

Illinois Licensure Testing System

STUDY GUIDE

Assessment of Professional
Teaching (188)



Illinois State Board of Education

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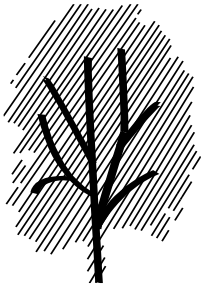
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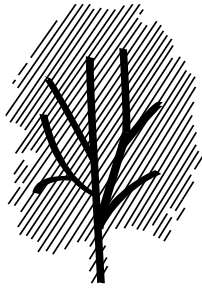
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General Information About the Illinois Licensure Testing System

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 Test Questions**
- **Practice Constructed-Response Assignments**
- **Explanation of the Test Score Report**

INTRODUCTION

This section includes the Assessment of Professional Teaching (APT) test subareas and objectives, practice multiple-choice test questions and answers, two practice constructed-response assignments and sample responses, an explanation of the scoring process for the constructed-response assignments, and a score report explanation. The APT assesses candidates on professional and pedagogical knowledge and skills. The APT consists of 120 multiple-choice questions and 2 constructed-response assignments.

ORGANIZATION OF THE TEST OBJECTIVES

The APT test is designed to assess a candidate's pedagogical knowledge. The test is based on current and relevant expectations for teacher preparation students and for teachers in Illinois. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the APT test. The complete set of test objectives is provided on pages 2-3 through 2-11.

The content covered by the APT test is organized into four subareas:

- Development and Learning
- Learning Environment
- Instruction and Assessment
- Professional Environment

These subareas are important because they help organize the content of the APT test and because examinee scores will be reported for each subarea as well as for the entire test. Thus, your score report will help you determine your areas of strength and weakness in terms of the subareas of the test.

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 APT test.

Objective Statement

Understand human development, factors that influence development, and strategies for providing learning experiences and environments that promote growth and development of all students.

Descriptive Statements

- Demonstrate knowledge of major theories, processes, and principles of human development.
- Recognize characteristics and development milestones in the cognitive, physical, language, social-emotional, and moral development domains of students in prekindergarten through grade 12.
- Demonstrate knowledge of variations in students' development, the implications of this variation for teaching and learning, and how development in one domain can affect development and performance in other domains.

A careful reading of each test objective and its descriptive statements should give you a good idea of what the content of the test will be. Each practice multiple-choice test question, which begins on page 2-12, is designed to match one of the objectives.

Development and Learning
Learning Environment
Instruction and Assessment
Professional Environment

SUBAREA I— DEVELOPMENT AND LEARNING

0001 Understand human development, factors that influence development, and strategies for providing learning experiences and environments that promote growth and development of all students.

For example:

- Demonstrate knowledge of major theories, processes, and principles of human development.
- Recognize characteristics and developmental milestones in the cognitive, physical, language, social-emotional, and moral development domains of students in prekindergarten through grade 12.
- Demonstrate knowledge of variations in students' development, the implications of this variation for teaching and learning, and how development in one domain can affect development and performance in other domains.
- Analyze factors and conditions that influence students' development and strategies for promoting the growth and development of students with given characteristics and needs.
- Demonstrate knowledge of methods for introducing concepts and creating learning experiences that are responsive to the needs of students at various levels of development.
- Recognize cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem solving, recall) and strategies for promoting students' cognitive development.

0002 Understand how individuals learn within the context of their social, economic, cultural, linguistic, and academic experiences and strategies for creating meaningful learning experiences for all students.

For example:

- Demonstrate familiarity with various theories and philosophies of learning.
- Apply knowledge of how students construct knowledge, acquire skills, and develop effective and efficient critical-thinking and problem-solving capabilities and strategies for providing scaffolding for learning new skills and concepts.
- Demonstrate understanding of the relationships between language acquisition, literacy development, and acquisition of academic content and skills.
- Analyze factors and conditions that influence students' learning and inquiry processes (e.g., past experiences, talents, prior knowledge, economic circumstances, diversity within the community).
- Select appropriate strategies for supporting meaningful learning for diverse groups of students (e.g., stimulating prior knowledge, linking new ideas to familiar ideas and experiences, promoting interdisciplinary and real-world connections, applying content-area literacy strategies).
- Demonstrate knowledge of major concepts, assumptions, debates, processes of inquiry, and theories that are central to the disciplines as well as how to use differing viewpoints, theories, and processes of inquiry and critical thinking to promote students' acquisition of content and skills.

0003 Understand the diverse characteristics and abilities of students, the impact of diverse characteristics and abilities on learning, and how to create learning experiences that promote all students' learning and development.

For example:

- Demonstrate knowledge of the full spectrum of student diversity (e.g., race and ethnicity, culture, religion, language, socioeconomic status, disabilities, giftedness, sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum.
- Demonstrate understanding of the implications of diversity for teaching and learning and the ways in which personal biases affect teaching.
- Apply knowledge of strategies for learning about and incorporating students' experiences and cultures into instruction and for creating a classroom community that respects and appreciates diversity.
- Recognize the impact of cognitive, emotional, physical, and sensory disabilities and of cultural and linguistic diversity on learning and communication; methods that can be used to identify diverse student needs; and how to access technology, services, and resources to address identified needs.
- Identify appropriate adaptations to teaching practices to make content accessible for students with diverse characteristics and abilities.
- Demonstrate knowledge of strategies for providing students with disabilities access to the general curriculum, including the use of appropriate assistive technology and digital tools.

SUBAREA II—LEARNING ENVIRONMENT

0004 Understand strategies for creating safe, inclusive, and culturally and linguistically responsive learning environments for students that foster cooperation, mutual respect, and positive social interactions.

For example:

- Demonstrate knowledge of strategies for creating a positive, safe, and inclusive classroom environment that fosters cooperation, mutual respect, and a sense of community.
- Recognize characteristics of learning environments that help students develop positive self-esteem, self-efficacy, and personal goal-setting skills.
- Demonstrate understanding of methods for facilitating a learning environment in which individual differences are respected and for incorporating elements of students' individual experiences, cultures, families, and communities to enrich the learning environment.
- Apply knowledge of strategies for helping students work cooperatively and productively in groups; promoting positive interactions; and preparing students to live harmoniously and productively in a diverse world.
- Analyze the learning environment and make decisions to enhance cultural and linguistic responsiveness, to promote positive social relationships, and to meet the individual needs of students with diverse characteristics.

