

**NATIONAL
BOARD**

*for Professional
Teaching Standards®*



COMPONENT 1: CONTENT KNOWLEDGE AT-A-GLANCE



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Overview

Component 1: Content Knowledge is a computer-based assessment that asks you to demonstrate knowledge of and pedagogical practices for teaching your content area. You must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of your chosen certificate area. This is assessed through the completion of three constructed response exercises and approximately 45 selected response items.

This document provides the names and descriptions of the three constructed response exercises and the content covered in the selected response items for each certificate area.

Early and Middle Childhood/Art

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
<p>Art Education (Standards I, III, V, VII)</p> <ul style="list-style-type: none"> • Goals of Art Education • Reflecting on the Goals of Art Education in Order to Make Principled Decisions about Practice • Art Education Goals in Relation to Other Disciplines in the Curriculum • Goals of General Education and Lifelong Learning • Making Connections to the Cultures of Communities • Guarding Against Bias and Stereotype • Building Curriculum on the Goals of Art Education • Creating and Maintaining Healthy and Safe Learning Environments 	35%
<p>Content of Art and Art Making (Standard IV)</p> <ul style="list-style-type: none"> • Art Making • Technology • Art Criticism • Art History • Aesthetics 	35%
<p>Complex Attributes of Works of Art (Standard IV)</p> <ul style="list-style-type: none"> • Classification of Art Forms and Types • Expressive Qualities of Art • Universal Themes or Ideas • Context of Art 	30%

* These percentages are an approximation only. Following field testing and review of data, the final assessment will be created. The final assessment content may vary from these estimates.

Part 2 – Constructed Response Items

Exercise 1: Art-Making and Forming Processes

In this exercise, you will demonstrate your knowledge and understanding of the creative process to analyze artists' choices of media, tools, and techniques for two traditional or contemporary works of art.

Exercise 2: Studying and Interpreting Art

In this exercise, you will use your knowledge of art criticism and your understanding of specific art concepts to describe and analyze a work of art.

Exercise 3: The Nature and Value of Art

In this exercise, you will use your knowledge and understanding of aesthetic theory and the nature and value of art to analyze a work of art and to justify the judgments you will make about the work.

Early Adolescence through Young Adult/Art

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
<p>Art Education (Standards I, III, V, VIII)</p> <ul style="list-style-type: none"> • Goals of Art Education • Reflecting on the Goals of Art Education in Order to Make Principled Decisions about Practice • Art Education Goals in Relation to Other Disciplines in the Curriculum • Goals of General Education and Lifelong Learning • Making Connections to the Cultures of Communities • Curriculum Design • Building Curriculum on the Goals of Art Education • The Complex Nature of Teaching Art • Using a Range of Instructional Strategies • Helping Students Make Art While Teaching How and Why Works of Art Are Made • Helping Students Experience and Understand Art • Creating and Maintaining Healthy and Safe Learning Environments 	35%
<p>Content and Creation of Art (Standard IV)</p> <ul style="list-style-type: none"> • Art Forms and Forming Processes • Influence of Technology on Art • Form, Qualities, and Styles of Art • Ideational Aspects of Art 	35%
<p>Study of Art (Standard IV)</p> <ul style="list-style-type: none"> • Complex Attributes of Works of Art • Contexts of Art • Theories and Philosophies of Art 	30%

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Part 2 – Constructed Response Items

Exercise 1: Art-Making and Forming Processes

In this exercise, you will demonstrate your knowledge and understanding of the creative process to analyze artists' choices of media, tools, and techniques for two traditional or contemporary works of art.

Exercise 2: Studying and Interpreting Art

In this exercise, you will use your knowledge of art criticism and your understanding of specific art concepts to describe and analyze a work of art.

Exercise 3: The Nature and Value of Art

In this exercise, you will use your knowledge and understanding of aesthetic theory and the nature and value of art to analyze a work of art and to justify the judgments you will make about the work.

Early Adolescence through Young Adulthood/Career and Technical Education

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
Knowledge of Students and Program Design and Management (Standards I, VII) <ul style="list-style-type: none"> • Obtaining a Holistic View of Students • Program Design <ul style="list-style-type: none"> ○ Assessing stakeholder needs to validate programs ○ Respond to stakeholder finding • Program Management <ul style="list-style-type: none"> ○ Monitor and maintain student data ○ Inventory and maintain resources 	28%
Learning Environment and Instructional Practices (Standard IV) <ul style="list-style-type: none"> • Contextualizing Education within the Learning Environment • Maintaining a Safe Learning Environment • Utilizing Technology 	42%
Postsecondary Readiness (Standard VI) <ul style="list-style-type: none"> • Defining Postsecondary Opportunities • Pursuing Postsecondary Opportunities 	30%

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Part 2 – Constructed Response Items

Exercise 1: Integration of General Education with Career and Technical Education

In this exercise, you will use your knowledge of general education and of career and technical education to describe and justify a contextualized learning experience that will integrate specified skills from another discipline with career and technical skills.

Exercise 2: Employability Skills

In this exercise, you will describe a worksite simulation activity appropriate for developing a specified employability skill and provide a rationale for why this activity would be effective.

