowledge about writing and producing</li><li>• Instructing students in writing and producing</li><li>• Resources for writing and producing</li><li>• Assessment of writing and producing</li></ul>	<b>40%</b>
<b>Speaking and Listening; Language Study (Standards VII and VIII)</b> <ul style="list-style-type: none"><li>• Pedagogy and strategies for teaching speaking and listening</li><li>• Integration of speaking and listening with other strands of English language arts</li><li>• The evolving nature of the English language</li><li>• Language in context</li><li>• Instructional approaches in the study of the English language</li></ul>	<b>20%</b>

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## Early and Middle Childhood/English as a New Language

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Domains of English Language Development**

In this exercise, you demonstrate knowledge of domains of English language development to identify strategies and/or activities that enhance students' proficiencies in language domains.

#### **Exercise 2: Linguistic Structure of English**

In this exercise, you demonstrate knowledge of phonology, vocabulary, grammar, and discourse to analyze a student's work sample and describe strategies for meeting the needs of the student.

#### **Exercise 3: English Language Acquisition**

In this exercise, you demonstrate knowledge of factors influencing second- language acquisition to analyze a description of a second-language learner and explain strategies that could enhance second-language acquisition.

### **Part 2 – Selected Response Items (SRI)**

Standards Content	Approximate Percentage of SRI Section*
<b>Knowledge of Culture and Diversity (Standard II)</b> <ul style="list-style-type: none"> <li>• Knowledge and Understanding of Culture and Diversity</li> <li>• Culturally Responsive Learning Environments</li> <li>• Student Advocacy</li> </ul>	20%
<b>Knowledge of the English Language (Standard IV)</b> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Phonology</li> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Discourse</li> <li>• Social English Language</li> <li>• Academic English Language</li> </ul>	25%
<b>Knowledge of English Language Acquisition (Standard V)</b> <ul style="list-style-type: none"> <li>• Language Exposure</li> <li>• Language Awareness</li> <li>• Interaction and Practice</li> <li>• Interdependence of Language and Content</li> <li>• Interdependence of Reading, Writing, Speaking, Listening, and Visual Literacy</li> <li>• Explicit Instruction</li> <li>• Instructional Feedback</li> <li>• Language Transfer</li> <li>• Educational Background</li> <li>• Culture and Socioeconomic Variables</li> <li>• Age and Length of Time in the United States</li> <li>• Other Factors Affecting Language Development</li> <li>• Myths and Misconceptions about English Language Acquisition</li> </ul>	40%
<b>Assessment (Standard VII)</b> <ul style="list-style-type: none"> <li>• Variety in Assessment Techniques</li> <li>• Initial Placement Assessment</li> </ul>	15%

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## Early Adolescence and Young Adulthood/English as a New Language

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Domains of English Language Development**

In this exercise, you demonstrate knowledge of domains of English language development to identify strategies that enhance students' proficiencies in language domains.

#### **Exercise 2: Linguistic Structure of English**

In this exercise, you demonstrate knowledge of phonology, vocabulary, grammar, and discourse to analyze a student's work sample and describe strategies for meeting the needs of the student.

#### **Exercise 3: English Language Acquisition**

In this exercise, you demonstrate knowledge of factors influencing second- language acquisition, and describe and explain strategies that could enhance second-language acquisition.

### **Part 2 – Selected Response Items (SRI)**

Standards Content	Approximate Percentage of SRI Section*
<p><b>Knowledge of Culture and Diversity (Standard II)</b></p> <ul style="list-style-type: none"> <li>• Knowledge and Understanding of Culture and Diversity</li> <li>• Culturally Responsive Learning Environments</li> <li>• Student Advocacy</li> </ul>	20%
<p><b>Knowledge of the English Language (Standard IV)</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Phonology</li> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Discourse</li> <li>• Social English Language</li> <li>• Academic English Language</li> </ul>	25%
<p><b>Knowledge of English Language Acquisition (Standard V)</b></p> <ul style="list-style-type: none"> <li>• Language Exposure</li> <li>• Language Awareness</li> <li>• Interaction and Practice</li> <li>• Interdependence of Language and Content</li> <li>• Interdependence of Reading, Writing, Speaking, Listening, and Visual Literacy</li> <li>• Explicit Instruction</li> <li>• Instructional Feedback</li> <li>• Language Transfer</li> <li>• Educational Background</li> <li>• Culture and Socioeconomic Variables</li> <li>• Age and Length of Time in the United States</li> <li>• Other Factors Affecting Language Development</li> <li>• Myths and Misconceptions about English Language Acquisition</li> </ul>	40%
<p><b>Assessment (Standard VII)</b></p> <ul style="list-style-type: none"> <li>• Variety in Assessment Techniques</li> <li>• Initial Placement Assessment</li> </ul>	15%

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## Early Childhood and Young Adulthood/Exceptional Needs Specialist

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Numeracy**

In this exercise, you demonstrate your knowledge of numeracy skills instruction for students with exceptional needs. You describe a student with whom you will be working and define one important numeracy concept or skill. You are asked to describe two instructional strategies and two instructional resources for teaching the numeracy concept or skill to the student. You will then explain why these strategies and resources would be effective and how you would measure the student's success.

