

PURPOSE OF THIS GUIDE

This guide is designed to help you, the candidate, prepare for the Arizona Educator Proficiency Assessments® (AEPA®). The primary purpose of this guide is to help you prepare effectively by becoming familiar with the structure, format, and content of the tests you plan to take. Education faculty and program administrators at educator preparation institutions may also find the information in this guide useful as they help candidates prepare for the tests.

KEY FEATURES OF THIS GUIDE

- ◆ *Information About How to Prepare for the Tests*
- ◆ *List of Test Objectives*
- ◆ *Practice Questions and Answer Key*

FOR FURTHER INFORMATION

If you have any questions about the AEPA after reading this guide, refer to the AEPA registration bulletin, available at the AEPA Web site at www.aepa.nesinc.com.

If you have further questions after reviewing the registration bulletin, please contact the offices listed below.

If you have questions about: <ul style="list-style-type: none">• your payment• the day of the test• test dates and registration deadlines• your admission ticket• your score report• alternative testing arrangements• refunds	Contact: AEPA Program Evaluation Systems Pearson P.O. Box 660 Amherst, MA 01004-9011 Telephone: (800) 239-8105 or (413) 256-2883 7:00 a.m.–6:00 p.m. mountain standard time, Monday through Friday, excluding holidays (Automated Information System available 24 hours daily) Teletypewriter (TTY): (413) 256-8032
If you have questions about: <ul style="list-style-type: none">• certification requirements• which tests to take• AEPA program policies	Contact: The Arizona Department of Education Certification Unit: www.azed.gov/certification Arizona Department of Education Certification Unit P.O. Box 6490 Phoenix, AZ 85005-6490

HOW TO OBTAIN AN AEPA STUDY GUIDE

The AEPA study guides are available at no cost on the AEPA Web site at www.aepa.nesinc.com. To obtain a printed copy of a study guide, complete and mail the Study Guide Order Form in the most current version of the AEPA registration bulletin, with correct payment to Evaluation Systems. An order form is also included at the back of this guide. For further instructions about how to obtain study guides, contact either Evaluation Systems or the Arizona Department of Education at the addresses above.



PART 1: GENERAL INFORMATION ABOUT THE AEPA® AND TEST PREPARATION

AN OVERVIEW OF THE AEPA®

Arizona is committed to maintaining a body of educators capable of enhancing student achievement and meeting the demands and expectations of the state's dynamic and diverse society. In November 1997, the State of Arizona adopted rules regarding the evaluation of educators applying for state certifications. The rules require that candidates for teacher certification pass a professional knowledge test and subject knowledge test(s) that match the type of certification or endorsement being sought. Individuals who wish to become certified school administrators must take the appropriate administrator test.

The Arizona Revised Statutes §15-532 require candidates applying for teacher or school administrator certification to pass an examination of the provisions and principles of the Constitutions of the United States and Arizona. Thus, candidates seeking certification as teachers or administrators are required to pass the Constitutions of the United States and Arizona test. Candidates who have successfully completed coursework approved by the Arizona Department of Education (ADE) in this area are exempt from this requirement. The purpose of the AEPA® is to ensure that each certified educator has the necessary knowledge to practice effectively in Arizona public schools.

For current information on requirements and program policies for the AEPA, see the most recent version of the AEPA registration bulletin. You are encouraged to read these requirements and policies carefully and to contact your academic advisor to discuss which tests you must take and when it would be best for you to take them.

The Evaluation Systems group of Pearson and the Arizona Department of Education are also available to answer any questions you might have (see the front of this guide for contact information).

Test Development Process

The objectives on which the tests are based reflect the certification standards, curriculum materials, and content of educator preparation programs in Arizona. The objectives for each test field were refined and validated by an advisory panel comprising university educators and certified Arizona educators practicing in the public schools. For each test field, Evaluation Systems conducted a Content Validation Survey of randomly selected Arizona educators and college and university faculty members. Each survey participant reviewed the objectives in his or her field to ensure that those selected for the tests are important to the job of an Arizona educator and reflect the knowledge and skills educators use in Arizona public schools. The test questions and performance assignments were matched to the objectives for the test fields and were verified as valid by the advisory panel for each field.

