

TEACHER ASSISTANT INFORMATION PACKET

At the end of this course, all TA's will be given a test. Included in this packet are the standards that will be assessed along with a sample problem. In addition, the content limits for each standard will tell you what may be included and what should not be included within each standard.

Test Information

Who will take the test?

All students who are enrolled as a Teacher Assistant will be required to sit for the exam.

What will the test include?

The TA final exam will be 24 MULTIPLE CHOICE questions. There will be 1 question for each of the 24 standards contained within this packet.

Where will students take the test?

All students will take the exam in a common location during the period that they are assigned as a TA. This exam will be administered online with a proctor present.

When will students take the test?

All students will take this exam at the end of the course. The final exam will count for 20% of the overall grade.

Course Title: Teacher Assistant 1 - 4			
Course Number: 8909010, 8909020, 8909030, 8909040			
NGSSS Benchmark	Content Focus	Number of Questions	Suggested Cognitive Complexity (per CPALMS)
<i>Reporting Category 1: Demonstrate the interpersonal skills required for successful employment as a substitute teacher and/or a teacher assistant.</i>			
3.04	Describe safe and responsible ways of responding to expressions of hostility or threats, including the use of security procedures and systems (school protocol for fire drills, lock downs, etc.).	1	1 Level 2
3.06	Demonstrate professional attire that is appropriate for the classroom.	1	1 Level 1
<i>Reporting Category Total</i>		2	
<i>Reporting Category 2: Use oral and written communication skills in creating, expressing and interpreting information and ideas. Demonstrate the communication skills required to be an effective substitute teacher and/or teacher assistant.</i>			
4.02	Locate, organize and reference written information from various sources.	1	1 Level 2
5.01	Demonstrate effective listening techniques for various situations.	1	1 Level 2
5.02	Recognize and interpret various types of nonverbal communication.	1	1 Level 2
5.03	Use oral and written communication for self-expression and for conveying and following instructions.	1	1 Level 2
5.06	Follow protocols for the use of the telephone, internet, text messaging, etc. in order to communicate appropriately and courteously to others.	1	1 Level 2
5.07	Prepare and relay messages accurately and in a timely manner from one person to another.	1	1 Level 2
5.08	Demonstrate effective techniques when communicating with parents or adult students.	1	1 Level 2
<i>Reporting Category Total</i>		7	
<i>Reporting Category 3: Use information technology tools. Operate instructional technology.</i>			
6.01	Use personal information management (PIM) applications to increase workplace efficiency.	1	1 Level 2
6.02	Employ technological tools to expedite workflow including word processing, data bases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.	1	1 Level 2
6.03	Employ computer operations applications to access, create, manage, integrate, and store information.	1	1 Level 2
6.04	Employ collaborative/groupware applications to facilitate group work.	1	1 Level 2
7.03	Identify the safety measures required for operating instructional technology.	1	1 Level 1
<i>Reporting Category Total</i>		5	

Reporting Category 4: Arrange, organize, and perform educational support tasks.			
8.01	Identify the formats, styles, and forms required for different types of correspondence, records, reports, and other documentation that support classroom activities.	1	1 Level 1
8.02	Produce correspondence, reports, and other types of communication using the materials and directions provided by a teacher.	1	1 Level 2
8.04	Demonstrate security and virus-protection procedures for computer systems.	1	1 Level 2
8.05	Demonstrate the input of information and methods for saving, backing up, and printing files.	1	1 Level 1
<i>Reporting Category Total</i>		4	
Reporting Category 5: Demonstrate Mathematics and Language Arts, knowledge and skills.			
9.01	Demonstrate knowledge of arithmetic operations.	1	1 Level 2
10.02	Draft, revise, and edit written documents using correct grammar, punctuation, and vocabulary.	1	1 Level 3
<i>Reporting Category Total</i>		2	
Reporting Category 6: Demonstrate the importance of health, safety, environmental management systems in organizations and their importance to organizational performance and regulatory compliance.			
12.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.	1	1 Level 1
<i>Reporting Category Total</i>		1	
Reporting Category 7: Establish and maintain appropriate student behaviors.			
16.01	Identify appropriate and inappropriate behaviors.	1	1 Level 2
<i>Reporting Category Total</i>		1	
Reporting Category 8: Describe the importance of professional ethnics and legal responsibilities.			
21.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.	1	1 Level 2
21.04	Interpret and explain written organizational policies and procedures.	1	1 Level 2
<i>Reporting Category Total</i>		2	

Overall Percentage for Written Test: 100%

Overall Percentage for Performance Tasks: 0%

TEACHER ASSISTANT ITEM SPECIFICATIONS

Standard: 3.0 Demonstrate the interpersonal skills required for successful employment as a substitute teacher and/or a teacher assistant.