#### **Exercise 2: Assessment**

In this exercise, you apply your knowledge of assessment and of students with exceptional needs. You describe a student and an area to be evaluated and then describe two types of assessments to use with the student for that purpose. You are asked to explain why you selected those two types of assessments and to discuss the advantages and limitations of each type. You then discuss the kinds of information each type of assessment would provide.

#### **Exercise 3: Collaboration**

In this exercise, you demonstrate your knowledge of professional collaboration in the field of exceptional needs. You are asked to describe a student and to identify two individuals to collaborate with in a particular situation involving the student and explain why you selected those two individuals. You discuss two steps you would take in collaborating with the two individuals you identified and explain how you would evaluate the effectiveness of this collaboration.

### **Part 2 – Selected Response Items (SRI)**

<b>Standards Content</b>	<b>Approximate Percentage of SRI Section*</b>
<b>Knowledge of Students and Knowledge of Philosophy, History and Law (Standards I and II)</b> <ul style="list-style-type: none"> <li>• Child Growth and Development</li> <li>• Effective Advocacy: Knowledge of Philosophy, History, and Law</li> <li>• Exemplifying High Ethical Ideals</li> </ul>	<b>20%</b>
<b>Diversity and Family Partnerships (Standards III and IV)</b> <ul style="list-style-type: none"> <li>• Creating Equitable, Fair, and Diverse Environments</li> <li>• Ensuring Access to Quality Learning Experiences</li> <li>• Collaborating with Parents to Support Students' Education</li> </ul>	<b>20%</b>
<b>Communication and Social Development and Behavior (Standards VI and VII)</b> <ul style="list-style-type: none"> <li>• Understanding Language Acquisition and Development</li> <li>• Using Unique Strategies to Develop Communication Skills</li> <li>• Collaborating with Others to Facilitate Student Language Development</li> <li>• Teaching and Fostering Social Skills</li> <li>• Developing Students' Self-Confidence and Self-Determination</li> <li>• Fostering and Supporting Positive Behavior</li> </ul>	<b>30%</b>
<b>Assessment and Curriculum and Instruction (Standards V and VIII)</b> <ul style="list-style-type: none"> <li>• Using Diverse Assessment Methods for Different Purposes</li> <li>• Academic Core Curriculum – Literacy</li> <li>• Individualizing Curriculum and Integrating Life Skills Development Across Disciplines, Contexts, and Settings</li> <li>• Fostering Student Transitions and Career Development</li> </ul>	<b>30%</b>

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## Early Childhood/Generalist

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Literacy**

In this exercise, you show your ability to analyze and make inferences about a student's reading development. You identify important strengths from a student's progress report and plan an appropriate instructional strategy, based on these strengths, to foster this student's reading development. You are also asked to include a resource or material that would be used to help achieve this plan and to provide a rationale for your choice of resource or material.

#### **Exercise 2: Mathematics**

In this exercise, you demonstrate your ability to identify mathematical misconceptions or difficulty in a student's work, to state the fundamental prerequisites needed by this student in order to learn this particular mathematical concept, and to plan an instructional strategy based on real- world applications. You are also asked to choose the materials and to provide a rationale for your choice of these materials that will be used to teach these prerequisites.

#### **Exercise 3: Children's Play**

In this exercise, you demonstrate your ability to identify significant aspects of child development through a play scenario and identify the role of the teacher in supporting that development. You describe children's social/emotional and cognitive development, the impact of this play on your teaching, and the ways in which to support and extend cognitive development in regard to this play scenario. You are asked to provide rationales for the description of the impact on your teaching and for the ways you support and extend the cognitive development.

### **Part 2 – Selected Response Items (SRI)**

Standards Content	Approximate Percentage of SRI Section*
<p><b>Child Development, Equity, Fairness, and Appreciation of Diversity (Standards I, III)</b></p> <ul style="list-style-type: none"> <li>• Fostering Cognitive Development</li> <li>• Fostering Language Development</li> <li>• Fostering Moral and Ethical Development</li> <li>• Knowledge, Skills, and Dispositions Related to Equity, Fairness, and Diversity</li> </ul>	30%
<p><b>Knowing and Integrating Subject Matter: Language and Literacy, Technology, Resources (Standards IV, VI)</b></p> <ul style="list-style-type: none"> <li>• Language and Literacy Listening and Speaking Writing</li> <li>• Technology</li> <li>• Learning Materials and Resources</li> </ul>	35%
<p><b>Knowing and Integrating Subject Matter: Science, Social Studies, Arts, Health, Physical Education (Standard IV)</b></p> <ul style="list-style-type: none"> <li>• Science</li> <li>• Social Studies</li> <li>• Visual Arts, Music, and Drama</li> <li>• Health and Physical Education</li> </ul>	35%

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## Middle Childhood/Generalist

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Supporting Reading Skills**

In this exercise, you demonstrate your ability to analyze and interpret a transcript of a student's oral reading of a given reading passage to identify one strength and one weakness in the student's oral reading. You are also asked to identify and justify appropriate strategies to support the identified student's ongoing reading development.