0005 Understand strategies for structuring organized, productive, and smoothly functioning learning environments for students that maximize learning and promote active engagement, responsibility, and appropriate behavior.

For example:

- Demonstrate knowledge of strategies for creating a smoothly functioning learning environment in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
- Apply knowledge of principles and practices of effective classroom and behavior management; strategies for communicating high expectations for students' learning and behavior as well as developing and supporting positive student behaviors; and methods for modifying the learning environment to facilitate learning and appropriate behavior for students with diverse characteristics.
- Apply knowledge of strategies for establishing clear expectations and procedures for communication and behavior and for structuring the learning environment (e.g., schedules, routines, transitions) to maximize learning and achieve classroom goals.
- Demonstrate knowledge of strategies for implementing behavior intervention planning and for analyzing and using formative and summative data (e.g., academic, behavioral, social-emotional) to design and implement behavior management strategies to ensure a safe and productive learning environment.
- Demonstrate understanding of techniques for organizing, allocating, and managing time, materials, technology, and space to promote active and equitable engagement in productive learning.
- Analyze the learning environment and make decisions to enhance students' engagement, responsibility, and productivity.

0006 Understand best practices related to motivation and communication and how to use various motivation and communication strategies to promote learning, facilitate achievement of student goals, and help students develop self-motivation and independence.

For example:

- Demonstrate understanding of communication theory, language development, the role of language in learning, and the impact of linguistic and cultural diversity and other factors on communication.
- Demonstrate knowledge of how individuals influence groups and how groups function in society as well as effective listening, conflict-resolution, and collaboration skills.
- Demonstrate knowledge of effective strategies for communicating with a diverse student population; providing clear explanations and representations of concepts to address common misunderstandings and help students develop conceptual understanding; and presenting diverse perspectives to promote critical thinking.
- Apply knowledge of effective communication strategies for various purposes (e.g., questioning, conveying high expectations, modeling stimulating discussion, confirming student understanding, providing feedback).
- Demonstrate knowledge of human motivation; factors and conditions that influence motivation and engagement; and strategies for helping students develop self-motivation, independence, and habits of lifelong learning.
- Demonstrate understanding of strategies for engaging students in individual and group activities to enhance their motivation to learn as well as how to analyze the classroom environment and make decisions to promote students' motivation and engagement.

SUBAREA III—INSTRUCTION AND ASSESSMENT

0007 Understand best practices for planning and delivering differentiated instruction to promote continuous growth and learning and to support critical and creative thinking and problem solving for students with diverse characteristics, strengths, and needs.

For example:

- Demonstrate knowledge of factors to consider in planning instruction (e.g., Illinois Learning Standards, curriculum development process, content, learning theory, assessment data, student characteristics) and how to incorporate this knowledge in developing differentiated instruction.
- Demonstrate understanding of how to create short- and long-range instructional plans, including transition plans, that are consistent with curriculum goals, learning theory, and student diversity and how to adjust instructional plans based on outcome data as well as students' needs, goals, responses, and feedback.
- Apply knowledge of principles, techniques, advantages, and limitations of a wide range of evidence-based and developmentally appropriate instructional approaches (e.g., cooperative learning, thematic instruction, direct instruction, project-based learning, inquiry learning) as well as how to vary the teacher's role in the instructional process (e.g., instructor, facilitator, coach) in relation to content, purposes of instruction, and student needs.
- Demonstrate knowledge of a variety of strategies (e.g., pacing, flexible grouping) for maximizing student attentiveness and for engaging students in active learning to promote the development of critical- and creative-thinking, problem-solving, and performance capabilities.
- Demonstrate understanding of how to differentiate instruction and facilitate learning for students with diverse characteristics by using a wide variety of materials, technologies, and resources; by developing or selecting relevant instructional content, materials, and resources; and by modifying instructional methods, materials, and the environment.
- Demonstrate knowledge of how to plan and implement instruction that provides for different pathways to learning, integrates concepts and ideas from multiple content areas, and is relevant to students' current and future life experiences.
- Apply knowledge of the appropriate role of technology, including assistive technology, in addressing student needs; how to incorporate contemporary tools and resources into instruction to accomplish differentiated objectives and enhance learning for all students; and strategies for modeling and facilitating the use of current and emerging digital tools to locate, analyze, evaluate, and use information.
- Recognize strategies for facilitating meaningful inclusion of students with a wide range of abilities and experiences; addressing goals and objectives in Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and Section 504 Plans as well as including students, as appropriate, in developing these plans; and working with others to adapt and modify instruction to meet individual student needs.

0008 Understand assessment, strategies for using assessment to determine student needs, monitor progress, measure growth, evaluate outcomes, and guide data-driven instructional decisions.

For example:

- Recognize central measurement concepts (e.g., validity, reliability, bias) and their application for classroom teachers as well as the role of assessment in evaluating how students learn and what they know in order to meet the Illinois Learning Standards.
- Demonstrate knowledge of the characteristics, purposes, uses, and limitations of various forms of assessment (e.g., standardized assessments, universal screening, progress monitoring) and how to select, construct, and adapt assessment strategies and instruments for specific purposes.
- Apply knowledge of various formal and informal assessment strategies and technologies that can be used to evaluate understanding, monitor progress, assess performance, and determine the effectiveness of instruction for individual students and groups of students as well as how to collaborate with families and others involved in the assessment of individual students.
- Demonstrate understanding of nondiscriminatory and age-appropriate assessment practices and strategies that take into consideration the effects of disabilities, primary language, cultural background, and other factors in measuring the progress and learning of diverse groups of students; strategies for making accommodations for individual students in specific contexts; and legal provisions, rules, and guidelines regarding assessment accommodations as applied to all student populations.
- Apply knowledge of strategies for promoting student self-assessment and supporting students in using self-assessment to become aware of their strengths and needs and establish goals for learning.
- Demonstrate knowledge of terminology and procedures used in analyzing and interpreting assessment data as well as how to use assessment results to determine student performance needs, identify learning targets, and select and implement appropriate research-based instructional strategies to enhance learning outcomes for all students.
- Demonstrate understanding of how to interpret and clearly communicate student performance data to students, parents/guardians, colleagues, and the community in compliance with state and federal privacy laws as well as methods for maintaining useful and accurate records of student work and performance.

