

# Illinois Licensure Testing System

## STUDY GUIDE

Learning Behavior  
Specialist II:  
Bilingual Special  
Education Specialist (157)

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as a computer-based test.**

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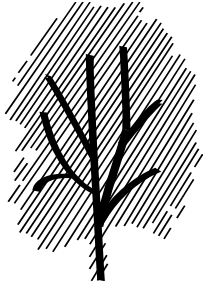
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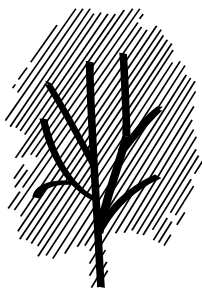
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# **General Information About the Illinois Licensure Testing System**

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the Illinois Licensure Testing System](#)



## Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Constructed-Response Assignments**
- **Explanation of the Test Score Report**

### INTRODUCTION

The Learning Behavior Specialist (LBS) II tests are designed to assess a candidate's knowledge of content in the specific field in which optional advanced licensure is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of test subareas and objectives, sample test directions, practice constructed-response assignments, performance characteristics and the scoring scale, an explanation of the scoring process for the constructed-response assignments, and an explanation of the test score report.

#### TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the LBS II: Bilingual Special Education Specialist test.

#### *Objective Statement*

**Understand the effect disabilities have on the cognitive, physical, emotional, social, communication, and linguistic skill development of an individual.**

*Descriptive Statements*

- Identify ways that learning disabilities, intellectual disabilities, and social/emotional impairments affect students' development, learning, and linguistic skills.
- Identify ways that sensory and communicative disabilities affect students' development, learning, and linguistic skills.
- Identify ways that physical impairments and medical conditions affect students' development, learning, and linguistic skills.

## LBS II: BILINGUAL SPECIAL EDUCATION SPECIALIST TEST OBJECTIVES

- I. Foundations, Characteristics, and Assessment
- II. Planning and Delivering Instructional Content and Managing the Learning Environment
- III. Maintaining Effective Communication, Collaboration, and Professionalism

### SUBAREA I—FOUNDATIONS, CHARACTERISTICS, AND ASSESSMENT

**0001 Understand the effect disabilities have on the cognitive, physical, emotional, social, communication, and linguistic skill development of an individual.**

For example:

- Identify ways that learning disabilities, intellectual disabilities, and social/emotional impairments affect students' development, learning, and linguistic skills.
- Identify ways that sensory and communicative disabilities affect students' development, learning, and linguistic skills.
- Identify ways that physical impairments and medical conditions affect students' development, learning, and linguistic skills.

**0002 Understand the philosophical, historical, and legal foundations of special education and specific services relative to linguistically and culturally diverse (LCD) students with disabilities.**

For example:

- Demonstrate familiarity with the history and philosophies that provide the basis for special education practice, and rationales for bilingual special education and the use of ESL strategies in special education.
- Demonstrate knowledge of legislation, rules and regulations, funding, and current research relative to special education services for LCD students.
- Demonstrate knowledge of current theories and practices of bilingual education, English as a Second Language (ESL), and bilingual/ESL special education.

**0003 Understand methods for promoting the intellectual, social, personal, and emotional development of LCD students with disabilities.**

For example:

- Demonstrate understanding of theories and stages of first- and second-language acquisition (L1 and L2).
- Distinguish between the characteristics of a language and/or learning disorder and L2 acquisition processes.
- Identify and describe cross-cultural patterns, practices, attitudes, or expectations, and their effect on cognitive, affective, and behavioral development.
- Apply strategies for facilitating the development of cross-cultural competencies in students, and integrating contributions and content material from diverse cultural groups into educational programming.
- Demonstrate understanding of strategies for identifying the differences and the interaction between a student's first and second languages.

**0004 Understand assessment strategies used to support the continuous development of LCD students.**

For example:

- Demonstrate understanding of strategies for analyzing students' receptive and expressive languages at the phonological, syntactical, morphological, semantic, and pragmatic levels in L1 and L2 (L2 only for ESL).
- Demonstrate understanding of procedures for assessing LCD students in both L1 and L2 and apply procedures for interpreting assessment results, including implications for instruction (L2 only for ESL).
- Demonstrate knowledge of assessment procedures and instruments, both standardized and authentic, to evaluate LCD students' language proficiency, language dominance, language development, and achievement.
- Demonstrate knowledge of potential linguistic and cultural biases of standardized and authentic assessments and identify methods for adapting procedures for LCD students.
- Recognize the uses of formative and summative evaluations relative to educational interventions and programming for LCD students with disabilities.
- Demonstrate knowledge of methods for utilizing assessment and other relevant data to adapt instructional programs appropriate for LCD students with disabilities.



## **SUBAREA II—PLANNING AND DELIVERING INSTRUCTIONAL CONTENT AND MANAGING THE LEARNING ENVIRONMENT**

### **0005 Understand planning instruction and delivering instructional content.**

For example:

- Demonstrate knowledge of methods for providing instruction in L1 and L2 to implement the Individualized Education Program (IEP) for LCD students.
- Identify characteristics of different learning styles of individuals and the demands of various learning environments.
- Identify theories and practices of transition from L1 to L2 in literacy instruction and strategies for designing instructional goals based on the identified levels of language proficiency in L1 and L2 acquisition for LCD students with disabilities.
- Demonstrate knowledge of methods for implementing varied teaching techniques appropriate for LCD students (e.g., mediated learning, holistic approaches to literacy development, natural language approach).
- Demonstrate knowledge of methods for providing instruction using ESL approaches.

### **0006 Understand adapting instruction to meet the needs of diverse learners.**

For example:

- Demonstrate familiarity with strategies for evaluating the effectiveness of instructional strategies and methods and modifying them to meet the unique linguistic, cultural, and academic needs of LCD students with disabilities.
- Demonstrate knowledge of sources for instructional materials appropriate for LCD students with disabilities and ways to adapt environments, including materials, assistive devices, equipment, and spatial arrangements, to meet the specific learning and developmental needs of individuals.
- Demonstrate knowledge of techniques for modifying instructional methods and curricular materials to meet learners' needs in ways that are developmentally appropriate.
- Demonstrate familiarity with the central concepts and methods of inquiry and describe strategies for creating learning experiences that make content meaningful to all students.