Benchmark: 03.04 Describe safe and responsible ways of responding to expressions of hostility or threats, including the use of security procedures and systems (school protocol for fire drills, lock downs, etc.).

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to strategies for dealing with hostility and threats in and around school settings using district procedures. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include scenarios which include expressions of hostility or threats to the students or staff. Stimulus may include charts, diagrams, images, graphs, or video clips. Stimulus may include realistic scenarios in a school setting.

Stimulus may include school protocols for fire drills, lock downs, etc.

Response Attributes:

Responses may include use of security procedures and systems. Responses may include proper or improper ways to deal with hostility or threats.

Sample Item:

The fire alarm rings in the middle of fifth period. The students are looking to you for direction. What is the MOST appropriate course of action?

A. Go find out if it is a false alarm.

***B. Follow posted evacuation procedures.**

C. Tell the students they can evacuate the building.

D. Continue teaching because a student came in and said it was a test.

Standard: 3.0 Demonstrate the interpersonal skills required for successful employment as a substitute teacher and/or a teacher assistant.

Benchmark: 03.06 Demonstrate professional attire that is appropriate for the classroom.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to professional wardrobe for the classroom. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

Stimulus should address proper attire for the job assignment. Stimulus may include scenarios describing proper and improper attire. Stimulus may include graphics, images, or video clips of appropriate and inappropriate attire.

Response Attributes:

Responses may include descriptions or names of appropriate or inappropriate professional classroom attire. Responses may include a description of or examples of appropriate attire. Responses may include images or graphics.

Responses may include demonstration of appropriate attire.

Sample Item:

Mr. Marshall is choosing his clothing for his substitute teaching job in a third grade classroom. Which is the MOST appropriate outfit choice?

A. a sweat suit

B. jeans and a T-shirt

C. shorts and a tank top

***D. slacks and a collared shirt**

Standard: 4.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.

Benchmark: 4.02 Locate, organize and reference written information from various sources.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to various written sources or digital text in the educational setting. Items may require the selection of appropriate ideas/behaviors or written expression of information.

Stimulus Attributes:

Stimulus may include the process of finding, organizing, or referencing reliable written information. Stimulus may question the appropriateness of source location. Stimulus should not include validation of reliable resources.

Response Attributes:

Responses may be appropriate or inappropriate source locations. Responses may be processes for locating written sources. Responses may include locations of written information. Responses may include correct and incorrect citations of sources.

Sample Item:

The teacher you are assisting is in need of written resources for a unit on cells. The teacher asks you to go to the media center to find information on cells. What is the BEST way to find multiple resources for the teacher?

A. Get an encyclopedia.

*** B. Use the E-Library Catalog.**

C. Browse the fiction section.

D. Check the aisles for books on cells.

Standard: 5.0 Demonstrate the communication skills required to be an effective substitute teacher and/or teacher assistant.

Benchmark: 05.01 Demonstrate effective listening techniques for various situations.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to communications in an educational setting. Items may include demonstrations of appropriate techniques or items may require the selection of appropriate techniques.

Stimulus Attributes:

Stimulus may include digital presentation software and/or video on listening techniques. Stimulus may include scenarios depicting communications in which listening skills may be used. Stimulus may include scenarios depicting effective or ineffective listening skills. Stimulus may include video or other records of conversation.

Response Attributes:

Responses may include demonstrating correct listening techniques and the purpose of these techniques for effective substitute teachers and/or teacher assistants. Responses may include evaluations of listening techniques simulated in a presentation or video. Responses may include effective or ineffective listening techniques.

Responses may include demonstrations of appropriate listening techniques.

Sample Item:

Mr. Jones needs a class set of handouts copied for tomorrow's lesson. He gives this job to his teacher assistant (TA) and quickly tells him instructions for the job. Because Mr. Jones was distracted by disruptive students while giving the instructions, his TA is not sure he understood Mr. Jones correctly. The TA is too shy to ask for clarification. What should the TA do?

