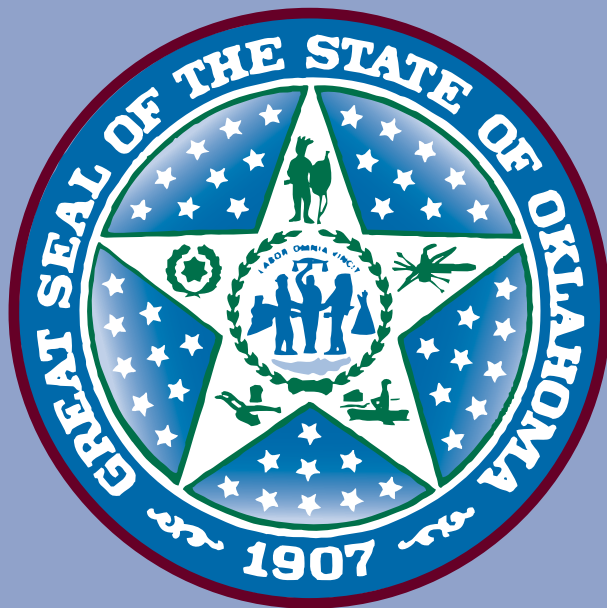


Certification Examinations for Oklahoma Educators™

Oklahoma Subject Area Tests™

STUDY GUIDE

016 Speech/Drama/Debate



Oklahoma Commission
for Teacher Preparation

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STUDY GUIDE INTRODUCTION AND GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

The first two sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[Study Guide Introduction and General Information About the Certification Examinations for Oklahoma Educators](#)



FIELD-SPECIFIC INFORMATION

- Test Competencies
 - Practice Test Questions and Answers
 - Constructed-Response Assignment Scoring
-

INTRODUCTION

This section includes a list of the test competencies, as well as a set of practice selected-response (multiple-choice) questions and one or more practice constructed-response assignments (if applicable), for the test field included in this study guide.

Test Competencies

The test competencies are broad, conceptual statements that reflect the subject-matter skills, knowledge, and understanding an entry-level educator needs to teach effectively in Oklahoma public schools. The list of test competencies for each test field represents the **only** source of information about what a specific test will cover and therefore should be reviewed carefully.

The descriptive statements that follow the competencies are included to provide examples of possible content covered by each competency. These descriptive statements are neither exhaustive nor exclusionary.

Practice Test Questions

The practice selected-response questions and any practice constructed-response assignments included in this section are designed to give you an introduction to the nature of the questions included in this OSAT test field. The practice test questions represent the various types of questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

To help you prepare for your OSAT, each practice selected-response question in this section is preceded by the competency it measures and followed by a brief explanation of the correct response. On the actual test, the competencies, correct responses, and explanations will **not** be given.

If the test field included in this guide has a constructed-response assignment, a sample response is provided immediately following the practice constructed-response assignment. The sample response in this guide is for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

A description of the process that is used for scoring the constructed-response assignment is provided in addition to the OSAT performance characteristics and score scale.

When you are finished with the practice test questions, you may wish to go back and review the entire list of test competencies and descriptive statements for your test field.

TEST COMPETENCIES: SPEECH/DRAMA/DEBATE

SUBAREAS:

- I. Elements of Communication
- II. Interpersonal and Public Communication
- III. Group Communication
- IV. Debate
- V. Mass Communication
- VI. Oral Interpretation and Drama

SUBAREA I—ELEMENTS OF COMMUNICATION

Competency 0001

Understand the characteristics and functions of the human communication process.

The following topics are examples of content that may be covered under this competency.

Analyze elements of communication (e.g., source, encoding/decoding, channel, feedback).

Recognize the roles and analyze characteristics of senders, receivers, and messages in various contexts.

Evaluate the use of denotation and connotation in the communication of messages.

Analyze the influence of internal and external variables on messages and the contextual importance of cultural, social, economic, and historical factors.

Competency 0002

Understand the principles of listening to, comprehending, and interpreting messages.

The following topics are examples of content that may be covered under this competency.

Analyze characteristics of listening skills for different purposes.

Apply appropriate listening strategies for comprehension and interpretation of messages.

Analyze characteristics of listening barriers, and develop strategies for overcoming them.

Competency 0003

Understand the similarities and differences between speech communication and the other language arts.