0009 Understand the reading, writing, and oral communication foundations of content learning and strategies for facilitating and addressing the content-area reading, writing, and oral communication needs of students in prekindergarten through grade 12.

For example:

- Demonstrate knowledge of reading foundations (e.g., word identification strategies, vocabulary knowledge, fluency, comprehension strategies) that are critical in supporting students' content learning and strategies for developing students' foundational reading skills to promote their understanding and comprehension of content.
- Recognize that the reading process involves construction of meaning through the interaction of the students' background knowledge and experiences, information in the text, and the purpose for reading and apply knowledge of the reading process to select developmentally appropriate strategies to use before, during, and after reading to facilitate students' comprehension.
- Demonstrate knowledge of strategies (e.g., differentiation, intervention, enrichment) for addressing the reading needs and levels of each student, including English language learners and struggling and advanced readers, to support students' content learning, including designing, selecting, modifying, and evaluating printed, visual, auditory, and online materials appropriate for teaching given content and addressing a range of reading needs and levels.
- Demonstrate knowledge of research-based reading comprehension strategies (e.g., making predictions, applying prior knowledge, monitoring for comprehension, using think-aloud, analyzing text structure, making graphic representations, using mental imagery, questioning, inferencing, summarizing) and how to provide explicit modeling, explanation, practice, and feedback in comprehension strategies to promote students' independent use of these strategies and increase their content learning.
- Demonstrate knowledge of the role and importance of reading, writing, and oral communication (i.e., listening, speaking) in content learning; the interrelationships between reading, writing, and oral communication; and strategies for integrating reading, writing, and oral communication (e.g., discussions) into content learning.
- Apply knowledge of developmentally appropriate instructional strategies for developing written and oral communication skills to engage students in content learning (e.g., writing for authentic purposes, sharing information with various audiences), including strategies for teaching students how to analyze, evaluate, synthesize, and summarize information from one or more sources.
- Apply knowledge of developmentally appropriate instructional strategies for teaching students how to develop written text in the content areas that utilizes organization, focus, elaboration, word choice, and standard conventions as well as how to use oral communication effectively for various purposes related to content learning.
- Demonstrate understanding of how to use a variety of formal and informal assessments to identify the content-area reading, writing, and oral communication needs of each student as well as how to use assessment data, student work samples, and observations from continuous monitoring of student progress to provide effective content-area reading, writing, and oral communication instruction for diverse groups of students.

SUBAREA IV—PROFESSIONAL ENVIRONMENT

0010 Understand strategies for building and maintaining collaborative and productive partnerships with families to promote students' learning and well-being.

For example:

- Recognize the benefits, barriers, and techniques involved in developing and maintaining collaborative partnerships with families to promote students' learning and well-being.
- Demonstrate knowledge of strategies for establishing productive relationships with families that result in the fair and equitable treatment of each student and that support growth and learning.
- Apply knowledge of strategies that can be used to initiate and maintain ongoing communication with families, including appropriate and effective methods for communicating information and ideas to families with diverse characteristics and for encouraging families to share information and insights about their children.
- Demonstrate understanding of culturally responsive techniques for addressing families' concerns in given situations, including the concerns of families of students with disabilities.
- Identify appropriate and respectful strategies for learning about students' lives outside of school and for enhancing families' participation in their children's education.

0011 Understand strategies for building and maintaining collaborative relationships within and beyond the school community to promote learning and success for students with diverse characteristics and needs.

For example:

- Apply knowledge of strategies for working with other school personnel (e.g., administrators, other teachers, paraprofessionals) to develop learning climates for the school that support a shared sense of purpose, value individuals, and encourage unity and mutual trust.
- Apply understanding of the collaborative process, strategies for initiating and implementing collaboration, and ways in which digital tools and resources can be used to promote collaborative interactions.
- Demonstrate knowledge of various co-teaching models as well as how to use effective co-planning and co-teaching techniques to deliver instruction to students with diverse characteristics and needs.
- Demonstrate understanding of strategies for engaging in collaborative, data-driven decision making and problem solving with colleagues and other professionals in order to implement appropriate assessment and instruction and create effective academic and behavioral interventions for students with diverse characteristics and needs.
- Demonstrate knowledge of schools as organizations within the larger community context; methods for identifying and utilizing community resources to support student learning; and strategies for collaborating with various organizations in the community (e.g., businesses, agencies, nonprofit organizations) to enhance learning for students in prekindergarten through grade 12.

0012 Understand the professional roles and responsibilities of Illinois educators, including legal requirements and the principles of ethical and reflective practice, leadership, and advocacy in the professional environment.

For example:

- Demonstrate knowledge of opportunities for continuous professional growth and improvement, the benefits of participation in different forms of professional development, and strategies for designing a professional growth plan that includes activities to remain current in research-validated practices and develop knowledge and skills related to teaching a diverse population of students.
- Select appropriate strategies for reflecting on professional practice and outcomes; engaging in self-assessment; adjusting practice to improve student performance, achieve school goals, and promote professional growth; and using personal leadership skills to facilitate personal and collegial growth, support school improvement, and develop a deeper understanding of the teaching profession.
- Recognize local and global issues and responsibilities in an evolving digital culture, including the importance of modeling and teaching the safe, legal, and ethical use of digital information and technologies.
- Demonstrate knowledge of laws and rules for Illinois educators (e.g., mandatory reporting, record keeping, confidentiality, crisis management, school safety, classroom safety, behavior intervention and management) and the role of laws and rules in providing a foundation for fair and just treatment of students and families.
- Demonstrate knowledge of the advocacy process and the role of the advocate in addressing issues and policies that affect students in prekindergarten through grade 12 to ensure all students' learning and well-being.
- Demonstrate knowledge of ethical and appropriate professional actions in given educational contexts as well as the responsibility Illinois educators have to model appropriate dispositions in the classroom and to demonstrate professional behavior that reflects characteristics such as respect, integrity, and personal responsibility.

