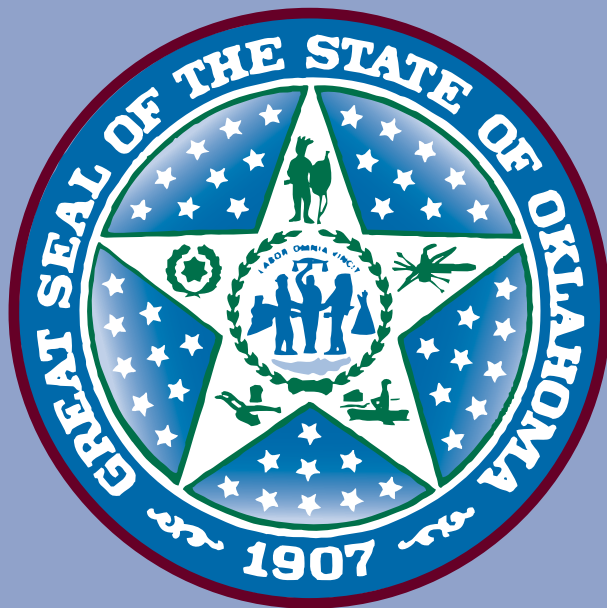


Certification Examinations for Oklahoma Educators™

Oklahoma Subject Area Tests™

STUDY GUIDE

032 Psychology/Sociology



Oklahoma Commission
for Teacher Preparation

OK-SG-FLD032-03

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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: PSYCHOLOGY/SOCIOLOGY

SUBAREAS:

- I. Foundations of Psychology
- II. Individual Development, Conflict and Adjustment, and Social Psychology
- III. Sociology

SUBAREA I—FOUNDATIONS OF PSYCHOLOGY

Competency 0001

Understand the historical development of major ideas in psychology and aspects of research and methodology.

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

Demonstrate knowledge of major individuals, movements, and trends in psychology.

Recognize appropriate methods and techniques for collecting information and choosing subjects in psychological research.

Apply skills used in posing questions, developing theories, and stating hypotheses in psychological research.

Competency 0002

Understand the biological bases of behavior.

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

Recognize the major components, structures, and functions of the nervous system and the endocrine system.

Analyze biological influences on behavior and the significance of biology for psychology.

Examine the structure of the brain and how the brain processes information.

Analyze the effects of heredity and environment on behavior.

Competency 0003

Understand sensation and perception.

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

Recognize how humans organize, interpret, and respond to sensory stimuli.

Examine how the brain creates meaning from physical sensations.

Distinguish between sensation and perception.

Analyze factors that affect sensation and perception.

Competency 0004

Understand stress and coping and their relationship to health.

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

Recognize sources and stages of stress.

Demonstrate knowledge of physiological and psychological reactions to stress.

Examine relationships among stress, psychological health, and physical health.

Examine strategies for dealing with stress and promoting health.

Competency 0005

Understand states of consciousness, including sleep, reactions to drugs, and controlled conscious processes.

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

Distinguish between different states of consciousness.

Identify the stages and characteristics of sleep and theories used to explain and interpret dreams.

Demonstrate knowledge of phenomena associated with hypnosis and meditation.

Examine types and effects of psychoactive drugs.

Competency 0006

Understand principles and processes associated with memory.

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

Examine how information is encoded, stored, and retrieved.

Analyze processes used to recall information.

Recognize factors that interfere with memory.

Apply knowledge of techniques used to improve memory.

Competency 0007

Understand principles and processes associated with learning.

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

Examine alternate views of learning and how learning occurs.

Apply knowledge of principles of classical and operant conditioning.

Examine types and processes of cognitive learning.

Recognize the roles of biology and culture in learning.

Competency 0008

Understand thinking and language.

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

Demonstrate knowledge of thinking as a mental process involving the manipulation and understanding of information.

Recognize processes and strategies related to decision making, problem solving, and creative thinking.

Examine the structural features of language and processes of language acquisition.

Analyze relationships between language and thought.

SUBAREA II—INDIVIDUAL DEVELOPMENT, CONFLICT AND ADJUSTMENT, AND SOCIAL PSYCHOLOGY

Competency 0009

Understand lifespan development from conception to old age.

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

Apply knowledge of developmental theories (e.g., theories of Piaget, Erikson, Kohlberg) to life situations.