The following topics are examples of content that may be covered under this competency.

Compare and contrast the language arts of speaking, listening, viewing, reading, and writing.

Analyze ways in which the language arts influence one another.

Integrate speech into reading, writing, viewing, and listening activities.

Competency 0004

Understand the elements, functions, and relationships of verbal and nonverbal communication.

The following topics are examples of content that may be covered under this competency.

Identify types, characteristics, and functions of verbal cues (e.g., word choice, vividness of expression, clarity) and nonverbal cues (e.g., space, body language, gestures, vocal tone, emphasis).

Analyze cultural factors that may affect message delivery and comprehension.

Recognize and interpret discrepancies between verbal and nonverbal cues.

Competency 0005

Analyze principles of ethical communication.

The following topics are examples of content that may be covered under this competency.

Identify examples of unethical behavior in communication.

Apply ethical standards in the selection of evidence and evaluation of public communication (e.g., advertisement analysis, response to political speakers, the decision-making process in business meetings).

Apply questioning principles or other devices of communication inquiry to help discover fallacies.

Analyze factors that may reveal potential bias in the presentation of information.

Competency 0006

Understand the principles of vocal production.

The following topics are examples of content that may be covered under this competency.

Analyze the functions of anatomical structures used in the production of speech.

Demonstrate understanding of the effects of vocal characteristics (e.g., volume, pitch, rate, vocal tone and emphasis) in the communication of messages.

Evaluate the effects of pronunciation and articulation on message communication.

Apply strategies for improving vocal style.

SUBAREA II—INTERPERSONAL AND PUBLIC COMMUNICATION

Competency 0007

Understand theories and principles of interpersonal communication.

The following topics are examples of content that may be covered under this competency.

Analyze the role of interpersonal communication.

Apply strategies for establishing and sustaining interpersonal communication (e.g., receptivity, empathetic listening).

Demonstrate a knowledge of various forms of feedback (e.g., understanding, supportive, probing).

Apply methods of conflict resolution (e.g., considering point of view, using confirming techniques, delaying response, reaching compromise).

Competency 0008

Understand the characteristics and processes of one-to-one communication.

The following topics are examples of content that may be covered under this competency.

Identify elements and purposes of one-to-one communication (e.g., relationship building, companionship, persuasion).

Apply strategies for the expression of agreement and disagreement in various situations.

Analyze the effectiveness of messages delivered in different styles.

Competency 0009

Analyze factors that influence interpersonal communication.

The following topics are examples of content that may be covered under this competency.

Analyze how socioeconomics, culture, religion, race, gender, and disabilities may affect interpersonal communication.

Evaluate ways in which these factors may influence communication (e.g., proximity, eye contact, touch).

Interpret behaviors that express agreement and disagreement in various conversational situations.

Competency 0010

Understand interviewing strategies and skills.

The following topics are examples of content that may be covered under this competency.

Identify types and characteristics of interviews (e.g., employment, research, media).

Analyze the interpersonal relationship between the interviewer and interviewee in various contexts.

Apply strategies for participating in interviews as interviewer and interviewee (e.g., role playing, preparing questions in advance, directing conversation, controlling nervousness, using appropriate listening skills).

Competency 0011

Apply audience analysis to public communication.

The following topics are examples of content that may be covered under this competency.

Apply principles of demographic analysis to specific audiences.

Apply principles of situational analysis to specific audiences.

Apply strategies to adapt language, structure, and evidence to hostile or critical audiences.

Competency 0012

Understand the planning, preparation, and organization of speeches.

The following topics are examples of content that may be covered under this competency.

Identify and analyze characteristics of speech types (e.g., informative, persuasive, entertaining).

Apply techniques for adapting speech strategies and topics to intended audiences.

Demonstrate knowledge of procedures for gathering relevant subject information and supporting evidence (e.g., statistics, examples, testimony) and for selecting appropriate visual aids (e.g., charts, slides, multimedia).

Evaluate different types of organizational patterns (e.g., chronological order, compare-contrast, problem-solution).

Competency 0013

Apply skills in speech delivery and critique.

The following topics are examples of content that may be covered under this competency.

Identify and analyze characteristics of speech delivery methods (e.g., manuscript, memorized, impromptu, extemporaneous).

