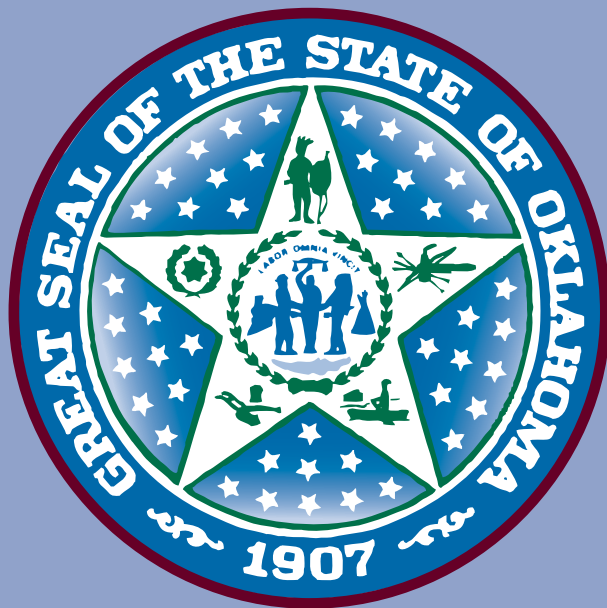


Certification Examinations for Oklahoma Educators™

Oklahoma Subject Area Tests™

STUDY GUIDE

040 Business Education



Oklahoma Commission
for Teacher Preparation

OK-SG-FLD040-04

TABLE OF CONTENTS

STUDY GUIDE INTRODUCTION

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

GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

AN OVERVIEW OF THE TESTING PROGRAM.....	1-2
Test Development Process	1-2
Characteristics of the CEOE Tests.....	1-3
Test Descriptions	1-3
Test Administration	1-7
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	2-9
Practice Selected-Response Questions	2-9
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

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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: BUSINESS EDUCATION

SUBAREAS:

- I. Business Management
- II. Accounting
- III. Marketing, Customer Service, and Entrepreneurship
- IV. Business Technology and Information Systems
- V. Economics and Finance

SUBAREA I—BUSINESS MANAGEMENT

Competency 0001

Understand the functions of business management in contemporary and historical contexts.

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

Analyze the role of management in business.

Recognize principles and procedures related to planning, controlling, organizing, staffing, and directing.

Apply management principles and procedures to meet specified organizational goals and solve business problems related to innovation and change.

Recognize major trends and developments in the history of business.

Analyze factors related to conducting business in international markets (e.g., geography, time zones, language, culture).

Competency 0002

Understand organizational, group, and individual behaviors and their relationship to business management.

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

Demonstrate knowledge of social and behavioral theories and principles in relation to the functioning of organizations (e.g., corporate culture, change theory, quality-improvement initiatives, formal and informal organization, project-based management techniques).

Apply knowledge of social and behavioral theories and principles to analyze group structures (e.g., team skills, group dynamics, work groups, motivation and leadership styles).

Analyze issues related to organizational, group, and individual behavior in management situations (e.g., strategies for conflict resolution, factors contributing to worker morale and motivation).

Competency 0003

Understand human resource management and development.

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

Examine the role of human resource management within an organization.

Recognize the methods and importance of training and staff development (e.g., continuing education, diversity training).

Demonstrate a basic understanding of legal issues related to human resource management (e.g., Equal Employment Opportunity Commission regulations, Americans with Disabilities Act).

Analyze the effects of business decisions related to personnel (e.g., restructuring).

Competency 0004

Understand issues related to ethical and social responsibility in business.

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

Analyze business situations that involve ethical considerations (e.g., conflict of interest, worker privacy, use of technology, environmental impact).

Analyze factors affecting ethical decisions in given business situations, including international situations.

Recognize the function of public relations and social responsibility in business and analyze factors affecting decisions in these areas in given business situations.

Competency 0005

Understand principles of business law and the legal environment of business.

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

Demonstrate knowledge of laws relating to the acquisition, ownership, and disposition of businesses.

Apply knowledge of employment laws and regulations (e.g., working conditions, insurance requirements, wage regulations, employee contracts) in given business situations.