An individual's performance on an AEPA test is evaluated against an established standard. The passing score for each test is established by the Arizona State Board of Education and is based on the professional judgments and recommendations of Arizona educators.

Characteristics of the AEPA

The AEPA include professional knowledge tests, subject knowledge tests, the Constitutions of the United States and Arizona test, and the administrator tests. The State of Arizona requires that applicants for teaching certification take tests of professional knowledge and subject knowledge. Applicants for administrator certification must take the appropriate test for the Superintendent, Principal, or Supervisor Certificate. Candidates applying for certification to become a teacher or school administrator are required to pass an

examination of the provisions and principles of the Constitutions of the United States and Arizona or successfully complete ADE-approved coursework in this area. For more information on which tests are required, see the current version of the AEPA registration bulletin.

The AEPA address areas covered by the Arizona Academic (K–12) Standards, the Arizona Professional Teaching Standards, and the Arizona Professional Administrative Standards. The tests are criterion referenced and objective based. A criterion-referenced test is designed to measure a candidate’s knowledge in relation to an established standard of performance (criterion) rather than in relation to the performance of other candidates. The explicit purpose of these tests is to help identify candidates for certification who have demonstrated the level of academic knowledge and professional knowledge and skills judged to be important for Arizona educators.

Each test includes a section of selected-response questions. Each selected-response question has four response options. For these sections, you will indicate answers on an electronically scored answer sheet. Your score on the selected-response-question section is based on the total number of selected-response questions you answer correctly.

In addition, the professional knowledge tests, subject knowledge tests, and administrator tests include performance assignments that require an extended response. These performance assignments will require a written or spoken response to a given prompt. Written responses are recorded in a written response booklet. Spoken responses are recorded on audiotape. Typically, each response is scored by two or more qualified educators.

Test Administration

The AEPA are administered six times a year at selected sites in Arizona, and several times a year at selected sites outside of Arizona. See the current version of the AEPA registration bulletin for information on test dates, sites, fees, registration procedures, and policies.

There are two test sessions: morning and afternoon. You will be assigned to one or both sessions, depending on the type of tests for which you have registered. Some tests are administered only in the morning session, and some tests are administered only in the afternoon session; therefore, requests for a particular session cannot be honored. You will receive information on your admission ticket(s) about the test session(s) to which you have been assigned and the test you have been scheduled to take in each session.

Each test session is four hours in length. You will be permitted to work at your own pace on the test assigned for a particular session. The tests have been developed to allow you sufficient time to complete them, and you may finish well before the scheduled completion time. However, you should plan to commit the entire period to the test administration. You are free to leave at any time during the test session once your materials have been collected and you have been released by your test administrator. You will be allowed no more than the allotted time to complete the test assigned to a particular session.

You may wish to bring a bag lunch or other nonperishable snack if you are scheduled for both the morning and the afternoon sessions. Please note, however, that eating and drinking are not permitted in the testing room.

How AEPA Test Scores Are Computed and Reported

To report test scores in a consistent way for all test fields and all test administrations, the scores for all tests are converted to a common scale. Test results are calculated as scores in a range of 100 to 300, with a score of 240 representing the passing score. Your total test score is based on your performance on all sections of the test. For all tests except the Constitutions of the United States and Arizona test, your score on the selected-response section and your score on the performance assignment section are combined to obtain your total score on the 100 to 300 scale (for the Constitutions of the United States and Arizona test, which has no performance assignment, your total test score will be based on selected-response questions only). If your total score falls below 240, you have not passed and your numeric score will be reported to you to help you

prepare to retake the test. If your total score is 240 or more, you will receive a report indicating that you have passed the test, but the numeric score will not be reported. This is to preclude the use of AEPA scores for purposes other than certification. An indication of performance in each subarea, or section, of the test is provided for all examinees.