Analyze the effects of verbal and nonverbal cues on speech delivery (e.g., gestures, vocal variety).

Apply various strategies for overcoming speech anxiety.

Identify elements of constructive feedback (e.g., citing specific examples, using objective language, offering concrete suggestions for improvement).

Demonstrate knowledge of audiovisual communication aids (e.g., transparencies, projectors, video equipment, computer-generated visuals).

SUBAREA III—GROUP COMMUNICATION

Competency 0014

Understand the principles of group communication.

The following topics are examples of content that may be covered under this competency.

Identify types, characteristics, and purposes of group communication.

Analyze positive and negative factors that affect group communication (e.g., cohesiveness, subgroups, individual agendas).

Analyze the effects of physical factors (e.g., seating arrangements) on group communication.

Apply the principles of parliamentary procedure.

Competency 0015

Understand the participation roles and functions of the individual in group communication.

The following topics are examples of content that may be covered under this competency.

Analyze the roles and responsibilities of the individual in group communication (e.g., energizer, gatekeeper).

Recognize positive and negative behaviors of individuals in groups (e.g., active listening, paraphrasing for comprehension, forcing false consensus, creating distractions).

Apply strategies for responding to various behaviors in group settings.

Competency 0016

Understand the roles and responsibilities of leadership in group communication.

The following topics are examples of content that may be covered under this competency.

Recognize the importance of leadership roles in various settings (e.g., informal social group, formal service organization).

Apply knowledge of the responsibilities of group leaders.

Identify types of leadership style, and analyze their characteristics.

Analyze the effects of various leadership approaches.

Demonstrate knowledge of procedures for developing agendas and conducting meetings.

Competency 0017

Understand the processes of group decision making, consensus building, conflict resolution, and complementary techniques of group communication.

The following topics are examples of content that may be covered under this competency.

Apply communication strategies (e.g., empathetic listening, objective feedback) that promote consensus building and group decision making.

Apply methods of conflict resolution within groups.

Apply techniques of problem solving within groups.

Demonstrate knowledge of group decision-making techniques (e.g., brainstorming, role playing).

Identify formats of group presentation (e.g., panel, symposium, forum).

SUBAREA IV—DEBATE

Competency 0018

Understand the principles of argumentation.

The following topics are examples of content that may be covered under this competency.

Understand the importance of individual decision making in a democratic society.

Analyze various types of arguments.

Apply knowledge of various research strategies for argumentation (e.g., critical thinking skills).

Competency 0019

Understand the characteristics of policy debate.

The following topics are examples of content that may be covered under this competency.

Recognize the roles of policy debate in a democratic society.

Recognize the steps in analyzing a policy debate proposition (e.g., stock issues, burden of proof).

Apply standards for research evidence.

Apply guidelines for effective refutation and cross-examination.

Identify elements of debate format (e.g., speaker order, speaker responsibilities).

Apply strategies for case construction (e.g., affirmative and negative).

Apply strategies of policy debate in a competitive setting.

Competency 0020

Understand the characteristics of Lincoln-Douglas debate.

The following topics are examples of content that may be covered under this competency.

Recognize the role of values in decision making.

Recognize the steps in analyzing a value debate proposition (e.g., philosophical issues, burden of proof).

Apply standards for research evidence.

Apply guidelines for effective refutation and cross-examination.

Identify elements of debate format (e.g., speaker order, speaker responsibilities).

Apply strategies for case construction (e.g., affirmative and negative).

Apply strategies of Lincoln-Douglas debate in a competitive setting.

Competency 0021

Understand the characteristics of legislative debate.

The following topics are examples of content that may be covered under this competency.

Recognize the roles of legislative debate in a democratic society.

Apply principles of writing a legislative bill.

Apply standards for research evidence.

Apply knowledge of format for presentation.

Apply knowledge of strategies for presentation.

SUBAREA V—MASS COMMUNICATION

Competency 0022

Understand the elements of mass communication, including audience, method, feedback, regulation, and the influence of mass media on society.

The following topics are examples of content that may be covered under this competency.

Identify and analyze characteristics of mass communication (e.g., intended audience, method of message delivery, feedback process).

Compare the uses of various types of mass media (e.g., Internet, print media, radio, television/film).

Recognize the role of government in regulating mass media.