Demonstrate knowledge of consumer and environmental laws and regulations.

Analyze the roles of the U.S. and international legal systems in business regulation (e.g., regulatory agencies, Uniform Commercial Code, antitrust laws, tariffs).

SUBAREA II—ACCOUNTING

Competency 0006

Understand basic principles and applications of accounting.

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

Recognize the importance and the major purposes of accounting procedures in a business environment.

Apply the accounting equation in given business situations.

Demonstrate an understanding of the accounting cycle.

Analyze the functions of accounting documents.

Evaluate the use of accounting software.

Competency 0007

Apply procedures for processing accounting data.

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

Recognize the relationships among the components of the accounting cycle.

Apply procedures for journalizing and posting transactions.

Apply procedures for adjusting and closing entries.

Apply automated methods for the preparation of reconciliations, financial statements, and trial balances.

Recognize the importance of applying the accounting cycle in an automated system.

Competency 0008

Understand accounting concepts and procedures.

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

Recognize the importance of financial ratios (e.g., profit margin, return on assets, current ratio).

Apply concepts related to partnership and corporation accounting.

Apply procedures related to inventory, payroll, depreciation, disposal of assets, and intangible assets.

Competency 0009

Understand principles, processes, and procedures related to financial statements.

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

Demonstrate an understanding of the types and characteristics of financial statements.

Analyze the use of financial statements in decision-making processes.

Apply procedures for interpreting ratios.

Analyze the use of financial statements in preparing and evaluating budgets.

SUBAREA III—MARKETING, CUSTOMER SERVICE, AND ENTREPRENEURSHIP

Competency 0010

Analyze factors affecting business marketing decisions.

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

Analyze social, cultural, and economic factors affecting marketing decisions (e.g., market demographics, local economic situation, interpreting graphs).

Analyze procedures for collecting and interpreting marketing data.

Use data to make marketing decisions in given situations (e.g., product pricing, promotion, distribution).

Analyze factors likely to influence the success of a given marketing effort (e.g., market targets, market segmentation).

Demonstrate knowledge of public relations as a promotional strategy.

Competency 0011

Understand principles and procedures related to customer service.

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

Demonstrate an understanding of the importance of customer satisfaction and factors that influence customer satisfaction.

Analyze the effects of procedures and policies on customer relations.

Apply procedures for dealing with the public, handling customer complaints, and assessing customer service.

Competency 0012

Understand principles and procedures related to entrepreneurship.

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

Recognize characteristics of entrepreneurs and examine the advantages and disadvantages of business ownership.

Analyze the development and use of a business plan.

Analyze factors, procedures, and issues in starting up a business (e.g., market analysis, risk taking, financing, insurance, cash flow, taxes).

Demonstrate an understanding of issues and procedures in buying and operating a franchise.

Competency 0013

Understand principles and procedures related to career development.

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

Identify types of business careers, sources of career-related information, and procedures for career planning.

Apply knowledge of procedures for constructing a résumé, writing a letter of application, preparing for an interview, and assembling employment credentials (e.g., portfolios).

Demonstrate an understanding of employee rights and responsibilities in the workplace (e.g., punctuality, ethical conduct).

Recognize the significance of state and federal agencies (e.g., EEOC), laws (e.g., the Americans with Disabilities Act, the Civil Rights Act of 1964), regulations, and policies that affect employment.

SUBAREA IV—BUSINESS TECHNOLOGY AND INFORMATION SYSTEMS

Competency 0014

Understand business communications.

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

Understand elements of effective communication, including elements related to listening and nonverbal communication.

Demonstrate knowledge of how to prepare various types of business communications, present different kinds of written and oral messages (e.g., good news, bad news, directive, persuasive), and prepare and deliver oral presentations and reports.

Apply strategies for communicating in varied electronic media (e.g., telephone, voice mail, e-mail, faxes).

Apply strategies for ensuring that communications are effective and free of bias.

Competency 0015

Understand basic principles and terminology related to computer technology.