Exercise 3: Work-based Learning

In this exercise, you will use your knowledge of work-based learning to describe a learning experience appropriate for middle school or high school students in your career and technical education area.

Early Adolescence/English Language Arts

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
<p>Reading and Viewing (Standard V)</p> <ul style="list-style-type: none"> • The purposes of reading • Genres • Instructional strategies for reading and viewing 	40%
<p>Writing and Producing (Standard VI)</p> <ul style="list-style-type: none"> • Knowledge about writing and producing • Instructing students in writing and producing • Resources for writing and producing • Assessment of writing and producing 	40%
<p>Speaking and Listening; Language Study (Standards VII and VIII)</p> <ul style="list-style-type: none"> • Pedagogy and strategies for teaching speaking and listening • Integration of speaking and listening with other strands of English language arts • The evolving nature of the English language • Language in context • Instructional approaches in the study of the English language 	20%

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Part 2 – Constructed Response Items

Exercise 1: Literary Genres

In this exercise, you will use your knowledge of English language arts to identify literary genres and to analyze the connection between an author's choices and use of literary devices and meaning. You will discuss the genre, its purpose, and the theme and how the author's choices and use of literary devices affect the meaning of the text.

Exercise 2: Teaching Reading

In this exercise, you will use your knowledge of English language arts to analyze one student's response to a text and discuss strategies that the student could use to correct a misconception in the reading.

Exercise 3: Teaching Writing

In this exercise, you will use your knowledge of English language arts to analyze student writing and discuss strategies to improve writing skills.

Adolescence and Young Adulthood/English Language Arts

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
<p>Reading and Viewing (Standard V)</p> <ul style="list-style-type: none"> • The purposes of reading • Genres • Instructional strategies for reading and viewing 	40%
<p>Writing and Producing (Standard VI)</p> <ul style="list-style-type: none"> • Knowledge about writing and producing • Instructing students in writing and producing • Resources for writing and producing • Assessment of writing and producing 	40%
<p>Speaking and Listening; Language Study (Standards VII and VIII)</p> <ul style="list-style-type: none"> • Pedagogy and strategies for teaching speaking and listening • Integration of speaking and listening with other strands of English language arts • The evolving nature of the English language • Language in context • Instructional approaches in the study of the English language 	20%

* These percentages are an approximation only. Following field testing and review of data, the final assessment will be created. The final assessment content may vary from these estimates.

Part 2 – Constructed Response Items

Exercise 1: Literary Genres

In this exercise, you will use your knowledge of English language arts to identify literary genres and to analyze the connection between an author's choices and use of literary devices and meaning. You will discuss the genre, its purpose, and the theme and how the author's choices and use of literary devices affect the meaning of the text.

Exercise 2: Teaching Reading

In this exercise, you will use your knowledge of English language arts to analyze one student's response to a text and discuss strategies that the student could use to correct a misconception in the reading.

Exercise 3: Teaching Writing

In this exercise, you will use your knowledge of English language arts to analyze student writing and discuss strategies to improve writing skills.

Early and Middle Childhood/English as a New Language

The Early and Middle Childhood/English as a New Language certificate area includes the following paths:

- **Path 1** is an assessment of the English as a New Language Standards and is designed for bilingual teachers who would like to achieve certification within the English as a New Language framework while also demonstrating their accomplishment as Early Childhood or Middle Childhood Generalists. All candidates must show in their portfolio entries that they are fostering English language development within their bilingual context. At the assessment center, they will complete the exam for their respective generalist areas (Early or Middle Childhood Generalist).
- **Path 2** is also an assessment of the English as a New Language Standards and is designed for teachers who identify themselves as English Language Development Specialists (ELDS). All candidates must show in their portfolio entries that they are fostering English language development. At the assessment center, they will complete an exam focusing on their knowledge of English language development.

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
Knowledge of Culture and Diversity (Standard II) <ul style="list-style-type: none"> • Knowledge and Understanding of Culture and Diversity • Culturally Responsive Learning Environments • Student Advocacy 	20%
Knowledge of the English Language (Standard IV) <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Phonology • Vocabulary • Grammar • Discourse • Social English Language • Academic English Language 	25%
Knowledge of English Language Acquisition (Standard V) <ul style="list-style-type: none"> • Language Exposure • Language Awareness • Interaction and Practice • Interdependence of Language and Content • Interdependence of Reading, Writing, Speaking, Listening, and Visual Literacy • Explicit Instruction • Instructional Feedback • Language Transfer • Educational Background • Culture and Socioeconomic Variables • Age and Length of Time in the United States • Other Factors Affecting Language Development • Myths and Misconceptions about English Language Acquisition 	40%
Assessment (Standard VII) <ul style="list-style-type: none"> • Variety in Assessment Techniques • Initial Placement Assessment 	15%

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Part 2 – Constructed Response Items

Exercise 1: Domains of English Language Development

In this exercise, you will use your knowledge of domains of English language development to identify four strategies and/or activities that would enhance proficiencies in four of five domains (listening, speaking, reading, writing, and visual literacy).

Exercise 2: Linguistic Structure of English

In this exercise, you will use your knowledge of the linguistic structure of the English language to analyze errors in a student work sample and to describe appropriate strategies for addressing the identified errors with the student described.

