



• • • SECTION 3 • • •

SAMPLE TEST ITEMS

This section of the study guide provides sample test directions and sample multiple-choice items with an answer key for the Oregon Educator Licensure Assessments® (ORELA®) Protecting Student and Civil Rights in the Educational Environment Examination.

Copyright © 2008 Pearson Education, Inc. or its affiliate(s). All rights reserved.
Evaluation Systems, Pearson, P.O. Box 226, Amherst, MA 01004

Oregon Educator Licensure Assessments, ORELA, and the ORELA logo are trademarks, in the U.S. and/or other countries, of the Oregon Teacher Standards and Practices Commission and Pearson Education, Inc. or its affiliate(s).

Pearson and its logo are trademarks in the U.S. and/or other countries of Pearson Education, Inc. or its affiliate(s).

Rev 12/08

SAMPLE TEST DIRECTIONS

A sample of the general directions for the Protecting Student and Civil Rights in the Educational Environment Examination is shown in the box below.

You should have in front of you:

- (1) a test booklet,
- (2) an answer sheet, and
- (3) a No. 2 lead pencil.

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

DIRECTIONS

Each question in this booklet is a multiple-choice question with four answer choices. Read each question carefully and choose the ONE best answer. Record each answer on the answer sheet in the space that corresponds to the question number. Completely fill in the circle 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 Oregon?
 - A. Pendleton
 - B. Portland
 - C. Salem
 - D. Beaverton

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

1. A B C D

Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will not be penalized for guessing. You may use the margins of this booklet for scratch paper, but all of your answers must be recorded on the answer sheet. Only the responses recorded on the answer sheet will be scored.

The words "End of Test" indicate that you have completed the test. You may go back and review your answers at any time during the testing session. Be sure you have answered all questions and properly recorded all of your responses on your answer sheet before raising your hand for dismissal. Your test materials will be collected by a test administrator before you are dismissed.

FOR SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM. If you have any questions, please ask them now before beginning the test.



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

SAMPLE MULTIPLE-CHOICE ITEMS

This section presents sample multiple-choice items for you to review as part of your preparation for the Protecting Student and Civil Rights in the Educational Environment Examination. To demonstrate how the test objectives may be assessed, each sample item is preceded by the objective that it measures. On an actual test, the objectives will not be given.

The sample multiple-choice items are designed to illustrate the nature of the test items. They should not be used as a diagnostic tool to determine your individual strengths and weaknesses. The multiple-choice items require you to demonstrate more than the ability to recall factual information. They ask you to think critically about the information, to analyze it, to consider it carefully, or to apply it to a hypothetical situation.

Work through each item carefully before referring to the answer key, which follows the sample multiple-choice items.

Objective 0001

Understand federal and state laws that protect individual civil rights and prohibit discrimination in educational settings, as well as ethical standards for educators in Oregon.

1. Which of the following is the most important constitutional principle underlying Oregon laws prohibiting racial discrimination?
 - A. The government cannot interfere with citizens' right to freedom of expression.
 - B. All citizens are entitled to equal protection under the law.
 - C. The government must respect and protect citizens' right to due process.
 - D. Citizens have a right to associate peaceably with any group they wish.
2. According to ethical guidelines for Oregon educators, a teacher is required to report which of the following to his or her supervisor?
 - A. The teacher is planning to start applying for other teaching positions either within or outside of the district.
 - B. The teacher observes a sudden unexplained decline in a student's academic performance.
 - C. The teacher has reason to believe that a student has become romantically attached to him or her.
 - D. The teacher learns that a colleague intends to file a grievance against the district for perceived unfair treatment.

Objective 0002

Understand federal and state court decisions related to individual civil rights and discrimination in educational settings.

