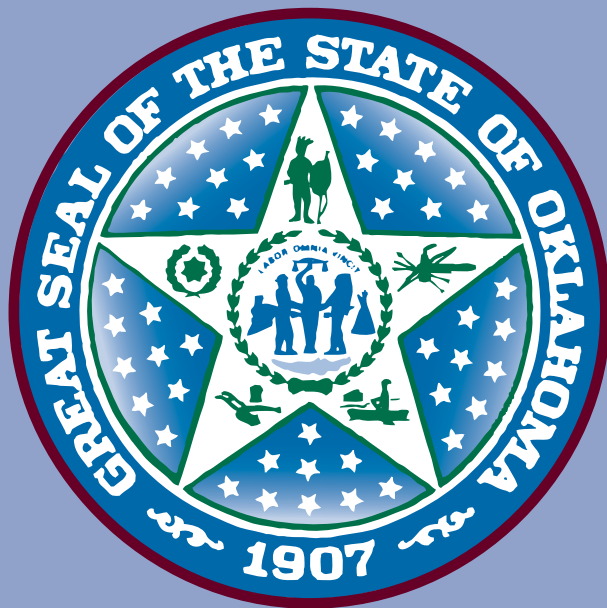


# Certification Examinations for Oklahoma Educators™

## Oklahoma Subject Area Tests™

# STUDY GUIDE

036 Driver/Safety Education



Oklahoma Commission  
for Teacher Preparation

OK-SG-FLD036-04

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

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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.

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: DRIVER/SAFETY EDUCATION

### SUBAREAS:

- I. Motor Vehicle Operation
- II. Motor Vehicle Laws, Rules, and Regulations
- III. Safety for All Highway Users
- IV. Instruction in Basic Driving Procedures
- V. Additional Areas

### SUBAREA I—MOTOR VEHICLE OPERATION

#### Competency 0001

**Apply laws involving the interaction of natural forces to the operation of a motor vehicle (e.g., Newton's Third Law).**

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

Identify physical laws affecting the operation and handling characteristics of vehicles.

Analyze vehicular components and systems in terms of physical laws.

Apply physical laws in given situations involving motor vehicle operation.

#### Competency 0002

**Understand physical and psychological factors that affect the operation of a motor vehicle (including psychological make-up of young drivers).**

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

Analyze factors related to vision that affect the operation of a motor vehicle.

Identify the effects of emotions on the operation of a motor vehicle.

Recognize the effects of specific illnesses and disabilities on the operation and design of motor vehicles.

#### Competency 0003

**Understand drug use and its implications for operating a motor vehicle.**

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

Identify the physiological effects of drugs and the effects of drugs on motor vehicle operation.

Identify psychological factors related to drug use and motor vehicle operation.

Identify legal issues related to drug use and motor vehicle operation.

### **Competency 0004**

**Understand the IPDE process/Smith system and its application in operating a motor vehicle.**

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

Identify the components of the IPDE process/Smith system.

Recognize behaviors and actions as components of the IPDE process/Smith system.

Apply the IPDE process/Smith system in given traffic situations.

### **Competency 0005**

**Understand energy conservation in relation to the construction, operation, and maintenance of motor vehicles.**

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

Analyze the effects of vehicle design and construction on energy use and conservation.

Analyze the effects of driver behavior on energy use and conservation.

Analyze the effects of vehicle care and maintenance on energy use and conservation.

## **SUBAREA II—MOTOR VEHICLE LAWS, RULES, AND REGULATIONS**

### **Competency 0006**

**Apply the rule of "right of way" and the doctrine of "last clear chance" in given traffic situations.**

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

Apply the rule of "right of way" in given situations involving motor vehicles.

Apply the rule of "right of way" in given situations involving motor vehicles and pedestrians.

Apply the doctrine of "last clear chance" in given motor vehicle situations.

### **Competency 0007**

**Understand rules and regulations related to operator's licenses, vehicle ownership, and traffic violations.**

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

Recognize rules and regulations related to operator's licenses.

Recognize rules and regulations related to vehicle ownership.

Demonstrate knowledge of types of traffic violations and associated penalties.