ASSESSMENT OF PROFESSIONAL TEACHING PRACTICE MULTIPLE-CHOICE TEST QUESTIONS

1. Which of the following situations is the best example of how development in one domain can affect performance in another domain?
 - A. Kindergarten students have difficulty naming pictures of various animals.
 - B. First grade students often forget their jackets when leaving school for the day.
 - C. Second grade students have difficulty reaching consensus during a small-group activity.
 - D. Third grade students often forget the rules when playing board games.

2. A high school biology teacher who is introducing a unit on the cell creates an analogy for students between the parts and functions of a cell and the parts and functions of a factory. This is an effective and appropriate approach to use with high school students primarily because it:
 - A. supports students' understanding by linking new concepts to something familiar.
 - B. requires students to activate their higher-order thinking skills.
 - C. engages students' attention by presenting new concepts in a way that is entertaining.
 - D. demonstrates to students the relevance of the content to their lives.

3. Chunking is a learning strategy that is used primarily to facilitate which of the following cognitive tasks?
 - A. determining the best of several possible solutions to a problem
 - B. applying learned content or skills in a new context
 - C. making connections between concepts in multiple content areas
 - D. managing or recalling large amounts of information

4. Which of the following instructional practices is most closely aligned with B. F. Skinner's theory of behaviorism?
- A. organizing learning experiences around one concept or big idea
 - B. emphasizing the use of open-ended learning experiences and questioning strategies
 - C. individualizing instruction to address varied strengths and needs
 - D. developing instructional objectives that define measurable and observable outcomes
5. Students in a high school class have highly diverse cultural backgrounds and many are new to the United States. This diversity can be expected to have the greatest positive effect on teaching and learning by:
- A. providing opportunities for students to apply conflict-resolution skills.
 - B. enhancing students' social communication skills.
 - C. redefining students' personal values and beliefs.
 - D. exposing students to a broad range of perspectives and ideas.
6. A classroom teacher is participating in an Individualized Education Program (IEP) team meeting for a student with cerebral palsy. The team is considering assistive technology for the student. Which of the following questions is most important for the team to consider in selecting assistive technology for the student?
- A. Which of the assistive technology options will best facilitate the student's access to the general curriculum?
 - B. Which of the assistive technology options is the most technologically advanced?
 - C. What type of training will teachers need in order to help the student use the assistive technology effectively?
 - D. What type of assistive technology will be most cost-effective for the school?

7. A seventh grade student is having difficulty in algebra class and is beginning to lose self-confidence. The teacher analyzes the student's performance on class activities and assessments and develops algebra exercises that use the student's identified strengths as a foundation for acquiring new skills. This strategy is likely to enhance the student's confidence with regard to learning algebra primarily by:
- A. creating opportunities for the student to experience success.
 - B. increasing the student's willingness to attempt challenging tasks.
 - C. facilitating the student's ability to earn higher grades.
 - D. lowering expectations to alleviate the student's level of stress.
8. In a culturally diverse elementary school classroom, a teacher can best enhance the cultural responsiveness of the environment by including which of the following elements in the classroom?
- A. a collection of photographs of individuals wearing the traditional clothing of their culture
 - B. a bulletin board that features color schemes and decorations reflective of diverse cultures
 - C. a display that features a different cultural artifact each week for students to examine and discuss
 - D. a book corner that features literature depicting individuals from diverse cultural backgrounds in authentic contexts
9. Which of the following steps is most critical in developing a successful behavior intervention plan for a student?
- A. asking another teacher to observe the student's classroom behavior patterns
 - B. engaging the student's peers in motivating the student to correct the problem behavior
 - C. arranging a psychological evaluation for the student to rule out a possible behavior disorder
 - D. identifying conditions that prompt and reinforce the student's problem behavior

10. As part of a unit on the farm, a first grade teacher sets up an incubator with six chicken eggs so that students can see the chicks hatch. The students are excited at first but seem to lose interest in the incubator after a few days. Which of the following teacher strategies would be most effective in promoting students' ongoing engagement with the hatching process?
- A. having students maintain a daily log with drawings or descriptions of the hatching process
 - B. assigning one student each day to report to class on the status of the hatching process
 - C. holding a contest for students to choose a name for each of the chicks as they hatch
 - D. displaying a poster illustrating the development of a chicken from hatchling to maturity
11. At the beginning of the school year, a teacher has students fill out a personal interest survey and then meets with students individually to discuss their survey results. The teacher can best use this information for which of the following purposes?
- A. exploring ways of making content meaningful for students
 - B. advising students about their future college and career choices
 - C. identifying areas of the curriculum to emphasize in instruction
 - D. organizing students into long-term instructional groups
12. Students in a high school social studies class have been working together in the same small groups for several weeks. Initially, students were diligent and engaged when completing group tasks, but lately the groups have been less focused and productive. Which of the following actions by the teacher best demonstrates an understanding of group processes?
- A. having students reflect on their contributions to the group and helping them set goals for improving their work
 - B. implementing a system in which group members grade one another based on their group participation
 - C. identifying students who are less productive and speaking with these students about their participation in the group
 - D. establishing highly structured, detailed guidelines regarding how and when group tasks need to be completed

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

A seventh grade teacher is reviewing a student's test results on the state standardized achievement test. The teacher plans to use these test results to help inform instruction for this student. Following is a summary of the student's results on the reading portion of the test.