Analyze laws that affect mass media (e.g., the First Amendment, libel and slander, truth in advertising).

Competency 0023

Understand strategies for evaluating mass media messages.

The following topics are examples of content that may be covered under this competency.

Analyze purposes of mass media messages (e.g., entertain, persuade, inform).

Identify types of appeals used in advertising (e.g., testimonial, bandwagon, glittering generality).

Apply strategies for analyzing media messages based on various factors (e.g., content, nonverbal cues, objectivity).

Demonstrate understanding of ethical issues related to mass media.

Competency 0024

Understand the principles of radio and television broadcasting.

The following topics are examples of content that may be covered under this competency.

Identify types and analyze characteristics of radio and television broadcasts (e.g., drama, news, advertising).

Analyze the effects of presentation style on a message.

Select appropriate methods of presenting information on radio or television.

Apply strategies for effective verbal and nonverbal communication via radio and television broadcasting.

Analyze the ways in which technical aspects of production (e.g., sound, camera angles, staging) affect communication.

Competency 0025

Understand the uses of mass communication, including the influence of mass media on society.

The following topics are examples of content that may be covered under this competency.

Recognize the role of mass media in the shaping of norms (e.g., role models).

Analyze the influence of mass media on society.

Analyze the effects of mass communication on public attitudes and expectations.

Analyze the influence of mass media on the social and educational development of children and adolescents.

SUBAREA VI—ORAL INTERPRETATION AND DRAMA

Competency 0026

Understand elements of oral interpretation.

The following topics are examples of content that may be covered under this competency.

Identify types of materials suitable for oral interpretation (e.g., prose, poetry, drama).

Apply methods of preparing materials for oral interpretation.

Examine the relationship of the oral interpreter to the text and to the audience.

Apply critical analysis to literature for oral interpretation.

Competency 0027

Understand techniques of oral interpretation.

The following topics are examples of content that may be covered under this competency.

Recognize differences between the interpreter and the actor.

Analyze the demands of characterization, narration, visualization, suggested movement, and vocal performance.

Apply knowledge of the role of critical listening in the evaluation of oral interpretation presentations.

Competency 0028

Understand guidelines for competitive oral interpretation.

The following topics are examples of content that may be covered under this competency.

Recognize the value of competitive oral interpretation activities.

Apply knowledge of the rules of the Oklahoma Secondary Schools Association regarding humorous interpretation, dramatic interpretation, prose, poetry, and monologue.

Analyze the uses of humorous interpretation, dramatic interpretation, prose, poetry, and monologue in a competitive setting.

Competency 0029

Understand the principles of theater and drama.

The following topics are examples of content that may be covered under this competency.

Evaluate the relationship between theater and art.

Recognize basic elements of theater performance (e.g., acting, directing, producing, designing).

Analyze basic characteristics of various dramatic forms (e.g., comedy, tragedy).

Analyze theatrical literature (e.g., plot, character, theme).

Identify major playwrights and plays.

Identify methods of enhancing theater appreciation.

Competency 0030

Understand the principles of acting.

The following topics are examples of content that may be covered under this competency.

Analyze characteristics of various acting methods (e.g., method acting and technique acting).

Recognize methods of characterization.

Apply strategies for the development of acting performance (e.g., concentration, voice production, movement, memory).

Competency 0031

Understand the principles of theatrical production.

The following topics are examples of content that may be covered under this competency.

Identify and analyze principles of effective theatrical production.

Identify principles of musical theater production.

Apply principles of stage direction.

Analyze the effects of stage design, lighting, sound, and costuming in theatrical production.

Competency 0032

Understand the principles of technical theater.

The following topics are examples of content that may be covered under this competency.

Identify types, characteristics, and uses of theatrical lighting.

Apply knowledge of theatrical set and prop construction.

Apply principles of theatrical costuming and makeup.

Recognize methods of theatrical sound production.

PRACTICE TEST QUESTIONS AND ANSWERS: SPEECH/DRAMA/DEBATE

Practice Selected-Response Questions

Competency 0002

Understand the principles of listening to, comprehending, and interpreting messages.

1. Use the conversation below to answer the question that follows.

Tom: I despise biology.

Ed: Is it really the subject that you dislike so much?

Tom: Not really. It's just that I hate labs because I have so much trouble getting the microscope to work right.