#### **Exercise 2: Analyzing Student Work in Mathematics**

In this exercise, you demonstrate your ability to identify mathematical misconceptions/errors in a given student's work, to identify concepts/skills necessary for student understanding of the math problem, and to provide appropriate strategies with a rationale to assist the student's understanding of the identified concepts or skills.

#### **Exercise 3: Making Connections in Science**

In this exercise, you demonstrate your ability to identify and understand fundamental concepts and principles in science. You are asked to respond to a student's inquiry about a real-world phenomenon. You are also asked to describe an appropriate learning experience with a rationale that will provide student understanding of a concept/principle that relates to the real-world phenomenon.

### **Part 2 – Selected Response Items (SRI)**

<b>Standards Content (Standard IV)</b>	<b>Approximate Percentage of SRI Section*</b>
<b>English Language Arts, the Arts, and Health and Wellness</b> <ul style="list-style-type: none"> <li>• Balanced Literacy</li> <li>• Choosing Print and Nonprint Texts</li> <li>• Analyzing Texts</li> <li>• Value and Purposes of Visual and Performing Arts through Cross-Curricular Contexts</li> <li>• Health Enhancing Skills</li> </ul>	30%
<b>Science and Mathematics</b> <ul style="list-style-type: none"> <li>• Number Sense and Algebraic Thinking</li> <li>• Geometry</li> <li>• Data Analysis</li> <li>• Knowledge of Science Domains: Life, Earth/Space, and Physical Sciences</li> <li>• Vocabulary of Science</li> <li>• Misconceptions and Evolution of Scientific Thinking</li> <li>• Science Tools, Models, and Representations and Engineering Design Principles</li> </ul>	35%
<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Knowledge of Social Studies Content: History, Geography, Civics/Government, Economics</li> <li>• Themes of Social Studies</li> <li>• Primary and Secondary Sources and Critical Thinking in Social Studies</li> </ul>	35%

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## Early Adolescence and Young Adulthood/Health

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Risk Behaviors**

In this exercise, you show an understanding of the impact of risk behaviors (for example, alcohol, tobacco, and other drug use; poor nutrition; sedentary lifestyle; intentional and unintentional injuries; sexual risk behaviors) on personal health and wellness.

#### **Exercise 2: Relationships and Family Life**

In this exercise, you demonstrate the knowledge and skills needed to manage healthy and unhealthy relationships.

#### **Exercise 3: Components of Health**

In this exercise, you display knowledge of the interrelationships among the components of health and the application of life skills pertaining to these components.

### **Part 2 – Selected Response Items (SRI)**

Standards Content	Approximate Percentage of SRI Section*
<b>Knowledge of Subject Matter/Personal Health (Standard II)</b> <ul style="list-style-type: none"> <li>• Personal Health</li> <li>• Nutrition</li> <li>• Prevention and Control of Disease</li> <li>• Mental and Emotional Health</li> <li>• Substance Use and Abuse</li> </ul>	<b>25%</b>
<b>Knowledge of Subject Matter/Environmental and Consumer Health (Standard II)</b> <ul style="list-style-type: none"> <li>• Injury Prevention and Safety</li> <li>• Consumer Health</li> <li>• Environmental Health</li> <li>• Dynamic, Relevant, and Practical Knowledge for Teaching Health Education</li> </ul>	<b>20%</b>
<b>Skills-based Learning/The Individual (Standard III)</b> <ul style="list-style-type: none"> <li>• Goal-setting</li> <li>• Decision-making</li> <li>• Problem-solving skills</li> <li>• Stress management</li> <li>• Identification and evaluation of and access to health information and health-promoting products and services</li> </ul>	<b>25%</b>
<b>Skills-based Learning/Interacting with Others (Standard III)</b> <ul style="list-style-type: none"> <li>• Interpersonal communication</li> <li>• Strategies to resolve conflicts</li> <li>• Effective ways to influence and support others in making positive health choices</li> <li>• Refusal skills</li> <li>• Assertiveness</li> <li>• Negotiation and collaboration techniques</li> <li>• Influence of various factors such as peers, cultural beliefs, the media, and technology on health</li> </ul>	<b>30%</b>

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## Early Childhood and Young Adulthood/Library Media

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Program Administration and Management**

In this exercise, you demonstrate content knowledge of administrative issues and problem solving in the library media center. Given a scenario, you identify and analyze issues, and propose strategies to address those issues.

#### **Exercise 2: Technologies**

In this exercise, you demonstrate content knowledge of technological issues related to hardware, software, and connectivity. You explain technological needs to accomplish specific objectives presented in a scenario. Your response will include knowledge of technological issues in implementing programs to meet objectives.