## Competency 0008

**Interpret standard roadway signs, pavement markings, and traffic signals.**

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

Interpret standard roadway signs according to shapes and colors.

Interpret standard pavement markings (e.g., two solid yellow lines, one broken white line).

Interpret standard traffic signals (e.g., blinking red, red and amber, blinking amber).

## Competency 0009

**Understand types and functions of automobile insurance in Oklahoma (including mandatory and optional coverage).**

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

Distinguish between mandatory and optional insurance coverage in Oklahoma.

Identify types of automobile insurance (e.g., liability, collision, comprehensive, property damage) and their characteristics.

Identify the type of automobile insurance providing coverage in given situations.

## SUBAREA III—SAFETY FOR ALL HIGHWAY USERS

### Competency 0010

**Understand the rights and responsibilities of drivers and pedestrians in traffic situations.**

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

Demonstrate knowledge of regulations related to pedestrian and driver safety.

Identify procedures and precautions related to pedestrian safety.

Apply knowledge of traffic safety to situations involving drivers and pedestrians.

### Competency 0011

**Understand issues and practices related to safety in specified settings and situations.**

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

Identify issues and practices related to bicycle safety.

Identify issues and practices related to motorcycle safety.

Identify safety procedures related to railroad crossings.

Identify laws and procedures related to school bus safety.

## Competency 0012

### **Understand collision-avoidance maneuvers and driver liability in specific situations.**

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

Identify appropriate procedures and maneuvers in given emergency situations (e.g., evasive maneuvers, skid recovery).

Analyze driver liability in given accident situations.

## Competency 0013

### **Understand causes of and responsibilities related to traffic accidents.**

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

Identify the major causes of accidents.

Identify the legal responsibilities of participants in an automobile collision.

Apply procedures for completing an accident report.

## Competency 0014

### **Understand automobile safety devices.**

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

Recognize how various safety devices (e.g., safety belt, air bag) protect an automobile's occupants.

Identify types of safety devices (e.g., four-way flashers, locking steering wheel) and their functions.

## Competency 0015

### **Understand procedures related to the provision of basic first aid.**

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

Demonstrate knowledge of procedures for assessing the condition of accident victims.

Apply appropriate first aid procedures in a given situation.

Analyze legal issues related to the administration of first aid or other assistance to accident victims (e.g., Good Samaritan Act).

## **SUBAREA IV—INSTRUCTION IN BASIC DRIVING PROCEDURES**

## Competency 0016

### **Understand preoperative, starting, and parking procedures.**

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

Identify checks and procedures used before starting an automobile.

Demonstrate knowledge of procedures for starting an automobile.

Demonstrate knowledge of procedures for parking an automobile.

## Competency 0017

**Understand procedures related to braking techniques, maintaining directional control, and determining and maintaining a safe following distance.**

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

Analyze factors involved in maintaining directional control of motor vehicles.

Demonstrate knowledge of factors and procedures in maintaining a safe following distance behind other vehicles.

Recognize braking techniques for different situations.

## Competency 0018

**Understand procedures for turning, passing, changing lanes, and signaling.**

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

Identify procedures and techniques for passing other motor vehicles.

Identify procedures for changing lanes when driving a motor vehicle.

Identify procedures for turning and signaling when driving a motor vehicle.

## Competency 0019

**Understand defensive driving techniques.**

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

Analyze environmental factors that indicate changing or dangerous driving conditions.

Apply defensive driving techniques in given situations.

## Competency 0020

**Understand techniques for driving in various situations and environments.**

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

Identify techniques for night driving.

Identify techniques for driving under adverse conditions (e.g., inclement weather, road construction).

Identify techniques for driving on an expressway.

Identify techniques for city and rural driving.

## **SUBAREA V—ADDITIONAL AREAS**

### **Competency 0021**

#### **Understand driver and safety education programs in Oklahoma.**

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

Demonstrate knowledge of factors and regulations (including student eligibility) that affect student participation in a driver education program.

Demonstrate knowledge of the goals and objectives of driver and safety education programs in Oklahoma.

Specify criteria for evaluating the effectiveness of a driver and safety education program.

### **Competency 0022**

#### **Understand instructional settings and strategies in driver education.**

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

Demonstrate knowledge of the advantages and purposes of the use of simulation in a driver education program.