Recognize physical, cognitive, social, and emotional changes throughout the lifespan.

Examine the effects of biological and environmental factors on development.

Examine factors related to gender development and the development of cultural identity.

Competency 0010

Understand concepts and processes related to motivation and emotion.

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

Apply knowledge of major theories of motivation (e.g., Maslow's hierarchy of needs, cognitive dissonance).

Analyze internal and external factors affecting motivation.

Examine physiological, affective, cognitive, and behavioral aspects of emotions.

Demonstrate knowledge of the effects of motivation and emotion on perception, cognition, and behavior.

Competency 0011

Understand individual differences and how psychologists assess individual differences.

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

Recognize how psychologists measure differences among individuals.

Examine major individuals, trends, and issues in the history of psychological testing.

Analyze the roles of heredity and environment in determining individual differences.

Demonstrate knowledge of the nature of intelligence and intelligence testing.

Competency 0012

Understand concepts of personality and methods for assessing personality.

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

Examine what is meant by personality and personality constructs.

Demonstrate knowledge of various theories and approaches associated with the study of personality (e.g., psychoanalytic, cognitive-behavioral, humanistic).

Recognize tools used to assess personality, including objective and projective techniques.

Competency 0013

Understand psychological disorders and their effects.

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

Recognize types and characteristics of abnormal behavior.

Examine alternative explanations for psychological disorders.

Demonstrate knowledge of categories of abnormal behavior (e.g., anxiety disorders, mood disorders, schizophrenia) and challenges associated with accurate diagnosis of psychological disorders.

Competency 0014

Understand the treatment of psychological disorders.

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

Recognize characteristics and goals of various modes of treatment for people with psychological disorders (e.g., psychoanalytic, biomedical, cognitive).

Analyze the use of biomedical treatment for psychological disorders.

Examine criteria for evaluating the success of a treatment.

Identify legal and ethical guidelines in providing treatment for psychological disorders.

Competency 0015

Understand concepts and processes related to social psychology.

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

Recognize social psychological phenomena (e.g., altruism, aggression, cooperation, competition) and factors that influence these phenomena.

Demonstrate knowledge of attitude formation and processes by which attitudes change.

Analyze types of groups and group processes that affect individual behavior.

Examine processes of intergroup relations, including those concepts involving bias, discrimination, and tolerance.

SUBAREA III—SOCIOLOGY

Competency 0016

Understand sociological perspectives and the historical development of sociology.

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

Identify major goals and perspectives in sociology and key sociological terms and concepts.

Demonstrate familiarity with important ideas and individuals in the history of sociology.

Recognize how sociology differs from and is similar to other social science fields.

Competency 0017

Understand methods of data collection and analysis in sociology.

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

Demonstrate familiarity with basic methods and procedures used in sociological research.

Apply skills for collecting, organizing, analyzing, and interpreting sociological data.

Recognize ethical standards and guidelines in contemporary sociological research.

Competency 0018

Understand the concepts of culture and society and their significance.

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

Demonstrate familiarity with the concept of culture, the major components of culture, and the difference between culture and society.

Identify universal aspects of culture.

Analyze factors and processes involved in the development and perpetuation of culture.

Competency 0019

Understand the relationship between the individual and society.

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

Analyze processes of socialization through the life cycle and their effects on the emergence of personal identity and a sense of self.

Recognize the roles of social, cultural, and economic factors in the formation of individual values, beliefs, and attitudes.

Examine the relationship between culture and personality in different societies.

Competency 0020

Understand concepts related to social structure and the organization of groups.

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

Demonstrate familiarity with concepts of social interaction, social status, and social role.

Identify characteristics, structures, and functions of different types of social groups and organizations.

Examine the nature of society and characteristics of different types of societies.

Competency 0021

Understand social institutions and their roles in different societies.

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

Demonstrate familiarity with the characteristics and functions of different types of social institutions.

Recognize differences in the roles played by the major social institutions in different societies.

Examine the changes that have taken place in family, religious, economic, and political institutions in the United States.

Competency 0022

Understand social inequality and its significance in modern societies.

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

Demonstrate familiarity with concepts and theories regarding the nature and causes of social stratification.

Examine the concepts of class and social mobility and the causes, characteristics, and effects of socioeconomic stratification.