#### **Exercise 3: Collection Development**

In this exercise, you demonstrate content knowledge of the processes involved in ensuring that the library collection meets the needs of the learning community by identifying weaknesses in a collection development process, and suggesting modifications to strengthen the process in response to a given scenario. You also suggest methods for promoting new acquisitions.

### **Part 2 – Selected Response Items (SRI)**

<b>Standards Content</b>	<b>Approximate Percentage of SRI Section*</b>
<b>Knowledge of Library and Information Studies (Standard III)</b> <ul style="list-style-type: none"><li>• Principles of the Profession</li><li>• Effective Organization and Practice</li><li>• Collections</li><li>• Information Seeking</li><li>• Information and Communication Technologies</li></ul>	<b>40%</b>
<b>Administration (Standards V, VI, IX)</b> <ul style="list-style-type: none"><li>• Evaluating the Library Media Program</li><li>• Technologies for Program Administration</li><li>• Outreach and Advocacy</li></ul>	<b>25%</b>
<b>Access, Equity, Diversity, and Ethics (Standards III, VII, VIII)</b> <ul style="list-style-type: none"><li>• Access</li><li>• Practicing Professional Ethics</li><li>• Knowledge of Ethical and Legal Tenets</li><li>• Teaching Ethical Information Behavior and Digital Citizenship</li></ul>	<b>35%</b>

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## Early and Middle Childhood Literacy/Reading-Language Arts

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Analyzing Student Reading**

In this exercise, you analyze a transcript of a student's oral reading, identify two significant patterns with respect to reading miscues and/or fluency, and discuss an appropriate teaching strategy to address one of the identified patterns.

#### **Exercise 2: Writing Development**

In this exercise, you identify one strength and one area of need in a student's writing sample and describe a developmentally appropriate teaching strategy to address each of them.

#### **Exercise 3: Literacy Across Curriculum**

In this exercise, you analyze a student's writing sample, describe the developmental characteristics of the student's writing, and propose two developmentally appropriate teaching strategies to address an identified area of weakness or build upon an identified strength.

### **Part 2 – Selected Response Items (SRI)**

Standards Content	Approximate Percentage of SRI Section*
<p><b>Knowledge of Learners and Collaborating with Families (Standards I, XII)</b></p> <ul style="list-style-type: none"> <li>• Knowing Each Student as an Intellectual, Social, Emotional, Cultural, and Language Learner</li> <li>• Understanding Learning and Child Development Theories</li> <li>• Assisting Families in Supporting Their Children's Learning Development</li> </ul>	20%
<p><b>Equity, Fairness, and Diversity; the Learning Environment; and Literacy Assessment (Standards II, III, IV, V)</b></p> <ul style="list-style-type: none"> <li>• Promoting Fairness and Equity</li> <li>• Establishing the Intellectual Environment</li> <li>• Selecting Resources</li> <li>• Knowledge of Assessment and Selecting and Administering Assessments</li> </ul>	25%
<p><b>Reading and Writing (Standards VI and VII)</b></p> <ul style="list-style-type: none"> <li>• Knowledge and Instruction of Reading</li> <li>• Knowledge and Instruction of Writing</li> <li>• Connections of Reading and Writing to the Other Language Arts and to Other Disciplines</li> </ul>	20%
<p><b>Listening and Speaking; Viewing and Visual Literacy (Standards VIII and IX)</b></p> <ul style="list-style-type: none"> <li>• Knowledge and Instruction of Listening and Speaking</li> <li>• Knowledge and Instruction of Viewing and Visual Literacy</li> </ul>	35%

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## Early Adolescence/Math

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Algebra and Functions**

In this exercise, you demonstrate knowledge by using the language of algebra to model problem situations; using algebraic techniques and procedures; and identifying and explaining the links between basic patterns and concepts related to functions.

#### **Exercise 2: Geometry**

In this exercise, you demonstrate knowledge of geometry by performing the transformations of dilation, reflection, rotation, and translation on a two-dimensional figure, and analyzing the overall effects on a three-dimensional figure caused by a change in one of the figure's dimensions.

#### **Exercise 3: Data Analysis and Statistics**

In this exercise, you demonstrate knowledge of data analysis by creating appropriate graphical representations of given data, and analyzing and interpreting given data.

### **Part 2 – Selected Response Items (SRI)**

<b>Standards Content (Standard II)</b>	<b>Approximate Percentage of SRI Section*</b>
<b>Contexts for Mathematics</b> <ul style="list-style-type: none"><li>• Historical Development of Mathematical Ideas</li><li>• Mathematical Applications in Fields Related to Mathematics</li><li>• Precise Communication of Mathematical Ideas</li></ul>	<b>15%</b>
<b>Problem Solving and Number Sense</b> <ul style="list-style-type: none"><li>• Numbers and Operations</li><li>• Algebra and Functions</li><li>• Geometry</li></ul>	<b>45%</b>
<b>Modeling and Analysis</b> <ul style="list-style-type: none"><li>• Trigonometry</li><li>• Discrete Mathematics</li><li>• Data Analysis and Statistics</li><li>• Calculus</li></ul>	<b>40%</b>

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## Adolescence and Young Adulthood/Math

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Families of Functions**

In this exercise, you demonstrate knowledge of functions: rational functions, logarithmic and exponential functions, trigonometric functions, inverse functions, and composition of functions.

