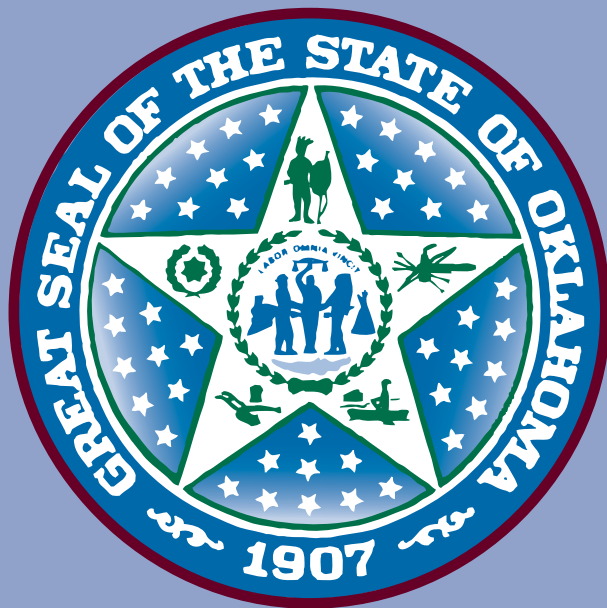


Certification Examinations for Oklahoma Educators™

Oklahoma Subject Area Tests™

STUDY GUIDE

030 Deaf/Hard of Hearing



Oklahoma Commission
for Teacher Preparation

OK-SG-FLD030-04

TABLE OF CONTENTS

STUDY GUIDE INTRODUCTION

PURPOSE OF THIS STUDY GUIDE.....	1-1
KEY FEATURES OF THIS STUDY GUIDE	1-1
FOR OTHER CEOE STUDY GUIDES.....	1-1
FOR FURTHER INFORMATION	1-1

GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

AN OVERVIEW OF THE TESTING PROGRAM.....	1-2
Test Development Process	1-2
Characteristics of the CEOE Tests.....	1-3
Test Descriptions	1-3
Test Administration	1-8
Score Reports	1-8
HOW TO PREPARE FOR THE TEST	1-8
Study the Competencies	1-8
Identify Resources	1-9
Study Techniques	1-9
Review the Practice Test Questions	1-9
SAMPLE TEST DIRECTIONS	1-10
Sample General Test Directions.....	1-10
Sample Constructed-Response Assignment Directions	1-11
THE DAY OF THE TEST.....	1-12
Preparation	1-12
At the Test Site.....	1-12

FIELD-SPECIFIC INFORMATION

INTRODUCTION.....	2-1
Test Competencies	2-1
Practice Test Questions	2-1
TEST COMPETENCIES	2-2
PRACTICE TEST QUESTIONS AND ANSWERS	2-8
Practice Selected-Response Questions	2-8
Practice Constructed-Response Assignment.....	2-19
A Very Good Response to the Practice Constructed-Response Assignment.....	2-21
CONSTRUCTED-RESPONSE ASSIGNMENT SCORING.....	2-23
Sample Performance Characteristics for Constructed-Response Assignments	2-23
Sample Scoring Scale for Constructed-Response Assignments	2-23

Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.

Copyright © 2008 by the Oklahoma Commission for Teacher Preparation and
Pearson Education, Inc. or its affiliate(s). All rights reserved.
Evaluation Systems, Pearson, P.O. Box 226, Amherst, MA 01004

Certification Examinations for Oklahoma Educators, CEOE, Oklahoma General Education Test, OGET, Oklahoma Professional Teaching Examination, OPTE, Oklahoma Subject Area Tests, and OSAT are trademarks, in the U.S. and/or other countries, of the Oklahoma Commission for Teacher Preparation and Pearson Education, Inc. or its affiliate(s).

Pearson and its logo are trademarks in the U.S. and/or other countries of Pearson Education, Inc. or its affiliate(s).



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
-

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 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.

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: DEAF/HARD OF HEARING

SUBAREAS:

Understanding Students Who Are Deaf or Hard of Hearing
Assessing Students and Developing Individualized Education Programs (IEPs)
Promoting Student Development and Learning
Professional Knowledge

SUBAREA I—UNDERSTANDING STUDENTS WHO ARE DEAF OR HARD OF HEARING

Competency 0001

Understand the effects of hearing loss on development and learning.

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

Understand potential effects of hearing loss on children's language, speech, cognitive, social, and emotional development.

Demonstrate knowledge of factors that may affect learning (e.g., family language, etiology and onset of hearing loss, age at which hearing loss is identified and services initiated, effects of other disabilities in conjunction with hearing loss).