For tests for which the total test score is a combination of the two section scores (selected-response and performance assignment), performance on one section can compensate for performance on the other section. Section scores are combined in the following ways:

- For the professional knowledge tests and for subject knowledge tests except those noted below, the selected-response section scaled score is multiplied by 0.9, the performance assignment section scaled score is multiplied by 0.1, and the two resulting scaled scores are added.
- For the Spanish, French, and German tests, which have both written and speaking performance assignments, the selected-response section scaled score is multiplied by 0.8, the performance assignment section scaled score is multiplied by 0.2, and the two resulting scaled scores are added.
- For the Principal and Superintendent tests, which have four performance assignments, the selected-response section scaled score is multiplied by 0.6, the performance assignment section scaled score is multiplied by 0.4, and the two resulting scaled scores are added.
- For the Constitutions of the United States and Arizona test, your total test score will be based on the selected-response section only.
- For the Basic Skills: Writing subtest, the selected-response section scaled score is multiplied by 0.8, the performance assignment section scaled score is multiplied by 0.2, and the two resulting scaled scores are added.

HOW TO PREPARE FOR THE TESTS

The first step in preparing for an AEPA test is to identify what information the test will cover. The test objective list included in this guide is the *only* source of this information. You should read through the entire set of test objectives to get a general picture of the material to be covered.

Test objectives are organized into groups known as *subareas*. These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The number of test objectives within each subarea reflects the emphasis given to that subarea on the test. In general, subareas with greater numbers of objectives will receive more coverage on the test.

Study the Test Objectives

Once you have a broad picture of what the test includes, read each objective and its descriptive statement carefully to get a more specific idea of the knowledge you will be required to demonstrate on the actual test. Use this review of the test objectives to set priorities for your study time.

Focus Your Studies

You should schedule sufficient time to review the content of all test objectives, both the familiar and the less familiar ones.

Identify Resources

After you have identified the test objectives on which you will focus your time, consider the resources you may use in studying the content of those test objectives. The most appropriate resources may well be your basic textbooks. You may also wish to consult your class notes and other papers; textbooks currently in use in Arizona public elementary and secondary schools; and publications from local, state, and national professional organizations.

Develop Study Techniques

Develop a sound study plan and schedule if you have not already done so. There are many books available on study skills, and you may wish to consult one. Some candidates find it helpful to study with others who will be taking the test. If you are comfortable with this approach, consider forming or joining a study group.

Answer the Practice Questions

After you have become familiar with the test objectives, review the general test directions in this guide. Specific directions for the test field's performance assignment, along with the scoring scale, sample assignment, and sample responses, are printed in the practice questions section in this guide. Next, try to answer the practice questions for the test. If possible, answer the practice questions in a room that is relatively quiet but where other people are moving around. One of the rooms in a college library may be most appropriate. As you answer the practice questions, time yourself to get an indication of how long it will take you to complete the actual test.

The practice questions for the selected-response and performance assignment sections are designed to give you an introduction to the nature of the questions included in the AEPA tests. The practice questions represent the various types of questions you may expect to see on an actual test; however, they are *not* designed to provide diagnostic information to help you identify specific areas of individual strength or weakness or to predict your performance on the test as a whole.

Most AEPA tests contain 100 selected-response questions and one performance assignment. The exceptions are the professional knowledge tests, which contain 100 selected-response questions and three performance assignments; the Superintendent and Principal tests, which contain 100 selected-response questions and four performance assignments; the tests for languages other than English, which contain 55 selected-response questions and two performance assignments (written and oral), and the Constitutions of the United States and Arizona test, which contains 100 selected-response questions only. The Basic Skills test contains 42 selected-response questions on each of the three subtests and one performance assignment on the Basic Skills: Writing subtest. There are several selected-response questions and performance assignments in the set of practice questions for each of the test fields.

Review the Sample Answer Sheet and Written Response Booklet

In this guide, you will find a sample answer sheet and a sample Written Response Booklet. Familiarize yourself with the answer sheet and Written Response Booklet, including the identification information, since a similar sheet and booklet will be used for the actual test. As you answer the practice selected-response questions, fill in the circles on the answer sheet that correspond to your answers. If your practice questions include a performance assignment, write your response in the written response booklet. You will find an answer key for the practice selected-response questions in Part 2. Use it to check your answers to the selected-response questions.

Test Directions

Below is a sample directions page for the AEPA subject knowledge tests, which include a written performance assignment. The directions shown below are general directions. The directions for the test field's performance assignment are printed in the practice-questions section.