#### **Exercise 2: Geometry**

In this exercise, you demonstrate the ability to use deductive reasoning to construct a proof, explain the interrelationships between two important concepts in geometry, and apply measurement formulas to a three-dimensional figure generated by the rotation of a two-dimensional figure about an axis

#### **Exercise 3: Data Analysis and Statistics**

In this exercise, you demonstrate knowledge of statistics and data analysis to graph a normal distribution of a given situation and find various probabilities; identify and explain types of association, effects on trend lines, and values of correlation coefficients; graph and provide a numerical analysis of given data; and explain an important statistical concept.

### **Part 2 – Selected Response Items (SRI)**

<b>Standards Content (Standard II)</b>	<b>Approximate Percentage of SRI Section*</b>
<b>Contexts for Mathematics</b> <ul style="list-style-type: none"><li>• Historical Development of Mathematical Ideas</li><li>• Mathematical Applications in Fields Related to Mathematics</li><li>• Precise Communication of Mathematical Ideas</li></ul>	<b>15%</b>
<b>Problem Solving and Number Sense</b> <ul style="list-style-type: none"><li>• Numbers and Operations</li><li>• Algebra and Functions</li><li>• Geometry</li></ul>	<b>40%</b>
<b>Modeling and Analysis</b> <ul style="list-style-type: none"><li>• Trigonometry</li><li>• Discrete Mathematics</li><li>• Data Analysis and Statistics</li><li>• Calculus</li></ul>	<b>45%</b>

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## Early and Middle Childhood/Physical Education

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Exercise Science**

In this exercise, you use your knowledge of specific health- or skill-related fitness components to describe how they are related to scientific/exercise principles and how they apply to a physical education theme or activity. You demonstrate your knowledge of the interrelationship among fitness components, scientific/exercise principles, and developmentally appropriate practice.

#### **Exercise 2: Motor Learning and Movement Forms**

In this exercise, you describe how you use motor learning concepts and apply biomechanical principles to the acquisition and development of skills.

In this exercise, you use your knowledge of critical elements of specific movement forms and identify developmentally immature aspects of performance. You demonstrate comprehensive knowledge of the impact of the principles of movement concepts (force, time, flow, space, effort, and relationship) in teaching movement patterns.

#### **Exercise 3: Physical Activity and Wellness**

In this exercise, you are provided with scenarios and are asked to analyze each one in light of the students' physical, social, and emotional well-being in the physical education setting. The analyses you provide demonstrate your knowledge of safety, equity, and fairness issues in physical education. Based on your analyses, you then recommend appropriate and responsible actions that are based on best practice in the areas of student safety, fairness, and equity.

### **Part 2 – Selected Response Items (SRI)**

Standards Content	Approximate Percentage of SRI Section*
<p><b>Exercise Science (Standard II)</b></p> <ul style="list-style-type: none"> <li>• Major muscle groups and functions</li> <li>• Biomechanical principles</li> <li>• Effects of physical activity on the human body, and exercise heart rate and recovery heart rate</li> </ul>	<b>35%</b>
<p><b>Motor Development, Motor Learning, and Movement Forms in Context (Standard II)</b></p> <ul style="list-style-type: none"> <li>• Progression from beginning to mature motor patterns, including fine and gross motor skills</li> <li>• Developmentally appropriate movements and progressions</li> <li>• Critical elements that promote skill acquisition</li> <li>• Developmentally appropriate scope and sequence of movement forms</li> </ul>	<b>35%</b>
<p><b>Physical Activity and Wellness; Legal and Safety Issues (Standards II, IV)</b></p> <ul style="list-style-type: none"> <li>• Health- and skill-related components of physical activity</li> <li>• FITT Principle guidelines and principles of exercise</li> <li>• Basic nutrition principles and guidelines</li> <li>• Comprehensive fitness, including hypokinetic conditions and the effect of behavioral choices on personal well-being</li> <li>• Legal and safety issues, including applicable laws and initiatives related to the successful participation of all students, including students with exceptionalities</li> </ul>	<b>30%</b>

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## Early Adolescence and Young Adulthood/Physical Education

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Exercise Science**

In this exercise, you use your knowledge of specific health- or skill-related fitness components to describe how they are related to scientific/exercise principles and how they apply to a physical education theme or activity. You demonstrate your knowledge of the interrelationship among fitness components, scientific/exercise principles, and developmentally appropriate practice.

#### **Exercise 2: Motor Learning and Movement Forms**

In this exercise, you describe how you use motor learning concepts and apply biomechanical principles to the acquisition and development of skills.