### **0007 Understand individual and group motivation and behavior.**

For example:

- Demonstrate understanding of basic classroom management theories and methods and the effects of teacher attitudes, expectations, and behaviors on all students.
- Apply criteria for identifying realistic expectations for student behavior in various settings.
- Demonstrate knowledge of laws, rules and regulations, procedural safeguards, and ethical considerations regarding management of behaviors of individuals with disabilities.
- Demonstrate familiarity with issues related to the L2 acquisition and acculturation processes.

**0008 Understand approaches to behavior management for individual students.**

For example:

- Demonstrate understanding of strategies for individual behavior management, crisis prevention, and intervention.
- Identify effective instructional strategies for social-skills development and describe strategies for conflict resolution.
- Demonstrate understanding of strategies for preparing individuals to live harmoniously and productively in a diverse (e.g., multiclass, multiethnic, multicultural, multilingual, and multinational) world.
- Recognize characteristics and uses of functional assessments of behavior and the components of behavior intervention plans.

**0009 Understand characteristics of environments that facilitate development, learning, and interaction between and among students.**

For example:

- Analyze aspects of the physical setting, schedule, routines, and transitions that promote development and learning.
- Identify and describe common environmental barriers that hinder accessibility.
- Identify and describe ways in which technology can assist with creating and managing the learning environment.
- Demonstrate understanding of issues, resources, and techniques related to the integration of students with varied disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers.
- Demonstrate understanding of methods for using bilingual paraeducators effectively for assistance in instruction and evaluation purposes.

### **SUBAREA III—MAINTAINING EFFECTIVE COMMUNICATION, COLLABORATION, AND PROFESSIONALISM**

#### **0010 Understand effective communication techniques and their use in supporting the learning of LCD students with disabilities.**

For example:

- Demonstrate knowledge of effective written, verbal, nonverbal, and visual communication techniques in L1 and L2 (L2 only for ESL).
- Analyze how cultural, linguistic, regional, and gender differences can affect communication.
- Identify and describe ways to communicate with parents concerning the needs of their children and to facilitate active participation of parents and guardians in the development of the IEP.
- Recognize factors that promote effective communication and collaboration with individuals, parents, families, and school and community personnel in a culturally responsive program.
- Demonstrate knowledge of strategies that facilitate communication among parents, guardians, child advocates and other educational personnel involved in the educational programs of LCD students.

#### **0011 Understand strategies that promote positive home-school relationships.**

For example:

- Demonstrate knowledge of family systems theory and dynamics and differences in family structures and beliefs.
- Demonstrate knowledge of the effects of family and community on development, behavior, and learning.
- Demonstrate knowledge of typical concerns of families of LCD individuals with disabilities and appropriate strategies for collaborating with families in addressing these concerns, including families transitioning into and out of the special education system.
- Evaluate the benefits of demonstrating positive regard for the culture, language, religion, gender, and sexual orientation of individual students and their families.
- Analyze schools as organizations within the larger community context.

**0012 Understand strategies that promote collaboration and supportive interaction among professionals, parents, paraprofessionals, students, and communities.**

For example:

- Demonstrate familiarity with information available from families, school officials, the legal system, health services, and community service agencies.
- Identify and describe ways to contribute instructional recommendations as a member of an IEP team responsible for the design and implementation of the instructional program for LCD students with disabilities.
- Identify and describe the roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning an individualized education program.
- Demonstrate knowledge of best practices for serving as a consultant to general educators of LCD students with disabilities.

**0013 Understand the types of programs, resources, and services available to LCD students with disabilities and their families.**

For example:

- Demonstrate knowledge of roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities.
- Identify early childhood settings and other agencies related to young children and families as organizations within the larger community context (e.g., early intervention programs).
- Demonstrate knowledge of resources, strategies, networks, organizations, and unique services that work with individuals with disabilities and their families (e.g., career, vocational, transition support, extracurricular), including possible funding agencies and financial sources for secondary aged students (local, state, and federal).
- Analyze issues related to personal attitudes, expectations, and biases that affect acceptance of individuals with disabilities.

**0014 Understand professionalism in teaching, the continuum of lifelong professional development, and ways of providing leadership to improve students' learning and well-being.**

For example:

- Identify and describe personal and cultural biases, differences, and expectations that affect one's teaching and interactions with others and the importance of the teacher's serving as a role model and advocate for all students.
- Explain the importance of exercising objective professional judgment in the practice of the profession and demonstrating a commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.
- Demonstrate familiarity with consumer and professional organizations, publications, and journals relevant to individuals with disabilities.
- Recognize the characteristics and goals of professional activities that benefit individuals with disabilities, their families, and/or colleagues, including participation in the activities of professional organizations relevant to LCD individuals with disabilities.
- Demonstrate knowledge of the benefits and strategies of mentoring and methods for the supervision of paraeducators.
- Demonstrate familiarity with central concepts and methods of inquiry for reflecting on practice, professional development, and problem solving.

**0015 Understand standards of professional and ethical conduct.**

For example:

- Recognize ways to promote and maintain a high level of integrity in the practice of the profession in accordance with professional ethical standards.
- Demonstrate knowledge of rights of individuals with disabilities to privacy, confidentiality, and respect.
- Identify ethical practices for confidential communication to others about individuals with disabilities.
- Identify ways to demonstrate respect for the privacy of individuals with disabilities, and methods for maintaining the confidentiality of their medical and academic records.
- Demonstrate knowledge of signs of emotional distress, child abuse, and neglect and procedures for reporting known or suspected abuse or neglect to appropriate authorities.
- Analyze issues related to the ethical responsibility to advocate for the least restrictive environment and appropriate services.

## OVERVIEW OF THE CONSTRUCTED-RESPONSE ASSIGNMENTS

There will be two sections of the test.

Section One will consist of **three** stand-alone constructed-response assignments. You will be asked to provide a response of up to three pages for each of the stand-alone constructed-response assignments.

Section Two will consist of a case study followed by **three** constructed-response assignments. The case study provides a hypothetical scenario relevant to an educator in your field. You will be asked to respond to the scenario in three assignments. You will be asked to provide a response of up to two pages for each assignment.

You will be providing a total of six responses to the constructed-response assignments on the test.

In the directions for each section, you will be instructed to read each constructed-response assignment carefully before you begin to write and to think about how to organize your responses. You may use space provided in the test booklet to make notes, prepare an outline, or write a first draft. Your final responses must be your original work, written in your own words, and not copied or paraphrased from some other work.