Analyze concepts associated with race and racism and the causes, characteristics, and effects of racial and ethnic discrimination.

Identify the causes, characteristics, and effects of gender and age discrimination in contemporary society.

Competency 0023

Understand deviance and criminal behavior and methods of social control.

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

Examine differences in concepts of deviance, normality, and crime in different contexts.

Demonstrate knowledge of biological, psychological, and sociological theories of deviance and crime.

Recognize individual and social consequences of deviant behavior.

Demonstrate familiarity with agents and methods of social control in different types of societies.

Competency 0024

Understand demographic processes and their significance.

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

Recognize basic demographic concepts of fertility, mortality, and migration and how these phenomena affect population change.

Evaluate the social, economic, and political significance of changes in the composition of modern populations.

Examine causes and consequences of population growth.

Competency 0025

Understand processes of social change.

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

Evaluate theories explaining the causes, processes, and mechanisms of social continuity, conflict, and change.

Examine the concept of collective behavior and the types, origins, and effects of social movements.

Analyze the significance of modernization and globalization for different societies.

Demonstrate knowledge of causes of industrialization and urbanization, problems created by urbanization, and solutions to urban problems.

PRACTICE TEST QUESTIONS AND ANSWERS: PSYCHOLOGY/SOCIOLOGY

Practice Selected-Response Questions

Competency 0001

Understand the historical development of major ideas in psychology and aspects of research and methodology.

1. Which of the following best explains why psychological research is commonly published in a form that permits others to repeat the research?
 - A. to provide a means of checking for bias and other distortions of evidence in a study
 - B. to enable other behavioral scientists to determine the scholarly perspective that informed a study
 - C. to provide a means of ensuring that researchers respect the privacy and dignity of the people being studied
 - D. to enable other behavioral scientists to determine whether a researcher examined the most relevant issues

Correct Response: A. In publishing their research findings, psychologists are expected to provide a full statement of methods and sources used in their work. This allows others who might challenge a study's conclusions to use the same methods and evidence to make their own assessments of the validity of the findings in question.

Competency 0004

Understand stress and coping and their relationship to health.

2. Which of the following best illustrates a use of the psychological adjustment mechanism of displacement?
- A. An adolescent male convinces himself that the anger he feels toward his father is not actual hostility.
 - B. A young child attributes socially unacceptable behavior to the actions of a playmate.
 - C. An employer justifies dismissing a worker by stating that the person will do better elsewhere.
 - D. An office worker who has been disciplined by a supervisor later responds angrily to a friend's comments.

Correct Response: D. Displacement is a psychological adjustment mechanism that enables people to reduce anxiety by diverting anger or resentment away from the real target of such feelings toward a less threatening target. The behavior of the office worker described in response D is a good example of displacement.

Competency 0005

Understand states of consciousness, including sleep, reactions to drugs, and controlled conscious processes.

3. The conscious control of internal processes is best exemplified by an individual who:
 - A. gradually develops a tolerance to the effects of nicotine in cigarettes.
 - B. uses a hallucinogen to experience an altered state of consciousness.
 - C. regularly practices meditation in order to relax.
 - D. responds to prolonged sensory deprivation with altered patterns of thinking and behaving.

Correct Response: C. When meditating, individuals consciously restrict their mental and physical awareness to one source of stimulation. This self-induced method of mental control has been found to lower blood pressure, decrease heart rate, and prompt other changes in autonomic body functions.

Competency 0007

Understand principles and processes associated with learning.

4. Theories of cognitive learning emphasize the idea that learning:
 - A. involves the organized processing of material.
 - B. is principally a passive process.
 - C. is influenced by past experiences rather than future expectations.
 - D. depends principally on reinforcement processes.

Correct Response: A. Cognitive learning theory posits that learning involves the active processing of information in an organized manner by means such as making comparisons and forming associations between existing knowledge and new information. In contrast to behavioral approaches, which present learning as conditioned responses to stimuli through external reinforcements, cognitive learning theory asserts that learning is a purposeful process that requires active involvement by the individual.

Competency 0012

Understand concepts of personality and methods for assessing personality.

5. Which of the following is a major criticism of the person-centered theory of personality developed by Carl Rogers?
- A. Any reliable theory of human behavior should focus on the stable components of personality.
 - B. What people tell therapists about themselves is sometimes distorted by various types of deceptions.
 - C. Biological and hereditary factors are not significant determinants of behavior.
 - D. The interpretation of dreams is an extremely subjective method of analyzing human behavior.