You should have in front of you:

- (1) a test booklet for the test area for which you registered (check the field name on the front cover);
- (2) an answer sheet and a written response booklet (be sure you have filled in the required information);
- (3) a scientific calculator; and
- (4) a No. 2 lead pencil.

IF YOU DO NOT HAVE ALL OF THESE MATERIALS, PLEASE INFORM THE TEST ADMINISTRATOR. REMOVE ALL OTHER MATERIALS FROM YOUR DESK.

DIRECTIONS

This test contains two sections: (1) a multiple-choice section and (2) a performance assignment section. You may complete the sections of the test in the order you choose. The directions for the performance assignment appear before that section.

Each question in the first section of this booklet is a multiple-choice question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on the answer sheet in the space that corresponds to the question number. Completely fill in the space having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

Sample Question:

1. What is the capital of Arizona?
 - A. Flagstaff
 - B. Yuma
 - C. Phoenix
 - D. Tucson

The correct answer to this question is C. You would indicate that on the answer sheet as follows.

1. A B C D

You should answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing. You may use the margins of this test booklet for scratch paper, but you will be scored only on the responses on your answer sheet and in the written response booklet.

FOR SECURITY REASONS, YOU MAY NOT REMOVE YOUR NOTES OR ANY OF THE TEST MATERIALS FROM THE ROOM.

After you have completed a section, you may go on to the next section. The words "End of Test" indicate that you have completed the test. You may go back and review your answers, but be sure you have answered all questions in both sections before raising your hand for dismissal. Your materials must be returned to a test administrator before you are dismissed.

This session will last for four hours. You may work at your own pace on the test you have selected to take at this session. If you have any questions, please ask them now before you begin.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

Seat 99901
 Site 999A
 ATA 999 PM
 Form # 002
 AZ 09/15/2007

CHRIS G EXAMINEE
 ID# : 9-999-999-9



02 ENGLISH

ANSWER SHEET A

DIRECTIONS FOR MARKING ANSWER SHEET

- Use black No. 2 lead pencil only.
- Do NOT use ink or ballpoint pen.
- Make heavy black marks that fill circles completely.
- Erase cleanly any answers you wish to change.
- Make no stray marks on the answer sheet.

You must sign and date your agreement below to the Rules of Test Participation before you begin testing, and you must write out the identity certification statement in order for your answer document(s) to be scored.

I hereby agree to abide by the conditions set forth in the current Arizona Educator Proficiency Assessments® registration bulletin, including the Rules of Test Participation.

1. PRINT NAME _____

2. SIGNATURE _____ 3. DATE _____

4. IDENTITY CERTIFICATION STATEMENT

Write, in your normal handwriting style, the following statement in the space provided below.

"I certify that I am the person whose name and signature appear on this form."

5. Fill in the Letter Code shown on the cover of your test booklet.

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A PAGE 2

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Printed in U.S.A.

CONTINUE YOUR RESPONSE HERE.

DO NOT WRITE OUTSIDE THESE MARGINS.

DO NOT WRITE OUTSIDE THESE MARGINS.

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DO NOT WRITE OUTSIDE THESE MARGINS.

B PAGE 2

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B PAGE 3

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DO NOT WRITE OUTSIDE THESE MARGINS.



Do not write beyond this page for this assignment.

DO NOT WRITE OUTSIDE THESE MARGINS.

B PAGE 4

WHAT TO EXPECT THE DAY OF THE TEST

This section includes strategies you may wish to employ for the day of the test.

The Morning of the Administration

Get up early. Make sure you leave plenty of time to get to the test site. Arrive on time so that you are relaxed and ready to begin the test when instructed to do so.

Dress comfortably. Dress comfortably in layers. This will allow you to adjust to the test site temperature, which may vary and may not be within the control of the test administrators. Wear soft-soled shoes so that you will not disrupt other candidates when you leave your seat.

Bring something to eat between sessions. If you will be taking tests at both the morning and the afternoon sessions, it is recommended that you bring something to eat during the break between sessions. However, please note that eating and drinking will not be permitted in the testing room.