In this exercise, you use your knowledge of critical elements of specific movement forms and identify developmentally immature aspects of performance. You demonstrate comprehensive knowledge of the impact of the principles of movement concepts (force, time, flow, space, effort, and relationship) in teaching movement patterns.

#### **Exercise 3: Physical Activity and Wellness**

In this exercise, you are provided with scenarios and are asked to analyze each one in light of the students' physical, social, and emotional well-being in the physical education setting. The analyses you provide demonstrate your knowledge of safety, equity, and fairness issues in physical education. Based on your analyses, you then recommend appropriate and responsible actions that are based on best practice in the areas of student safety, fairness, and equity.

### **Part 2 – Selected Response Items (SRI)**

Standards Content	Approximate Percentage of SRI Section*
<p><b>Exercise Science (Standard II)</b></p> <ul style="list-style-type: none"> <li>• Major muscle groups and functions</li> <li>• Biomechanical principles</li> <li>• Effects of physical activity on the human body, and exercise heart rate and recovery heart rate</li> </ul>	<b>35%</b>
<p><b>Motor Development, Motor Learning, and Movement Forms in Context (Standard II)</b></p> <ul style="list-style-type: none"> <li>• Progression from beginning to mature motor patterns, including fine and gross motor skills</li> <li>• Developmentally appropriate movements and progressions</li> <li>• Critical elements that promote skill acquisition</li> <li>• Developmentally appropriate scope and sequence of movement forms</li> </ul>	<b>35%</b>
<p><b>Physical Activity and Wellness; Legal and Safety Issues (Standards II, IV)</b></p> <ul style="list-style-type: none"> <li>• Health- and skill-related components of physical activity</li> <li>• FITT Principle guidelines and principles of exercise</li> <li>• Basic nutrition principles and guidelines</li> <li>• Comprehensive fitness, including hypokinetic conditions and the effect of behavioral choices on personal well-being</li> <li>• Legal and safety issues, including applicable laws and initiatives related to the successful participation of all students, including students with exceptionalities</li> </ul>	<b>30%</b>

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## Early Childhood and Young Adulthood/School Counseling

### **Part 1 – Constructed Response Items**

#### **Exercise 1: School Counseling Program**

In this exercise, you demonstrate knowledge of the development, implementation, and management of a school counseling program.

#### **Exercise 2: Counseling Theories and Techniques**

In this exercise, you demonstrate knowledge of a counseling theory and theorist by describing the theory and applying it to a school counseling issue.

#### **Exercise 3: School Climate**

In this exercise, you demonstrate the ability to interpret and analyze the data provided, make appropriate recommendations for school improvement, then discuss the rationale and steps for implementation of the recommendations.

### **Part 2 – Selected Response Items (SRI)**

Standards Content	Approximate Percentage of SRI Section*
<p><b>School Counseling Program, Leadership, Advocacy, and Professional Identity (Standards I, X)</b></p> <ul style="list-style-type: none"> <li>• Foundations of the program</li> <li>• Accountability of the program</li> <li>• Ethics</li> </ul>	<b>40%</b>
<p><b>Human Growth and Development (Standard III)</b></p> <ul style="list-style-type: none"> <li>• Theories of human growth and development and their application in working with individual students</li> <li>• Developmental stages</li> <li>• Developmental assets and strategies for helping students build developmental assets</li> <li>• Developmental needs of students with exceptionalities</li> <li>• Consulting with stakeholders regarding developmental considerations in education for all students</li> </ul>	<b>30%</b>
<p><b>Counseling Theories, Equity, and Fairness (Standards IV, V)</b></p> <ul style="list-style-type: none"> <li>• History and philosophy of major counseling theories and techniques</li> <li>• Building and maintaining strong relationships with highly developed communication skills</li> <li>• Theories and policies related to multicultural counseling and differences among diverse populations</li> <li>• Relationship between motivation and behavior</li> <li>• Promoting fairness and equity</li> </ul>	<b>30%</b>

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## Early Adolescence/Science

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Data Analysis**

In this exercise, you demonstrate sound principles of data analysis. You read a student-designed experiment, study a student collection of data, and analyze a student conclusion concerning the experiment.

#### **Exercise 2: Contexts of Science**

In this exercise, you focus on your knowledge and understanding of science, technology, and society issues. You describe a science, technology, and society issue and discuss the scientific knowledge that students need to know in order to understand the issue.

#### **Exercise 3: Development of Scientific Concepts**

In this exercise, you demonstrate knowledge of change that occurs over time. You describe a concept from one of the major sciences and explain the mechanisms involved in a change over time involving that concept.