Assignments are intended to assess content-area knowledge and skills, not writing ability. Responses are therefore scored on the basis of the degree of understanding of the subject matter demonstrated in them, and not on the quality of the writing they contain. However, responses must be communicated clearly enough to permit a valid judgment of examinees' subject-matter knowledge and skills. More specifically, each response is scored according to the following performance characteristics:

<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 the 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

Responses to the constructed-response assignments must be written in the appropriate answer document as indicated in the test directions. Responses that are written in the test booklet will not be scored.

## STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENTS SECTION

This section includes the following:

- Description of the task
- Sample test directions for the stand-alone constructed-response assignments
- Practice stand-alone constructed-response assignments for each subarea
- Sample responses for each subarea

On the actual test, examinees will be given three different assignments from the ones provided as samples in this study guide.

## DESCRIPTION OF THE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENTS TASK

This section of the test will consist of three stand-alone constructed-response assignments. Each of the stand-alone assignments addresses a different subarea of the test as follows:

Assignment	Subarea
1	I. Foundations, Characteristics, and Assessment
2	II. Planning and Delivering Instructional Content and Managing the Learning Environment
3	III. Communication, Collaboration, and Professionalism

Each stand-alone constructed-response assignment will have two or more charges that may require you to do one or more of the following tasks:

- describe typical characteristics of a disability;
- identify and describe appropriate assessment tools;
- identify state and/or federal legislation, policies, or laws related to special education services;
- describe instructional theories, techniques, and/or strategies relevant to a specific LBS II content area;
- describe roles and functions of professionals involved in the education of students with disabilities; or
- identify and describe the collaboration process with family members, other professionals, and/or outside agencies.

An excellent response to each constructed-response assignment would demonstrate thorough knowledge and understanding of the subject matter for the specific test subarea. The examinee would fully achieve the purpose of the assignment by responding appropriately to all aspects of the assignment. The examinee would apply subject-matter knowledge to the specific assignment in a substantial, accurate, and appropriate manner. The examinee would also provide sound supporting evidence and high-quality examples that are relevant to the particular assignment, and demonstrate an ably reasoned, comprehensive understanding of the topic.

The constructed-response assignments are designed to assess content-area knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria.



## SAMPLE TEST DIRECTIONS FOR THE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENTS

### DIRECTIONS FOR SECTION ONE: STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the test consists of **three** stand-alone constructed-response assignments. You will be asked to provide a response of up to three pages for each assignment.

Read each constructed-response assignment carefully before you begin to write. Think about how you will organize your responses.

You may use the blank space on the unlined page following each assignment to make notes, write an outline, or otherwise prepare your responses. However, your final responses must be written on Answer Document E as follows:

Assignment	Answer Document E
1	Pages 3–5
2	Pages 7–9
3	Pages 11–13

Responses that are written in this test booklet will not be scored.

Your responses will be evaluated on the basis of the following criteria:

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT-MATTER KNOWLEDGE:** accuracy and appropriateness in the application of the subject-matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

As a whole, your responses must demonstrate an understanding of the knowledge and skills of the field and of the **specific test subarea** upon which each constructed-response assignment is based. In your responses to the assignments, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than to recite factual information.

The constructed-response assignments are intended to assess content-area knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria. Your responses should be written for an audience of educators in this field. The final versions of your responses should conform to the conventions of edited American English. Be sure to write about the assigned topic and use multiple paragraphs.

Please write legibly. You may not use any reference materials during the test. This should be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review your work and make any changes you think will improve your responses.

A response will be considered unscorable if it is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.

Turn the page to begin Section One.

## PRACTICE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1

The following is a sample of the type of prompt to which you will be asked to respond.

**Assignment 1** is intended to assess your understanding of "Foundations, Characteristics, and Assessment," which is the first subarea of the Learning Behavior Specialist II: Bilingual Special Education Specialist test framework. The test objectives for that subarea are listed below Assignment 1. Your response to Assignment 1 should relate to those test objectives.

Using your knowledge of the foundations of bilingual special education, write an essay in which you:

- identify the historical, legislative, or legal basis for using English as a Second Language (ESL) strategies with linguistically and culturally diverse (LCD) students;
- describe two ESL strategies that are currently used in bilingual special education programs; and
- explain why each of these strategies is effective in promoting the language development and learning of LCD students, citing current theories and/or research to support your explanations.



**FOR YOUR REFERENCE ONLY**—*The constructed-response item for Assignment 1 is written to assess understanding in Subarea I, "Foundations, Characteristics, and Assessment," which consists of the objectives listed below.*

*Understand the effect disabilities have on the cognitive, physical, emotional, social, communication, and linguistic skill development of an individual.*

*Understand the philosophical, historical, and legal foundations of special education and specific services relative to linguistically and culturally diverse (LCD) students with disabilities.*

*Understand methods for promoting the intellectual, social, personal, and emotional development of LCD students with disabilities.*

*Understand assessment strategies used to support the continuous development of LCD students.*

## **SAMPLE RESPONSE FOR THE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1**

The sample below is an example of a strong response to the practice constructed-response assignment.

The use of ESL strategies with LCD students is supported legally by several Supreme Court decisions. *Lau v. Nichols* established that school districts must offer programs that do not exclude students with limited English proficiency. *Diana v Board of Education* requires that students with limited English proficiency be evaluated using nondiscriminatory tests. *Brown v. Board of Education*, which rejected the use of segregated special schools for different student populations, has been applied to LCD students.

Legislation such as PL 94-142 and the IDEA (Individuals with Disabilities Education Act) mandates the delivery of appropriate services to LCD students.

One ESL strategy used in bilingual special education programs is total physical response (TPR). This strategy involves modeling with gestures and body language the meaning of a phrase or command while simultaneously verbalizing it. A teacher or other student uses very elaborated and explicit gestures to convey the meaning that is being communicated verbally (open the door; place the book on the desk).

Research indicates that many LCD students have adequate conversational skills in English, (Basic Interpersonal Communicative Skills or BICS) but lack the proficiency to understand the more academic or abstract language of the classroom or textbook (Cognitive Academic Language Proficiency or CALP). TPR builds vocabulary beyond the very simple and concrete. It includes verbs, adjectives, and adverbs, as well as nouns. Because it is connected simultaneously with a visual enactment of meaning, students are able to associate sounds with meanings. This promotes students' ability to master more complex, abstract dimensions of language, including problem solving and inferential understanding.

