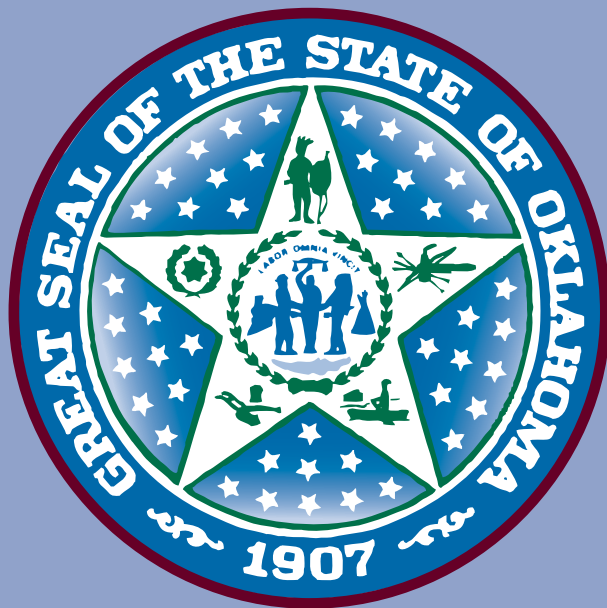


Certification Examinations for Oklahoma Educators™

Oklahoma Subject Area Tests™

STUDY GUIDE

037 Journalism



Oklahoma Commission
for Teacher Preparation

OK-SG-FLD037-03

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	1-7
Score Reports	1-8
HOW TO PREPARE FOR THE TEST	1-8
Study the Competencies	1-8
Identify Resources	1-8
Study Techniques	1-8
Review the Practice Test Questions	1-8
SAMPLE TEST DIRECTIONS	1-9
Sample General Test Directions.....	1-9
Sample Constructed-Response Assignment Directions	1-10
THE DAY OF THE TEST.....	1-11
Preparation	1-11
At the Test Site.....	1-11

FIELD-SPECIFIC INFORMATION

INTRODUCTION.....	2-1
Test Competencies	2-1
Practice Test Questions	2-1
TEST COMPETENCIES	2-2
PRACTICE TEST QUESTIONS AND ANSWERS	2-7
Practice Selected-Response Questions	2-7
Practice Constructed-Response Assignment.....	2-19
A Very Good Response to the Practice Constructed-Response Assignment.....	2-20
CONSTRUCTED-RESPONSE ASSIGNMENT SCORING.....	2-22
Sample Performance Characteristics for Constructed-Response Assignments	2-22
Sample Scoring Scale for Constructed-Response Assignments	2-22

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

Copyright © 2007 by the Oklahoma Commission for Teacher Preparation and Pearson Education, Inc. or its affiliate(s). All rights reserved.
National Evaluation Systems, 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).

NES 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
 - 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: JOURNALISM

SUBAREAS:

- I. The Social Context of Journalism
- II. Written Communication in Journalism
- III. Visual Communication in Journalism and Radio and Television Broadcasting
- IV. Production and Management of Student Publications

SUBAREA I—THE SOCIAL CONTEXT OF JOURNALISM

Competency 0001

Understand the history of journalism and mass media.

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

Recognize significant people and events in the history of journalism and mass media.

Examine the role of print and nonprint journalism in U.S. history.

Demonstrate knowledge of historical changes in the format, focus, style, and technology of journalism and mass media.

Competency 0002

Understand the functions and influence of journalism and mass media.

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

Demonstrate knowledge of the functions of newspapers, magazines, radio, and television.

Analyze ways in which mass media have influenced social, economic, political, and cultural developments in the United States.

Recognize the role of advertising in journalism.

Analyze the significance of cultural diversity in the communication process.

Competency 0003

Understand rights and responsibilities of journalistic media and the application of legal and ethical standards in journalism.

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

Examine ways in which the First Amendment and key laws and legal decisions affect the rights and responsibilities of the press.

Apply knowledge of key concepts related to press restrictions (e.g., slander, libel, protection of sources, invasion of privacy, copyright).

Analyze ethical issues in journalism (e.g., bias, propaganda, plagiarism, computer distortion of visual images).

Demonstrate an understanding of the responsibilities of journalists to their audience.

SUBAREA II—WRITTEN COMMUNICATION IN JOURNALISM

Competency 0004

Understand principles of newsworthiness and criteria for evaluating news stories.

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

Examine news stories in relation to specified characteristics (e.g., timeliness, consequence, human interest).

Apply criteria for evaluating the quality and appropriateness of news stories and mass media messages.