Correct Response: B. Based on the concept of self-actualization, the person-centered theory of personality developed by Carl Rogers seeks to help clients become fully functioning by creating a caring and empathic atmosphere in which they freely explore the sources of their anxiety. Critics charge that client deception—both conscious and unconscious—seriously detracts from the reliability of the self-reports on which person-centered therapy relies.

Competency 0014

Understand the treatment of psychological disorders.

6. A major benefit of behavior therapy is that it:
- A. helps patients increase their ability to express their anxieties and emotions through overt behaviors.
 - B. offers a lasting cure by focusing on the causes of behavior problems.
 - C. promotes patient self-esteem by using procedures that respect the individual.
 - D. promotes rapid improvement by treating specific, concrete behaviors.

Correct Response: D. Behavior therapy typically begins with clearly stated behavior goals; because behavior therapists tend to concentrate on modifying overt behaviors rather than dealing with underlying causes, they are often able to alter targeted behaviors rapidly.

Competency 0016

Understand sociological perspectives and the historical development of sociology.

7. The civil rights movement and other related developments of the 1960s most influenced the study of sociology in the United States by:
 - A. encouraging research designed to improve contemporary social life.
 - B. providing the impetus for the creation of innovative research methodologies.
 - C. focusing attention on the role social relations play in shaping individual behavior.
 - D. renewing interest in structural-functional interpretation of social interaction.

Correct Response: A. The civil rights movement of the 1960s created increased interest in the activist side of sociological research. Many of the scholars inspired by the movement's aims and achievements began investigating a variety of social issues in an attempt to identify ways to improve contemporary social life.

Competency 0022

Understand social inequality and its significance in modern societies.

8. Which of the following most accurately describes how socioeconomic stratification affects different social groups in contemporary U.S. society?
- A. The higher one's social position, the greater the likelihood a person will suffer from psychological distress.
 - B. A decline in national affluence is likely to have a more negative effect on high-income groups than on low-income groups.
 - C. The lower one's social position, the shorter a person's life expectancy is likely to be.
 - D. An increase in national wealth is likely to benefit low-income groups more than it does high-income groups.

Correct Response: C. The lower one's social position in contemporary U.S. society, the more likely it is that one will be exposed to infectious diseases, suffer from nutritional deficiencies, live in substandard housing, and have limited access to adequate health care. These and related factors all shorten a person's life expectancy.

Competency 0023

Understand deviance and criminal behavior and methods of social control.

9. Conflict theorists would most likely cite which of the following as evidence to support their view of how the criminal justice system operates?
- A. Although imprisonment rates have increased dramatically in the United States in recent years, the majority of convicted lawbreakers are either on probation or parole.
 - B. While people from lower social strata convicted of property crimes often receive prison sentences, people from higher social strata convicted of such offenses as fraud are generally treated more leniently.
 - C. The results of self-report studies in which individuals were asked to provide details of crimes they had committed suggest that more than 90 percent of U.S. citizens have broken the law.
 - D. Although plea bargaining enables legal authorities to save time and money, it sometimes allows people convicted of serious offenses to obtain their freedom in less than a year.

Correct Response: B. Proponents of conflict theory contend that most social rules reflect the values and interests of the dominant social group or groups that possess the authority to impose their will on members of less powerful groups. Conflict theorists would thus see differences in the sentencing of people from upper and lower social strata as confirmation of their view of how the criminal justice system operates.

Competency 0025

Understand processes of social change.

10. Which of the following best matches a stage in the life cycle of social movements with a distinguishing characteristic of that stage?
- A. Preliminary stage: Leaders frame demands in moderate terms to mobilize support for the movement.
 - B. Popular stage: Decision making is divided among different bodies within the movement.
 - C. Formal organization stage: Ideologies are formulated to give the movement unity and direction.
 - D. Institutional stage: Leadership by strategists gives way to leadership by reformers and prophets.

Correct Response: C. As the more charismatic forms of leadership that typically characterize the popular stage of social movements begin to recede, movements create hierarchical structures and develop set policies and programs. During this formal organization stage, ideologies are also formulated to give the movement greater direction and unity.