Ed: Yes, that can be very frustrating.

The exchange above best shows how:

- A. supportive listening can be used to solve a problem.
- B. analytical listening can be used to clarify a miscommunication.
- C. supportive listening can be used to repair a communication failure.
- D. analytical listening can be used to determine what information is most important.

Correct Response: B. Tom's initial statement represents an impasse in communication as it does not correctly represent the reason for his difficulty in biology. Ed's analytical listening and inquiry allow for the resumption of the conversation, leading ultimately to a more accurate identification of Tom's problem.

Competency 0006

Understand the principles of vocal production.

2. Which of the following are purposes of the breath control exercises used by actors and oral interpreters?
- I. to develop the ability to breathe easily through the nose rather than the mouth
 - II. to promote use of breathing from the diaphragm
 - III. to ensure that inhalation and exhalation periods are of equal length
 - IV. to match exhalation periods to needs for sustained vocal tone
- A. I and II only
 - B. I and III only
 - C. II and IV only
 - D. III and IV only

Correct Response: C. Through its interaction with other muscles, the diaphragm plays a key role in the breathing process. Making conscious use of this large, dome-shaped muscle to fill the lungs with air helps produce a forceful voice when needed. It is also important that actors and oral interpreters be able to control exhalation in order to support vocal tone.

Competency 0007

Understand theories and principles of interpersonal communication.

3. One can best provide constructive feedback about another person's insensitivity by adopting a combination of which of the following approaches?
- I. focusing attention on the person's past conduct rather than the present situation
 - II. mentioning other people who feel the same way about the person
 - III. raising the subject at a time when the person is likely to be receptive to the feedback
 - IV. discussing the person's conduct in descriptive rather than evaluative terms
- A. I and III only
 - B. I and IV only
 - C. II and III only
 - D. III and IV only

Correct Response: D. Since feedback that may be intended as constructive may be perceived under certain circumstances as critical or confrontational, it is important to provide such feedback at a moment when the person is not likely to feel defensive. Describing a person's conduct gives that person the opportunity to view his or her conduct as others might and thus reflect upon the behavior in more sensitive terms. Evaluating the person's behavior, on the other hand, can easily be experienced by that person as critical or confrontational, and therefore frequently gives rise to a defensive response.

Competency 0011

Apply audience analysis to public communication.

4. Which of the following strategies would best enable a speaker to reduce the animosity of an audience that is strongly opposed to the main argument of the speaker's address?
- A. refuting likely counterarguments at the beginning of the address
 - B. asking members of the audience to submit written questions
 - C. trying to establish common ground at the beginning of the address
 - D. citing well-known authorities to support one's point of view

Correct Response: C. By seeking and explicitly articulating common ground, the speaker may somewhat disarm possible objection, or at least limit its scope. When the speaker's message is placed in the context of certain shared beliefs or positions, its controversial content may be seen in a broader, more widely accepted context. This approach is less likely to produce an emotional response on the part of the audience and therefore allows the audience to consider the message in a more balanced, reflective fashion.

Competency 0017

Understand the processes of group decision making, consensus building, conflict resolution, and complementary techniques of group communication.

5. For which of the following reasons would a discussion group most likely organize a symposium?
- A. to establish criteria for a successful resolution to a problem
 - B. to reconcile differences of opinion about how to resolve a problem
 - C. to reduce the scope of a problem to manageable dimensions
 - D. to provide an informed analysis of various aspects of a problem

Correct Response: D. In a symposium, a group of individuals deliver brief, uninterrupted addresses about a specified topic. The main purpose of symposiums is not to make a decision about a problem but to present a variety of perspectives on different areas of a topic or problem. A major advantage of symposiums is that they can be arranged to provide a systematic examination of various aspects of a problem.

Competency 0020

Understand the characteristics of Lincoln-Douglas debate.