Competency 0002

Understand processes involved in hearing and characteristics of all types and degrees of hearing loss.

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

Understand the auditory system and normal auditory development.

Demonstrate knowledge of types and degrees of hearing loss and their causes, characteristics, and implications.

Analyze the effects of various factors on hearing (e.g., physiological, disease).

Competency 0003

Understand language (including oral, written, and sign language) and language development.

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

Demonstrate knowledge of typical stages and processes of language development (including oral, written, and sign language) and factors affecting language development (e.g., cognitive, environmental).

Understand phonological, semantic, morphemic, syntactic, and pragmatic aspects of language.

Understand linguistic features of English and American Sign Language and forms and functions of language in communicative contexts.

Analyze relationships between language and cognition, reading, and achievement.

Competency 0004

Understand speech and speech development.

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

Demonstrate knowledge of speech production.

Recognize typical progressions in and characteristics of speech development and factors affecting speech development.

Understand speech characteristics of children who are deaf or hard of hearing.

SUBAREA II—ASSESSING STUDENTS AND DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

Competency 0005

Understand assessment procedures for evaluating individual differences and making placement and programming decisions for students with disabilities.

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

Demonstrate knowledge of types and characteristics of informal and formal assessments used to make decisions regarding placement, programming, and service delivery options.

Use assessment information to identify and understand students with special needs and to make recommendations regarding placement, programming, and service delivery.

Understand the use of ongoing assessment to monitor progress.

Demonstrate knowledge of assessment-related issues in special education (e.g., early identification and intervention, nondiscriminatory assessment).

Competency 0006

Interpret assessment results in the areas of auditory functioning and speech production.

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

Demonstrate knowledge of types and characteristics of formal and informal assessments of auditory functioning and speech production.

Apply procedures for conducting different types of assessments (including screening procedures and procedures for ongoing assessment of auditory functioning and speech production in the classroom).

Understand how to interpret and communicate the results of assessments of auditory functioning and speech production.

Competency 0007

Apply procedures for assessing the receptive and expressive language of students who are deaf or hard of hearing.

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

Demonstrate knowledge of types and characteristics of formal and informal language assessments used with students who are deaf or hard of hearing.

Apply basic procedures for conducting different types of receptive and expressive language assessments, including ongoing assessment, for students who are deaf or hard of hearing.

Understand how to interpret and communicate the results of assessments of receptive and expressive language.

Competency 0008

Apply procedures for assessing the intellectual performance and academic achievement of students who are deaf or hard of hearing.

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

Demonstrate knowledge of types and characteristics of formal and informal assessments of intellectual performance and academic achievement.

Apply procedures for adapting and conducting assessments of academic achievement, including ongoing assessment, for students who are deaf or hard of hearing.

Understand how to interpret and communicate the results of assessments of intellectual performance and academic achievement.

Competency 0009

Apply procedures for developing and implementing Individualized Education Programs (IEPs) for students who are deaf or hard of hearing.

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

Identify members of the multidisciplinary team and their roles and functions.

Understand factors and procedures in gathering information, creating and maintaining records, determining appropriate placements and services, and developing IEPs for students who are deaf or hard of hearing.

Identify components of an IEP.

Evaluate student progress with respect to the general curriculum and IEP goals.

SUBAREA III—PROMOTING STUDENT DEVELOPMENT AND LEARNING

Competency 0010

Understand how to establish a positive and productive learning environment for students who are deaf or hard of hearing.

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

Demonstrate knowledge of factors in the learning environment that affect deaf or hard-of-hearing students' attitudes toward learning.

Apply strategies for modifying learning environments to address diverse student characteristics (e.g., learning style) and needs (particularly needs related to hearing loss).

Apply individual and group management strategies for achieving instructional management goals (e.g., maintaining standards of behavior, maximizing time spent in learning).

Competency 0011

Understand amplification methods and strategies for promoting auditory skill development in students who are hard of hearing.

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

Recognize types and uses of amplification systems (including hearing aids and auditory trainers) and procedures for using and maintaining them.

Understand how to identify and modify environmental barriers for students who are hard of hearing.

Apply strategies for developing the auditory and listening skills of students who are hearing impaired.

Competency 0012

Understand how to promote language development in students who are deaf or hard of hearing.

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

Apply strategies for helping students who are deaf or hard of hearing, including students with additional exceptionalities, develop oral, written, and/or sign language.