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

Apply knowledge of terminology related to computer technology.

Demonstrate a knowledge of characteristics, types, and features of computer hardware, software, and peripherals.

Recognize features of and relationships among computer input devices, output devices, processing units, network systems, and storage units.

Apply procedures for selecting, operating, and maintaining computer hardware, software, and peripherals.

Competency 0016

Understand principles and procedures related to information management and information systems.

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

Demonstrate knowledge of software applications (e.g., word processing, database management, simulations, spreadsheet, presentation software) and their uses in varied business contexts.

Recognize characteristics and uses of multimedia systems and desktop publishing applications.

Examine factors involved in linking software applications.

Competency 0017

Understand principles and procedures related to telecommunications and applications of telecommunications in business.

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

Demonstrate an understanding of types and functions of telecommunications systems.

Apply knowledge of terms related to telecommunications (e.g., satellites, wide area network, ground stations, Internet, download, uplink, cell, relay, modem).

Analyze business situations and problems to determine appropriate telecommunications solutions (e.g., teleconferencing, online services, electronic mail, telecommuting).

Demonstrate an understanding of business operations using the World Wide Web (e.g., Web page design, HTML authoring, data integration).

Competency 0018

Understand principles and procedures related to ethics, security, and data integrity in technology systems.

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

Apply procedures related to information security (e.g., passwords, voice imprinting, virus checking, user rights).

Recognize issues related to electronic privacy, the gathering and sharing of information, and generating, maintaining, and selling data files.

Apply procedures for recovering data and ensuring the accuracy and integrity of electronic data.

Recognize issues related to ownership of software and ideas (e.g., intellectual properties, copyrights, software piracy).

SUBAREA V—ECONOMICS AND FINANCE

Competency 0019

Understand basic principles and applications of macroeconomics.

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

Analyze the role of government in the U.S. economy and factors that affect the economy and economic growth.

Demonstrate knowledge of U.S. and international banking institutions and recognize basic principles of international trade and finance.

Apply basic principles of monetary and fiscal policy.

Demonstrate an understanding of the business cycle and methods of measuring domestic output, unemployment, and inflation.

Competency 0020

Understand basic principles and applications of microeconomics.

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

Identify and apply the principles of capitalism and analyze basic characteristics of economic systems.

Analyze factors and processes related to the economics of the firm (e.g., law of diminishing returns, production costs, competition, efficiency, profit maximization).

Apply knowledge of principles related to supply and demand, labor markets, and marginal revenue/cost analysis.

Analyze factors that affect international trade and economics (e.g., trade barriers, trade agreements, monetary exchange rates).

Competency 0021

Apply basic principles of consumer economics and finance.

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

Identify types and analyze characteristics of investment, savings, and retirement options.

Demonstrate knowledge of personal financial management (e.g., loans, credit management, budgeting, installment plans).

Demonstrate knowledge of risk management, including types of insurance policies.

Analyze legal and practical issues related to consumerism (e.g., consumer rights, comparison shopping).

Competency 0022

Apply basic techniques of quantitative analysis in business situations.

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

Apply procedures for creating and interpreting charts and graphs.

Apply procedures for estimating and forecasting.

Apply procedures for using quantitative techniques (e.g., sampling) in business situations.

Apply procedures for reporting and interpreting quantitative aspects of case studies.

PRACTICE TEST QUESTIONS AND ANSWERS: BUSINESS EDUCATION

Practice Selected-Response Questions

Competency 0001

Understand the functions of business management in contemporary and historical contexts.

1. Which of the following is an example of the organizing function of business management?
 - A. deciding to expand the range of products and services the business provides
 - B. determining the financial resources needed to achieve short-term business goals
 - C. deciding how much decision-making authority should be given to each position in the business
 - D. forecasting the business's personnel needs and devising effective strategies for filling them

Correct Response: C. Managers of a business enterprise are exercising the organizing function of business management when they determine how to use most effectively the human resources of the enterprise for the purpose of achieving the business's long- and short-term goals. An important step in organizing a business is to determine effective ways of distributing decision-making authority among various divisions, departments, and positions.