Exercise 3: English Language Acquisition

In this exercise, you will use your knowledge of English language acquisition to analyze a description of an English language learner and to describe appropriate strategies for enhancing the English language acquisition of the learner.

Early Adolescence and Young Adulthood/English as a New Language

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
<p>Knowledge of Culture and Diversity (Standard II)</p> <ul style="list-style-type: none"> • Knowledge and Understanding of Culture and Diversity • Culturally Responsive Learning Environments • Student Advocacy 	20%
<p>Knowledge of the English Language (Standard IV)</p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Phonology • Vocabulary • Grammar • Discourse • Social English Language • Academic English Language 	25%
<p>Knowledge of English Language Acquisition (Standard V)</p> <ul style="list-style-type: none"> • Language Exposure • Language Awareness • Interaction and Practice • Interdependence of Language and Content • Interdependence of Reading, Writing, Speaking, Listening, and Visual Literacy • Explicit Instruction • Instructional Feedback • Language Transfer • Educational Background • Culture and Socioeconomic Variables • Age and Length of Time in the United States • Other Factors Affecting Language Development • Myths and Misconceptions about English Language Acquisition 	40%
<p>Assessment (Standard VII)</p> <ul style="list-style-type: none"> • Variety in Assessment Techniques • Initial Placement Assessment 	15%

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Part 2 – Constructed Response Items

Exercise 1: Domains of English Language Development

In this exercise, you will use your knowledge of domains of English language development to identify four strategies and/or activities that would enhance proficiencies in four of five domains (listening, speaking, reading, writing, and visual literacy).

Exercise 2: Linguistic Structure of English

In this exercise, you will use your knowledge of the linguistic structure of the English language to analyze errors in a student work sample and to describe appropriate strategies for addressing the identified errors with the student described.

Exercise 3: English Language Acquisition

In this exercise, you will use your knowledge of English language acquisition to analyze a description of an English language learner and to describe appropriate strategies for enhancing the English language acquisition of the learner.

Early Childhood and Young Adulthood/Exceptional Needs Specialist

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
<p>Knowledge of Students and Knowledge of Philosophy, History and Law (Standards I and II)</p> <ul style="list-style-type: none"> • Child Growth and Development • Effective Advocacy: Knowledge of Philosophy, History, and Law • Exemplifying High Ethical Ideals 	20%
<p>Diversity and Family Partnerships (Standards III and IV)</p> <ul style="list-style-type: none"> • Creating Equitable, Fair, and Diverse Environments • Ensuring Access to Quality Learning Experiences • Collaborating with Parents to Support Students' Education 	20%
<p>Communication and Social Development and Behavior (Standards VI and VII)</p> <ul style="list-style-type: none"> • Understanding Language Acquisition and Development • Using Unique Strategies to Develop Communication Skills • Collaborating with Others to Facilitate Student Language Development • Teaching and Fostering Social Skills • Developing Students' Self-Confidence and Self-Determination • Fostering and Supporting Positive Behavior 	30%
<p>Assessment and Curriculum and Instruction (Standards V and VIII)</p> <ul style="list-style-type: none"> • Using Diverse Assessment Methods for Different Purposes • Academic Core Curriculum – Literacy • Individualizing Curriculum and Integrating Life Skills Development Across Disciplines, Contexts, and Settings • Fostering Student Transitions and Career Development 	30%

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Part 2 – Constructed Response Items

Exercise 1: Numeracy

In this exercise, you will use your knowledge of numeracy skills and instruction for students with exceptional needs.

Exercise 2: Assessment

In this exercise, you will use your knowledge of assessment and students with exceptional needs.

Exercise 3: Collaboration

In this exercise, you will use your knowledge of professional collaboration in the field of exceptional needs.

Early Childhood/Generalist

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
<p>Child Development, Equity, Fairness, and Appreciation of Diversity (Standards I, III)</p> <ul style="list-style-type: none"> • Fostering Cognitive Development • Fostering Language Development • Fostering Moral and Ethical Development • Knowledge, Skills, and Dispositions Related to Equity, Fairness, and Diversity 	30%
<p>Knowing and Integrating Subject Matter: Language and Literacy, Technology, Resources (Standards IV, VI)</p> <ul style="list-style-type: none"> • Language and Literacy Listening and Speaking Writing • Technology • Learning Materials and Resources 	35%
<p>Knowing and Integrating Subject Matter: Science, Social Studies, Arts, Health, Physical Education (Standard IV)</p> <ul style="list-style-type: none"> • Science • Social Studies • Visual Arts, Music, and Drama • Health and Physical Education 	35%

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Part 2 – Constructed Response Items

Exercise 1: Literacy

In this exercise, you will use your knowledge of reading development to plan an appropriate instructional strategy that builds on a student's strengths in reading to foster the student's reading development.

Exercise 2: Analyzing Student Work in Mathematics

In this exercise, you will use your content and pedagogical knowledge of math to identify a major math misconception or error in a given student's work, identify appropriate concepts/skills needed for the student to solve a problem accurately, provide an instructional strategy to address the student's misconception or error, and provide a rationale for the strategy.