Reading Student ID: —2547 Grade: 7			
The student scored overall at the Below Standards level in Reading.			
Reading Standards Assessed	Number Correct	Number of Items	Percent Correct
Vocabulary Development	3	8	38%
Reading Strategies	3	4	75%
Reading Comprehension	11	21	52%
Literature	10	17	58%
Performance Levels: Exceeds Standards—Advanced knowledge and skills in the subject Meets Standards—Proficient knowledge and skills in the subject Below Standards—Basic knowledge and skills in the subject Academic Warning—Limited knowledge and skills in the subject			

13. Which of the following additional assessment reports would likely be most useful to the teacher in planning instruction for this student?
- A. an individual student report that summarizes the student's scores on the mathematics and science portions of the test
 - B. a school performance profile report that reflects the reading scores of all seventh grade students in the school
 - C. a parent/guardian report that includes elaborated information about the performance-level descriptors as they relate to reading
 - D. an item analysis report that shows the number of items associated with each assessment objective
14. The teacher would like to gather more specific information about this student's reading needs. The teacher could best achieve this goal by administering which of the following types of reading assessments?
- A. a timed reading fluency assessment
 - B. a reading attitude survey
 - C. a student self-evaluation of reading preferences
 - D. an informal reading inventory (IRI)
15. Which of the following statements provides the most accurate interpretation of this student's test results?
- A. The student's weak vocabulary development may be a result of a lack of experience with literary texts.
 - B. The student may have limited vocabulary knowledge that is impairing his or her reading comprehension.
 - C. The student's poor reading comprehension may be caused by limited knowledge of reading strategies.
 - D. The student may have reading comprehension difficulties due to a lack of understanding of literary elements and techniques.

16. A kindergarten teacher always includes a question similar to those shown below as part of students' morning circle time.

- What if it always rained on Sundays?
- What if people never slept?
- What would you do if you saw a mouse in your shoe?

This practice is likely to be most effective in promoting which of the following outcomes?

- A. developing students' creative-thinking abilities
- B. ensuring that students begin the school day on a positive note
- C. enhancing students' ability to make predictions
- D. encouraging students to participate actively in large-group activities

17. Students in a ninth grade mathematics class have mastered the objectives in a recent unit, but the teacher is concerned that their mastery is tentative at best. The teacher cannot spend more time on this unit and still have time to teach all of the grade-level standards for mathematics. The teacher can best address this concern by taking which of the following actions?

- A. identifying mathematics standards that could be postponed until the following school year in order to extend the current unit
- B. including a few problems addressing unit content on students' mathematics homework for the remainder of the school year
- C. providing after-school tutoring sessions for students who are interested in additional practice applying unit concepts
- D. reviewing long-range plans to identify ways to incorporate additional practice with unit concepts into future mathematics instruction

18. A prekindergarten teacher is planning to use play-based assessment to gather information about the cognitive development of a new student in the class. In this type of assessment, the teacher's observations should focus primarily on which of the following areas?
- A. the extent of support the child requires from adults during play activities
 - B. the child's interactions with classmates and materials in various structured and unstructured play situations
 - C. the degree of curiosity the child shows toward new play materials
 - D. the level of acceptance other children in the class demonstrate toward the child during play activities
19. A second grade teacher would like to reinforce students' foundational reading skills by encouraging their voluntary independent reading. In conjunction with a science unit on seasons, the teacher creates an attractive display of grade-appropriate fiction and nonfiction books that relate to the unit's theme and obtains available extra copies of books in the display. Which of the following additional strategies would best support the teacher's goal of encouraging students' voluntary independent reading?
- A. including engaging props and posters in the display
 - B. conducting a picture walk of a different book from the display each day
 - C. asking students to look for other books to add to the display
 - D. assigning students to write a book report on a selected book from the display
20. A fifth grade student with a mild intellectual disability who currently receives pull-out services in a resource room will now receive all instruction in a fully inclusive classroom. In their initial meeting with the classroom teacher, the student's parents express their concern that this change will result in a loss of their child's individualized curricula and support. The classroom teacher can address the parents' concern most effectively by *first*:
- A. explaining to the parents that the teacher will work closely with the special education teacher to implement the modifications in their child's Individualized Education Program.
 - B. suggesting that the parents schedule a meeting with the special education teacher who has more expertise in such situations.
 - C. scheduling a conference with the parents in three weeks so that everyone involved has a chance to evaluate how well the new arrangement is working.
 - D. asking the parents to explain their interpretation of the modifications stipulated in their child's Individualized Education Program.

21. During a parent-teacher conference, the parents of one student complain about the low grades their child is receiving in social studies. They state that their child has always received high grades in social studies and that the problem must be with the teacher's instruction. It would be most appropriate for the teacher to respond to the parents' concern in which of the following ways?
- A. asking the parents for suggestions about what type of social studies instruction their child is likely to respond to best
 - B. inviting the parents to explore the problem with the teacher and identify strategies for improving the situation
 - C. suggesting to the parents that they first explore the problem with their child and then schedule another conference
 - D. explaining to the parents that other students in the class are performing well in social studies
22. A teacher is beginning a teaching assignment in a new community and wants to utilize community resources to support student learning across the curriculum. However, the teacher is unsure of the nature and extent of resources available in the community that would support this goal. The teacher can begin to identify potentially valuable resources most effectively by using which of the following strategies?
- A. taking walks through the school neighborhood to talk informally with residents and business owners
 - B. investigating the community's Web site and publications for information on nonprofit, cultural, and other community organizations
 - C. sending an e-mail requesting information about area resources to the local chamber of commerce
 - D. examining local and area newspapers for articles about fund-raisers, service projects, and other community events

23. A group of elementary teachers who will be collaborating on the development of a student research project is meeting together for the first time. The teachers can best promote the success of this collaborative effort by taking which of the following actions at this meeting?
- A. establishing ground rules to ensure that each group member has an opportunity to express his or her ideas
 - B. identifying the types of information and activities that should be included on every meeting agenda
 - C. selecting one member to serve as group leader with final authority over group decisions
 - D. arranging for a school administrator to facilitate the group's discussions the first few times it meets
24. In which of the following situations is a teacher most clearly acting in the role of an advocate?
- A. A fifth grade teacher requests a meeting with the school principal to express ethical concerns about a colleague's professional behavior and classroom practices.
 - B. Following a revision to state social studies standards, a middle school social studies teacher delivers a presentation at a meeting of the school's parent organization about the revised standards.
 - C. In response to a district proposal to eliminate fine arts programs in elementary schools, a fine arts teacher speaks at a school board meeting regarding the benefits of arts instruction for student learning and development.
 - D. The chairperson of a high school's science department presents a formal request to the principal for new science lab equipment and for one support staff member to be assigned as a lab assistant.
25. As students participate in digital environments with greater frequency, it is most important for teachers to provide instruction on which of the following topics?
- A. applying standard rules of grammar in online contexts
 - B. distinguishing relevant from irrelevant information
 - C. balancing recreational and educational uses of technology
 - D. safeguarding personal information

ANSWER KEY

This section contains the answers to the practice multiple-choice test questions in the previous section.