Demonstrate knowledge of strategies for identifying relevant issues and events to cover (e.g., analyzing a publication's purpose and the interests and needs of one's readership).

Competency 0005

Understand journalistic procedures for preparing to write.

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

Identify resources for conducting research and gathering information (e.g., through computer technology, observation) for specified purposes.

Examine techniques for interviewing and on-the-scene reporting.

Apply criteria (e.g., objectivity, authoritativeness) for selecting information sources and evaluating information obtained from different sources.

Demonstrate knowledge of strategies for providing coverage that is appropriate with regard to medium, message, and audience.

Competency 0006

Understand journalistic writing processes and how to use these processes to prepare effective journalistic products.

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

Demonstrate knowledge of organizational principles used in journalistic writing (e.g., inverted pyramid, lead-body-conclusion format).

Apply skills and procedures for journalistic writing (e.g., selecting a format, determining a story focus, using quotes and visual material).

Apply principles for writing leads, headlines, and captions.

Examine types and characteristics of journalistic formats (e.g., news, feature, editorial, review).

Competency 0007

Understand editing procedures and how to use these procedures to prepare effective journalistic products.

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

Apply principles of editing for accuracy, content, style, grammar, usage, and space.

Demonstrate familiarity with and apply knowledge of Associated Press style.

Apply editing skills in the context of various journalistic formats.

SUBAREA III—VISUAL COMMUNICATION IN JOURNALISM AND RADIO AND TELEVISION BROADCASTING

Competency 0008

Understand principles and procedures of photojournalism.

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

Recognize the role of photography in journalistic communication.

Demonstrate knowledge of procedures for planning and creating effective photographs (e.g., with regard to selecting film, using manual camera controls, applying basic composition techniques, lighting, cropping and scaling photographs).

Apply techniques for using photographic equipment, processing photographic images, and scanning and enhancing photographs.

Competency 0009

Understand the effective use of visual elements in a publication.

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

Demonstrate knowledge of how to select photographs and other visual elements to meet a publication's needs.

Apply basic aesthetic principles (e.g., balance, focal point, center of visual interest) to visual elements in journalistic products.

Evaluate the journalistic value of photographs and other visual elements with regard to content, composition, and technical qualities.

Competency 0010

Understand principles of publication design and how to use these principles to develop effective and aesthetically pleasing journalistic products.

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

Demonstrate knowledge of characteristic features of the design of newspaper pages (e.g., front, editorial, sports, feature).

Recognize key elements in the design of literary magazines, yearbook sections (e.g., clubs, student life), and advertisements.

Apply techniques for developing visual presentations that reinforce and enhance written messages (e.g., through typography, incorporation of photographs and graphics).

Competency 0011

Understand characteristics, news writing techniques, and technical aspects of broadcast journalism.

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

Identify ways in which nonprint journalism differs from print journalism.

Analyze special issues and considerations related to news coverage and news writing in the nonprint media (e.g., time constraints, regulatory issues).

Apply strategies for determining the content of news broadcasts and presenting information for broadcasts.

Demonstrate knowledge of how to write effective news, editorials, and commentaries for radio and television.

SUBAREA IV—PRODUCTION AND MANAGEMENT OF STUDENT PUBLICATIONS

Competency 0012

Understand how to plan and manage the budget for student publications.

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

Apply techniques for estimating costs, making purchasing decisions, and preparing and evaluating bid specifications.

Examine considerations related to outside vendors and student personnel.

Demonstrate knowledge of expenses for student publications.

Apply procedures for managing budgets.

Competency 0013

Understand the financing and marketing of student publications.

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

Recognize sources of revenue for student publications.

Apply techniques for selling advertising space in student publications.

Use marketing techniques to maximize sales of student publications.

Competency 0014

Understand how to work with student personnel on student publications.

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

Demonstrate knowledge of staffing considerations and procedures for student newspapers and yearbooks.

Recognize the responsibilities of students working on school newspapers and yearbook projects and how to use journalistic activities to develop students' interests, skills, and career development.

Apply strategies for supervising student personnel on journalistic projects and using varied professional resources to enhance teaching and learning.

Competency 0015

Understand the management and governance of student publications.

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

Apply sound practices in areas such as record keeping and file security.

Apply procedures for planning and scheduling student publications (e.g., time management, deadlines).

Examine legal issues related to student publications.

Analyze relations between the advisor, other faculty members, the administration, and the community in situations involving student publications.

Apply procedures for establishing and communicating editorial policies.