### **Part 2 – Selected Response Items (SRI)**

<b>Standards Content</b>	<b>Approximate Percentage of SRI Section*</b>
<b>Knowledge of Science Practices and Context (Standard II)</b> <ul style="list-style-type: none"><li>• Nature of Science</li><li>• Understanding of Inquiry</li><li>• Context of Science</li></ul>	<b>30%</b>
<b>Knowledge of Science Content (Standard II)</b> <ul style="list-style-type: none"><li>• Earth and Space Science</li><li>• Life Science</li><li>• Physical Science</li></ul>	<b>50%</b>
<b>Curriculum, Instruction, and Learning Environment (Standards III, V)</b> <ul style="list-style-type: none"><li>• Crosscutting Principles</li><li>• Assessing and addressing preconceptions</li><li>• Safety</li></ul>	<b>20%</b>

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## Adolescence and Young Adulthood/Science-Biology

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Data Analysis**

In this exercise, you demonstrate an ability to use sound principles of data analysis. You are asked to analyze, interpret, predict (extrapolate, interpolate), or infer using graphs or other data.

#### **Exercise 2: Contexts of Science**

In this exercise, you show your ability to relate science content in your area of specialization to another context of science. You describe a fundamental concept from your own specialty and relate the concept to other areas of science or to historical context, technology, or society.

#### **Exercise 3: Development of Scientific Concepts**

In this exercise, you exhibit your knowledge of changes that occur over time in science. You explain changes that occur over time through a discussion of the underlying concepts or principles, a description of the mechanisms of change, and a discussion of the variables involved.

### **Part 2 – Selected Response Items (SRI)**

<b>Standards Content</b>	<b>Approximate Percentage of SRI Section*</b>
<b>Knowledge of Science Practices and Context (Standard II)</b> <ul style="list-style-type: none"><li>• Nature of Science</li><li>• Understanding of Inquiry</li><li>• Context of Science</li></ul>	<b>20%</b>
<b>Knowledge of Science Content (Standard II)</b> <ul style="list-style-type: none"><li>• Earth and Space Science</li><li>• Life Science</li><li>• Physical Science–Chemistry</li><li>• Physical Science–Physics</li></ul>	<b>60%</b> (45% in specialty 15% from other disciplines)
<b>Curriculum, Instruction, and Learning Environment (Standards III, V)</b> <ul style="list-style-type: none"><li>• Crosscutting Principles</li><li>• Assessing and addressing preconceptions</li><li>• Safety</li></ul>	<b>20%</b>

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## Adolescence and Young Adulthood/Science-Chemistry

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Data Analysis**

In this exercise, you demonstrate an ability to use sound principles of data analysis. You are asked to analyze, interpret, predict (extrapolate, interpolate), or infer using graphs or other data.

#### **Exercise 2: Contexts of Science**

In this exercise, you show your ability to relate science content in your area of specialization to another context of science. You describe a fundamental concept from your own specialty and relate the concept to other areas of science or to historical context, technology, or society.

#### **Exercise 3: Development of Scientific Concepts**

In this exercise, you exhibit your knowledge of changes in chemical systems. You explain changes in chemical systems through a discussion of the underlying concepts or principles, a solution of a problem, and a discussion of the variables involved.

### **Part 2 – Selected Response Items (SRI)**

<b>Standards Content</b>	<b>Approximate Percentage of SRI Section*</b>
<b>Knowledge of Science Practices and Context (Standard II)</b> <ul style="list-style-type: none"><li>• Nature of Science</li><li>• Understanding of Inquiry</li><li>• Context of Science</li></ul>	<b>20%</b>
<b>Knowledge of Science Content (Standard II)</b> <ul style="list-style-type: none"><li>• Earth and Space Science</li><li>• Life Science</li><li>• Physical Science–Chemistry</li><li>• Physical Science–Physics</li></ul>	<b>60%</b> (45% in specialty 15% from other disciplines)
<b>Curriculum, Instruction, and Learning Environment (Standards III, V)</b> <ul style="list-style-type: none"><li>• Crosscutting Principles</li><li>• Assessing and addressing preconceptions</li><li>• Safety</li></ul>	<b>20%</b>

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## Adolescence and Young Adulthood/Science-Earth/Space

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Data Analysis**

In this exercise, you demonstrate an ability to use sound principles of data analysis. You are asked to analyze, interpret, predict (extrapolate, interpolate), or infer using graphs or other data.

#### **Exercise 2: Contexts of Science**

In this exercise, you show your ability to relate science content in your area of specialization to another context of science. You describe a fundamental concept from your own specialty and relate the concept to other areas of science or to historical context, technology, or society.

#### **Exercise 3: Development of Scientific Concepts**

In this exercise, you exhibit your knowledge of changes that occur over time in science. You explain changes that occur over time through a discussion of the underlying concepts or principles, a description of the mechanisms of change, and a discussion of the variables involved.

### **Part 2 – Selected Response Items (SRI)**

<b>Standards Content</b>	<b>Approximate Percentage of SRI Section*</b>
<b>Knowledge of Science Practices and Context (Standard II)</b> <ul style="list-style-type: none"><li>• Nature of Science</li><li>• Understanding of Inquiry</li><li>• Context of Science</li></ul>	<b>20%</b>
<b>Knowledge of Science Content (Standard II)</b> <ul style="list-style-type: none"><li>• Earth and Space Science</li><li>• Life Science</li><li>• Physical Science–Chemistry</li><li>• Physical Science–Physics</li></ul>	<b>60%</b> (45% in specialty 15% from other disciplines)
<b>Curriculum, Instruction, and Learning Environment (Standards III, V)</b> <ul style="list-style-type: none"><li>• Crosscutting Principles</li><li>• Assessing and addressing preconceptions</li><li>• Safety</li></ul>	<b>20%</b>

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## Adolescence and Young Adulthood/Science-Physics

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Data Analysis**

In this exercise, you demonstrate an ability to use sound principles of data analysis. You are asked to analyze, interpret, predict (extrapolate, interpolate), or infer using graphs or other data.