Practice Constructed-Response Assignment

11. Read the passage below; then complete the exercise that follows.

D. L. Rosenhan published the results of a study in 1973, in which eight participants posed as psychiatric patients. The subjects presented themselves for admission to 12 psychiatric hospitals in 5 different states. All pseudopatients followed the same instructions. Each one called ahead to make an appointment, and upon arriving at the hospital, complained of hearing voices that said "empty," "hollow," and "thud." Other than this symptom, all subjects acted completely normal and gave truthful answers to the interviewers' inquiries, except for using false names and occupations. Once in the hospital, the subjects were directed to behave normally so as to be released as soon as possible. The average hospital stay for these patients was 19 days, with a range from 7 to 52 days. Not one of these pseudopatients was detected by hospital staff as being of normal mental health. All were released with diagnoses of "schizophrenia in remission." During their stay, pseudopatients documented how psychiatrists and other hospital staff responded to their requests for information (e.g., "Doctor, could you tell me when I am eligible for grounds privileges?" or "Doctor, when am I likely to be discharged?") Seventy-one percent of the time, psychiatrists turned their heads away from the patient and walked past, while only 4% of the time did the doctor actually stop and speak with the patient.

Using your knowledge of psychology, write a response in which you:

- describe the major influences on this work (e.g., pre-existing theories, social and political events, prior research) **or** the consequences of this work for developments in the field of psychology; and
- evaluate the importance of this work by explaining its implications for educational practice **or** for psychological practice, **or** how the individual behaves in society.



FOR YOUR REFERENCE ONLY—*The constructed-response item is written to assess understanding in Subarea II, Individual Development, Conflict and Adjustment, and Social Psychology, which consists of the competencies listed below.*

Understand lifespan development from conception to old age.

Understand concepts and processes related to motivation and emotion.

Understand individual differences and how psychologists assess individual differences.

Understand concepts of personality and methods for assessing personality.

Understand psychological disorders and their effects.

Understand the treatment of psychological disorders.

Understand concepts and processes related to social psychology.

A Very Good Response to the Practice Constructed-Response Assignment

In terms of social and political influences on Rosenhan's work, this study came at a time when psychiatric hospitalizations were far more common than they are today. His work focused attention on two important issues being considered by mental health professionals at the time: the value and effects of institutionalization on patient outcomes as well as the problems of accurately diagnosing mental illness.

Since the 1960s, public awareness of poor conditions, abuse of medications, and inhumane surgical techniques used in some mental hospitals had been growing into a deinstitutionalization movement. This movement sought to provide less restrictive outpatient care to patients who posed no danger to themselves or others. It also sought to improve living conditions in hospitals and to reduce the cost of providing mental health care.

Another influence on Rosenhan may have been the work of Carl Rogers. By the 1970s, Rogers had developed a clinical approach known as client-centered therapy, and his school of humanistic psychology was gaining popularity as some psychologists became disenchanted with traditional psychoanalytic approaches. Rogers focused on collaboration between the client and the therapist to address the client's concerns. This alternative approach of viewing the client as an individual and an active partner in treatment may well have influenced Rosenhan to challenge traditional models of treating mental health patients.

Also by the early 1970s, many clinicians considered the available version of the "Diagnostic and Statistical Manual of Mental Disorders" (DSM) to be inadequate. Its failure to establish reliable diagnostic criteria and its psychoanalytic theoretical leaning led to the formation of a task force to develop an empirically-based diagnostic manual, the "DSM-III," which appeared a year after Rosenhan's study. This reconsideration of the criteria by which diagnoses are made may have influenced Rosenhan's decision to pursue this line of research.

Rosenhan's work has important implications for educational practice. The results from this study suggest that educators need to be especially vigilant in order to look beyond the diagnostic label of a special needs student to address the student as an individual. Educators need to attend to the whole student, not just the disability. In considering students of all backgrounds and abilities, the tendency to sum up a student with a single word is not useful or accurate. This understanding may provide a basis for the trend toward mainstreaming special needs students into classrooms with children of varying abilities. Rosenhan's work is most useful in that it contributes to awareness about how assigned labels affect the way an individual is perceived and treated. As a result of exposure to Rosenhan's work, educators would hopefully compensate for this tendency to categorize people and make concerted efforts to understand more fully the individual needs of students.

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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