Competency 0003

Understand human resource management and development.

2. The primary purpose of the Equal Employment Opportunity Commission in regulating human resource management within a business organization is to ensure that:
 - A. underrepresented groups within the local population are proportionally represented among the organization's employees.
 - B. all job applicants have an equal chance of being selected, regardless of work history or other background factors.
 - C. recruitment efforts are not targeted toward any particular community or geographic area.
 - D. all decisions about hiring, discipline, and termination are based on objective, job-related criteria.

Correct Response: D. The Equal Employment Opportunity Commission (EEOC) is a five-member commission appointed by the president for five-year terms to administer the Civil Rights Acts of 1964, 1972, and 1991, the Equal Pay Act, the Age Discrimination in Employment Act, and the Americans with Disabilities Act. The acts administered by the EEOC are all designed to ensure that any criteria used in employee selection are bona fide occupational qualifications. For example, a factor such as age cannot be used to disqualify a job applicant unless the employer can prove that the applicant's age makes him or her incapable of performing the essential functions of the job.

Competency 0006

Understand basic principles and applications of accounting.

3. By correctly taking a trial balance at the end of an accounting period, an accountant can establish with certainty that:
 - A. every transaction that occurred during the accounting period has been recorded.
 - B. all transactions that occurred during the accounting period have been posted to the correct accounts in the ledger.
 - C. the total debits recorded during the accounting period equal the total credits recorded during the period.
 - D. all accounts have been debited or credited appropriately for each transaction that occurred during the accounting period.

Correct Response: C. The purpose of taking a trial balance at the end of an accounting period is to verify that the total credits recorded for the period equal the total debits recorded for the period. Credits need not equal debits for each individual account, but only for all accounts taken together. The procedure of taking a trial balance will not detect any accounting errors that do not result in an imbalance between total debits and total credits for the accounting period.

Competency 0008

Understand accounting concepts and procedures.

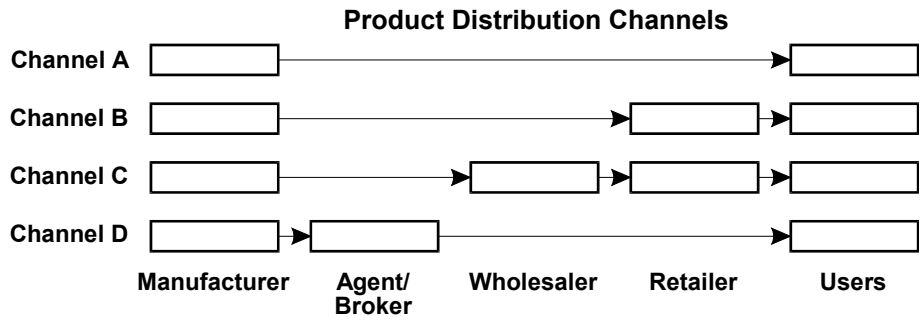
4. Compared with the first in, first out (FIFO) method of inventory accounting, the last in, first out (LIFO) method of inventory accounting has which of the following characteristics?
- A. The cost of goods sold is closer to prices at the time of sale.
 - B. The cost of goods sold tends to magnify net income.
 - C. Balance sheet figures provide a more accurate assessment of inventory value.
 - D. The cost of goods sold is lower in times of rising prices.

Correct Response: A. Because of increases in the price of goods over time, a decision must be made about how inventory items are to be valued for purposes of financial reporting. According to the last in, first out (LIFO) method of inventory accounting, it is assumed that items remaining in inventory at the end of an accounting period were purchased earlier than the items that were sold during the period. The LIFO method therefore yields a higher reported cost of goods sold and a lower reported net income than does the first in, first out (FIFO) method.

Competency 0010

Analyze factors affecting business marketing decisions.

5. Use the chart below to answer the question that follows.



Which distribution channel above would most likely be used in the sale of industrial products?

- A. Channel A
- B. Channel B
- C. Channel C
- D. Channel D

Correct Response: A. Industrial products are usually sold directly by the manufacturer to the industrial user. Many products, such as machine tools, are made to order. Manufacturers of industrial products typically employ their own salespeople and often maintain sales offices at strategic locations to provide information and services for customers.