Another effective strategy is to alter an English text, preserving the meaning and flavor but making it shorter and simpler. A teacher does this by paraphrasing the story to bring it to a lower reading level. Sentences are shortened; vocabulary is simplified. Key words are repeated and repetitive prose patterns are used. Nouns are used instead of pronouns; use of idioms, colloquialisms, contractions, and abbreviations is minimized.

This strategy is effective because it allows the student to access the meaning of the story in spite of lacking language proficiency at the level the story was originally written. The student is able to participate in interactive activities such as class discussions and respond to questions, thus gaining related social learning benefits. Further, the language devices that are used (repetition of nouns, rhythmic prose patterns) reinforce vocabulary. The frequent recycling of important vocabulary compensates for students' limited word recognition skills.

## PRACTICE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2

The following is a sample of the type of prompt to which you will be asked to respond.

**Assignment 2** is intended to assess your understanding of "Planning and Delivering Instructional Content and Managing the Learning Environment," which is the second subarea of the Learning Behavior Specialist II: Bilingual Special Education Specialist test framework. The test objectives for that subarea are listed below Assignment 2. Your response to Assignment 2 should relate to those test objectives.

Using your knowledge of effective instructional environments for linguistically and culturally diverse (LCD) students with disabilities, write an essay in which you:

- identify a hypothetical student by age, language background (including levels of first-language [L1] and second-language [L2] proficiencies), and disability;
- describe the features of the physical setting(s), the daily schedule, classroom routines, and instructional transitions that would promote the development and learning of the hypothetical student you identified;
- describe a common environmental barrier that would hinder accessibility to learning for a student with the characteristics you identified; and
- describe one strategy that would be effective in eliminating or minimizing that barrier for the student you identified.



**FOR YOUR REFERENCE ONLY**—*The constructed-response item for Assignment 2 is written to assess understanding in Subarea II, "Planning and Delivering Instructional Content and Managing the Learning Environment," which consists of the objectives listed below.*

*Understand planning instruction and delivering instructional content.*

*Understand adapting instruction to meet the needs of diverse learners.*

*Understand individual and group motivation and behavior.*

*Understand approaches to behavior management for individual students.*

*Understand characteristics of environments that facilitate development, learning, and interaction between and among students.*

## **SAMPLE RESPONSE FOR THE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2**

The sample below is an example of a strong response to the practice constructed-response assignment.

Carlos, age 11, has mid-level proficiency in Spanish (L1) and Level 2 proficiency in English (L2). He has a learning disability.

Carlos would benefit from a bright, pleasant physical environment with visual interest. The room should be comfortable and attractive. Furniture should be movable to allow for varied learning activities and learning groups (individual, small group, large group). Carlos should be assigned to work interactively in small groups with native speakers and given linguistically simpler tasks on group projects.

The class schedule should be predictable and organized. Routines should be followed according to a logical structure. Transitions should be handled efficiently, with cues before the actual transition occurs. (For example, "We will work on math for five more minutes; then we will get ready for lunch.")

Multiple modalities should be used as much as possible: total physical response (TPR) with elaborated gestures as well as words; manipulatives; visual and oral media.

One barrier that would hinder Carlos's accessibility to learning would be a lack of predictability and structure. If his daily schedule is haphazard and unpredictable and he is continually taken by surprise by unexpected activities and changes in routine, he is likely to become restless and anxious and to have difficulty concentrating. This will interfere with his ability to engage productively in classroom activities and could result in withdrawal or disruptive behavior.

An orderly flow of activities requires careful planning: first, thinking through how the school day will be structured and how blocks of time will be used. Although it is impossible, and probably not even desirable, to have rigid, minute-by-minute scheduling in a classroom, for the most part the days should flow smoothly. This means careful planning; the plan should be realistic and appropriate, with adequate time for each activity and each transition. The teacher should reflect and evaluate the sequencing of various activities. If changes in routine are warranted, they should be implemented with care and on an appropriate timetable.

## PRACTICE STAND-ALONE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3

The following is a sample of the type of prompt to which you will be asked to respond.

**Assignment 3** is intended to assess your understanding of "Maintaining Effective Communication, Collaboration, and Professionalism," which is the third subarea of the Learning Behavior Specialist II: Bilingual Special Education Specialist test framework. The test objectives for that subarea are listed below Assignment 3. Your response to Assignment 3 should relate to those test objectives.

Using your knowledge of programs, resources, and services available to linguistically and culturally diverse (LCD) students with disabilities and their parents/guardians/caregivers, write an essay in which you:

- identify three school-based personnel and describe their roles and responsibilities in identifying, assessing, and/or providing services for LCD students with disabilities;
- identify three programs, resources, networks, organizations, and/or funding agencies that work with individuals with disabilities and their parents/guardians/caregivers (including at least one that serves in early childhood settings and at least one that serves secondary-aged students) and describe their roles and responsibilities; and
- describe two strategies that are effective in ensuring that LCD students with disabilities and/or their parents/guardians/caregivers have full access to relevant programs, resources, services, and funding and explain why these strategies would be effective for this purpose.



**FOR YOUR REFERENCE ONLY**—*The constructed-response item for Assignment 3 is written to assess understanding in Subarea III, "Maintaining Effective Communication, Collaboration, and Professionalism," which consists of the objectives listed below.*

*Understand effective communication techniques and their use in supporting the learning of LCD students with disabilities.*

*Understand strategies that promote positive home-school relationships.*

*Understand strategies that promote collaboration and supportive interaction among professionals, parents, paraprofessionals, students, and communities.*

*Understand the types of programs, resources, and services available to LCD students with disabilities and their families.*

*Understand professionalism in teaching, the continuum of lifelong professional development, and ways of providing leadership to improve students' learning and well-being.*

*Understand standards of professional and ethical conduct.*

### **SAMPLE RESPONSE FOR THE CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3**

The sample below is an example of a strong response to the practice constructed-response assignment.

The skills and expertise of a number of professionals may be needed to meet the needs of LCD students with disabilities. The school psychologist is trained to detect and assess learning needs and learning disabilities. This specialist can select, administer, and interpret culturally appropriate tests of cognitive ability and performance, and help interpret behaviors and interactions. These clinical findings can help identify more specifically the causes of a student's lack of success. Once a determination has been made, the school psychologist can help set realistic learning goals and suggest strategies to achieve them. After a program is in place the school psychologist can monitor the student's learning progress.

For a child with language expressive or receptive language limitations, the speech language pathologist holds a key role. This professional can assist in determining whether a student's language limitation is solely because of limited English proficiency, or is also a result of a processing deficit, can design a therapy program, and can administer appropriate therapy if needed.