Exercise 3: Children's Play

In this exercise, you will use your knowledge of children's play to identify significant aspects of child development and ways to support that development through your role as the teacher.

Middle Childhood/Generalist

Part 1 – Selected Response Items (SRI)

Standards Content (Standard IV)	Approximate Percentage of SRI Section*
<p>English Language Arts, the Arts, and Health and Wellness</p> <ul style="list-style-type: none"> • Balanced Literacy • Choosing Texts • Analyzing Texts • Value and Purposes of Visual and Performing Arts through Cross-Curricular Contexts • Health Enhancing Skills 	30%
<p>Science and Mathematics</p> <ul style="list-style-type: none"> • Number Sense and Algebraic Thinking • Geometry • Data Analysis • Knowledge of Science Domains: Life, Earth/Space, and Physical Sciences • Vocabulary of Science • Misconceptions and Evolution of Scientific Thinking • Science Tools, Models, and Representations and Engineering Design Principles 	35%
<p>Social Studies</p> <ul style="list-style-type: none"> • Knowledge of Social Studies Content: History, Geography, Civics/Government, Economics • Themes of Social Studies • Primary and Secondary Sources and Critical Thinking in Social Studies 	35%

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Part 2 – Constructed Response Items

Exercise 1: Supporting Reading Skills

In this exercise, you will use your content and pedagogical knowledge of reading to analyze and interpret a transcript of a student's oral reading of a given reading passage to identify a strength and a weakness in the student's oral reading and to identify and justify appropriate strategies to support the student's ongoing reading development.

Exercise 2: Analyzing Student Work in Mathematics

In this exercise, you will use your content and pedagogical knowledge of math to identify a major math misconception or error in a student's work, identify appropriate concepts/skills the student needs to solve a problem accurately, provide an instructional strategy to address the student's misconception or error, and provide a rationale for the strategy.

Exercise 3: Making Connections in Science

In this exercise, you will use your knowledge of fundamental science content, including a cross-curricular concept. You will also demonstrate your knowledge of pedagogical appropriateness and describe a developmentally appropriate learning experience that will help students understand real-world phenomena.

Early Adolescence and Young Adulthood/Health

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
Knowledge of Subject Matter/Personal Health (Standard II) <ul style="list-style-type: none"> • Personal Health • Nutrition • Prevention and Control of Disease • Mental and Emotional Health • Substance Use and Abuse 	25%
Knowledge of Subject Matter/Environmental and Consumer Health (Standard II) <ul style="list-style-type: none"> • Injury Prevention and Safety • Consumer Health • Environmental Health • Dynamic, Relevant, and Practical Knowledge for Teaching Health Education 	20%
Skills-based Learning/The Individual (Standard III) <ul style="list-style-type: none"> • Goal-setting • Decision-making • Problem-solving skills • Stress management • Identification and evaluation of and access to health information and health-promoting products and services 	25%
Skills-based Learning/Interacting with Others (Standard III) <ul style="list-style-type: none"> • Interpersonal communication • Strategies to resolve conflicts • Effective ways to influence and support others in making positive health choices • Refusal skills • Assertiveness • Negotiation and collaboration techniques • Influence of various factors such as peers, cultural beliefs, the media, and technology on health 	30%

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Part 2 – Constructed Response Items

Exercise 1: Risk Behaviors

In this exercise, you will show an understanding of the impact of risk behaviors (e.g., alcohol, tobacco, and other drug use; poor nutrition; sedentary lifestyle; intentional and unintentional injuries; sexual risk behaviors) on personal health and wellness.

Exercise 2: Relationships and Family Life

In this exercise, you will demonstrate the content knowledge and skills needed to manage healthy and unhealthy relationships.

Exercise 3: Components of Health

In this exercise, you will display knowledge of the interrelationships of the components of health (physical, mental, emotional, social, and spiritual) and the application of life skills pertaining to these components.

Early Childhood and Young Adulthood/Library Media

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
Knowledge of Library and Information Studies (Standard III) <ul style="list-style-type: none"> • Principles of the Profession • Effective Organization and Practice • Collections • Information Seeking • Information and Communication Technologies 	40%
Administration (Standards V, VI, IX) <ul style="list-style-type: none"> • Evaluating the Library Media Program • Technologies for Program Administration • Outreach and Advocacy 	25%
Access, Equity, Diversity, and Ethics (Standards III, VII, VIII) <ul style="list-style-type: none"> • Access • Practicing Professional Ethics • Knowledge of Ethical and Legal Tenets • Teaching Ethical Information Behavior and Digital Citizenship 	35%

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Part 2 – Constructed Response Items

Exercise 1: Program Administration and Management

In this exercise, you will use your knowledge of organizational management to identify and analyze management issues pertaining to effective administration of a library media center and to propose and explain strategies to address these issues.

Exercise 2: Technologies

In this exercise, you will use your knowledge of instructional technologies to identify the technological needs of a library media program in a given situation with respect to hardware, software, and connectivity. You will also explain three significant issues you would address to accomplish the objective of the project.

Exercise 3: Collection Development

In this exercise, you will use your knowledge of collection development to describe three weaknesses of the needs assessment for a given library media program. You will also explain three modifications you would make to strengthen the needs assessment for the program and describe how you would promote a new acquisition.