A. Tell someone else to do the copying for him.

B. Look around the room and ask for help from another student.

***C. Repeat the instructions back to Mr. Jones before making the copies.**

D. Go to the copy room and run the job the way he thinks it should be done.

Standard: 5.0 Demonstrate the communication skills required to be an effective substitute teacher and/or teacher assistant.

Benchmark: 05.02 Recognize and interpret various types of nonverbal communication.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to nonverbal communication in the educational setting. Items may include selection of appropriate behaviors or demonstrations of appropriate behaviors.

Stimulus Attributes:

Stimulus could include pictures, video clips, or images of people demonstrating nonverbal body language, and/or an actual demonstration by the teacher stimulating a response by the students. Stimulus may include scenarios in which nonverbal communication is required. Stimulus may include examples of nonverbal communication to be interpreted.

Response Attributes:

Responses may include correct or incorrect interpretations of the nonverbal communication. Responses may include the ability to convey meaning through nonverbal communication.

Sample Item:

Students are noisily arriving to their 6th period English class. Mr. Hammond is standing at the whiteboard with a frown on his face and his arms crossed against his chest. He is not saying a word! As the students sit down, the room gets gradually quieter and all eyes turn to look at Mr. Hammond who has not moved or spoken. Interpret Mr. Hammond's nonverbal cues. Which word BEST describes the message Mr. Hammond is conveying to his students?

A. apathy

B. sadness

C. boredom

***D. displeasure**

Standard: 5.0 Demonstrate the communication skills required to be an effective substitute teacher and/or teacher assistant.

Benchmark: 5.03 Use oral and written communication for self-expression and for conveying and following instructions.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Communications should be limited to self-expression and directions in the educational setting. Items may include examples/demonstrations of oral and written communication or the selection of appropriate oral and written communication.

Stimulus Attributes:

Stimulus could include a video demonstration of oral communication, digital presentation of necessary attributes to communicate successfully, and pictures of communication modes. Stimulus may include scenarios of communication for self-expression or instruction to be applied or evaluated.

Stimulus may include examples of oral or written communication.

Response Attributes:

Responses may include demonstration of oral communication, or a digital presentation of necessary attributes to communicate successfully. Responses may include correct or incorrect usage of verbal and written communication skills. Responses may include correct and incorrect evaluation of written or oral communication. Responses may include written or oral instructions.

Responses may include outcomes from correctly or incorrectly following instructions.

Sample Item:

Jasmine is Mrs. Cruz’s teaching assistant. Mrs. Cruz left some work for Jasmine and some written instructions. Here is what she wrote to Jasmine:

Here are three tests. I need you to make an answer key for each test. After making the answer keys please take the test to the office and make copies of them. Please place the answer keys and test copies in my mail box by the end of the day.

What piece of information did Mrs. Cruz leave out?

- A. where to turn in the work**
- B. how many answer keys she wants**
- C. when she wants them completed**
- *D. how many copies need to be made**

Sample Item 2:

Stimulus: Mr. Greene always has his students complete a “following instructions” activity in which he has everyone write down the steps for making a peanut butter and jelly sandwich. Then, the students work in pairs to follow the instructions *exactly* as written, to create the other student’s sandwich. This activity demonstrates the importance of writing clear instructions. Imagine that you are completing this activity. Write down step by step instructions for making a peanut butter and jelly sandwich. Remember to be clear and detailed in your instructions, since someone else will be following the directions!

Rubric:

4 Points Directions are conveyed clearly. They are detailed and easy to follow. Directions are in the correct order and result in a peanut butter and jelly sandwich.

3 Points Directions are conveyed but a few steps might be unclear. They are easy to follow, but lack detail. Directions are in the correct order and result in a peanut butter and jelly sandwich.

2 Points Directions are somewhat unclear. They are somewhat difficult to follow and are not completely in the correct order. Instructions do not result in a peanut butter and jelly sandwich.

1 Point Directions are unclear and difficult to follow. They are not in the correct order. Instructions do not result in a peanut butter and jelly sandwich.

Standard: 5.0 Demonstrate the communication skills required to be an effective substitute teacher and/or teacher assistant.

Benchmark: 5.06 Follow protocols for the use of the telephone, internet, text messaging, etc. in order to communicate appropriately and courteously to others.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to protocols for use of the telephone, internet, text messaging, etc. in educational settings. Items may include demonstrations of behaviors or the selection of behaviors.