A social worker who is familiar with the student's language and culture can place the student's behavior in the cultural context. This professional can provide insight about behaviors that may seem unusual or even pathological, but may in reality be culturally determined. The social worker can inform and educate other members of the team about how to interpret such behaviors.

LCD students with disabilities and their parents can benefit from a number of different organizations and advocacy groups. The National Council for Latinos with Disabilities provides advocacy for parents and children from birth to age 21. This organization has both a national and an Illinois state office. Its mission is to link parents to community agencies and organizations that provide services. The Council for Exceptional Children is a professional organization for providers of services to children with disabilities. Also organized at both the national and state levels, this umbrella organization has a subgroup for LCD students. It provides forums for exchange of ideas and strategies, networking, and professional support. The National Association for Bilingual Education serves the K-12 population. Its mission relates to assuring that the quality of instruction and services is adequate, and to interpret and apply various federal mandates to bilingual students.

***continued***

One important strategy to ensure that parents/guardians/caregivers have access to relevant resources is to communicate clearly and frequently with them about whatever resources are available, in writing and in person, and always in their native language. This increases the likelihood that they will be aware of resources, and establishes a communication link for them to ask questions and seek clarification.

Another strategy is to involve parents in training and education programs about their child's disability. Such parent involvement is included in the Individuals with Disabilities Education Act (IDEA). Parent education and advocacy is part of the mission of several organizations, and parent needs are addressed at these organizations' conferences. Connecting with other parents is a highly effective way to increase engagement and to build a sense of empowerment.



## CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS SECTION

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This section includes the following:

- Description of the task
- Sample test directions for the case study constructed-response assignments
- Practice case study that consists of three constructed-response assignments (one for each subarea)
- Sample responses for each subarea

On the actual test, examinees will be given a different case study and constructed-response assignments from the ones provided as samples in this study guide.

## DESCRIPTION OF THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS TASK

This section of the test will consist of one case study followed by three constructed-response assignments. The case study provides a hypothetical scenario, typically about a particular student, and provides background information in the form of test results, teacher reports, home surveys, notes from parents/guardians, and excerpts from professional evaluations or other information.

The three constructed-response assignments will each address a different subarea of the test as follows:

<b>Assignment</b>	<b>Subarea</b>
1	I. Foundations, Characteristics, and Assessment
2	II. Planning and Delivering Instructional Content and Managing the Learning Environment
3	III. Communication, Collaboration, and Professionalism

Each case study constructed-response assignment will have two or more charges that may require you to do one or more of the following tasks:

- identify the strengths and needs of the hypothetical student according to assessment results and other background information provided;
- identify and describe a successful learning environment and instructional models, strategies, or modifications relevant to the hypothetical scenario;
- identify individuals and issues needing to be addressed in the hypothetical student's Individualized Education Program (IEP) meeting; or
- describe individual or team collaboration strategies and explain why you think the strategies would be effective.

An excellent response to each constructed-response assignment would demonstrate thorough knowledge and understanding of the subject matter for the specific test subarea. The examinee would fully achieve the purpose of the assignment by responding appropriately to all aspects of the assignment. The examinee would apply subject-matter knowledge to the specific assignment in a substantial, accurate, and appropriate manner. The examinee would also provide sound supporting evidence and high-quality examples that are relevant to the particular assignment, and demonstrate an ably reasoned, comprehensive understanding of the topic.

The constructed-response assignments are designed to assess content-area knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria.

## SAMPLE TEST DIRECTIONS FOR THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS

### DIRECTIONS FOR SECTION TWO: CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the test consists of a case study followed by **three** constructed-response assignments. The case study provides a hypothetical scenario relevant to an educator in your field. You will be asked to respond to the scenario in three assignments. You will be asked to provide a response of up to two pages for each of the three assignments.

Read the case study and each assignment carefully before you begin to write. Think about how you will organize your responses.

You may use the blank space on the unlined page following each assignment to make notes, write an outline, or otherwise prepare your responses. However, your final responses must be written in Answer Document E as follows:

Case Study Assignment	Answer Document E
1	Pages 15–16
2	Pages 17–18
3	Pages 19–20

Responses that are written in the test booklet will not be scored.

Your responses will be evaluated on the basis of the following criteria:

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT-MATTER KNOWLEDGE:** accuracy and appropriateness in the application of the subject-matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

As a whole, your responses must demonstrate an understanding of the knowledge and skills of the field and of the **specific test subarea** upon which the assignment is based. In your responses to the assignments, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than to recite factual information.

The constructed-response assignments are intended to assess content-area knowledge and skills, not writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria. Your responses should be written for an audience of educators in this field. The final versions of your responses should conform to the conventions of edited American English. Be sure to write about the assigned topic and use multiple paragraphs.

Please write legibly. You may not use any reference materials during the test. This should be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review your work and make any changes you think will improve your responses.

A response will be considered unscorable if it is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.

Turn the page to begin Section Two.

## PRACTICE CASE STUDY

This case study focuses on a student named Karolina. Karolina is a 9 year, 1 month old female second grader. Her primary language is Polish. Karolina attended kindergarten in Poland. Her family moved to the United States just as she was beginning first grade. Karolina attended monolingual English classes in first grade and second grade. She is currently repeating second grade in a bilingual (Polish) regular education second grade class, but she receives language arts instruction in a bilingual (Polish) regular education first grade class. Karolina's two classroom teachers referred her for a Full Case Study Evaluation in January because she was not making sufficient progress in reading and math.

Use the information that follows from Karolina's case file to answer the three assignments that appear at the end of the case study. **Be sure to read the entire case file and all three assignments before you begin your responses.**

### Results of the Home Language Survey:

The predominant language spoken in the home is Polish. Karolina speaks Polish at home with her parents and six siblings.

### Excerpt from Social Assessment (Initial) form (information provided by Karolina, Karolina's parents, and her teachers):

#### Family History:

Karolina is the sixth of seven children. She lives with her parents and six siblings who range in age from 3 years to 17 years. Both parents work full time. Her father speaks some English and her mother no English. Her mother reports that Karolina and her older siblings all speak English "very well." She also reports that Karolina is very helpful around the house and with her younger brother. Her father reports that Karolina is a happy child and gets along well with all her siblings. She is particularly close to her two older sisters who are in high school and who regularly help her with her homework.