Early and Middle Childhood Literacy/Reading-Language Arts

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
<p>Knowledge of Learners and Collaborating with Families (Standards I, XII)</p> <ul style="list-style-type: none"> • Knowing Each Student as an Intellectual, Social, Emotional, Cultural, and Language Learner • Understanding Learning and Child Development Theories • Assisting Families in Supporting Their Children's Learning Development 	20%
<p>Equity, Fairness, and Diversity; the Learning Environment; and Literacy Assessment (Standards II, III, IV, V)</p> <ul style="list-style-type: none"> • Promoting Fairness and Equity • Establishing the Intellectual Environment • Selecting Resources • Knowledge of Assessment and Selecting and Administering Assessments 	25%
<p>Reading and Writing (Standards VI and VII)</p> <ul style="list-style-type: none"> • Knowledge and Instruction of Reading • Knowledge and Instruction of Writing • Connections of Reading and Writing to the Other Language Arts and to Other Disciplines 	20%
<p>Listening and Speaking; Viewing and Visual Literacy (Standards VIII and IX)</p> <ul style="list-style-type: none"> • Knowledge and Instruction of Listening and Speaking • Knowledge and Instruction of Viewing and Visual Literacy 	35%

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Part 2 – Constructed Response Items

Exercise 1: Analyzing Student Reading

In this exercise, you will analyze a transcript of a student's oral reading, identify two significant patterns with respect to reading miscues and/or fluency, and discuss an appropriate teaching strategy to address one of the identified patterns.

Exercise 2: Writing Development

In this exercise, you will identify one area of strength and one area of need in a student's writing sample and describe a developmentally appropriate teaching strategy to address each of them.

Exercise 3: Literacy Across the Curriculum

In this exercise, you will demonstrate your ability to integrate literacy and content-area learning. Using the grade-level content-area text provided, you will create a learning experience that effectively supports students' development of literacy strategies and content knowledge.

Early Adolescence/Math

Part 1 – Selected Response Items (SRI)

Standards Content (Standard II)	Approximate Percentage of SRI Section*
Contexts for Mathematics <ul style="list-style-type: none">• Historical Development of Mathematical Ideas• Mathematical Applications in Fields Related to Mathematics• Precise Communication of Mathematical Ideas	15%
Problem Solving and Number Sense <ul style="list-style-type: none">• Numbers and Operations• Algebra and Functions• Geometry	45%
Modeling and Analysis <ul style="list-style-type: none">• Trigonometry• Discrete Mathematics• Data Analysis and Statistics• Calculus	40%

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Part 2 – Constructed Response Items

Exercise 1: Algebra and Functions

In this exercise, you will use your knowledge of algebra and functions to model problem situations, employ algebraic techniques and procedures, and explain a functional relationship depicted in a given situation.

Exercise 2: Geometry

In this exercise, you will use your knowledge of geometry to perform the transformations of dilation, reflection, rotation, and translation on a two-dimensional figure and explain how the two figures are congruent and/or similar. In addition, you will explain the volume formula of a three-dimensional figure and how it relates to the volume of a figure with the same type of base.

Exercise 3: Data Analysis and Statistics

In this exercise, you will use your knowledge of data analysis to provide various graphical representations and interpretations of a given set of data.

Adolescence and Young Adulthood/Math

Part 1 – Selected Response Items (SRI)

Standards Content (Standard II)	Approximate Percentage of SRI Section*
Contexts for Mathematics <ul style="list-style-type: none">• Historical Development of Mathematical Ideas• Mathematical Applications in Fields Related to Mathematics• Precise Communication of Mathematical Ideas	15%
Problem Solving and Number Sense <ul style="list-style-type: none">• Numbers and Operations• Algebra and Functions• Geometry	40%
Modeling and Analysis <ul style="list-style-type: none">• Trigonometry• Discrete Mathematics• Data Analysis and Statistics• Calculus	45%

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Part 2 – Constructed Response Items

Exercise 1: Families of Functions

In this exercise, you will use your knowledge of families of functions to analyze the characteristics of a function and the relationship between a function and its inverse function. You will graph a function and its inverse and discuss how the graphs are related to each other. You will also find a symbolic representation of the inverse function and demonstrate that the symbolic representation found is the inverse function.

Exercise 2: Geometry

In this exercise, you will use your knowledge of geometry to construct a proof, explain the relationship between two important geometric concepts, and express the volume of a solid generated by the rotation of a two-dimensional object about an axis.

Exercise 3: Data Analysis and Statistics

In this exercise, you will use your knowledge of data analysis and statistics to analyze and graph a given set of data, interpret and model data for given statistical characteristics, and estimate probabilities.