Demonstrate knowledge of strategies for providing students with opportunities to use language meaningfully in authentic settings.

Understand how to evaluate, select, and adapt instructional methods, resources, and technologies to promote students' language development.

Competency 0013

Understand how to meet the overall communication needs of students who are deaf or hard of hearing.

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

Demonstrate knowledge of historical and current issues related to communication instruction for individuals who are deaf or hard of hearing.

Understand modes of communication (e.g., American Sign Language, various forms of manually coded English, auditory-oral approaches).

Competency 0014

Understand how to promote the academic achievement of students who are deaf or hard of hearing.

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

Apply strategies for teaching reading, comprehension skills, and academic content to students who are deaf or hard of hearing, including students with additional exceptionalities.

Understand the evaluation, selection, and adaptation of course content and instructional methods, technologies, and resources to meet student needs.

Demonstrate knowledge of appropriate goals, objectives, activities, programs, and support to promote transitions between teachers, grade levels, schools, and service options and to post-secondary education or training.

Competency 0015

Understand how to promote independent living competence and self-advocacy in students who are deaf or hard of hearing.

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

Understand how to promote students' self-advocacy, personal responsibility, and independence, including knowledge of deaf culture and the ability to seek assistance and locate resources.

Demonstrate knowledge of strategies that promote the prevocational and vocational skills of students who are deaf or hard of hearing, including students with additional exceptionalities.

Understand strategies for promoting students' social competence and transition readiness.

Demonstrate knowledge of appropriate instructional strategies, materials, technologies, and resources for promoting students' vocational/career competence; community living skills; participation in civic, leisure, and recreational activities; and understanding of and advocacy for their legal rights.

SUBAREA IV—PROFESSIONAL KNOWLEDGE

Competency 0016

Understand how to establish partnerships with other members of the school community to enhance learning opportunities for students who are deaf or hard of hearing.

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

Demonstrate knowledge of consultation, collaboration, and communication skills for working with other school staff and support service providers, including general education teachers.

Understand the roles of various professionals who work with students who have special needs.

Apply strategies for effectively providing services in a variety of educational contexts (e.g., coordinating instruction with other teaching professionals).

Competency 0017

Understand how to promote strong school-home relationships.

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

Understand strategies for establishing and maintaining communication with all families.

Understand how to develop partnerships with families in the planning and implementation of their children's education.

Understand strategies for providing information, training, support, counseling, and referrals to families whose children are deaf or hard of hearing.

Competency 0018

Understand how to encourage school-community interactions that enhance learning opportunities for students who are deaf or hard of hearing.

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

Apply strategies for working effectively with agencies and services that can help meet the needs of students who are deaf or hard of hearing.

Understand the roles of various community agencies and services in regard to students who are deaf or hard of hearing.

Understand ways to establish and maintain positive relationships with community institutions and with members of the Deaf community to facilitate successful student transitions.

Competency 0019

Understand the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education in Oklahoma.

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

Demonstrate knowledge of the historical and philosophical foundations of special education and the education of students who are deaf or hard of hearing and ways in which education for students who are deaf or hard of hearing has changed over time.

Understand current trends and legal and ethical issues in special education (e.g., confidentiality, student discipline).

Demonstrate knowledge of roles and responsibilities of teachers of students who are deaf or hard of hearing, including professional development.

Apply knowledge of special education–related regulations, guidelines, and laws (e.g., Section 504 of the Rehabilitation Act, the Americans with Disabilities Act [ADA], the Individuals with Disabilities Education Act [IDEA]) in the education of students who are deaf or hard of hearing.

PRACTICE TEST QUESTIONS AND ANSWERS: DEAF/HARD OF HEARING

Practice Selected-Response Questions

Competency 0002

Understand processes involved in hearing and characteristics of all types and degrees of hearing loss.

1. A student with a severe-to-profound sensorineural hearing loss is most likely to experience which of the following?
 - A. reduced ability to process spoken information
 - B. improved hearing with medication
 - C. extreme sensitivity to high-pitched sounds
 - D. episodes of temporary hearing loss

Correct Response: A. A severe-to-profound sensorineural hearing loss is a permanent hearing loss that involves some damage to the auditory nerve that results in the distortion of sound. Students with severe-to-profound sensorineural hearing loss have a reduced ability to process spoken information because they are unable to hear spoken information or they hear it incorrectly.

Competency 0004

Understand speech and speech development.

2. The speech of students with mild-to-moderate hearing loss is often difficult to understand because such students tend to omit:
- A. voiceless consonants such as /s/ and /t/.
 - B. pronouns such as *we* and *us*.
 - C. long vowels such as /ā/ and /ē/.
 - D. articles such as *the* and *a*.