6. Which of the following best illustrates the Lincoln-Douglas debate format?
- A.
 - I. First Affirmative Constructive
 - II. First Negative Constructive
 - III. Second Affirmative Constructive
 - IV. Second Negative Constructive
 - V. First Negative Rebuttal
 - VI. First Affirmative Rebuttal
 - VII. Second Negative Rebuttal
 - VIII. Second Affirmative Rebuttal
 - B.
 - I. Affirmative Constructive Speech
 - II. Negative Cross-Examination
 - III. Negative Constructive Speech
 - IV. Affirmative Cross-Examination
 - V. Affirmative Speaker's Rebuttal
 - VI. Negative Speaker's Rebuttal
 - VII. Affirmative Speaker's Rebuttal
 - C.
 - I. First Affirmative Constructive
 - II. First Negative Cross-Examination
 - III. First Negative Constructive
 - IV. First Affirmative Cross-Examination
 - V. Second Affirmative Constructive
 - VI. Second Negative Cross-Examination
 - VII. Second Negative Constructive
 - VIII. First Affirmative Cross-Examination
 - D.
 - I. First Affirmative Constructive
 - II. First Negative Constructive
 - III. Second Negative Constructive
 - IV. Second Affirmative Constructive
 - V. First Negative Rebuttal
 - VI. First Affirmative Rebuttal
 - VII. Second Negative Rebuttal

Correct Response: B. In the Lincoln-Douglas format, a single speaker on each side debates a proposition of value. During the course of the debate, each speaker delivers a constructive speech, followed by a cross-examination by his or her opponent. The constructive speeches and cross-examinations are then followed by rebuttals from the speakers on both sides of the debate.

Competency 0021

Understand the characteristics of legislative debate.

7. Which of the following best describes the main purpose of the parliamentary procedures adopted to govern legislative debate in student congresses?
- A. to ensure recognition of those speakers best prepared to discuss the bill under consideration
 - B. to prevent speakers from interpreting a bill in ways that conflict with the author's intentions
 - C. to guarantee majority rule while respecting the rights of speakers representing the minority
 - D. to promote consensus by limiting the extent to which one speaker can challenge the position of another

Correct Response: C. Two major purposes of legislative debate are to ensure that majority decisions dictate group action and to provide for a full and free discussion of all propositions. Parliamentary rules that guarantee majority rule while respecting minority rights are designed to achieve both of these aims.

Competency 0023

Understand strategies for evaluating mass media messages.

8. Listeners can best evaluate the objectivity of a radio news program by asking which of the following questions?
- A. Do newscasters use unnecessarily complex terms to explain issues?
 - B. Do newscasters cover the most important stories at the beginning of the broadcast?
 - C. Do newscasters give equal attention to different viewpoints?
 - D. Do newscasters provide relevant background information on major stories?

Correct Response: C. By representing opposing viewpoints, a news program may avoid representations that are exclusively biased to a particular viewpoint and thereby aspire to objectivity.

Competency 0026

Understand elements of oral interpretation.

9. The performance of oral interpretation has the primary purpose of:
- A. allowing an audience to view a historical figure in a contemporary setting.
 - B. providing a meaningful experience with literature for both the performer and the audience.
 - C. illustrating the commonalities of human nature across time and place.
 - D. enabling a performer to internalize the characteristics of many types of individuals.

Correct Response: B. In oral interpretation, the performer functions as a medium through which a literary work is brought to life for the audience. When well executed, such a presentation should provide both performer and audience with a meaningful literary experience.

Competency 0031

Understand the principles of theatrical production.

10. Which of the following is a primary function of the production concept for a play?
- A. to document the ways in which the acting elements and staging elements will be integrated
 - B. to outline the financial steps necessary for the company to ensure a successful run
 - C. to summarize the production staff's agreements on the scheduling of staging and technical rehearsals
 - D. to record the production staff's instructions to the cast and crew during each rehearsal

Correct Response: A. The production concept of a play is intended to communicate to all the people involved in the production of the play—from the director and costumer to the set and lighting designers—the overall look and feel that the play should have. This allows all involved to work to integrate their components to contribute to the creation of a unified and coherent production.

Practice Constructed-Response Assignment

11. Use the information below to respond to the assignment that follows.

Imagine you are preparing a persuasive speech on a topic of interest to present to a group of peers. You are expecting that some members of your audience will strongly disagree with your views on the topic.

Using your knowledge of public communication, prepare a response in which you:

- identify a topic of interest to you and the main points you would want to make in a persuasive speech about that topic;
- describe two strategies you could use to adapt your speech to increase its effectiveness for audience members who disagree with you; and
- explain how the two strategies you describe would help you communicate your message more effectively to audience members who disagree with your views.