Early and Middle Childhood/Music

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
Theory and History (Standard II) <ul style="list-style-type: none"> • Theory • History 	25%
Facilitating Music Learning (Standard IV) <ul style="list-style-type: none"> • Curriculum • Instructional Strategies 	17%
Specialized Skills and Knowledge (Standard IV) Path-Specific <ul style="list-style-type: none"> • Instrumental: Band <i>or</i> • Instrumental: Orchestra <i>or</i> • Vocal/General 	33%
Performing and Repertoire (Standards II, VI) <ul style="list-style-type: none"> • Performing Techniques • Repertoire • Connections to Other Disciplines • Building Repertoires and Teaching Strategies that Include Music Chosen from a World Sample 	25%

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Part 2 – Constructed Response Items

Exercise 1: Diagnostic Skills

In this exercise, you will use your aural diagnostic skills to identify and analyze performance problems, as well as their potential causes and solutions, in a recorded student performance. You will also use an on-screen musical score to anticipate and explain interpretive and technical challenges for a given group of students.

Exercise 2: Instructional Strategies

In this exercise, you will use your knowledge of instructional strategies to identify and describe six learning activities designed to support student learning of a given music concept.

Exercise 3: Applied Theory/Composition

In this exercise, you will use your knowledge of music theory and composition to create an 8-measure composition in accordance with a given set of specifications.

Early Adolescence through Young Adulthood/Music

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
Theory and History (Standard II) <ul style="list-style-type: none"> • Theory • History 	25%
Facilitating Music Learning (Standard IV) <ul style="list-style-type: none"> • Curriculum • Instructional Strategies 	17%
Specialized Skills and Knowledge (Standard IV) Path-Specific <ul style="list-style-type: none"> • Instrumental: Band <i>or</i> • Instrumental: Orchestra <i>or</i> • Vocal/General 	33%
Performing and Repertoire (Standards II, VI) <ul style="list-style-type: none"> • Performing Techniques • Repertoire • Connections to Other Disciplines • Building Repertoires and Teaching Strategies that Include Music Chosen from a World Sample 	25%

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Part 2 – Constructed Response Items

Exercise 1: Diagnostic Skills

In this exercise, you will use your aural diagnostic skills to identify and analyze performance problems, as well as their potential causes and solutions, in a recorded student performance. You will also use an on-screen musical score to anticipate and explain interpretive and technical challenges for a given group of students.

Exercise 2: Instructional Strategies

In this exercise, you will use your knowledge of instructional strategies to identify and describe six learning activities designed to support student learning of a given music concept.

Exercise 3: Applied Theory/Composition

In this exercise, you will use your knowledge of music theory and composition to create an 8-measure composition in accordance with a given set of specifications.

Early and Middle Childhood/Physical Education

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
<p>Exercise Science (Standard II)</p> <ul style="list-style-type: none"> • Major muscle groups and functions • Biomechanical principles • Effects of physical activity on the human body, and exercise heart rate and recovery heart rate 	35%
<p>Motor Development, Motor Learning, and Movement Forms in Context (Standard II)</p> <ul style="list-style-type: none"> • Progression from beginning to mature motor patterns, including fine and gross motor skills • Developmentally appropriate movements and progressions • Critical elements that promote skill acquisition • Developmentally appropriate scope and sequence of movement forms 	35%
<p>Physical Activity and Wellness; Legal and Safety Issues (Standards II, IV)</p> <ul style="list-style-type: none"> • Health- and skill-related components of physical activity • FITT Principle guidelines and principles of exercise • Basic nutrition principles and guidelines • Comprehensive fitness, including hypokinetic conditions and the effect of behavioral choices on personal well-being • Legal and safety issues, including applicable laws and initiatives related to the successful participation of all students, including students with exceptionalities 	30%

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Part 2 – Constructed Response Items

Exercise 1: Exercise Science

In this exercise, you will use your knowledge of health-related fitness components and principles of fitness to plan a developmentally appropriate physical education activity.

Exercise 2: Motor Learning and Movement Forms

In this exercise, you will apply your knowledge of motor skills and movement concepts to teaching movement patterns associated with a physical activity.

Exercise 3: Physical Activity and Wellness

In this exercise, you will analyze a scenario that describes a student's current physical activity levels or daily activities, and make recommendations for a wellness program that is appropriate for the student according to his or her needs, current situation, and age.

Early Adolescence and Young Adulthood/Physical Education

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
<p>Exercise Science (Standard II)</p> <ul style="list-style-type: none"> • Major muscle groups and functions • Biomechanical principles • Effects of physical activity on the human body, and exercise heart rate and recovery heart rate 	35%
<p>Motor Development, Motor Learning, and Movement Forms in Context (Standard II)</p> <ul style="list-style-type: none"> • Progression from beginning to mature motor patterns, including fine and gross motor skills • Developmentally appropriate movements and progressions • Critical elements that promote skill acquisition • Developmentally appropriate scope and sequence of movement forms 	35%
<p>Physical Activity and Wellness; Legal and Safety Issues (Standards II, IV)</p> <ul style="list-style-type: none"> • Health- and skill-related components of physical activity • FITT Principle guidelines and principles of exercise • Basic nutrition principles and guidelines • Comprehensive fitness, including hypokinetic conditions and the effect of behavioral choices on personal well- being • Legal and safety issues, including applicable laws and initiatives related to the successful participation of all students, including students with exceptionalities 	30%

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Part 2 – Constructed Response Items

Exercise 1: Exercise Science

In this exercise, you will use your knowledge of health-related fitness components and principles of fitness to plan a developmentally appropriate physical education activity.