Stimulus Attributes:

Stimulus may include a demonstration of appropriate communication techniques. Stimulus may include written protocols for use of telephone, internet, text messaging, etc. at the work site. Stimulus may include scenarios which require the use of the telephone, internet, text messaging, etc. to communicate with others. Stimulus may ask to differentiate between correct and incorrect use of the telephone, internet, text messaging, etc.

Response Attributes:

Responses may include demonstrations of communication, which follows standard protocols. Responses may include interpretations of communication protocols.

Sample Item:

Tyler is working in the school office. One of his responsibilities is to answer the phone. The school protocol for answering the telephone requires the person answering the phone to greet the caller courteously, and then direct the call to the appropriate party. An angry parent calls and starts yelling at Tyler. How should Tyler to handle this situation?

A. Ask the parent to call back later and hang up.

B. Tell the parent that you can't help them.

C. Respond politely and try to solve the parent's problem.

***D. Place the caller on hold and ask a supervisor to take the call.**

Standard: 5.0 Demonstrate the communication skills required to be an effective substitute teacher and/or teacher assistant.

Benchmark: 5.07 Prepare and relay messages accurately and in a timely manner from one person to another.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to messages which may be used in an educational setting. Items may include preparation of a message or selection of appropriate messages.

Stimulus Attributes:

Stimulus may include sample phone calls. Stimulus may include sample telephone messages. Stimulus may ask to evaluate telephone messages. Stimulus may ask for accurate phone messages. Stimulus may include instructions for preparing a message for someone.

Response Attributes:

Responses may include relayed messages. Responses may include reasons a message is correct or incorrect. Responses may include interpretations of messages.

Sample Item:

Samantha answered the telephone in the school main office. She wrote the following message for Mrs. Hernandez, the school bookkeeper: "A man called for you at 10:30 am. He wants to talk to you about an important matter. Please call him back today." Why was Mrs. Hernandez frustrated when she read this message?

A. She did not want to talk to the man.

B. She did not like the TA who wrote down the message.

C. She did not have time to call the man back the same day.

***D. She did not have all necessary information to return the call.**

Standard: 5.0 Demonstrate the communication skills required to be an effective substitute teacher and/or teacher assistant.

Benchmark: 5.08 Demonstrate effective techniques when communicating with parents or adult students.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to communication related to school/education settings with parents or adult students. Items may include demonstrations of appropriate techniques or the selection of appropriate communication techniques.

Stimulus Attributes:

Stimulus may include demonstrating communication skills by role-playing. Stimulus may include face to face, telephone, or email communication scenarios. Stimulus may ask to identify appropriate or inappropriate communication with adults. Stimulus may describe interactions between teacher assistants and parents or teacher assistants and adult students.

Response Attributes:

Responses may include actual demonstrations of communication skills in role-playing scenarios prepared by the teacher. Responses may include appropriate or inappropriate communication with adults. Responses may include multiple correct responses with a most correct response.

Sample Item:

Stacy is a TA who works in the Main Office of Green Grass High School. One of her responsibilities is to answer the phone when parents call. What would be the MOST appropriate greeting when answering the school phone?

A. "Hello, Green Grass High School, Who is this?"

B. "Stacy McGarvin speaking. What can I do for you today?"

C. "Hey. What's up, This is Stacy the TA, How can I help you?"

***D. "Green Grass High School. Student Assistant speaking. How may I help you?"**

Standard: 6.0 Use information technology tools.

Benchmark: 6.01 Use personal information management (PIM) applications to increase workplace efficiency.

Depth of Knowledge: Moderate Complexity **Item Types:** Multiple Choice, Performance Task

Content Limits: PIM should be limited to the educational setting. Items may include demonstrations of the use of PIM applications or items may require the selection of the appropriate PIM application or use of PIM application.

Stimulus Attributes:

Stimulus may present scenarios in which PIM may be used to increase workplace efficiency. Stimulus may include graphs, charts, diagrams, or pictures.

Response Attributes:

Responses may reflect personal information management (PIM) applications to increase workplace efficiency addressed in the stimulus. Responses may include PIM technologies.

Sample Item:

Erica’s school has information stored in a filing cabinet that includes contact information for community clubs and businesses. It includes: names, addresses, phone numbers, email addresses, and descriptions of the organization. She has been asked to take all the files in a filing cabinet and make them more accessible to all the teachers in the school. Which personal information management system may be BEST suited for this task?

- *A. a database put on the school server**
- B. a spreadsheet emailed to all the teachers**
- C. photo copies placed in the teachers’ mail boxes**
- D. moving the file cabinet to a more centralized location**

Standard: 6.0 Use information technology tools.