Recognize procedures for maintaining in-car driving records for individual students in a driver education program.

Demonstrate knowledge of the advantages and purposes of instruction on the multiple-car driving range.

### **Competency 0023**

#### **Understand materials and teaching aids commonly used in driver and safety education programs, and procedures for providing driving instruction to students with disabilities.**

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

Identify types and characteristics of materials and teaching aids commonly used in the classroom and during behind-the-wheel instruction.

Demonstrate knowledge of special equipment for providing driving instruction to students with disabilities.

Recognize regulations involving special equipment for students with disabilities.

### **Competency 0024**

#### **Understand the components and functions of the major systems of an automobile.**

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

Identify the parts of an automobile engine and their functions.

Identify the parts of an automobile braking system and exhaust system and their functions.

Identify procedures for maintaining an automobile.

## PRACTICE TEST QUESTIONS AND ANSWERS: DRIVER/SAFETY EDUCATION

### Practice Selected-Response Questions

#### Competency 0003

Understand drug use and its implications for operating a motor vehicle.

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1. Which of the following types of over-the-counter medicines is most likely to impair a driver's ability by causing drowsiness?
  - A. aspirin
  - B. diet pills
  - C. antacids
  - D. antihistamines

**Correct Response: D.** Antihistamines, drugs that alleviate the symptoms of a runny nose and sneezing, are included in over-the-counter cold and allergy medications. A common side effect of antihistamine use is drowsiness and loss of concentration, so anyone taking antihistamines should avoid driving a car.

### Competency 0005

Understand energy conservation in relation to the construction, operation, and maintenance of motor vehicles.

---

2. Which of the following practices would be most effective in conserving gasoline?
- A. using only fuel that contains detergent additives
  - B. warming up the engine thoroughly before driving
  - C. maintaining tire pressure at the recommended level
  - D. accelerating rapidly to achieve driving speed

**Correct Response: C.** Maintaining tire pressure at the correct level helps ensure that a car will roll as smoothly as possible on the road. This in turn puts the least continuous strain on the engine, thus allowing the engine to use gasoline most efficiently.

**Competency 0006**

Apply the rule of "right of way" and the doctrine of "last clear chance" in given traffic situations.

---

3. Four vehicles approach a four-way intersection from different directions. In this situation, the right of way should be yielded first to the vehicle that:
- A. has the most traffic behind it.
  - B. arrived at the intersection first.
  - C. is going straight.
  - D. is turning right.

**Correct Response: B.** If one of four vehicles arrives at an intersection ahead of the others, safe driving practice dictates that other vehicles should yield to it.

## Competency 0010

Understand the rights and responsibilities of drivers and pedestrians in traffic situations.

---

4. A motorist driving on a two-lane street sees a group of children playing with a ball near the side of the road. In this situation, the most appropriate procedure for the motorist to follow is to:
- A. blow the horn and maintain speed while passing by the children.
  - B. move as far into the left lane as possible while passing by the children.
  - C. reduce speed and cover the brake while passing by the children.
  - D. come to a complete stop until the children notice the vehicle and move away from the road.

**Correct Response: C.** Children easily forget safety rules involving road traffic and can often act unpredictably. Drivers should therefore proceed slowly and be prepared to brake when they notice children playing near the road.

## Competency 0012

Understand collision-avoidance maneuvers and driver liability in specific situations.

---

5. A motorist is driving 30 miles per hour on a residential street and notices an automobile in a driveway ahead that is about to back out into his lane. Which of the following collision-avoidance behaviors should the motorist use first?
- A. swerve to the left
  - B. come to a stop as quickly as possible
  - C. sound the horn
  - D. flash the headlights repeatedly

**Correct Response: C.** Sounding the horn should alert the driver backing out of the driveway that a car is approaching and give him or her time to stop, thus preventing an accident. This is the most appropriate first step to take in this situation as it gains the attention of the driver in the driveway without causing the driver on the road to take evasive action that could cause a collision.

## Competency 0015

Understand procedures related to the provision of basic first aid.