At the Test Site

Follow directions. At the beginning of the session and throughout the test, follow all directions carefully. This includes the oral directions that will be read by the test administrators and any written directions in the test booklet. The test booklet will contain general directions for the test as a whole and specific directions for individual questions or groups of questions. If you do not understand something about the directions, do not hesitate to raise your hand and ask your test administrator.

Pace yourself. The test schedule is designed to give sufficient time for completion of the test. Each test session is four hours in length. Furthermore, the tests are designed to allow you to allocate your time within the session as needed. You can spend as much time on any section of the test as you need; however, you will be required to return your materials at the end of the four-hour session.

Since the allocation of the time available is your own responsibility, pacing yourself over the course of each test session is very important. Do not spend a great deal of time on a question that you cannot answer right away; skip that question and move on. Mark the question in your test booklet so that you can return to it later, and remember to skip the corresponding row of answer choices on your answer sheet.

You may find that you need less time than the four hours allotted in a test session, but you should be prepared to stay for the entire time. Do not make any other commitments for this time period that may cause you to rush through the test or leave without answering all of the questions.

Read carefully. Read the directions and the questions carefully. Read all response options. Remember that the questions call for the "best answer." Do not choose the first response option that seems reasonable; read and evaluate all choices to find the best answer. Read the questions closely so that you understand what they ask. Do not skim the questions in an effort to save time; you may misread key words and select the wrong answer. For example, if a question calls for an approximate answer and you skip over that detail, you could waste time performing a long computation.

Read the questions, but don't read meanings into them. The questions are designed to be straightforward, not tricky.

Mark answers carefully. Your answer sheet will be scored electronically; therefore, each answer you select must be clearly marked, and only one answer should be marked for each question. If you want to change an answer, erase the old answer *completely*. Do not make any stray marks on the answer sheet; these may be misinterpreted by the scoring machine. You may use any available space in the test booklet for notes, but your answers must be clearly marked on your answer sheet.

IF YOU SKIP A QUESTION, BE SURE TO SKIP THE CORRESPONDING ROW OF ANSWER CHOICES ON YOUR ANSWER SHEET.

Guess wisely. As you read through the response options, try to find the best answer. If you cannot quickly determine the best answer, try to eliminate as many of the options as possible. Then guess among the remaining answer choices. Your score on each test will be based on the number of questions you have answered correctly. There is no penalty for incorrect answers; therefore, it is better to guess than not to respond at all.

Check accuracy. Use any remaining time at the end of the test session to check the accuracy of your work. Go back to the questions that gave you difficulty and verify your work on them. Check the answer sheet, too. Be sure that you have marked your answers accurately and have completely erased any changed answers.

SAMPLE TEST OBJECTIVES AND QUESTIONS

Organization of the Test Objectives

Each AEPA test is designed to assess a candidate's basic knowledge and skills or content knowledge in a particular area of specialization. The tests are based on current and relevant expectations of educators in Arizona. Each study guide is designed to focus your preparation by helping you become familiar with the format of and content to be covered on the test(s) you elect to take.

The content covered by a test is organized into two or more content *subareas*. Within each subarea, the content is defined by a set of *objectives*. Each objective consists of two major parts:

1. the *objective statement*, which broadly defines the subject matter that an entry-level educator needs to know, and
2. the *descriptive statement*, which provides examples of the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual statements written in language that reflects the skills, knowledge, and understanding that an entry-level educator needs to practice effectively in Arizona schools. A test is made up of questions that measure a candidate's mastery of these test objectives.

Below is an example of an objective statement and its accompanying descriptive statement for the Mathematics subarea of the Elementary Education subject matter test.

OBJECTIVE STATEMENT

Understand principles, concepts, and procedures related to numbers, number sense, and operations.

DESCRIPTIVE STATEMENT

For example:

- identifying ways of representing numbers and the relationship between numbers and different number systems
- applying numerical operations and recognizing their relationships to one another
- using reasonable estimation strategies in appropriate situations

The following sample question measures a candidate’s knowledge of this objective:

A town planning committee must decide how to use a 110-acre piece of land. The committee sets aside 20 acres of the land for watershed protection and an additional 46 acres for recreation. What percentage of the land is set aside for watershed protection and recreation?