Competency 0013

Understand principles and procedures related to career development.

6. The Equal Employment Opportunity Act of 1972 gave the Equal Employment Opportunity Commission (EEOC) the power to:
 - A. establish guidelines for acceptable employer conduct during the hiring process.
 - B. require employers to maintain a workforce that reflects the ethnic diversity of the local community.
 - C. establish mandatory overtime pay for employees working more than forty hours per week.
 - D. regulate company retirement programs and provide federal insurance for retirement programs.

Correct Response: A. In 1972, the Equal Employment Opportunity Act was added as an amendment to Title VII of the Civil Rights Act. With the Equal Employment Opportunity Act, Congress vested the EEOC with the power of enforcement over employer conduct during the hiring process.

Competency 0015

Understand basic principles and terminology related to computer technology.

7. A characteristic of a computer's RAM (random-access memory) is that it:
- A. stores information or instructions that do not change.
 - B. contains the command necessary to boot the computer.
 - C. uses an area called firmware to store its instructions.
 - D. clears programs and data when the computer is shut off.

Correct Response: D. A computer's random-access memory (RAM) is where software applications and data are temporarily stored during data processing. All information held in RAM is erased when the computer is shut off. Therefore, the information held in RAM will be lost when the computer is shut off unless it has previously been saved in a more permanent location, such as the computer's hard drive or a floppy diskette.

Competency 0017

Understand principles and procedures related to telecommunications and applications of telecommunications in business.

8. Managers at a company determine that they could improve productivity if their accounting department had access to information stored by their shipping department. Which of the following is the most appropriate solution to this problem?
- A. Link the computers via a local area network (LAN).
 - B. Load the same software applications on the computers of the two departments.
 - C. Link the computers via modems and phone lines.
 - D. Use a shared mass storage device to transfer data between departments.

Correct Response: A. A local area network (LAN) connects individual computers to each other by linking them all directly to a single file server. Assuming that no special precautions have been taken to restrict individual computer users' access to particular classes of files, any information entered by one user will automatically be available to all users included in the same local area network. Therefore, installing a local area network will ensure that all data entered on computers in the shipping department will automatically be accessible through computers in the accounting department.

Competency 0019

Understand basic principles and applications of macroeconomics.

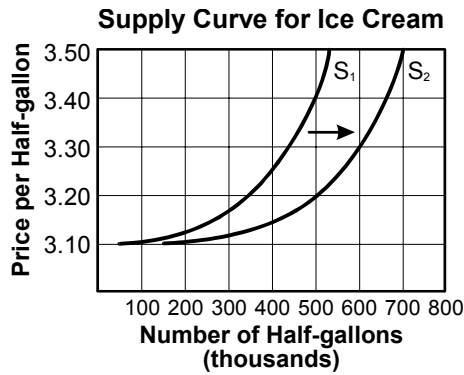
9. In general, which of the following results occurs when a country imposes a tariff on an imported product?
- A. Foreign producers of the product increase supply to stimulate demand.
 - B. Domestic producers of the product increase their prices.
 - C. Foreign producers of the product gain a comparative advantage.
 - D. Domestic producers of the product become more efficient.

Correct Response: B. When a tariff is imposed on an imported product, foreign producers have to increase their prices to compensate for their increased costs. Domestic producers will consequently experience less price competition from foreign producers. The immediate effect of diminished price competition from foreign producers will therefore typically be an increase in domestic producers' prices because the domestic producers perceive that they can raise their prices without forfeiting market share.

Competency 0020

Understand basic principles and applications of microeconomics.

10. Use the supply curve below to answer the question that follows.



Which of the following developments would most likely prompt an ice cream company to shift output from S_1 to S_2 ?