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6. The victim in an automobile accident has a large laceration on her arm and is losing blood rapidly. Applying direct pressure with a cloth and elevating the wound has not stopped the bleeding. Which of the following should be done next to stop the bleeding?
- A. While continuing to apply pressure to the wound, also apply pressure to the arterial pressure point for that arm.
  - B. Have the victim put her head between her knees while continuing to apply pressure to the wound.
  - C. Have the victim lie down with her feet elevated above her head while applying additional bandages to the wound.
  - D. While continuing to elevate the wound, apply a tourniquet in an area of the arm above the wound.

**Correct Response: A.** If pressure and elevation do not stop severe bleeding, the next step is to stop blood flow by applying pressure at an arterial point, which slows blood flow by pressing the bleeding artery against a bone. Elevation should be continued, and pressure should only be applied until bleeding is controlled.

## Competency 0016

Understand preoperative, starting, and parking procedures.

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7. Before shifting a car with an automatic transmission from "neutral" to "drive," the operator should:
  - A. depress the brake pedal.
  - B. shift into "park."
  - C. depress the accelerator lightly.
  - D. engage the parking brake.

**Correct Response: A.** A vehicle that has an automatic transmission may move forward when put into "drive." Therefore, before shifting from "neutral" to "drive," a driver should ensure that the brake pedal is depressed, releasing it only when ready to accelerate.

## Competency 0020

Understand techniques for driving in various situations and environments.

---

8. Which of the following is an important safety consideration when driving at night on an unlit road?
- A. Avoid driving at speeds that make the stopping distance longer than the distance lighted by the headlights.
  - B. Use the high-beam headlights in foggy, rainy, or snowy weather.
  - C. Avoid temporary loss of vision due to glare by turning your head to the right when an oncoming car is approaching.
  - D. Use only the parking lights when driving in heavy traffic areas.

**Correct Response: A.** Stopping distance increases with speed. Therefore, it is important that a driver not exceed the speed at which the vehicle can be stopped safely if a hazard is sighted. At night on an unlit road, a driver can see a hazard only within the distance illuminated by the headlights, so the vehicle should be kept at a speed that will allow the driver to come to a stop within that distance.

### Competency 0023

Understand materials and teaching aids commonly used in driver and safety education programs, and procedures for providing driving instruction to students with disabilities.

---

9. Which of the following pieces of equipment would be most helpful for a driver who has trouble maintaining his or her balance behind the wheel because of the loss of a leg?
- A. tilt wheel
  - B. harness seatbelt
  - C. slide board
  - D. control bar

**Correct Response: B.** Harness seatbelts help keep a person's trunk properly secured in a car seat. If a driver has difficulty in keeping proper balance because of the loss of a leg, a harness belt will help the driver maintain a safe and comfortable driving position.

**Competency 0024**

Understand the components and functions of the major systems of an automobile.

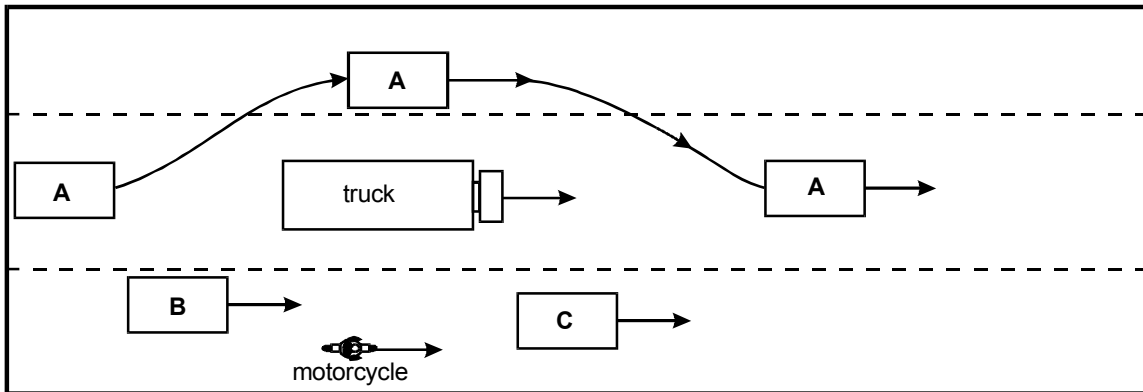
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10. The primary function of the alternator is to:
- A. generate electricity.
  - B. maintain the engine's timing.
  - C. ignite the starter.
  - D. regulate engine temperature.