After you have worked through the practice multiple-choice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	C	Understand human development, factors that influence development, and strategies for providing learning experiences and environments that promote growth and development of all students.
2.	A	Understand human development, factors that influence development, and strategies for providing learning experiences and environments that promote growth and development of all students.
3.	D	Understand how individuals learn within the context of their social, economic, cultural, linguistic, and academic experiences and strategies for creating meaningful learning experiences for all students.
4.	D	Understand how individuals learn within the context of their social, economic, cultural, linguistic, and academic experiences and strategies for creating meaningful learning experiences for all students.
5.	D	Understand the diverse characteristics and abilities of students, the impact of diverse characteristics and abilities on learning, and how to create learning experiences that promote all students' learning and development.
6.	A	Understand the diverse characteristics and abilities of students, the impact of diverse characteristics and abilities on learning, and how to create learning experiences that promote all students' learning and development.
7.	A	Understand strategies for creating safe, inclusive, and culturally and linguistically responsive learning environments for students that foster cooperation, mutual respect, and positive social interactions.
8.	D	Understand strategies for creating safe, inclusive, and culturally and linguistically responsive learning environments for students that foster cooperation, mutual respect, and positive social interactions.
9.	D	Understand strategies for structuring organized, productive, and smoothly functioning learning environments for students that maximize learning and promote active engagement, responsibility, and appropriate behavior.
10.	A	Understand strategies for structuring organized, productive, and smoothly functioning learning environments for students that maximize learning and promote active engagement, responsibility, and appropriate behavior.
11.	A	Understand best practices related to motivation and communication and how to use various motivation and communication strategies to promote learning, facilitate achievement of student goals, and help students develop self-motivation and independence.
12.	A	Understand best practices related to motivation and communication and how to use various motivation and communication strategies to promote learning, facilitate achievement of student goals, and help students develop self-motivation and independence.

(continued on next page)

Question Number	Correct Response	Test Objective
13.	A	Understand assessment, strategies for using assessment to determine student needs, monitor progress, measure growth, evaluate outcomes, and guide data-driven instructional decisions.
14.	D	Understand the reading, writing, and oral communication foundations of content learning and strategies for facilitating and addressing the content-area reading, writing, and oral communication needs of students in prekindergarten through grade 12.
15.	B	Understand the reading, writing, and oral communication foundations of content learning and strategies for facilitating and addressing the content-area reading, writing, and oral communication needs of students in prekindergarten through grade 12.
16.	A	Understand best practices for planning and delivering differentiated instruction to promote continuous growth and learning and to support critical and creative thinking and problem solving for students with diverse characteristics, strengths, and needs.
17.	D	Understand best practices for planning and delivering differentiated instruction to promote continuous growth and learning and to support critical and creative thinking and problem solving for students with diverse characteristics, strengths, and needs.
18.	B	Understand assessment, strategies for using assessment to determine student needs, monitor progress, measure growth, evaluate outcomes, and guide data-driven instructional decisions.
19.	B	Understand the reading, writing, and oral communication foundations of content learning and strategies for facilitating and addressing the content-area reading, writing, and oral communication needs of students in prekindergarten through grade 12.
20.	A	Understand strategies for building and maintaining collaborative and productive partnerships with families to promote students' learning and well-being.
21.	B	Understand strategies for building and maintaining collaborative and productive partnerships with families to promote students' learning and well-being.
22.	B	Understand strategies for building and maintaining collaborative relationships within and beyond the school community to promote learning and success for students with diverse characteristics and needs.
23.	A	Understand strategies for building and maintaining collaborative relationships within and beyond the school community to promote learning and success for students with diverse characteristics and needs.
24.	C	Understand the professional roles and responsibilities of Illinois educators, including legal requirements and the principles of ethical and reflective practice, leadership, and advocacy in the professional environment.
25.	D	Understand the professional roles and responsibilities of Illinois educators, including legal requirements and the principles of ethical and reflective practice, leadership, and advocacy in the professional environment.

PRACTICE CONSTRUCTED-RESPONSE ASSIGNMENTS

OVERVIEW

In this section of the test, examinees are asked to prepare two constructed responses on two assigned topics. Each response should be up to 300 words in length.

In the directions for this 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. At the test center, you will be provided with a multipage note booklet to make notes and/or prepare an outline. The final responses must be your original work, written in your own words, and not copied or paraphrased from some other work.

Each response should be written for an audience of professional educators. As a whole, your responses must demonstrate an understanding of your pedagogical knowledge and skills for 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 pedagogical knowledge through your ability to apply your knowledge and skills.

The constructed-response assignments are intended to assess your pedagogical knowledge and skills, not your writing ability. However, your responses must be communicated clearly enough to permit valid judgment of the scoring criteria. Remember to review your work and make any changes you think will improve your responses. Each response is scored according to the following performance characteristics:

- **Purpose:** the fulfillment of the assigned tasks by responding in an appropriate manner to the elements of the specific performance assignment
- **Application of Professional Knowledge:** the application of accurate, effective, and current professional knowledge and practices relevant to the specific performance assignment and the appropriate subarea of the APT test framework
- **Support/Elaboration:** the appropriateness and quality of support/elaboration through the use of supporting details, examples, and rationales relevant to the specific performance assignment and the appropriate subarea of the APT Teaching test framework

PRACTICE CONSTRUCTED-RESPONSE ASSIGNMENT FOR LEARNING ENVIRONMENT

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 "Learning Environment," which is the second subarea of the APT test framework. The test objectives for that subarea are listed below Assignment 1. Your response to Assignment 1 should relate to those test objectives.