- A. 19%
- B. 44%
- C. 60%
- D. 66%

Question Formats and Strategies

In this section, you will find descriptions and examples of question formats commonly used in the AEPA along with suggested approaches for responding to each type of question or performance assignment. The approaches described are meant as suggestions; they are not intended to replace strategies with which you are already comfortable and that work for you. However, you may want to try using these approaches on the practice questions included in the next section.

The questions and performance assignments in the AEPA are designed to assess your knowledge of the subject matter described in the set of test objectives for each test field. In many cases, you will be expected to demonstrate more than your ability to recall factual information; you may be asked to think critically about the information, analyze it, apply it, consider it carefully, compare it with other knowledge you have, or make a judgment about it.

Selected-Response-Question Formats

Each test includes a section of selected-response questions. When you are ready to answer a question, you must choose one of four *response options* labeled A, B, C, and D. Then you must fill in the corresponding circle in the correct row on a separate answer sheet.

You may see two types of selected-response questions in the AEPA. Not every test will include both of the question formats discussed in this section; however, be prepared to answer both types of questions in the event that they are included on the tests you elect to take. On the following pages, you will find examples of these selected-response-question formats and descriptions of approaches you might use to answer the questions.

Single questions. In the single-question format, a problem is presented as a direct question or an incomplete statement, and four response options (A, B, C, and D) appear below the question. The following sample question is an example of this type.

Which of the following was a major factor in the decision of the U.S. government to take a less active role in national economic matters than did most western European governments during the late nineteenth century?

- A. the domination of the U.S. government by southern and western agricultural interests
- B. the weak organization of the two major political parties in the United States
- C. the strength of political traditions such as the separation of powers and federalism in the United States
- D. the relatively small turnout for most national elections in the United States

Suggested Approach

Read the question carefully and critically. As you read, think about what the question is asking and about the situation it is describing. In the late nineteenth century, federal policymakers in the United States were influenced to a large degree by an adherence to a traditional view of the role of the federal government, including the separation of powers and federalism. Thus, the U.S. government chose not to become deeply involved in economic matters.

Now look at the response options. Through your analysis of the situation, you should be able to eliminate the incorrect response options and see that response option C is correct.

Questions with stimulus material. Some questions are preceded by stimulus material that relates to the question. Examples of stimulus material that may be included on the test are maps, charts, tables, graphs, reading passages, and descriptions of classroom situations. In some cases, only one question is related to the stimulus provided. In other cases, two or more questions are related to a single stimulus. Each stimulus is preceded by a direction line indicating how many questions are related to that stimulus. The following is a sample stimulus with two sample questions.

Read the information below; then answer the two questions that follow.

Mr. Rivera's fourth-grade class has started a health unit that emphasizes the obligations of individuals and societies to protect the environment. In this unit, the class has been discussing their town's landfill crisis. One day the students return from lunch commenting on the amount of waste they saw in the cafeteria that day and noting that all the garbage generated by the school is contributing to the landfill problem. One student, Kahlil, remarks, "If they'd feed us stuff we like better, maybe there'd be less to throw out." Other students join in, talking about how wasteful it is to serve food that nobody likes and wondering what might be done about the waste.

Once the class settles down, the teacher remarks that the students have made some very interesting observations and poses the following questions to the class:

- Is the amount of food you saw wasted today typical?
- Kahlil has suggested that if the school served lunches that students like, there would be less waste. Do you agree or disagree with Kahlil's suggestion, and why?
- What kinds of information could you collect to support your opinions?

1. Mr. Rivera's rephrasing of Kahlil's hypothesis is likely to be most useful for:

- A. providing a framework for subsequent student discussion.
- B. encouraging student recall of related information.
- C. checking students' understanding of Kahlil's original statement.
- D. providing students with clues about the answer to the preceding question.

2. The primary role Mr. Rivera has taken in the instructional process so far has been to:

- A. encourage students to generate questions about issues that are meaningful to them.
- B. prompt students to assess their own understanding of instructional content.
- C. facilitate students' use of higher-order thinking in a real-world context.
- D. provide students with information that can serve as a basis for future learning.