FOR YOUR REFERENCE ONLY—*The constructed-response item is written to assess understanding in Subarea II, Interpersonal and Public Communication, which consists of the competencies listed below.*

Understand theories and principles of interpersonal communication.

Understand the characteristics and processes of one-to-one communication.

Analyze factors that influence interpersonal communication.

Understand interviewing strategies and skills.

Apply audience analysis to public communication.

Understand the planning, preparation, and organization of speeches.

Apply skills in speech delivery and critique.

A Very Good Response to the Practice Constructed-Response Assignment

In a persuasive speech to peers, I would propose that the United States institute a national health care system. I believe affordable health care should be made available to all Americans, and my main argument would be that a national health care system provides the best means of achieving that goal.

To support the argument, I would gather information showing various defects of the present health care system: how it fails to provide medical coverage for large numbers of Americans; how it is fragmented, inefficient, and costly; and how for some time now health care costs have risen at a pace that is considerably in excess of the rate of inflation. In addition, I would gather information showing how the establishment of a national health care system would address these problems. Here it would be particularly important to obtain data comparing the U.S. health care system with that of other industrialized countries that have national health care systems—data that show how these national systems provide broader coverage at less cost than the U.S. system does. While doing this research, I would be looking for examples that put these statistics into a meaningful context for listeners. I would also be thinking about ways to prepare visual aids that could be used to illustrate the points that I am trying to make.

Not everyone favors the creation of a national health care system, and there is a strong likelihood that I would encounter at least some audience disagreement when delivering the speech. I would need to keep this possible opposition in mind while I prepare the speech. While gathering information to support my argument, I would need to develop an understanding of opposing points of view. The more I could learn about alternative perspectives on the issue during my research, the better prepared I would be to respond to comments from audience members who oppose the establishment of a national health care system.

If I sense that the audience is opposed to my argument, one important strategy is to communicate to the audience that I do not dismiss opposing points of view. The audience will then be more willing to give my proposal a respectful hearing. Although I would probably have researched the question more thoroughly than most audience members, I would be careful not to portray myself as an all-knowing expert. I might even incorporate a few mildly self-deprecating jokes into the speech to keep tension at a minimum. I would make sure to speak in a collegial, respectful tone, acknowledging the complexity of the issue and the merits of different points of view.

(continued)

A Very Good Response to the Practice Constructed-Response Assignment (continued)

Another strategy would involve identifying the reasons for the audience's opposition. It is here that my earlier efforts to develop an understanding of alternative points of view on the health care issue would be especially helpful. Having some knowledge of the basis for listeners' opposition, I would be better able to meet audience disagreement with a logical response that is supported by relevant examples and data. This knowledge would also help to avoid areas of conflict and emphasize points on which there appears to be some measure of agreement. In this way, I would hope to craft a persuasive appeal that addressed audience concerns without abandoning major points of my own position.

CONSTRUCTED-RESPONSE ASSIGNMENT SCORING

All responses to OSAT constructed-response assignments (written and oral) are scored using scoring scales that describe varying levels of performance. These scales were approved by committees of Oklahoma educators who reviewed both the performance characteristics and the scoring scales.

Each response is scored by multiple scorers according to standardized procedures during scoring sessions held immediately after each administration of the CEOE. Scorers with relevant professional backgrounds are oriented to these procedures before the scoring session and are carefully monitored during the scoring sessions.

A constructed-response assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score. If you do not provide a scorable response for each constructed-response assignment on your test, you cannot pass the test regardless of your scores on the other section(s) of the test.

Sample Performance Characteristics for Constructed-Response Assignments

PURPOSE	The extent to which the response achieves the purpose of the assignment
SUBJECT MATTER KNOWLEDGE	Accuracy and appropriateness in the application of subject matter knowledge
SUPPORT	Quality and relevance of supporting details
RATIONALE	Soundness of argument and degree of understanding of the subject matter

Sample Scoring Scale for Constructed-Response Assignments

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects a general knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence generally supports the discussion; there are some relevant examples. • The response reflects a general understanding of the topic.
2	<p>The "2" response reflects a partial knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects little or no knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	The response is unscorable because it is illegible, not written to the assigned topic, written in a language other than English, or of insufficient length to score.
B	There is no response to the assignment.

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