Exercise 2: Motor Learning and Movement Forms

In this exercise, you will apply your knowledge of motor skills and movement concepts to teaching movement patterns associated with a physical activity.

Exercise 3: Physical Activity and Wellness

In this exercise, you will analyze a scenario that describes a student's current physical activity levels or daily activities, and make recommendations for a wellness program that is appropriate for the student according to his or her needs, current situation, and age.

Early Childhood and Young Adulthood/School Counseling

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
<p>School Counseling Program, Leadership, Advocacy, and Professional Identity (Standards I, X)</p> <ul style="list-style-type: none"> • Foundations of the program • Accountability of the program • Ethics 	40%
<p>Human Growth and Development (Standard III)</p> <ul style="list-style-type: none"> • Theories of human growth and development and their application in working with individual students • Developmental stages • Developmental assets and strategies for helping students build developmental assets • Developmental needs of students with exceptionalities • Consulting with stakeholders regarding developmental considerations in education for all students 	30%
<p>Counseling Theories, Equity, and Fairness (Standards IV, V)</p> <ul style="list-style-type: none"> • History and philosophy of major counseling theories and techniques • Building and maintaining strong relationships with highly developed communication skills • Theories and policies related to multicultural counseling and differences among diverse populations • Relationship between motivation and behavior • Promoting fairness and equity 	30%

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Part 2 – Constructed Response Items

Exercise 1: School Counseling Program

In this exercise, you will demonstrate your knowledge of the development, implementation, and management of a school counseling program.

Exercise 2: Counseling Theories and Techniques

In this exercise, you will demonstrate your knowledge of counseling theories and techniques as applied to a given scenario.

Exercise 3: School Climate

In this exercise, you will demonstrate your understanding of factors related to school climate and approaches for establishing and maintaining a positive and productive learning environment.

Early Adolescence/Science

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
Knowledge of Science Practices and Context (Standard II) <ul style="list-style-type: none">• Nature of Science• Understanding of Inquiry• Context of Science	30%
Knowledge of Science Content (Standard II) <ul style="list-style-type: none">• Earth and Space Science• Life Science• Physical Science	50%
Curriculum, Instruction, and Learning Environment (Standards III, V) <ul style="list-style-type: none">• Crosscutting Principles• Assessing and addressing preconceptions• Safety	20%

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Part 2 – Constructed Response Items

Exercise 1: Data Analysis

In this exercise, you will use your knowledge of science to read a description of a student-designed experiment, study a student collection of data, and analyze a student conclusion concerning the experiment.

Exercise 2: Contexts of Science

In this exercise, you will use your knowledge of science to describe a scientific event or discovery and discuss the scientific knowledge necessary to understand the event or discovery, explain how another science discipline is related to the event or discovery, and describe how the event or discovery has affected society.

Exercise 3: Development of Scientific Concepts

In this exercise, you will demonstrate your knowledge of scientific conceptual development by evaluating and describing a student's conceptual understanding of scientific concepts, and by describing instruction that would help move the student toward the accepted understanding of the scientific concept.

Adolescence and Young Adulthood/Science-Biology

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
Knowledge of Science Practices and Context (Standard II) <ul style="list-style-type: none"> • Nature of Science • Understanding of Inquiry • Context of Science 	20%
Knowledge of Science Content (Standard II) <ul style="list-style-type: none"> • Earth and Space Science • Life Science • Physical Science–Chemistry • Physical Science–Physics 	60% (45% in specialty 15% from other disciplines)
Curriculum, Instruction, and Learning Environment (Standards III, V) <ul style="list-style-type: none"> • Crosscutting Principles • Assessing and addressing preconceptions • Safety 	20%

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Part 2 – Constructed Response Items

Exercise 1: Data Analysis

In this exercise, you will use your knowledge of science to read a description of a student-designed experiment, study a student collection of data, and analyze a student conclusion concerning the experiment.

Exercise 2: Contexts of Science

In this exercise, you will use your knowledge of science to describe a scientific event or discovery and discuss the scientific knowledge needed to understand the event or discovery, explain how another science discipline is related to the event or discovery, and describe how the event or discovery has affected society.

Exercise 3: Development of Scientific Concepts

In this exercise, you will demonstrate your knowledge of scientific conceptual development by evaluating and describing a student's conceptual understanding of scientific concepts, and by describing instruction that would help move the student toward the accepted understanding of the scientific concept.

Adolescence and Young Adulthood/Science-Chemistry

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
Knowledge of Science Practices and Context (Standard II) <ul style="list-style-type: none"> • Nature of Science • Understanding of Inquiry • Context of Science 	20%
Knowledge of Science Content (Standard II) <ul style="list-style-type: none"> • Earth and Space Science • Life Science • Physical Science–Chemistry • Physical Science–Physics 	60% (45% in specialty 15% from other disciplines)
Curriculum, Instruction, and Learning Environment (Standards III, V) <ul style="list-style-type: none"> • Crosscutting Principles • Assessing and addressing preconceptions • Safety 	20%

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Part 2 – Constructed Response Items

Exercise 1: Data Analysis

In this exercise, you will use your knowledge of science to read a description of a student-designed experiment, study a student collection of data, and analyze a student conclusion concerning the experiment.