Suggested Approaches

First, read the stimulus. Note how the information is presented. The information in the stimulus is a description of a classroom situation.

Now you are prepared to address the questions associated with this stimulus. Both of the questions will probably require that you look back at the stimulus to determine the correct response. Question 1 asks you to determine the reasoning that is most likely behind one of the teacher's actions in this situation. Mr. Rivera rephrases Kahlil's hypothesis in such a way as to promote and focus further discussion of the subject. Therefore, A is the correct response.

Question 2 asks you to determine the instructional role Mr. Rivera is taking in this situation. Mr. Rivera uses ideas and opinions expressed by the students to generate questions that encourage the use of higher-order thinking skills in a context outside of the students' academic work. Therefore, C is the correct response.

Performance Assignment Formats

The professional knowledge, subject knowledge (except the Constitutions of the United States and Arizona test), and administrator tests include one or more performance assignments. You will be provided with a written stimulus to which you must respond as indicated in the test directions accompanying each assignment. The language tests include both written and oral directions. After reading or listening to the directions and the stimulus for an assignment, you should carefully consider what information you would like to include in your response. You may wish to write a brief outline of your response and may do so in your test booklet. When you are ready to respond to a written performance assignment, you must write your response in a separate written response booklet. Responses to oral assignments will be recorded on audiotape.

Written performance assignments. The AEPA tests, except the Constitutions of the United States and Arizona test, include one or more performance assignments that require an extended written response. This component assesses your ability to prepare a reasoned response to a specific prompt.

You will be presented with an issue that is designed to engage your thinking and a task to accomplish in writing (e.g., to analyze an argument, to compare and contrast ideas, to propose a solution). You will be expected to reflect on the issue and the task; organize your thoughts; develop reasoned support for your opinions and statements using specific, accurate information; and transform your thinking into clear written expression intended for a generally educated audience.

Oral performance assignments. The AEPA tests for languages other than English include a performance assignment that requires an extended oral response. This component assesses your ability to speak the target language in a clear and coherent manner.

You will be presented with an issue that is designed to engage your thinking and that specifies a purpose and the audience. You will be expected to reflect on the issue and the task, organize your thoughts, and transform your thinking into clear spoken expression for the given audience.

Performance assignment scoring. Typically, each response to a performance assignment (either written or oral) for the AEPA will be scored by two or more qualified educators according to standardized procedures during scoring sessions held after each test administration. Scorers with relevant professional backgrounds are oriented to these procedures before the scoring session and are carefully monitored during the scoring sessions to ensure that all assignments are scored according to standardized procedures.

Performance assignments for the AEPA are scored using scales that describe varying levels of performance. These scales were approved by committees of Arizona educators who reviewed both the performance assignments and the scoring scales. The scoring scale for each test field, which indicates the criteria by which your performance assignment will be scored, is included in the practice-questions section for that test field.

Scores are based on demonstrated ability to prepare an organized, accurate response to the assignment and to instructions regarding content, purpose, and/or audience. For written responses, scorers will form an overall impression of the quality of the response based on your ability to develop and present logical, reasoned arguments; apply appropriate content knowledge; and write a well-organized, effective essay in response to the assignment. For oral responses, scorers will form an overall impression of the quality of the response based on your ability to use a variety of sentence structures, to handle transitions in thought without confusion or awkwardness, and to communicate gracefully, using appropriate terms and idiomatic expressions and avoiding errors in syntax and usage. A performance assignment response is designated unscorable if it is blank, unrelated to the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score.

On the following pages, you will find an example of a written performance assignment and a sample response.

NOTE: The performance assignments for the professional knowledge tests are scored using a 3-point scale. The subject knowledge and administrator tests are scored using a 4-point scale. The scoring scale, which indicates the criteria by which your performance assignment(s) will be scored, is included in Part 2: Field Specific Information. The following sample written performance assignment and response are for a hypothetical subject knowledge test.

Sample Written Performance Assignment for a Hypothetical Social Studies Subject Knowledge Test

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

The U.S. Constitution creates a government of checks and balances in which legislative, executive, and judicial authority reside in separate branches of the government.