Competency 0016

Understand the role of technology in the development and production of student publications.

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

Recognize types and characteristics of computer technology used in student publications.

Apply knowledge of procedures for using Internet resources to prepare journalistic products.

Understand the uses of computer technology in relation to the production and organization of student newspapers and yearbooks.

Demonstrate knowledge of desktop publishing techniques and traditional printing processes, including costs and materials.

PRACTICE TEST QUESTIONS AND ANSWERS: JOURNALISM

Practice Selected-Response Questions

Competency 0001

Understand the history of journalism and mass media.

1. As television became more popular and influential during the 1960s and 1970s, many daily newspapers responded by:
 - I. expanding their international coverage.
 - II. using more photographs.
 - III. reducing their in-depth reporting.
 - IV. devoting less space to breaking news.

- A. I and II only
- B. I and III only
- C. II and IV only
- D. III and IV only

Correct Response: C. As television became more pervasive during the 1960s and 1970s, newspapers met the public's new expectation for visual images by increasing the number of photographs they included in their publications. In addition, since television could provide news to its audience immediately, newspapers had to respond by offering something broadcast media did not. Newspapers shifted their focus from reporting breaking news to providing in-depth coverage of events, a type of coverage that the time constraints of broadcast media do not allow.

Competency 0004

Understand principles of newsworthiness and criteria for evaluating news stories.

2. A journalism teacher shows his class a recent edition of the city's daily newspaper and asks students to examine the coverage of two recent crimes. The first story, which appears on the front page, describes a mugging in which a suburban teenager was robbed. The second, which appears as an inside story, describes the accidental gang-related shooting of an inner-city woman, who remains in critical condition in the hospital. Students should be helped to recognize that the most serious problem with this coverage is that it:
 - A. represents unbalanced news judgment by featuring the story of a robbery more prominently than a serious shooting injury.
 - B. represents a distorted portrait of life in a metropolitan area by featuring a suburban mugging attack so prominently.
 - C. is unfair to both individuals since such coverage exploits the suffering of crime victims without their consent.
 - D. reflects a social bias that values the robbing of a suburban resident above the wounding of an inner-city resident.

Correct Response: D. When newspaper editors make decisions about the placement of stories, they are communicating a message about what they feel is important and what they think their audience will find most interesting. The placement of the stories in this example indicates that the editors and/or the audience place a higher value on the mugging of the suburban teen than on the shooting of the inner-city woman.

Use the photograph below to answer the two questions that follow.

As an exercise in her photojournalism class, a high school journalism teacher invites students to consider the print reproduced below. She explains that the photograph was taken to illustrate a story in the school newspaper about a junior class project to help restore hiking trails in a local state park.



Competency 0009

Understand the effective use of visual elements in a publication.

3. The photograph would have been significantly better for photojournalistic purposes if the:
- A. student's co-worker were identifiable.
 - B. background were in focus.
 - C. contents of the paper bag were visible.
 - D. format were vertical.

Correct Response: A. In photojournalism, it is best to avoid including shots of the backs of people who are major figures in the story being told by the photograph as such shots do not generate the same amount of audience interest as shots that include people's faces. If the identity of the student's co-worker were shown, it would provide more information about the scene and better communicate the group effort and cooperation that is the intended message of this photograph.

Competency 0006

Understand journalistic writing processes and how to use these processes to prepare effective journalistic products.

4. Groups of students develop captions for the photograph. Which of the following captions reflects the best journalistic practice?
- A. **TROUBLED WATERS.** This bridge in Deer Ridge State Park will be in great shape when Pete Chapman gets through with it.
 - B. **ON THE MEND.** Pete Chapman helps a state park worker repair a bridge in Deer Ridge State Park.
 - C. **MAKING IT LOOK EASY.** Junior Pete Chapman shows the way in Deer Ridge State Park.
 - D. **HELPING HAND.** Using a screw gun, Pete Chapman helps a trail monitor repair a bridge in Deer Ridge State Park.

Correct Response: B. The best caption is one that expresses the central idea of the photograph and fills in the information gaps left by the picture, such as the identities of the people, their location, and what they are doing. A good caption is informational and does not provide an opinion, give extraneous information, or repeat information that one can glean from the photograph. In this case, therefore, the caption in response B is the best choice.

Competency 0012

Understand how to plan and manage the budget for student publications.