#### **Exercise 2: Contexts of Science**

In this exercise, you show your ability to relate science content in your area of specialization to another context of science. You describe a fundamental concept from your own specialty and relate the concept to other areas of science or to historical context, technology, or society.

#### **Exercise 3: Development of Scientific Concepts**

In this exercise, you exhibit your knowledge of changes that occur over time in science. You explain changes that occur over time through a discussion of the underlying concepts or principles, a description of the mechanisms of change, and a discussion of the variables involved.

### **Part 2 – Selected Response Items (SRI)**

<b>Standards Content</b>	<b>Approximate Percentage of SRI Section*</b>
<b>Knowledge of Science Practices and Context (Standard II)</b> <ul style="list-style-type: none"><li>• Nature of Science</li><li>• Understanding of Inquiry</li><li>• Context of Science</li></ul>	<b>20%</b>
<b>Knowledge of Science Content (Standard II)</b> <ul style="list-style-type: none"><li>• Earth and Space Science</li><li>• Life Science</li><li>• Physical Science–Chemistry</li><li>• Physical Science–Physics</li></ul>	<b>60%</b> (45% in specialty 15% from other disciplines)
<b>Curriculum, Instruction, and Learning Environment (Standards III, V)</b> <ul style="list-style-type: none"><li>• Crosscutting Principles</li><li>• Assessing and addressing preconceptions</li><li>• Safety</li></ul>	<b>20%</b>

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## Early Adolescence/Social Studies-History

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Documents**

In this exercise, you identify the topic of a historical document, explain issues relevant to the creation of the document, explain the motivation of the author(s) for creating the document, and explain an opposing point of view from the same time period about the topic addressed in the document.

#### **Exercise 2: United States Economic Policy**

In this exercise, you describe political or economic factors that influence the U.S. government's enactment of an identified economic policy and analyze two ways the policy may affect the U.S. and/or global economy.

#### **Exercise 3: Regional Economic and Geographic Trends**

In this exercise, you identify an economic or geographic trend in a map or graph and explain two reasons for the trend. Also, you analyze one economic and one geographic effect of this trend on the region identified in the graph or map.

### **Part 2 – Selected Response Items (SRI)**

<b>Standards Content</b>	<b>Approximate Percentage of SRI Section*</b>
<b>Integrating Content (Standard IV)</b> <ul style="list-style-type: none"><li>• Instructional Strategies</li><li>• Resources</li></ul>	<b>25%</b>
<b>Knowing Content—History (Standard III)</b> <ul style="list-style-type: none"><li>• History</li><li>• World History</li><li>• United States History</li></ul>	<b>42%</b>
<b>Knowing Content—Social Studies (Standard III)</b> <ul style="list-style-type: none"><li>• Economics</li><li>• Geography</li><li>• Civics and Government</li></ul>	<b>33%</b>

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## Adolescence and Young Adulthood/Social Studies-History

### **Part 1 – Constructed Response Items**

#### **Exercise 1: Documents**

In this exercise, you identify the topic of a historical document, explain issues relevant to the creation of the document, explain the motivation of the author(s) for creating the document, and explain an opposing point of view from the same time period about the topic addressed in the document.

#### **Exercise 2: United States Economic Policy**

In this exercise, you describe political or economic factors that influence the U.S. government's enactment of an identified economic policy and analyze two ways the policy may affect the U.S. and/or global economy.

#### **Exercise 3: Regional Economic and Geographic Trends**

In this exercise, you identify an economic or geographic trend in a map or graph and explain two reasons for the trend. Also, you analyze one economic and one geographic effect of this trend on the region identified in the graph or map.

### **Part 2 – Selected Response Items (SRI)**

<b>Standards Content</b>	<b>Approximate Percentage of SRI Section*</b>
<b>Integrating Content (Standard IV)</b> <ul style="list-style-type: none"><li>• Instructional Strategies</li><li>• Resources</li></ul>	<b>25%</b>
<b>Knowing Content—History (Standard III)</b> <ul style="list-style-type: none"><li>• History</li><li>• World History</li><li>• United States History</li></ul>	<b>42%</b>
<b>Knowing Content—Social Studies (Standard III)</b> <ul style="list-style-type: none"><li>• Economics</li><li>• Geography</li><li>• Civics and Government</li></ul>	<b>33%</b>

\* These percentages are an approximation only. Following field testing and review of data, the final assessment will be created. The final assessment content may vary from these estimates.