Effective teachers understand the importance of incorporating elements of students' individual experiences and cultures to enrich the learning environment. In an essay to be read by an audience of teachers, specify a subject area and grade level for which you are prepared to teach, then:

- describe a strategy you would use in the subject area and grade level you specified to incorporate elements of students' individual experiences and cultures to enrich the learning environment; and
- explain why the strategy you described would be effective in promoting student learning.



FOR YOUR REFERENCE ONLY—*The constructed-response item for Assignment 1 is written to assess understanding in Subarea II, "Learning Environment," which consists of the objectives listed below.*

Understand strategies for creating safe, inclusive, and culturally and linguistically responsive learning environments for students that foster cooperation, mutual respect, and positive social interactions.

Understand strategies for structuring organized, productive, and smoothly functioning learning environments for students that maximize learning and promote active engagement, responsibility, and appropriate behavior.

Understand best practices related to motivation and communication and how to use various motivation and communication strategies to promote learning, facilitate achievement of student goals, and help students develop self-motivation and independence.

SAMPLE RESPONSE

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

I am prepared to teach kindergarten language arts.

My strategy to incorporate elements of students' individual experiences and cultures to enrich the learning environment would be to carefully select the materials and activities for classroom centers.

For the library center, for example, I would select picture books and other materials that depict individuals who reflect students' backgrounds. I would make sure that books on single topics such as "homes" or "transportation" include examples that relate to my students' lives. Other books would show children and families engaged in activities that are likely to be familiar to the students, such as eating meals, doing chores, and celebrating.

The literacy center would prompt students to draw pictures of themselves and their families engaged in similar activities that I would post in the center. Students could dictate a caption or story for their pictures or write it themselves. During sharing time, students would talk about their pictures and stories with their peers.

This strategy will be effective in promoting student learning because students will feel more secure and at home in the classroom. When students feel a sense of security and familiarity in the classroom, they are free to focus on learning new things.

Seeing others like themselves in instructional materials enhances their sense of self-worth, which increases their willingness to take on new tasks. Learning improves when students are engaged with materials that are related to their personal experiences because they can link new concepts to their prior knowledge. This strategy also enriches learning for students from all cultures and background experiences by increasing their awareness of both the diversity and commonalities of different ways of life.

PRACTICE CONSTRUCTED-RESPONSE ASSIGNMENT FOR INSTRUCTION AND ASSESSMENT

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 "Instruction and Assessment," which is the third subarea of the APT test framework. The test objectives for that subarea are listed below Assignment 2. Your response to Assignment 2 should relate to those test objectives.

Instructional Goal: Design instruction that promotes students' comprehension of content-area texts.

In an essay to be read by an audience of teachers, specify a subject area and grade level for which you are prepared to teach, then:

- identify a specific content-area text that is appropriate in the context of the subject area and grade level you specified;
- describe a strategy you would use to promote students' comprehension of the text you identified; and
- explain how the strategy you described would be effective in promoting students' comprehension of content-area texts.



FOR YOUR REFERENCE ONLY—*The constructed-response item for Assignment 2 is written to assess understanding in Subarea III, "Instruction and Assessment," which consists of the objectives listed below.*

Understand best practices for planning and delivering differentiated instruction to promote continuous growth and learning and to support critical and creative thinking and problem solving for students with diverse characteristics, strengths, and needs.

Understand assessment, strategies for using assessment to determine student needs, monitor progress, measure growth, evaluate outcomes, and guide data-driven instructional decisions.

Understand the reading, writing, and oral communication foundations of content learning and strategies for facilitating and addressing the content-area reading, writing, and oral communication needs of students in prekindergarten through grade 12.

SAMPLE RESPONSE

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

I am prepared to teach sixth-grade social studies. The specific content-area text would be informational passages in periodicals.

One strategy I would use to help students' comprehension is to teach them how to create a concept web. After students had independently read a short article on a familiar topic that includes a minimum of specialized vocabulary, I would model creating a concept web of the information in the article. I would lead students in identifying the topic or main idea to place in a large circle in the center of the web and then show them how to draw smaller balloons with linking subtopics or supporting details to the main idea circle. I would then model linking key vocabulary or definitions to the relevant small balloon.

After modeling the process, I would have students work in groups to create a concept web for another article. Only after these activities would I assign an independent task with a third article. I would choose an article that is clearly organized and give students an opportunity to ask questions about unfamiliar vocabulary and the main idea to get them started.

This strategy will promote students' comprehension of content-area texts because it provides them with a tool that they can use with any text. The web is a graphic format that provides visual support and helps students make connections between important ideas in a text. To create the concept web, students must engage with the text. Using a short article with minimal specialized vocabulary for modeling the strategy allows students to focus on creating the web rather than trying to make sense of unfamiliar text. Having students initially work in groups prompts them to discuss their understanding with others and helps clarify their thinking about the function of the web.

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 of the APT test.

The first assignment is designed to assess Subarea II, "Learning Environment," and the second assignment is designed to assess Subarea III, "Instruction and Assessment."

THE SCORING PROCESS

Constructed-response assignments will be scored on a four-point scoring scale (see page 2-31). 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 reflect a range of ability across that score point. 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 readers; the sum of the two readers' 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 reader. For example, a total score of 6 would result from the assignment of a "3" and a "3" from each of two readers; it could not result from assigned scores of "2" and "4" because the scores differ by more than one point.

PERFORMANCE CHARACTERISTICS

The performance characteristics for each score point for the constructed-response assignments are organized according to three major features: (1) purpose, (2) application of professional knowledge, and (3) support/elaboration. Each of these performance characteristics is described in more detail below and on page 2-30. Detailed characterizations of the score point features are described in the scoring scale on page 2-31.

Purpose

The fulfillment of the assigned tasks by responding in an appropriate manner to the elements of the specific performance assignment

Purpose involves the extent to which the examinee's response to the assignment fulfills the specific tasks enumerated in the assignment.

Application of Professional Knowledge

The application of accurate, effective, and current professional knowledge and practices relevant to the specific performance assignment and the appropriate subarea of the APT test framework

Application of professional 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 APT test framework.