Correct Response: A. Voiceless consonants are produced at a higher frequency than many other speech sounds. Students who have mild-to-moderate hearing loss tend to have difficulty hearing these sounds, and therefore may omit these sounds within their own speech.

Competency 0005

Understand assessment procedures for evaluating individual differences and making placement and programming decisions for students with disabilities.

3. Use the information below to answer the question that follows.

Bevan is a seven-year-old second-grade student who has a mild bilateral hearing loss. He was referred for a comprehensive individualized evaluation with concerns about his ability to acquire basic reading skills.

Informal Assessment Excerpt—Bevan's Word List

Grade Level	Automatic Recognition	Hesitation	Incorrect Recognition
Preprimer 1. a 2. it 3. and	X X X		
Primer 4. no 5. me 6. did	X X	X	
First 7. see 8. good 9. where		X X	X
Second 10. come 11. great 12. while			X X X

Based on this assessment information, which of the following programming decisions should the Individualized Education Program (IEP) team make for Bevan?

- A. Modify Bevan's reading curriculum to the preprimer level of instruction.
- B. Begin the next unit of reading instruction for Bevan at the primer level.
- C. Provide Bevan with a reading curriculum at the first-grade instructional level.
- D. Arrange for Bevan to receive remedial reading instruction at the second-grade level.

Correct Response: C. Informal assessments can yield a variety of results that can be used to determine instructional programming for a student. Reading instruction for a student with a mild hearing loss should build on the student's existing skills. A reading curriculum that begins at the student's emergent skill level will provide the student with a greater sense of self-confidence. In this example, the assessment data indicate that all of the preprimer level words and two of the three primer level words are at Bevan's independent reading level, and the second-grade words are at his frustration reading level. Therefore, the first-grade reading curriculum would be the best choice for instruction.

Competency 0008

Apply procedures for assessing the intellectual performance and academic achievement of students who are deaf or hard of hearing.

4. A new student who has a mild hearing loss, attention-deficit/hyperactivity disorder (ADHD), and dyslexia has recently been placed in a fourth-grade general education classroom. The teacher of the deaf and hard of hearing is collaborating with the classroom teacher to implement the student's Individualized Education Program (IEP). The teacher of the deaf and hard of hearing would most appropriately recommend using a dynamic assessment with the student to obtain information about which of the following?
- A. the pattern of errors the student typically makes
 - B. the immediate effects of instructional interventions
 - C. the progress the student makes over time
 - D. the student's abilities when compared with those of peers

Correct Response: B. A dynamic assessment is an interactive, informal method of monitoring a student's progress and evaluating instructional methods. It is an appropriate and valuable tool to use with a student who has multiple needs because it provides a means for collecting ongoing information about how the student is learning as well as an opportunity for giving immediate feedback while the student is engaged in learning.

Competency 0011

Understand amplification methods and strategies for promoting auditory skill development in students who are hard of hearing.

5. A cochlear implant functions by:
- A. clarifying vocal tones and filtering out ambient noise.
 - B. amplifying sounds and delivering them to the inner ear.
 - C. electrically stimulating the auditory nerve.
 - D. mechanically vibrating the basilar membrane when a sound is detected.

Correct Response: C. A cochlear implant is an electronic device that includes a surgically implanted receiver and electrode array and an external transmitter coil, microphone, and speech processor. Through a series of steps, sound is converted into electrical pulses that stimulate the auditory nerve.

Competency 0011

Understand amplification methods and strategies for promoting auditory skill development in students who are hard of hearing.

6. Which of the following is an appropriate procedure for the regular maintenance and monitoring of a hearing aid?
- A. Wash each hearing component using a mild cleaning solution.
 - B. Check the batteries in the hearing aid each day using a battery tester.
 - C. Hold the hearing aid close to the ear to check for feedback.
 - D. Replace the earmold of the hearing aid at least once a month.

Correct Response: B. Students who are hard of hearing and who use hearing aids should be taught and urged to use proper maintenance procedures to ensure that they receive maximum benefits from the device. One such procedure involves checking the batteries using a battery tester. This should be done on a daily basis to ensure that the hearing aid has sufficient power to function properly.

Competency 0013

Understand how to meet the overall communication needs of students who are deaf or hard of hearing.