3. In *Board of Education v. Rowley* (1982), a case involving the education of students with disabilities, the U.S. Supreme Court ruled that schools are required to provide the support services necessary to permit children with disabilities to benefit from instruction. The Court went on to specify that such additional services must be provided at public expense, must meet the state's educational standards, and must be aligned with the student's individualized education program (IEP). Which of the following questions was the Court addressing in the *Rowley* decision?
- A. What is necessary to assure an equal educational opportunity for students with disabilities?
 - B. Do students with disabilities have greater rights than other students?
 - C. What standards should be used in evaluating students with disabilities?
 - D. What rights do parents/guardians of children with disabilities have?
4. Freedom of expression is guaranteed by the First Amendment to the U.S. Constitution. Subsequent court decisions have limited that right in situations where free expression would do excessive harm to another person or cause other persons to commit violent acts or behave illegally. Given these dual constitutional standards, in which of the following situations would a federal court most likely rule that a school district's dismissal of a teacher was legal?
- A. A teacher writes a letter off school premises to other faculty members urging the formation of a teachers' union.
 - B. A teacher discusses the contents of a student's educational records with a member of the community without the student's permission.
 - C. A teacher places a placard in his or her front yard opposing a proposal to consolidate two local schools.
 - D. A teacher assigns students to read a novel that is critical of democratic government.

Objective 0003

Understand strategies for ensuring equity, inclusion, and cultural awareness in the educational environment.

5. Which of the following would be the most important action for a teacher to take in creating a learning environment that is equitable and nondiscriminatory?
- A. devoting a portion of the first day of school to having students reflect on their attitudes toward others
 - B. participating in professional development activities on how to manage diverse classrooms
 - C. arranging for the school counselor to provide guidance to students who do not get along with their peers
 - D. modeling consistently the respectful behavior toward others that he or she expects of students
6. A second-grade teacher wants to help the students in her class feel comfortable interacting with members of cultural and racial groups other than their own. The teacher's best strategy for achieving this objective would most likely be to:
- A. show videos that depict the daily lives of members of diverse communities to supplement the social studies and reading curricula.
 - B. ensure that the classroom library contains books of myths, folktales, and contemporary works written by authors from around the world.
 - C. schedule one week every month when the class's activities focus on the history and cultural traditions of a unique world community.
 - D. create opportunities for students to interact meaningfully with people from different groups as a regular part of their school experience.

Objective 0004

Understand the implications of student diversity for teaching and learning and how to interact with all students in ways that promote their self-confidence and achievement of educational goals.

7. A teacher makes a special effort to become familiar with his students' diverse backgrounds and their experiences outside of school. The greatest advantage of this approach is that it would foster the teacher's ability to:
- A. group together students who share similar interests.
 - B. predict students' academic performance.
 - C. plan instruction that is relevant to all students.
 - D. act proactively to prevent interpersonal conflicts in the classroom.
8. At the beginning of the school year, a science teacher learns that one of the students in her class uses a wheelchair. Which of the following steps should the teacher take to accommodate this student in an equitable and unbiased manner during laboratory activities?
- A. Arrange the room and materials to allow the student to participate fully in the lab activities.
 - B. Assign the student to work with a group of other students in the role of note taker and data recorder.
 - C. Identify computer-based activities that can substitute for the student's participation in the lab activities.
 - D. Work one-on-one with the student during lab activities to provide any necessary support.

Objective 0005

Understand situations involving equitable student access to educational courses, programs, and experiences, and nondiscriminatory grading and advising.

9. Which of the following assessment practices by a high school history teacher would best support the teacher's ability to assign grades in a manner that is fair and nondiscriminatory?
- A. using primarily essay tests to give students the freedom to decide for themselves how to structure and express their content knowledge
 - B. using unannounced tests and quizzes on a regular basis to ensure that all students approach the assessment process on an equal footing
 - C. using multiple assessment types and procedures to give students a number of ways to demonstrate what they have learned
 - D. using open-book tests on a regular basis to ensure that all students have access to the same information during assessments
10. A young child whose family recently immigrated to the United States has just enrolled in a kindergarten classroom. The teacher uses a learning center approach that emphasizes student independence in choosing centers and exploring the materials provided. In the first month of school, the kindergarten teacher has become increasingly concerned about the new student's reluctance to make such choices or to experiment freely with the materials. The teacher consults with the special education teacher about making a special education referral for this child. When considering how to respond, the special education teacher should reflect on which of the following questions *first*?
- A. Does the district have sufficient resources to meet the needs of a student with this particular profile?
 - B. How familiar is the kindergarten teacher with the range of behaviors typical of young children in such situations?
 - C. What is likely to be the family's reaction to learning that their child may need special education services?
 - D. Would the student benefit from being assigned a one-to-one aide during the class's learning center activities?

Answer Key for Sample Multiple-Choice Items

1. B
2. C
3. A
4. B
5. D
6. D
7. C
8. A
9. C
10. B

Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.