#### Educational Experience:

Karolina attended kindergarten in Poland. Her parents report that upon moving to the United States, they enrolled her in a monolingual English first grade class because they "wanted her to learn English quickly." She performed poorly in first grade but was promoted to second grade because her teacher thought Karolina's performance would probably improve as her English improved. However, Karolina continued to fail every core subject in second grade. This academic year, she is repeating second grade in a bilingual (Polish) second grade class and receiving reading and writing instruction in a bilingual (Polish) first grade class. Her parents report that they were opposed to this assignment but finally agreed to it. They report that at this point they are "upset" with the school. They attribute Karolina's poor school performance to "poor teaching" and think the teachers are just "making up excuses" why she is not learning. They are not familiar with special education and are not sure whether this will help Karolina, but they allowed her to be tested. Her parents report that their other children do not have any difficulty in school. Karolina's teachers this year describe her as a very pleasant, motivated, and hard-working student. Karolina appears unable to do phonics and did not seem to know the alphabet (in English or Polish) at the beginning of this school year. She appears to have difficulty remembering things. She will follow oral directions from adults; however, if she is given three things to do, she will forget one or more of them. Her attendance is reported to be very good. Karolina reports that she likes school and likes her teachers and classmates.

**Excerpt from Request for Student Support Services form:**

Interventions prior to referral (in Polish):

- Alphabet flashcards (in school and at home)
- Phonics flashcards—one-syllable words (in school and at home)
- Basic sight word flashcards (in school and at home)
- Taking language arts in first grade bilingual class since mid-September

**Excerpt from School Nurse Report for Multidisciplinary Conference:**

Sources of information: interview with mother and student, review of records, observation

Vision Screening: Passed

Hearing Screening: Passed

Karolina's birth history was reported within the average range. Her developmental history was also within the average range. She was hospitalized four times during infancy and early childhood for difficulty breathing. The diagnosis given was "bronchitis." At age 19 months, Karolina went to a treatment clinic in Poland for three months for breathing exercises and "inhalation therapy." She has had no significant illnesses since then. Her immunizations are up-to-date. Her current health status is "healthy." She and her mother report that she has no difficulty sleeping or eating.

**Excerpt from Psychological Evaluation form:**

Karolina was evaluated by a bilingual psychologist in Polish. Karolina's records indicate that she scored at Level 2 on all subtests of the Bilingual Verbal Ability Test (BVAT) in English and at Level 3 in Polish. She was cooperative and well behaved during the session.

**Wechsler Intelligence Scale for Children—Third Edition (WISC—III)  
(administered bilingually and English norms used)**

Verbal		Performance	
Subtest	Scaled Score	Subtest	Scaled Score
Information	5	Picture Completion	10
Similarities	4	Coding	12
Arithmetic	7	Picture Arrangement	7
Vocabulary	6	Block Design	9
Comprehension	4	Object Assembly	8
(Digit Span)	(5)	(Symbol Search)	(6)

	IQ/Index
Verbal IQ	73
Performance IQ	95
Full Scale IQ	82

**Beery-Buktenica Visual Motor Integration (VMI) Test**

Standard score: 80

Age equivalent: 7.9

**Auditory Discrimination Test (English)**

16th percentile for age 9.1

**Kaufman Test of Educational Achievement (KTEA) (administered in English with directions given bilingually)**

Subtest	Scaled Score	Grade Equivalent
Math Applications	76	<1.0
Math Computations	98	2.1
Math Composite	81	1.2
Reading Decoding	78	<1.0
Spelling	72	<1.0
Reading Comprehension	68	<1.0
Reading Composite	72	<1.0

## **PRACTICE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1**

The following is a sample of the type of prompt to which you will be asked to respond.

**Case Study Assignment 1** is intended to assess your understanding of "Foundations, Characteristics, and Assessment," which is the first subarea of the Learning Behavior Specialist II: Bilingual Special Education Specialist test framework. The test objectives for that subarea are listed below Assignment 1. Your response to Assignment 1 should relate to those test objectives.

Write an essay in which you analyze specific information from Karolina's case file. In your essay:

- identify Karolina's strengths and needs in the areas of cognitive, physical, social-emotional, and first-language (L1) and second-language (L2) development, citing evidence from Karolina's case file to support your observations; and
- explain ways that Karolina's disability or disabilities affect and interrelate with her development, learning, and communication skills.



**FOR YOUR REFERENCE ONLY**—*The constructed-response item for Case Study Assignment 1 is written to assess understanding in Subarea I, "Foundations, Characteristics, and Assessment," which consists of the objectives listed below.*

*Understand the effect disabilities have on the cognitive, physical, emotional, social, communication, and linguistic skill development of an individual.*

*Understand the philosophical, historical, and legal foundations of special education and specific services relative to linguistically and culturally diverse (LCD) students with disabilities.*

*Understand methods for promoting the intellectual, social, personal, and emotional development of LCD students with disabilities.*

*Understand assessment strategies used to support the continuous development of LCD students.*

## **SAMPLE RESPONSE FOR THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 1**

The sample below is an example of a strong response to the practice case study constructed-response assignment.

Karolina's performance IQ is average and far exceeds her verbal IQ. Her L1 (Polish) development is good (Level 3). Her math computation is at grade level. She is healthy and cheerful. She likes school and is pleasant, motivated, and has good family support.

Except for math computations her achievement scores (on a test administered in English) are at least one year below grade level. Her L2 development (English) is weak (Level 2) and her auditory discrimination and visual motor integration are below grade level. She has difficulty carrying out multiple-step directions and is unable to do phonics.

Karolina's inability to read well is likely to have an increasingly significant effect on her ability to learn as her education continues. Reading becomes increasingly important across all content areas; if her skills do not improve her achievement in all areas will be negatively affected. As the gap between her comprehension and that of her peers increases, her confidence and enjoyment of school is likely to decrease, and her relationships with peers may deteriorate.

The attitudes of Karolina's parents may add to her problems. Their tendency to attribute Karolina's poor achievement to the quality of teaching rather than their daughter's needs may influence her attitudes and undermine her motivation.

Her difficulties in following simple directions may affect her acceptance by peers if she is unable to keep up with them in performing simple tasks or class activities.



## PRACTICE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2

The following is a sample of the type of prompt to which you will be asked to respond.

**Case Study Assignment 2** is intended to assess your understanding of "Planning and Delivering Instructional Content and Managing the Learning Environment," which is the second subarea of the Learning Behavior Specialist II: Bilingual Special Education Specialist test framework. The test objectives for that subarea are listed below Assignment 2. Your response to Assignment 2 should relate to those test objectives.