Using your knowledge of the U.S. government, write an essay discussing this system of checks and balances. In your essay:

- discuss the primary goals of the framers of the Constitution in creating a government with a system of checks and balances;
- identify the powers that are given to each of the three branches of the government under the Constitution; and
- describe how these powers enable each branch of the government to check the activities of each of the other two branches.

Sample Written Performance Assignment Response: Score Point 4

The framers of the Constitution, having rejected England's imperialist monarchy in the Revolutionary War, understood well the dangers of a single, supreme governmental authority. Influenced spiritually by Deism and intellectually by the Enlightenment, the founders created a system of government unique not only in the 18th century, but also in the history of the world. Through their concept of "federalism," the framers provided for a check and balance between the central government and the states by designating certain powers to the former and reserving others to the latter. Within the central government, the founders designed a system of checks and balances among three distinct branches of government. This model assures that no single branch of the government ever possesses enough power to overwhelm the other two.

The founders wanted to prevent a monarchy from ever taking root in the United States. This meant that no single individual, particularly one claiming a "divine right" to govern (as did King George), could ever gain control. Therefore, the framers needed to create a strong form of government that would allow for the rule of law to protect individual rights while also keeping the church and state separated. Perhaps ironically, Deism provided a model both for religion and for governing. Deists believed that God was a distant force that set the "clockwork" of the Universe in motion in accordance with natural laws and then stepped back to let it operate. They also believed that God gave people reason to discover these laws and act accordingly. This concept of the creation gave the founders a picture of a "leader" who was both powerful and restrained and who recognized that a system in motion could take care of itself. The Enlightenment's philosophy, which acknowledged the rights of the "common man," provided a complementary justification for assuming that the system (in this case, the people) not only could—but should—pull it off, at least as long as they were informed.

As set forth by the Constitution, the three distinct branches of U.S. government are the executive branch, the legislative branch, and the judicial branch. The executive branch, personified by the President, has the power to appoint and to nominate judges, cabinet members, and ambassadors. The President also is the commander-in-chief of armed forces, conducts foreign relations, negotiates treaties, vetoes legislation, and proposes the federal budget. The legislative branch (the two houses of Congress) has the power to declare war, reject the President's nominees, control appropriations, and approve treaties. The judicial branch, principally the Supreme Court, interprets and can declare unconstitutional Presidential and Congressional actions and legislation. Depending on one's location in this triangle, these responsibilities may seem like meddling. All three branches, for example, have debated who has the right to go to war. Nevertheless, the division of these duties is the weight that balances the scales of power.

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Sample Written Performance Assignment Response: Score Point 4 (continued)

The checks that prevent any one branch from taking absolute control include the following: to control the judiciary, the executive branch may pardon federal offenders; to check the legislative branch, it can control patronage and veto laws. The legislative branch can check the President by overriding vetoes and impeaching the President. It can also impeach judges and approve or disapprove judicial appointments. The judicial branch has the power to declare laws created by the legislative branch and acts performed by the chief executive as unconstitutional.

These checks and balances guarantee that the three branches of government both support and monitor one another—something that, to the framers of the Constitution, represented a new and necessary way to allow the people to rule themselves without falling victim to an all powerful individual.

Evaluation of the Sample Written Performance Assignment Response

This response gives strong evidence of the candidate's knowledge and understanding of the system of checks and balances described in the U.S. Constitution. The candidate clearly addresses the purpose of the assignment, discussing in depth the history of the development of the system of checks and balances, the details of how the system is structured, and the ways in which the system helps achieve the framers' intended goal of avoiding the development of a monarchy in the U.S. government.

The candidate uses many details to enhance and support the discussion of the assigned topic. This supporting evidence is substantial, accurate, and relevant to the candidate's discussion of the subject. In addition, both the general ideas and the supporting details offered by the candidate reflect a high degree of understanding of the system of checks and balances.

The candidate's discussion of the system of checks and balances is clearly organized and well-reasoned. Overall, the candidate develops the discussion very well and demonstrates a comprehensive knowledge of the topic.

In summary, the candidate's response to this performance assignment reflects a thorough knowledge and understanding of the subject matter.