5. A yearbook adviser is preparing a bid sheet for use by printers. Before preparing the bid sheet, the adviser should:
- A. develop a demographic profile of likely yearbook buyers.
 - B. identify the order in which yearbook sections will appear.
 - C. determine the type of paper to be used for the yearbook.
 - D. estimate the total advertising space in the yearbook.

Correct Response: C. The bid sheet for a printer should include as many specifics as possible about the technical aspects of the printing job, such as the number and size of pages, whether the job will be in black and white or color, and what type of paper will be used. Unlike content issues, these factors will influence the printer's expenses and therefore will influence the bid the printer will be able to make.

Use the information below to answer the four questions that follow.

Following a serious alcohol-related automobile accident involving several Sexton High School seniors, the staff of the school newspaper, the *Sexton Star*, is planning a major feature on underage drinking. Ms. Johnson is a journalism teacher at Sexton High and faculty adviser to the *Star*.

Competency 0015

Understand the management and governance of student publications.

6. Because Ms. Johnson realizes that the planned feature may be controversial, she should make a point of meeting with the *Star*'s editors to:
 - A. advise them that the Supreme Court *Hazelwood* decision gives school administrators the right to cancel any story they find unacceptable.
 - B. suggest that they schedule an appointment with the school principal to inform him of their plans for the feature.
 - C. remind them of their First Amendment rights to publish responsible journalism without censorship.
 - D. suggest that they obtain legal advice about openly discussing an activity that is illegal in the state of Oklahoma.

Correct Response: B. It would be wisest for the students to speak with the principal before undertaking this story to discuss their approach to the story and any parameters that the principal would like the students to follow in researching and reporting the story. This will help assure the principal that the story will be covered accurately, fairly, and with sensitivity, and is also likely to help avoid the principal's censoring the story later in the process.

Competency 0005

Understand journalistic procedures for preparing to write.

7. A staff member develops the following survey for members of the senior class.

- | |
|--|
| <ol style="list-style-type: none">1. Do you know the legal blood-alcohol limit for drivers in Oklahoma?2. Have you ever drunk alcohol?3. Have you ever ridden in a car whose driver has been drinking?4. Do you ever drink and drive? |
|--|

Which of these questions should be dropped from the survey because of its limited relevance to the issue being addressed?

- A. question 1
- B. question 2
- C. question 3
- D. question 4

Correct Response: A. This survey is intended to determine how many seniors at the high school have been directly or indirectly involved in drinking alcohol and/or driving under the influence of alcohol. Students' knowledge of the legal blood-alcohol limit for drivers in Oklahoma is less relevant to this issue than the other questions in this survey.

Competency 0003

Understand rights and responsibilities of journalistic media and the application of legal and ethical standards in journalism.