- A. increased competition from substitute goods
- B. an increase in the price of cream
- C. the introduction of more efficient production methods
- D. a decline in consumer demand for ice cream

Correct Response: C. The introduction of more efficient production methods means that the costs of producing each half-gallon of ice cream will decrease. The effect of this change is that the company can now produce an increased quantity of ice cream at each possible price. This increased output can be seen on the graph as a shift of the supply curve to the right, to S_2 .

Practice Constructed-Response Assignment

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

You have been hired as a consultant by a medium-size firm that produces bearings for industrial customers. The company is in the process of developing and implementing a new system to enhance information sharing between marketing and production. The purpose of the system is to improve communications so that the production facility will be able to produce items needed by marketing in a timely fashion. To coordinate the process, a project team has been set up with representatives from production, marketing, and information systems. The team has not been working well together due to a lack of understanding and trust among representatives from the different departments. You have been asked by the president of the company to facilitate team meetings and prepare a report about the proper course of action for implementing the new system.

Using your knowledge of business management, prepare a response in which you use the information above to:

- identify general managerial factors to consider in addressing the team's problems;
- propose two approaches that would help the team solve its problems and accomplish its objectives; and
- explain how the two approaches will enable the company to implement the new system smoothly and effectively.



FOR YOUR REFERENCE ONLY—*The constructed-response item is written to assess understanding in Subarea I, Business Management, which consists of the competencies listed below.*

Understand the functions of business management in contemporary and historical contexts.

Understand organizational, group, and individual behaviors and their relationship to business management.

Understand human resource management and development.

Understand issues related to ethical and social responsibility in business.

Understand principles of business law and the legal environment of business.

A Very Good Response to the Practice Constructed-Response Assignment

As a consultant in the situation described, my goal would be to improve relations among project team members and help them move forward in developing a system to improve information sharing between the marketing and production departments. To address the team's problems, I would begin by considering various general managerial factors. First, I would have to understand that organizational changes of any kind can initially cause stress and conflict, especially when they involve staff from different departments who may have different perceptions and priorities and different ways of doing things. I would also need to identify current disagreements among team members and the causes of those disagreements. At the same time, I would try to identify areas of agreement that might provide a basis for future cooperation. In addition, I would need to be sure that all team members understand the team's goals and why achievement of the goals is important to the firm. The more clearly team members understand project goals, the more likely it is that they will be motivated to work together to achieve them.

One approach I would use to help the team solve its problems and accomplish its objectives is to involve team members in using a general problem-solving strategy. I would start with a brainstorming session in which I would encourage team members to generate ideas about how the team might address its issues and proceed with its work. The main goal at this stage would be to generate and record as many ideas as possible. Once many ideas have been proposed, the team would discuss and evaluate them. My main tasks at this point would be to keep the discussion focused and positive and to help the participants work toward consensus about the best strategies to use to move forward. In addition to promoting consensus and a sense of ownership among team members, participation in this process should also enhance understanding and trust among team members and improve their willingness and ability to communicate with each other. As the facilitator for this activity, I would have to be aware of the sensitivity of the situation and make sure that discussion is handled carefully in order to avoid making relationships within the team worse than they are. One way to help keep the discussion on track, for example, would be to have all group members generate and agree on ground rules for discussion before we begin and then to remind the group of its rules as needed during the activity.

A second approach I would use is to have all team members participate in developing a project management plan. I would begin by having them identify all of the major tasks that will be required for successful completion of the project and then determine how to distribute the tasks among team members. Then we would create a schedule and timeline that shows relationships among tasks and specifies when each task needs to be completed. I would also have the team members make plans for conducting regular meetings to assess team progress and address unanticipated

(continued)

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

problems. Developing a project management plan in this way should promote team members' sense of ownership regarding the project and their own roles within it. It should also ensure that all team members have a clear understanding of their responsibilities and how those responsibilities relate to overall project goals and objectives.

Use of the two approaches described above should help build trust and produce a more cooperative, focused team whose members can work together in positive, productive ways to achieve the firm's goals. In addition, because all team members would have an opportunity to participate in planning the project and defining roles and responsibilities within it, they can be expected to develop a greater sense of ownership and a greater understanding of how their own task performance is related to that of other team members and to the success of the team as a whole.

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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