7. Beginning in the 1970s, widespread dissatisfaction with oralism as an instructional approach led most educational programs for the deaf in the United States to adopt methods characterized by which of the following?
- A. increased emphasis on fingerspelling
 - B. concentration on the development of auditory skills in preference to lipreading
 - C. development of both speech and signing skills
 - D. replacement of instruction in oral skills with instruction in sign language

Correct Response: C. In the 1970s, research indicated that the oral method of teaching young deaf children was not adequately helping them develop the skills they needed for independent daily living. Another study found that deaf children of deaf parents who had been exposed to manual methods of communication tended to have better academic and social skills when compared to deaf children of hearing parents. These and other studies led many educators to conclude that the early use of manual communication has a positive effect on learning. This resulted in a shift away from oral-only instruction to total communication, or the use of both speech and signing skills.

Competency 0015

Understand how to promote independent living competence and self-advocacy in students who are deaf or hard of hearing.

8. A teacher of the deaf and hard of hearing is planning prevocational instruction for Katie, a middle school student with a moderate hearing loss and a mild intellectual disability. Katie wears behind-the-ear hearing aids, communicates primarily through speech and speechreading, and has learned some basic American Sign Language (ASL) signs. Prevocational instruction will include communication skills such as following instructions, asking for assistance, asking questions to clarify, and accepting feedback. Which of the following instructional strategies would likely be most effective for helping Katie learn to generalize these communication skills?
- A. discussing with Katie the importance of these communication skills for her future vocational goals
 - B. making sure that Katie has frequent opportunities to practice these communication skills in real-life, community-based settings
 - C. arranging for Katie to role-play these communication skills with a paraprofessional on a weekly basis
 - D. encouraging Katie to use both speech and ASL when practicing these communication skills with others

Correct Response: B. One of the most effective techniques for teaching students with hearing loss, especially students who also have mild intellectual disabilities, is to provide direct instruction with authentic, hands-on experiences. Students who have mild intellectual disabilities tend to have difficulty generalizing newly learned skills to new settings; therefore, it would be very important for Katie's teacher to provide direct instruction in a variety of settings. Opportunities that require Katie to perform specific communication skills in an authentic situation will have a greater impact on her ability to master these skills.

Competency 0017

Understand how to promote strong school-home relationships.

9. Which of the following workshop topics would be most important for parents/guardians of deaf or hard of hearing students?
- A. the etiology of types of hearing impairments
 - B. procedural requirements related to the development of Individualized Education Programs (IEPs) for students who have hearing losses
 - C. the interpretation of student hearing assessment results
 - D. communication strategies that can be applied in a variety of settings

Correct Response: D. Parents of children who are deaf or hard of hearing need to learn about the various options for communication and come to a decision about the communication methods(s) that will be used by them and by their child at home, in school, and in the community. The choice of language and communication systems is an issue that will affect the family of a child who is deaf or hard of hearing forever, since the systems are key ingredients in the development of a child who is deaf or hard of hearing. Parents will need to learn various strategies to effectively communicate with their child and to promote their child's ability to effectively communicate with others in a variety of situations.

Competency 0018

Understand how to encourage school-community interactions that enhance learning opportunities for students who are deaf or hard of hearing.

10. A high school has scheduled an assembly involving local poets presenting their poetry to the school community. The teacher of the deaf or hard of hearing has contacted an agency to provide an interpreter for several students. Before the assembly, the teacher will meet with the interpreter to help ensure that the students' needs will be met. Which of the following topics would be most important for the teacher and interpreter to discuss during their meeting?
- A. what types of poetry and other creative writing genres the students have been exposed to previously in their school careers
 - B. how the poets, interpreter, and students should be positioned to maximize the flow of communication
 - C. what types of visual props the interpreter might need to reinforce the emotions of the poetry for the students
 - D. how the interpreter can simplify the content in a manner that would be academically appropriate for the students

Correct Response: B. For students who are deaf or hard of hearing, an interpreter can be a crucial communication tool in various situations, such as during a school assembly. It is essential for an interpreter to be positioned in a manner that allows him or her to see the presenters clearly so that their message can be communicated correctly. The interpreter must also be located in a place that allows the students who are deaf or hard of hearing to clearly see him or her so that they can receive the presenter's message.

Practice Constructed-Response Assignment

11. Use the information below about a student with a hearing loss to respond to the assignment that follows.

General Background

Trevor is a ten-year-old fourth-grade student who has a profound bilateral sensorineural hearing loss that was diagnosed when he was an infant. He currently receives instruction in a class for deaf or hard of hearing students.