Support/Elaboration

The appropriateness and quality of support/elaboration through the use of supporting details, examples, and rationales relevant to the specific performance assignment and to the appropriate subarea of the APT test framework

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

SCORING SCALE

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough understanding of current professional knowledge and practices, as described in the subarea of the APT test framework relevant to the constructed-response assignment.</p> <ul style="list-style-type: none"> • The response completely fulfills the purpose of the assignment by responding fully and appropriately to the given task. • The response demonstrates an accurate, highly effective application of current professional knowledge and practices that is entirely relevant to the subarea of the APT test framework being assessed. • The response is well elaborated through the use of high-quality examples, strong supporting evidence and effective rationales relevant to the subarea of the APT test framework being assessed.
3	<p>The "3" response reflects a general understanding of current professional knowledge and practices, as described in the subarea of the APT test framework relevant to the constructed-response assignment.</p> <ul style="list-style-type: none"> • The response generally fulfills the purpose of the assignment in a generally appropriate manner. • The response demonstrates a generally accurate, effective application of current professional knowledge and practices that is relevant to the subarea of the APT test framework being assessed. • The response is elaborated through the use of some effective examples, supporting evidence and rationales relevant to the subarea of the APT test framework being assessed.
2	<p>The "2" response reflects a limited understanding of current professional knowledge and practices, as described in the subarea of the APT test framework relevant to the constructed-response assignment.</p> <ul style="list-style-type: none"> • The response partially fulfills the purpose of the assignment by attempting to respond to the given task in a partially appropriate manner. • The response demonstrates a partially accurate, partially effective application of current professional knowledge and practices that has limited relevance to the subarea of the APT test framework being assessed. • The response is not well elaborated, containing few effective examples or rationales and minimal supporting evidence relevant to the subarea of the APT test framework being assessed.
1	<p>The "1" response reflects little or no understanding of current professional knowledge and practices, as described in the subarea of the APT test framework relevant to the constructed-response assignment.</p> <ul style="list-style-type: none"> • The response does not fulfill the purpose of the assignment in an appropriate manner. • The response demonstrates a largely inaccurate, ineffective application of current professional knowledge and practices that may be irrelevant to the subarea of the APT test framework being assessed. • The response contains little or no effective elaboration, with few, if any, effective examples or rationales and little, if any, supporting evidence relevant to the subarea of the APT test framework being assessed.
U	<p>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.</p>
B	<p>The written response form is blank.</p>

EXPLANATION OF THE ASSESSMENT OF PROFESSIONAL TEACHING TEST SCORE REPORT

OVERVIEW

The score report indicates whether or not you passed the APT test and how you performed on each of the four test subareas. 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 APT test is designed to reflect the level of pedagogical knowledge and skills required to perform the job of an educator receiving an initial certificate in Illinois.

Passing Score

To pass the APT 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, including the number of multiple-choice test questions you answered correctly and the scores you received on the two constructed-response assignments.

Subarea Scores

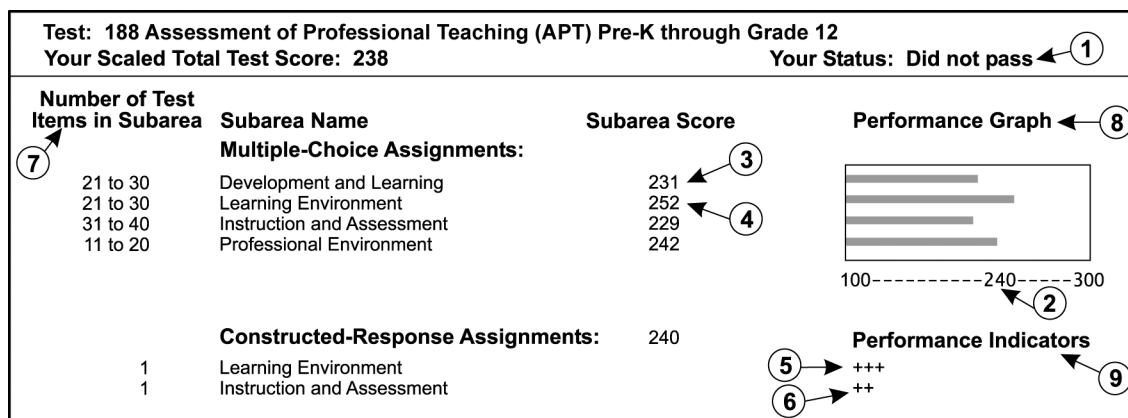
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the total test scaled score.
- Subarea scores 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 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 the APT test score report is provided below.



According to the above sample, the examinee did not pass the APT test ①, because the examinee's scaled total test score of 238 is below the passing score of 240 ②.

With regard to the multiple-choice section of the test, the examinee did better on the Learning Environment section ④ than on the Development and Learning section ③. The examinee did better on the constructed-response assignment for Learning Environment ⑤ than on the constructed-response assignment for Instruction and Assessment ⑥.

The score report indicates the approximate number of multiple-choice test questions for each subarea and the number of constructed-response assignments on the test ⑦. The Performance Graph ⑧ indicates the examinee's subarea score on a range from 100 to 300. The Performance Indicators ⑨ can be interpreted as follows: +++++ indicates a constructed-response assignment score of 7–8, +++ indicates a constructed-response assignment score of 6, ++ indicates a constructed-response assignment score of 4–5, and + indicates a constructed-response assignment score of 2–3.

HOW TO INTERPRET THE TEST CONSTRUCTED-RESPONSE SCORES

The responses are scored by educators trained in assessment, using the same standards for all examinees, by a process called focused holistic scoring. The process allows the scoring of examinee responses based on overall quality rather than on an analysis of the components. Scorers base their judgments on the quality of the response. In general, if a passing score is attained for the constructed-response test section, it is likely that the performance characteristics have been demonstrated in the responses.

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 readers; the sum of the two readers' scores is the total score assigned to the essay. 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. A total test score of 240 or above is necessary to pass the test. Further explanation regarding the interpretation of your constructed-response scores will be provided on your score report.