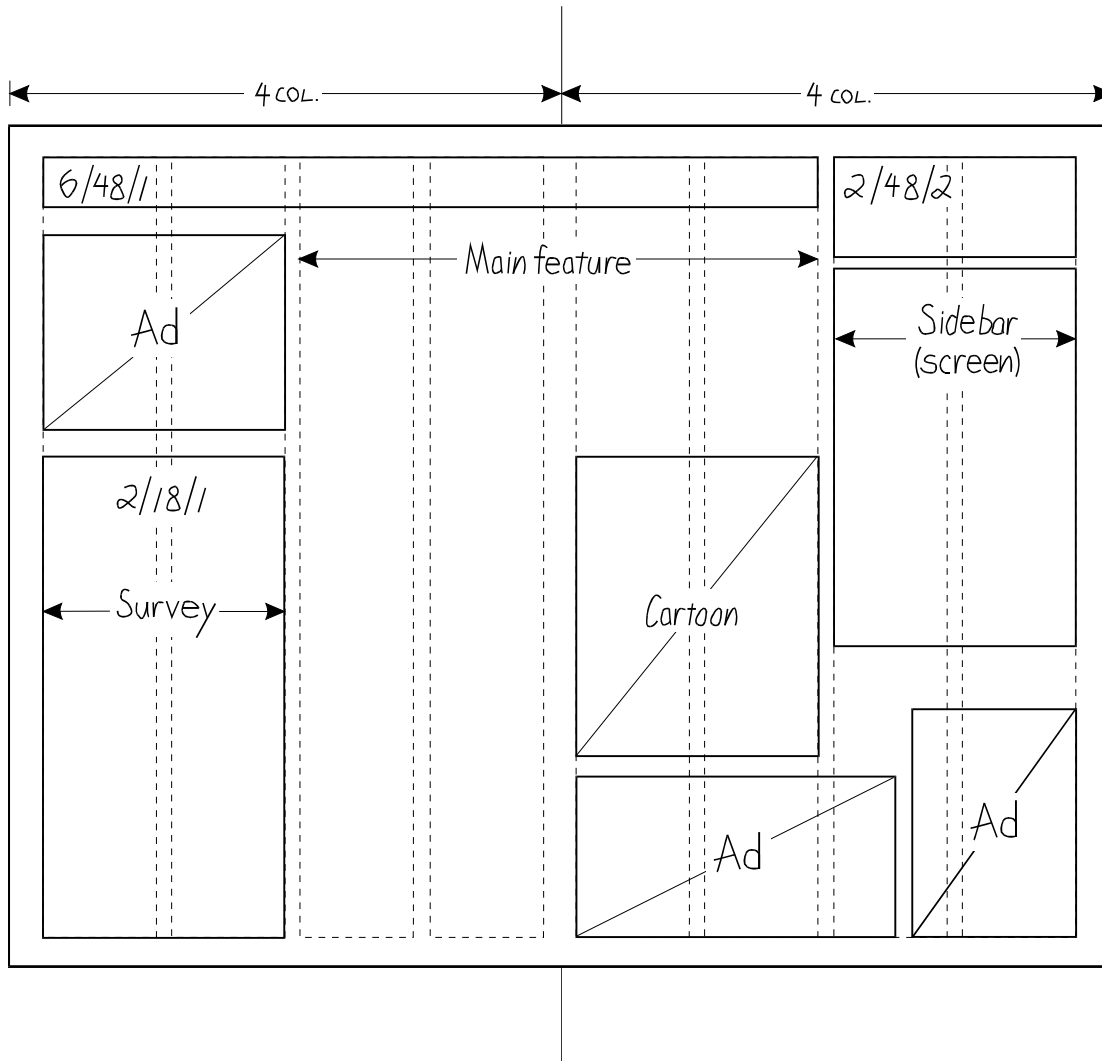
8. As *Star* journalists begin interviewing students and parents for the story, the paper receives an angry call from the father of a ninth grader. The parent says that he is speaking for a group of parents who want the story canceled because it may encourage underage drinking. He adds that if the *Star's* editors refuse, the group will take its case to the district superintendent. When Ms. Johnson hears that the editors plan to go ahead with the story, her best suggestion would be that they:
- A. run a sidebar story about this attempt at parental interference in the scholastic press.
 - B. avoid contact with members of this group of parents as reporters pursue the story.
 - C. schedule their own meeting with the district superintendent to state their case.
 - D. offer to incorporate the views of the parent group into their overall coverage.

Correct Response: D. When reporting on a controversial issue, it is important to include as many viewpoints as possible in the reporting to provide the most balanced and responsible coverage of the issue. Presenting these parents' views as part of the story may serve to balance any potentially positive views about underage drinking that some students may express in the story.

Competency 0010

Understand principles of publication design and how to use these principles to develop effective and aesthetically pleasing journalistic products.

9. Before pasting up their final layout, the *Star's* editors show Ms. Johnson the following dummy for the double truck.



Which of the following suggestions would best apply accepted principles of newspaper design to the prospective layout?

- I. Avoid "tombstoning" by reducing the point size of the sidebar headline on the right-hand page.
 - II. Create more white space by positioning the cartoon more centrally.
 - III. Strive for a more horizontal effect by resetting the sidebar across six columns.
 - IV. Create better emphasis by reversing the positions of the ad and the survey on the left-hand page.
-
- A. I and II only
 - B. I and IV only
 - C. II and III only
 - D. II and IV only

Correct Response: B. In this example, the point size of the sidebar headline should be changed because having the same size and style of type across the entire top of the page ("tombstoning") will make it difficult for readers to determine where one headline ends and the other begins. In addition, the survey and the advertisement above it should be switched to give the survey more emphasis and to create a balanced look by placing all the advertisements in the lower corners of the two pages.

Competency 0014

Understand how to work with student personnel on student publications.

10. A copy editor for a school newspaper is most likely to focus on which of the following tasks?
- A. checking spelling, grammar, and word usage
 - B. cropping and scaling photographs
 - C. supervising the page design of publications
 - D. determining the newsworthiness of stories

Correct Response: A. The job of the copy editor is to check all text and captions in the newspaper for proper word usage and grammar.

Practice Constructed-Response Assignment

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

Imagine you are the faculty adviser for a high school newspaper. One of the reporters has submitted the story below for review.