Communication

Trevor receives instruction through total communication. He prefers to use American Sign Language (ASL) in his class, but does use speech and speechreading with individuals who do not know ASL.

Academic Skills

Trevor is currently having difficulty in mathematics, particularly when he is asked to complete assignments involving word problems. When Trevor is given math assignments containing word problems, he often uses the wrong operation (e.g., addition instead of subtraction) or overlooks key information.

Social Skills

Trevor will soon transition to a general education class for science. He has expressed a variety of concerns about the transition: whether he will be able to effectively communicate with the teacher and with peers, whether he will understand the teacher during lectures, and whether peers will be accepting of him. Trevor will have an ASL interpreter assigned to his science class.

Using your knowledge of ways to promote the development and learning of deaf or hard of hearing students, prepare a response in which you:

- describe two instructional methods that would promote Trevor's comprehension of mathematical word problems, and explain why each of these methods would be effective for Trevor; and
- describe two strategies that would promote Trevor's successful transition to a general education science class, and explain why each of these strategies would be effective for Trevor.



FOR YOUR REFERENCE ONLY—*The constructed-response item is written to assess understanding in Subarea III, Promoting Student Development and Learning, which consists of the competencies listed below.*

Understand how to establish a positive and productive learning environment for students who are deaf or hard of hearing.

Understand amplification methods and strategies for promoting auditory skill development in students who are hard of hearing.

Understand how to promote language development in students who are deaf or hard of hearing.

Understand how to meet the overall communication needs of students who are deaf or hard of hearing.

Understand how to promote the academic achievement of students who are deaf or hard of hearing.

Understand how to promote independent living competence and self-advocacy in students who are deaf or hard of hearing.

A Very Good Response to the Practice Constructed-Response Assignment

One instructional method that would likely promote Trevor's comprehension of mathematical word problems would be to work directly with Trevor to help him identify the more common words and phrases that often appear in mathematical word problems (e.g., "how many are left," "take away"). I would instruct Trevor to highlight the words and phrases as he comes across them in various math problems. We would then discuss the meanings of these words and phrases within a mathematical context, and I would reinforce the new mathematical words using fingerspelling or ASL. I would also have Trevor keep a math journal in which he can write mathematical terms and their meanings. He could refer to the math journal as needed at school and bring it home to assist him with homework. Teaching Trevor common math words and phrases and having him highlight and write these words and phrases in a journal will increase his awareness and understanding of what he should do when he comes across them in mathematical word problems.

I would also work to promote Trevor's comprehension of mathematical word problems by encouraging him to think aloud and explain what he is doing when solving word problems. For example, if Trevor were working on word problems involving multiple steps, I would have Trevor talk through how he would solve the word problem step-by-step. If he forgot a step or used the wrong operation, I would ask Trevor to reread the word problem aloud to first encourage him to self-evaluate his computations. If he did not understand why his computation was incorrect, I would have him refer to his math journal or directly point out the error(s). Using this method would encourage Trevor to take his time and think more deeply about how he goes about solving problems because he would be asked to explain his thinking. This method would also indicate any misconceptions Trevor may be having about specific word problems.

In an effort to promote Trevor's successful transition to a general education science class, I would begin by scheduling a meeting with Trevor, the science teacher, the ASL interpreter, and me to talk about Trevor's concerns and to obtain information about typical assignments, classroom procedures, etc. Before this meeting, Trevor and I would create a list of questions about the science class, such as "What types of science topics will we work on?" and "Are there any big science projects during the year?" During the meeting, Trevor and I could discuss his specific questions and needs and suggest changes in the classroom environment that would be helpful to him. Having this meeting would likely minimize any anxiety Trevor has about the transition and would promote his ability to advocate for himself.

(continued)

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

Before the transition, I would talk with Trevor and determine how we could best present information to his science class about the way in which he communicates. We would determine who would present the information and make a list of helpful tips to provide to his classmates about what they can do to best communicate and interact with him. Depending on Trevor's comfort level, either I would talk with Trevor's classmates, or Trevor and I would talk with his science class together about his hearing loss and how he communicates and provide communication tips to his classmates to promote their ability to communicate and interact with him. Working with Trevor to plan a discussion with his science class would further promote his ability to self-advocate. Sharing this information with Trevor's new classmates would help remove barriers to communication and help ensure that Trevor is included by his classmates.

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	<p>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.</p>
B	<p>There is no response to the assignment.</p>

**CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS
EVALUATION SYSTEMS
PEARSON
AMHERST, MA 01004-9007**

**www.octpa.org
www.ceoe.nesinc.com**