Benchmark: 06.02 Employ technological tools to expedite workflow including word processing, data bases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to technology tools/applications used in the educational environment. Items may require demonstration of the use of the tool, descriptions of uses of tools, or selection of appropriate tool.

Stimulus Attributes:

Stimulus may include scenarios in which technology is needed to improve personal information management or expedite workflow. Stimulus may describe use of technology tools.

Response Attributes:

Responses may include technologies such as word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. Responses may include descriptions of the roles of technology tools. Responses may include a description of the application of tools. Responses may include a description of the products from tools.

Sample Item:

Donatello has been asked by the athletic director to send a memo out to all the coaches in the school. The school's athletic director wants the memo to be personalized for each coach with the coaches' name in the greeting and the school's name in the body of the message. He has given Donatello a spreadsheet with all the coaches' names and their schools. How can Donatello accomplish this task most efficiently?

A. Compose an email to all the coaches and attach the memo to the email.

B. Use a word processor to write separate memos to each coach and then print them all.

***C. Complete a mail merge using a word processor and the spreadsheet of coaches' names.**

D. Send individual emails with the coaches' names copied and pasted from the spreadsheet.

Standard: 6.0 Use information technology tools.

Benchmark: 06.03 Employ computer operations applications to access, create, manage, integrate, and store information.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to computer applications used in the educational setting. Items may require the selection of appropriate use or application. Items may include demonstrations of the use of computer applications.

Stimulus Attributes:

Stimulus may include scenarios in which computer operations are needed to access, create, manage, integrate, and store information. Stimulus may describe computer operations and applications.

Response Attributes:

Responses may include computer operations that are needed to access, create, manage, integrate, and store information. Responses may include performances of the use of computer operations. Responses may include products created by utilizing computer operations.

Sample Item: The front office of a school needs to keep a log of who visited the school, and provide a total of how many people visited at the end of the day. Which technology is best suited for this task?

A. web editor

***B. spreadsheet**

B. word processing

C. digital slide show

Standard: 6.0 Use information technology tools.

Benchmark: 6.04 Employ collaborative/groupware applications to facilitate group work.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to groupware and collaborative applications used in the educational setting. Items may include demonstrations of the use of collaborative/groupware application or may include selection of the appropriate application or use of application.

Stimulus Attributes:

Stimulus may include scenarios in which groupware applications are needed to facilitate group work.

Response Attributes:

Responses may include groupware applications or communication technologies. Responses may include demonstration of use of collaborative/groupware. Responses may include products created from groupware applications.

Sample Item:

Mr. Gates wants you to create a digital resource in which teachers can share reading strategies. He wants all teachers to be able to modify and add content to the resource. Which technology should the teachers use for this task?

A. blog

***B. wiki**

C. social network

D. word processing document

Standard: 7.0 Operate instructional technology.

Benchmark: 7.03 Identify the safety measures required for operating instructional technology.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to safety measures for technologies commonly used in the classroom. Items may require the selection of the appropriate idea or written expression of ideas.

Stimulus Attributes:

Stimulus may include pictures or diagrams. Stimulus may present use of specific technologies. Stimulus may ask to identify safety measures required for use of instructional technologies. Stimulus may ask to identify incorrect safety measures used with an instructional technology.

Response Attributes:

Responses may be descriptions of correct or incorrect safety measures.

Sample Item:

What safety measure is NOT necessary when using a computer?

A. Avoid liquids or drinks near the equipment.

B. Confine cords and keep the area free of clutter.

***C. Utilize all outlets in the power strip.**

D. Run anti-virus software regularly.

Standard: 8.0 Arrange, organize, and perform educational support tasks.

Benchmark: 8.01 Identify the formats, styles, and forms required for different types of correspondence, records, reports, and other documentation that support classroom activities.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to formats, styles, and forms used in classroom activities. Items may require selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may be a scenario in which a particular form, style, or format is needed for correspondence. Stimulus may include examples of correspondences, records, reports, or other documents.

Response Attributes:

Responses may be correct or incorrect forms, styles, or formats. Responses may include graphic or images.

Sample Item:

A letter is being sent out to parents regarding a school-wide activity. What type of paper should be used to print this letter?

A. standard 8 1/2 by 11 copy paper

B. legal size copy paper

*** C. school letterhead**

D. colored paper

Standard: 8.0 Arrange, organize, and perform educational support tasks.