**Correct Response: A.** After a car has been started and the engine is running, the alternator generates electricity to recharge the battery and power the ignition system.

## Practice Constructed-Response Assignment

11. Use the diagram and the information below to complete the assignment that follows.



It is a warm Thursday in spring, at 10:00 p.m. On an interstate highway, a tractor-semitrailer is traveling at 58 miles per hour up a long hill, centered in the middle lane. A motorcyclist, Driver A, Driver B, and Driver C have all been traveling for the last mile in the same positions as depicted in the diagram and at approximately the same speed as the tractor semi-trailer. Driver A decides to pass the truck, using the left lane. Driver A switches on the left turn signal, moves into the right side of the left lane, and accelerates. In the time it takes for Driver A to pass the truck, all five vehicles have crested the hill and started to descend the hill. Driver A switches on the right turn signal and moves back into the middle lane in front of the truck, decelerating from 65 miles per hour to 61 miles per hour.

Using your knowledge of safe driving practices, prepare a response in which you:

- identify the road, traffic, and/or environmental conditions that will affect driving safety in this situation;
- identify the driver(s) acting in an unsafe manner and explain why the actions of each identified driver are unsafe; and
- describe what actions should be taken to insure safety now that the drivers are in this situation.

## A Very Good Response to the Practice Constructed-Response Assignment

Heavy traffic on highways introduces safety concerns because of the higher traveling speeds, increased stopping distances, and quickly changing zones. Drivers want to be sure they are maintaining safe speeds and safe distances from other vehicles so they can brake and/or maneuver in the event of a changing zone. Moreover, traffic usually slows down when traveling uphill on interstate highways. Large trucks traveling uphill slow down a lot more than smaller vehicles, so all vehicles in this situation should be aware of the truck's speed. Trucks also have blind spots along the sides, directly in front and close behind, which the other vehicles should be aware of. Finally, driving at night reduces visibility and decreases driver response time.

All the drivers have been driving too close together for the past mile. "Wolf packs" like this close off zones for all drivers and reduce stopping distances. Drivers in the pack will most likely not have enough time to brake or maneuver if they need to. In addition to being part of the pack, the motorcycle has been traveling in the truck's right side blind spot. The truck might not know the motorcycle is there. It is appropriate for Driver A to pass the truck, but Driver A moves into in the right side of the left lane. This further closes off the right zone for Driver A and the left zone for the truck. Also, Driver A decreases speed to 61 miles per hour after it passes the truck and returns to the middle lane in front of the truck. Under the circumstances, this is too slow. On downhills, trucks pick up more speed relative to the increase in speed of smaller vehicles because trucks are much heavier. Driver A is now traveling only three miles per hour faster than the truck was traveling when the truck was near the top of the long uphill climb. The truck's speed on the downhill is likely to be more than three miles per hour faster than it was near the top of the hill. The truck may have to brake hard, which is unsafe because trucks are difficult to control due to weight, high profile, and blind spots. Also, trucks typically blink their headlights when it is safe for a passing vehicle to switch back into the lane in front of them. The truck did not blink its lights in this case, which is another indication that Driver A switched back into the middle lane in front of the truck when it was still unsafe to do so. Finally, the truck should not be traveling in the middle lane unless it intends to pass. Since trucks take up more space than smaller vehicles, they present a visual obstacle and close off more zones when they're in the middle lane.

(continued)

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

Now that the drivers are in this situation, they should break up the wolf pack as soon and as safely as possible. Driver B should slow down and move to the center of the right lane, clearing space for the truck to return to the right lane. Driver C should speed up to clear the truck's right front zone and the motorcycle should also create space between it and the truck. Depending on the actions of Driver B and Driver C, the motorcycle should either slow down or speed up to clear the right lane for the truck. The truck should move back to the right lane when it has the first and best chance to do so. In the meantime, the truck should try to keep safe following distance from Driver A, and Driver A should recognize the truck's speed in Driver A's rear zone and speed up to create more space for the truck.

## 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

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

### Sample Scoring Scale for Constructed-Response Assignments

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

**CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS  
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