Write an essay in which you discuss specific aspects of Karolina's instructional program. In your essay:

- identify the language of instruction and the instructional delivery model you would recommend for Karolina and explain the reasoning behind your recommendations;
- describe two important characteristics of a successful learning environment for Karolina and explain why each characteristic you described would be effective in promoting Karolina's development and learning;
- identify two appropriate instructional goals for Karolina's literacy development and describe an effective method or strategy for achieving each goal; and
- identify two appropriate goals for Karolina's content-area development and describe an effective method or strategy for achieving each goal.



**FOR YOUR REFERENCE ONLY**—*The constructed-response item for Case Study Assignment 2 is written to assess understanding in Subarea II, "Planning and Delivering Instructional Content and Managing the Learning Environment," which consists of the objectives listed below.*

*Understand planning instruction and delivering instructional content.*

*Understand adapting instruction to meet the needs of diverse learners.*

*Understand individual and group motivation and behavior.*

*Understand approaches to behavior management for individual students.*

*Understand characteristics of environments that facilitate development, learning, and interaction between and among students.*

## **SAMPLE RESPONSE FOR THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 2**

The sample below is an example of a strong response to the practice case study constructed-response assignment.

Karolina would benefit from instruction in English with native language support. Her understanding and verbal development in Polish is good, which indicates that she understands concepts and ideas. Because she speaks Polish at home, there is adequate support to maintain this language. If her English proficiency does not improve there could be a negative effect on her educational development in all areas. With the support of an interpreter to paraphrase more difficult written and oral English, she will both understand the meaning and see/hear the English words.

Karolina's learning environment should include both individual remediation and small group activities. She should be removed from the first grade language arts class and reintegrated into her classroom.

Individual remediation will allow her to practice and develop her basic skills such as phonics and sequencing of instructions. Small group activities will allow her to interact with peers and practice listening and speaking English. Placing her back in her age-appropriate classroom would likely be more acceptable to her parents, and would remove the stigma of being in a younger class. She is socially well-adjusted, motivated, and willing to work hard.

Literacy goals for Karolina might include improvement of reading comprehension in English, and improvement of writing fluency in English. One strategy to address the goal of improving reading comprehension is the use of graphic organizers—story pictures to identify main ideas and other aspects of written passages. These would reinforce the structure and meaning of the passage. To improve her writing fluency, she could write a short (one sentence) daily journal entry, perhaps accompanied by a picture.

Content-area goals might include improvement of math applications (for example, word problems) and improvement of science understanding and achievement. To improve her ability to solve math problems, the problems could be broken down into small steps. Several similar problems could be assigned and worked through with help. To improve her science, relevant projects involving hands-on, manipulative activities could be assigned. These activities would lend themselves to use in small groups.

## PRACTICE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3

The following is a sample of the type of prompt to which you will be asked to respond.

**Case Study Assignment 3** is intended to assess your understanding of "Maintaining Effective Communication, Collaboration, and Professionalism," which is the third subarea of the Learning Behavior Specialist II: Bilingual Special Education Specialist test framework. The test objectives for that subarea are listed below Assignment 3. Your response to Assignment 3 should relate to those test objectives.

Write an essay in which you discuss specific issues related to the development and implementation of Karolina's educational program. In your essay:

- identify two significant issues that should be taken into consideration in planning the Individualized Education Program (IEP) conference for Karolina;
- for each issue you identified, describe a strategy for addressing the issue and explain why you think this strategy would be effective in this situation; and
- identify the individuals who should take part in Karolina's IEP conference and describe the roles and responsibilities of each of these individuals with respect to the development and implementation of Karolina's IEP.



**FOR YOUR REFERENCE ONLY**—*The constructed-response item for Case Study Assignment 3 is written to assess understanding in Subarea III, "Maintaining Effective Communication, Collaboration, and Professionalism," which consists of the objectives listed below.*

*Understand effective communication techniques and their use in supporting the learning of LCD students with disabilities.*

*Understand strategies that promote positive home-school relationships.*

*Understand strategies that promote collaboration and supportive interaction among professionals, parents, paraprofessionals, students, and communities.*

*Understand the types of programs, resources, and services available to LCD students with disabilities and their families.*

*Understand professionalism in teaching, the continuum of lifelong professional development, and ways of providing leadership to improve students' learning and well-being.*

*Understand standards of professional and ethical conduct.*

## **SAMPLE RESPONSE FOR THE CASE STUDY CONSTRUCTED-RESPONSE ASSIGNMENT FOR SUBAREA 3**

The sample below is an example of a strong response to the practice case study constructed-response assignment.

In planning Karolina's IEP conference, particular attention must be paid to the concerns expressed by her parents. Her parents opposed her placement in a first grade classroom; they attribute her lack of success to poor teaching; and they are not familiar with special education. This suggests that they do not accept that Karolina has special needs, and do not understand that there are appropriate services to meet these needs.

A second concern is the discrepancy between Karolina's proficiency in Polish and in English. Her Polish proficiency suggests that she has adequate overall language skills; however, her limited English proficiency is evidence that these skills have not transferred to her second language.

It is important to respond to the concerns of Karolina's parents constructively and respectfully and to establish a strong positive relationship with them. This can be done in various ways, beginning with a meeting (in Polish) to explain what services are available and how these services can help Karolina. Frequent communication with the parents should be maintained. Parents should be invited to visit the school and encouraged to connect with other Polish-speaking families of children with special needs. These strategies will be effective because they will build trust between the parents and the school staff, reduce the family's isolation, and provide support.

To address the language gap, it is necessary to maintain support for Karolina's development in her native language while fostering her development in English. The use of a Polish-speaking language support person to help Karolina better understand the English content in her classroom will increase her ability to receive and process information. This will enhance overall language and literacy skills and build her self-confidence.

The following professionals should participate in Karolina's IEP conference.

- Her parents—to communicate their concerns and receive responses firsthand
- A Polish-English interpreter—to communicate between parents and English-speaking staff
- Her classroom teacher—to collaborate on establishment of goals and gather suggestions for how to accomplish them
- A special education teacher—to help write goals and suggest appropriate strategies
- A bilingual educator—to interpret and explain Karolina's language development and second-language acquisition needs and to suggest specific goals and strategies

## EXPLANATION OF THE SCORING PROCESS FOR THE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section is designed to provide you with an explanation of the scoring process for the constructed-response assignments for the LBS II: Bilingual Special Education Specialist test.