Benchmark: 8.02 Produce correspondence, reports, and other types of communication using the materials and directions provided by a teacher.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to correspondences, reports, or other communication used in the educational setting. Items may include the selection of appropriate correspondences, reports or other communication following proper directions. Items may include creation of correspondences, reports or other communication.

Stimulus Attributes:

Stimulus may be real or mock correspondences, reports, or other types of communication provided by the teacher. Stimulus may include directions and materials needed.

Response Attributes:

Responses should be real or mock correspondences, reports, or other types of communication. Responses may include selections of correspondence, reports, etc.

Sample Item:

Stimulus: Produce a newsletter for parents. The newsletter should highlight exciting classroom news from the last month, including student achievements. The newsletter should also communicate important upcoming dates for the school and class. The newsletter should be engaging and colorful, including graphics.

Rubric:

4 Points Newsletter contains all information required. The information presented is accurate, clearly presented, and professional. Newsletter is neat, colorful, and includes graphics.

3 Points Newsletter contains most of the information required. The information presented is mostly accurate and professional, but some errors may make the newsletter unclear. Newsletter is neat but may not include graphics.

2 Points Newsletter contains some of the required information. Information presented is somewhat accurate. Newsletter is somewhat professional but errors make the newsletter difficult to understand. Newsletter is messy and

may not include graphics.

1 Point Newsletter contains little of the required information. Information included is inaccurate. It is unprofessional and sloppy. It does not contain graphics.

Standard: 8.0 Arrange, organize, and perform educational support tasks.

Benchmark: 8.04 Demonstrate security and virus-protection procedures for computer systems.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to procedures common to the educational setting. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus may include real or mock computer system security threats to be dealt with using procedures outlined by the school or district.

Response Attributes:

Responses should be computer system security procedures outlined by the school or district.

Sample Item:

Ms. Sally is setting up the computers in her classroom. She needs the internet for a lot of projects she has planned for her students, but she is worried about getting viruses on the computer. What is the BEST thing for her to do?

A. Block certain websites.

B. Use the computer in the library.

***C. Download anti-virus software.**

D. Make the students log the websites they visit.

Standard: 8.0 Arrange, organize, and perform educational support tasks.

Benchmark: 8.05 Demonstrate the input of information and methods for saving, backing up, and printing files.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to situations common to classroom and educational settings. A demonstration may include the selection of correct behaviors or the performance of required behaviors.

Stimulus Attributes:

Stimulus may include different scenarios in which files may need to be saved, backed up, or printed. Stimulus may ask to identify correct or incorrect procedures for saving, backing up, or printing files.

Stimulus may ask for correct or incorrect procedures to save, back up, or print files. Stimulus may include images, diagrams icons, or graphics.

Response Attributes:

Responses may include correct or incorrect saving, backing up, or printing technologies. Responses may include correct or incorrect saving, backing up, or printing procedures. Responses may include images, diagrams, icons, or other graphics.

Sample Item:

You have created a spreadsheet that you want to back up. Which is the LEAST effective method for creating a backup?

A. copying it on the network drive

B. moving the document to a flash drive *C. capturing a screen shot of the document

D. saving the document on a removable hard drive

Standard: 9.0 Demonstrate mathematics knowledge and skills.

Benchmark: 9.01 Demonstrate knowledge of arithmetic operations.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to mathematical calculations common to teaching assisting such as averages, modes, sums, and percentages. Demonstrations may include selection of correct answer or written computations.

Stimulus Attributes:

Stimulus may present scenarios in which arithmetic calculations are required. Stimulus may ask for an arithmetic calculation. Stimulus may ask for procedures for common classroom calculations.

Response Attributes:

Responses may include correct and incorrect arithmetical calculation. Responses may include correct and incorrect mathematical procedures. Incorrect responses should include common arithmetical errors if possible.

Sample Item:

Mrs. Watts was checking her students' grades for mid-term progress reports. Any student with an average grade below 65% would get a progress report that had to be taken home, signed by the parent, and returned the next day. How did Mrs. Watts calculate each student's average grade?

- *A. Add all the grades and divide by the number of grades.**
- B. Add all the grades and divide by 100 to get the percent.**
- C. Add all the grades and multiply by 100 to get the percent.**
- D. Find the lowest grade and send a report home if it was below 65.**

Standard: 10.0 Demonstrate language arts knowledge and skills.