- [1] ¹Dialogue, Understanding, Expression (D.U.E.) is a program recently established by Greenville High School librarian Alice Evers to offer students a means of expressing their feelings about what is happening in the world around them. ²It is something Ms. Evers has been thinking about for some time. ³Two months ago she received permission from school authorities to put her plans into effect. ⁴If what has been done so far is any indication, the program seems likely to be a huge success.
- [2] ⁵Ms. Evers has been a librarian at Greenville High for the past eighteen years. ⁶During that time she has been involved in many projects—most of which have been well received by the broader school community.
- [3] ⁷The program's first major project involved the work of local artist Louise Washington who has been painting portraits of people from diverse cultures for more than two decades. ⁸Most of the subjects of her paintings are people from our region, who have affected her in one way or another. ⁹Each portrait has a story that Ms. Washington relates during showings of her exhibit. ¹⁰Students in the program were so impressed by Ms. Washington's work, that they are now creating a book containing their responses to it.
- [4] ¹¹So far, attendance at D.U.E. meetings has been quite good. ¹²Everybody hopes things get even better in the future. ¹³A major aim of the D.U.E. program is to give students an opportunity to talk freely about whatever might be on their mind. ¹⁴This could be personal problems, recent developments in school or community, or national and international events.
- [5] ¹⁵A number of guests have been invited to talk to the group in the next few months. ¹⁶They include Holocaust survivors, military personnel, local politicians, and university professors.

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

- identify and discuss one major strength of the story, citing specific examples from the text to illustrate your points; and
- identify and discuss two major areas in which improvement is needed, citing specific examples from the text to illustrate your points and suggesting strategies for improvement.



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

Understand principles of newsworthiness and criteria for evaluating news stories.

Understand journalistic procedures for preparing to write.

Understand journalistic writing processes and how to use these processes to prepare effective journalistic products.

Understand editing procedures and how to use these procedures to prepare effective journalistic products.

A Very Good Response to the Practice Constructed-Response Assignment

A major strength of this story is the comprehensive but concise overview that it provides of the program. Reading it, one learns about the program itself, who set it in motion (Ms. Evers), what its founder hopes to accomplish (to provide a place where students can express their feelings about the world around them), who is participating in it (students and various guests), and how the program has already influenced student participants (prompting them to create a book). In paragraph three, the reporter's discussion of Louise Washington's work and the students' response to it is particularly well developed.

There are, however, two areas which need improvement: 1) organization, and 2) supporting detail. The organization of the story is not clear, which interferes with a smooth flow of ideas. For example, paragraph two includes information that is relevant to the story, but the paragraph's placement obstructs the story's pattern of development. The information in this paragraph should either be deleted or placed elsewhere in the story.

Paragraph four demonstrates additional organizational problems that also obstruct the flow of ideas in the story. A more serious problem is the internal organization of this paragraph. The paragraph contains two main ideas: program successes to date and the aim of the program. The first of these ideas might be placed at or near the end of the story; the second at or near the beginning.

Strategies to improve organization include outlining, editing, and setting a draft aside and revisiting it a few days later. Outlining helps writers identify logical connections among ideas by providing an overview of the main topics to be addressed in a story. With all the main points right there on a single sheet, it is easier for a writer to determine the most effective arrangement of ideas for a story. Having another person edit the story can also help. Organizational problems that are not apparent to the writer are often perfectly clear to other readers who are able to view the writing with greater detachment. These problems will frequently be just as apparent to the writers themselves if they put a draft aside for a few days before preparing a finished copy of the story.

The second area in which improvement is needed concerns documentation and use of specific details to support the main ideas. In terms of documentation, the story would be stronger if it contained quotations from major program participants. At the very least, readers should hear what Ms. Evers has to say; additional quotations from Louise Washington and one or more student participants would be even better. In addition to adding credibility to the story by making it clear that it is based on something more than the reporter's opinions, quotations bring a story to life by conveying information through the words of actual participants.

(continued)

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

The story would also benefit from more specific detail (e.g., "Ms. Evers started planning the D.U.E. about six months ago, after years of hearing students express confusion about what was happening in the world around them."). While adding this detail, the reporter should revise or delete vague or colloquial language (e.g., "It is something Ms. Evers has been thinking about" in sentence two; "quite good" in sentence eleven; "Everybody hopes things get even better" in sentence twelve). Although the best strategy for implementing these changes is to take careful notes when conducting interviews or observing an event, the reporter might also consider keeping a journal—a good way of developing the habit of careful observation.

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.

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

**www.octep.org
www.ceoe.nesinc.com**