Exercise 2: Contexts of Science

In this exercise, you will use your knowledge of science to describe a scientific event or discovery and discuss the scientific knowledge needed to understand the event or discovery, explain how another science discipline is related to the event or discovery, and describe how the event or discovery has affected society.

Exercise 3: Development of Scientific Concepts

In this exercise, you will demonstrate your knowledge of scientific conceptual development by evaluating and describing a student's conceptual understanding of scientific concepts, and by describing instruction that would help move the student toward the accepted understanding of the scientific concept.

Adolescence and Young Adulthood/Science-Earth/Space

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
Knowledge of Science Practices and Context (Standard II) <ul style="list-style-type: none"> • Nature of Science • Understanding of Inquiry • Context of Science 	20%
Knowledge of Science Content (Standard II) <ul style="list-style-type: none"> • Earth and Space Science • Life Science • Physical Science–Chemistry • Physical Science–Physics 	60% (45% in specialty 15% from other disciplines)
Curriculum, Instruction, and Learning Environment (Standards III, V) <ul style="list-style-type: none"> • Crosscutting Principles • Assessing and addressing preconceptions • Safety 	20%

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Part 2 – Constructed Response Items

Exercise 1: Data Analysis

In this exercise, you will use your knowledge of science to read a description of a student-designed experiment, study a student collection of data, and analyze a student conclusion concerning the experiment.

Exercise 2: Contexts of Science

In this exercise, you will use your knowledge of science to describe a scientific event or discovery and discuss the scientific knowledge needed to understand the event or discovery, explain how another science discipline is related to the event or discovery, and describe how the event or discovery has affected society.

Exercise 3: Development of Scientific Concepts

In this exercise, you will demonstrate your knowledge of scientific conceptual development by evaluating and describing a student's conceptual understanding of scientific concepts, and by describing instruction that would help move the student toward the accepted understanding of the scientific concept.

Adolescence and Young Adulthood/Science-Physics

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
Knowledge of Science Practices and Context (Standard II) <ul style="list-style-type: none"> • Nature of Science • Understanding of Inquiry • Context of Science 	20%
Knowledge of Science Content (Standard II) <ul style="list-style-type: none"> • Earth and Space Science • Life Science • Physical Science–Chemistry • Physical Science–Physics 	60% (45% in specialty 15% from other disciplines)
Curriculum, Instruction, and Learning Environment (Standards III, V) <ul style="list-style-type: none"> • Crosscutting Principles • Assessing and addressing preconceptions • Safety 	20%

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Part 2 – Constructed Response Items

Exercise 1: Data Analysis

In this exercise, you will use your knowledge of science to read a description of a student-designed experiment, study a student collection of data, and analyze a student conclusion concerning the experiment.

Exercise 2: Contexts of Science

In this exercise, you will use your knowledge of science to describe a scientific event or discovery and discuss the scientific knowledge needed to understand the event or discovery, explain how another science discipline is related to the event or discovery, and describe how the event or discovery has affected society.

Exercise 3: Development of Scientific Concepts

In this exercise, you will demonstrate your knowledge of scientific conceptual development by evaluating and describing a student's conceptual understanding of scientific concepts, and by describing instruction that would help move the student toward the accepted understanding of the scientific concept.

Early Adolescence/Social Studies-History

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
Integrating Content (Standard IV) <ul style="list-style-type: none">• Instructional Strategies• Resources	25%
Knowing Content—History (Standard III) <ul style="list-style-type: none">• History• World History• United States History	42%
Knowing Content—Social Studies (Standard III) <ul style="list-style-type: none">• Economics• Geography• Civics and Government	33%

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Part 2 – Constructed Response Items

Exercise 1: Documents

In this exercise, you will use your knowledge of U.S. history and political science to analyze an excerpt from a historical document.

Exercise 2: United States Economic Policy

In this exercise, you will use your knowledge of political science and economics to describe two political or economic factors that would influence the U.S. government's enactment of an identified economic policy and analyze two ways in which the policy may affect the U.S. and/or global economy.

Exercise 3: Regional Economic and Geographic Trends

In this exercise, you will use your knowledge of economics and geography to identify an economic or geographic trend in a map or graph and explain two reasons for the trend. You will also analyze one economic and one geographic effect of this trend on the region identified in the map or graph.

Adolescence and Young Adulthood/Social Studies-History

Part 1 – Selected Response Items (SRI)

Standards Content	Approximate Percentage of SRI Section*
Integrating Content (Standard IV) <ul style="list-style-type: none">• Instructional Strategies• Resources	25%
Knowing Content—History (Standard III) <ul style="list-style-type: none">• History• World History• United States History	42%
Knowing Content—Social Studies (Standard III) <ul style="list-style-type: none">• Economics• Geography• Civics and Government	33%

* These percentages are an approximation only. Following field testing and review of data, the final assessment will be created. The final assessment content may vary from these estimates.

Part 2 – Constructed Response Items

Exercise 1: Documents

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Exercise 3: Regional Economic and Geographic Trends

In this exercise, you will use your knowledge of economics and geography to identify an economic or geographic trend in a map or graph and explain two reasons for the trend. You will also analyze one economic and one geographic effect of this trend on the region identified in the map or graph.