Benchmark: 10.02 Draft, revise, and edit written documents using correct grammar, punctuation, and vocabulary.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to documents common in the schools setting. Items may require the selection of appropriate ideas or written expression of ideas.

Stimulus Attributes

Stimulus should address written documents. Stimulus may require examination of written documents for correct grammar, punctuation, and vocabulary. Stimulus may include classroom scenarios for editing documents.

Response Attributes

Responses may include correct or incorrect uses of grammar, punctuation, and vocabulary. Responses may include the creation or revisions of written documents.

Sample Item:

Identify the sentence that is written with proper grammar and punctuation.

***A. Outrunning the other players on the football field, Eli scored a touchdown.**

B. Eli scoring the touchdown outrunning the other players on the football field.

C. Outrunning the other players on the football field, I saw Eli score a touchdown.

D. I saw Eli scoring the touchdown outrunning the other players on the football field.

Standard: 12.0 Demonstrate the importance of health, safety, environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 12.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to safety rules and regulations found in the school environment. A description may include selection of appropriate ideas or written expression of ideas.

Stimulus Attributes:

Stimulus may include pictures or diagrams. Stimulus may include scenarios in which safety rules and regulation are necessary. Stimulus may ask to identify correct or incorrect safety rules. Stimulus may ask to identify safety rule violations. Stimulus should not require intimate knowledge of OSHA.

Response Attributes:

Responses may include safety rules and regulations. Responses may include safety rule violations.

Sample Item:

Where should you keep the classroom's fire escape route map and procedures?

A. behind the file cabinet

***B. on display in each room**

C. in the desk with the first aid kit

D. with the secretary in the front office

Standard: 16.0 Establish and maintain appropriate student behaviors.

Benchmark: 16.01 Identify appropriate and inappropriate behaviors.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to behaviors in the classroom environment. Items may require selection of appropriate behaviors or written description of appropriate or inappropriate behaviors.

Stimulus Attributes:

Stimulus may include a scenario describing appropriate and inappropriate behaviors. Stimulus may ask to identify appropriate and inappropriate behaviors. Stimulus may include diagrams, pictures, or video clips.

Response Attributes:

Responses may be appropriate or inappropriate behaviors. Responses may include images or graphics.

Sample Item:

Which is an example of inappropriate classroom behavior?

A. raising your hand to be called on

***B. talking while the teacher is talking**

C. taking notes about the teacher's lecture

D. paying attention to whoever is speaking

Standard: 21.0 Describe the importance of professional ethics and legal responsibilities.

Benchmark: 21.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to examples of personal, professional, ethical, legal workplace responsibilities, and employer policies common to education.

Stimulus Attributes:

Stimulus may ask to evaluate a decision made regarding workplace situations in the school setting. Stimulus may include appropriate responses to workplace situations. Stimulus may include employer policies.

Stimulus may include personal, professional, ethical, and legal responsibilities. Stimulus may compare and contrast appropriate responses to workplace situations. Stimulus may include graphs, charts, diagrams, or pictures.

Response Attributes:

Responses may reflect professional ethics and/or legal responsibilities. Responses may include rationale for ethical, legal, professional, or personal decisions.

Sample Item:

Casey is a teacher assistant. She was eating lunch and overheard two students talking about cheating on their science exam. Evaluate the possible responses and select the BEST response to this situation.

A. Pretend she didn't hear the conversation.

***B. Tell their teacher or another administrator.**

C. Yell at the students for their inappropriate behavior.

D. Talk to other teacher assistants and tell them what she overheard.

Standard: 21.0 Describe the importance of professional ethics and legal responsibilities.

Benchmark: 21.04 Interpret and explain written organizational policies and procedures.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to written organizational policy and procedures in the educational environment. An explanation may include the selection of appropriate ideas or written/oral expression of ideas.

Stimulus Attributes:

Stimulus may address interpreting/explaining organizational policy and procedures. Stimulus may include copies or selections of procedures and policies for interpretation. Stimulus may include scenarios used to depict the application of policies and procedures.

Response Attributes:

Responses may include appropriate and inappropriate responses to policies. Responses may include interpretation of policies and procedures.

Sample Item:

Your school district's policy states that a student is allotted three days to make up work for an excused absence. Interpret why a district should have this policy in place.

***A. to ensure students have reasonable time to make up work**

B. so all students can graduate in a timely manner

C. to ensure all students have the opportunity to receive an "A"

D. so that students can complete the work when they want