### THE SCORING PROCESS

Responses to the constructed-response assignments will be rated on a four-point scoring scale (see page 2-35). Within the range of scores (i.e., from 1 to 4), a response that receives a score point of 1 is an undeveloped response, while a score point of 4 is assigned to a response that is very well developed. Specific performance characteristics (see below) describe the elements typically found in responses at each of the four score points, although any particular response may be either more or less developed in respect to any specific elements.

Each category of the four-point scale will comprise a range of ability across that particular score. Thus, among the most competent constructed responses, there will be those that represent a "high 4" (the best) as well as those that represent a "low 4" (clearly superior responses, but they are not quite as well constructed as the "high 4"). This range of ability holds true within each of the other three points on the scoring scale.

Each response will be read and scored by two scorers; the sum of the two scores will be the examinee's total score for each constructed-response assignment. Any pair of scores that differs by more than one point will be regarded as discrepant and will require resolution by a third scorer. For example, a total score of 6 would result from the assignment of a "3" and a "3" from each of two scorers; it could not result from assigned scores of a "2" and a "4" because the scores differ by more than one point.

### PERFORMANCE CHARACTERISTICS

The performance characteristics for each score point for the LBS II: Bilingual Special Education Specialist constructed-response assignments are organized according to four major performance features: (1) purpose, (2) subject-matter knowledge, (3) support, and (4) rationale. Each of these performance characteristics is described in more detail below. Detailed characterizations of the score point features are described in the scoring scale on page 2-35.

#### **Purpose**

*The extent to which the response achieves the purpose of the assignment.*

Each assignment defines a number of specific tasks and asks the examinee to write an essay addressing those tasks. Purpose involves the extent to which the examinee's response fulfills the tasks enumerated in the assignment.

## **Subject-Matter Knowledge**

*Accuracy and appropriateness in the application of the subject-matter knowledge specified in the LBS II: Bilingual Special Education Specialist test framework.*

Application of subject-matter knowledge involves the extent to which the content of the examinee's response to the assignment demonstrates a practical command of the professional knowledge and skills detailed in the relevant sections of the LBS II: Bilingual Special Education Specialist test framework.

## **Support**

*Quality and relevance of supporting details.*

Quality of support depends on the specificity, relevance, quantity, and accuracy of evidence cited in support of the examinee's response to the assignment. Support may involve giving detailed descriptions, explanations, and examples.

## **Rationale**

*Soundness of argument and degree of understanding of the subject matter.*

The soundness of an argument depends on the correctness of the basic premises from which the argument proceeds and the validity of the logic by which conclusions are derived from those basic premises. Examinees demonstrate how well they understand the subject matter of their responses by presenting sound arguments for the statements they make.

## SCORING SCALE FOR THE CONSTRUCTED-RESPONSE ASSIGNMENTS

Score Point	Score Point Description
<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 is general; there are some relevant examples.</li> <li>• The response reflects a general understanding of the topic; some reasoning is evident.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited 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 a weak 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>	<p><b>The response is unscorable because it is unrelated to the assigned topic, illegible, primarily in a language other than English, or lacking a sufficient amount of original work to score.</b></p>
<b>B</b>	<p><b>There is no response to the assignment.</b></p>

### **OVERVIEW**

The score report indicates whether or not you passed the LBS II: Bilingual Special Education Specialist test. The passing scores for the Illinois Licensure Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for the LBS II: Bilingual Special Education Specialist test is designed to reflect the level of knowledge and skills required to perform effectively at an advanced level in the job of an educator in Illinois.

### **Passing Score**

The LBS II: Bilingual Special Education Specialist test is scored on a scale from 100 to 300. To pass the test you must obtain a scaled total test score of 240 or above.

### **Total Test Score**

The total test score is based on your performance on the entire test, specifically the scores you received on the six constructed-response assignments.

### **Constructed-Response Assignment Scores**

One score is indicated for your performance on the three stand-alone assignments and one score is also indicated for your performance on the three case study assignments. These scores are presented on the same scale as the total test score.

Performance indicators are provided in regard to your performance on each of the six constructed-response assignments. These will help you assess your areas of relative strength and weakness.

### **Reporting of Scores**

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.



## READING YOUR REPORT: A SAMPLE

A sample of an LBS II test score report is provided below.

Number of Test Items in Subarea (6)		Subarea Name	Component Score	Performance Indicators	Performance Characteristics Not Mastered*
<b>Test: 157 LBS II: Bilingual Special Education Specialist</b> <b>Your Scaled Total Test Score: 220</b> ← ② <b>Your Status: Did not pass</b> ← ①					
③	1	<b>Stand-Alone Assignments:</b>	222		
	1	Foundations, Characteristics, & Assessmt		++ ← ⑤	2, 3 ← ⑥
	1	Plan and Deliver Instruction		++++ ← ④	
	1	Comm., Collaboration, & Professionalism		++	1, 4
		<b>Case Study Assignments:</b>	215		
	1	Foundations, Characteristics, & Assessmt		+ ← ⑧	1, 4 ← ⑨
	1	Plan and Deliver Instruction		+++ ← ⑦	
	1	Comm., Collaboration, & Professionalism		++	2

\*Performance characteristics not mastered are only provided if you do not pass the test.

According to the above sample, the examinee did not pass the LBS II: Bilingual Special Education Specialist test ①. The examinee's total scaled score was 220 ②, which is below the passing scaled score of 240. The score report indicates that there were six items on the test ③.

For the stand-alone assignments, the examinee did better on the Plan and Deliver Instruction assignment ④ than on the Foundations, Characteristics, and Assessment assignment ⑤. The response that the examinee provided for the Foundations, Characteristics, and Assessment assignment was weak in features 2 (subject-matter knowledge) and 3 (support) ⑥.

For the case study assignments, the examinee did better on the Plan and Deliver Instruction assignment ⑦ than on the Foundations, Characteristics, and Assessment assignment ⑧. The response that the examinee provided for the Foundations, Characteristics, and Assessment assignment was weak in features 1 (purpose) and 4 (rationale) ⑨.

Each response is scored on a scale from 1 to 4, with 1 representing a totally undeveloped response and 4 representing a response that is very well developed. Each response is read and scored by two scorers; the sum of the two scores is the total score assigned to the response. This score is then converted to the scaled score that is reported on your score report. Scaled scores are reported on a range from 100 to 300. Further explanation regarding the interpretation of your constructed-response scores will be provided on your score report.