



# IDAHO

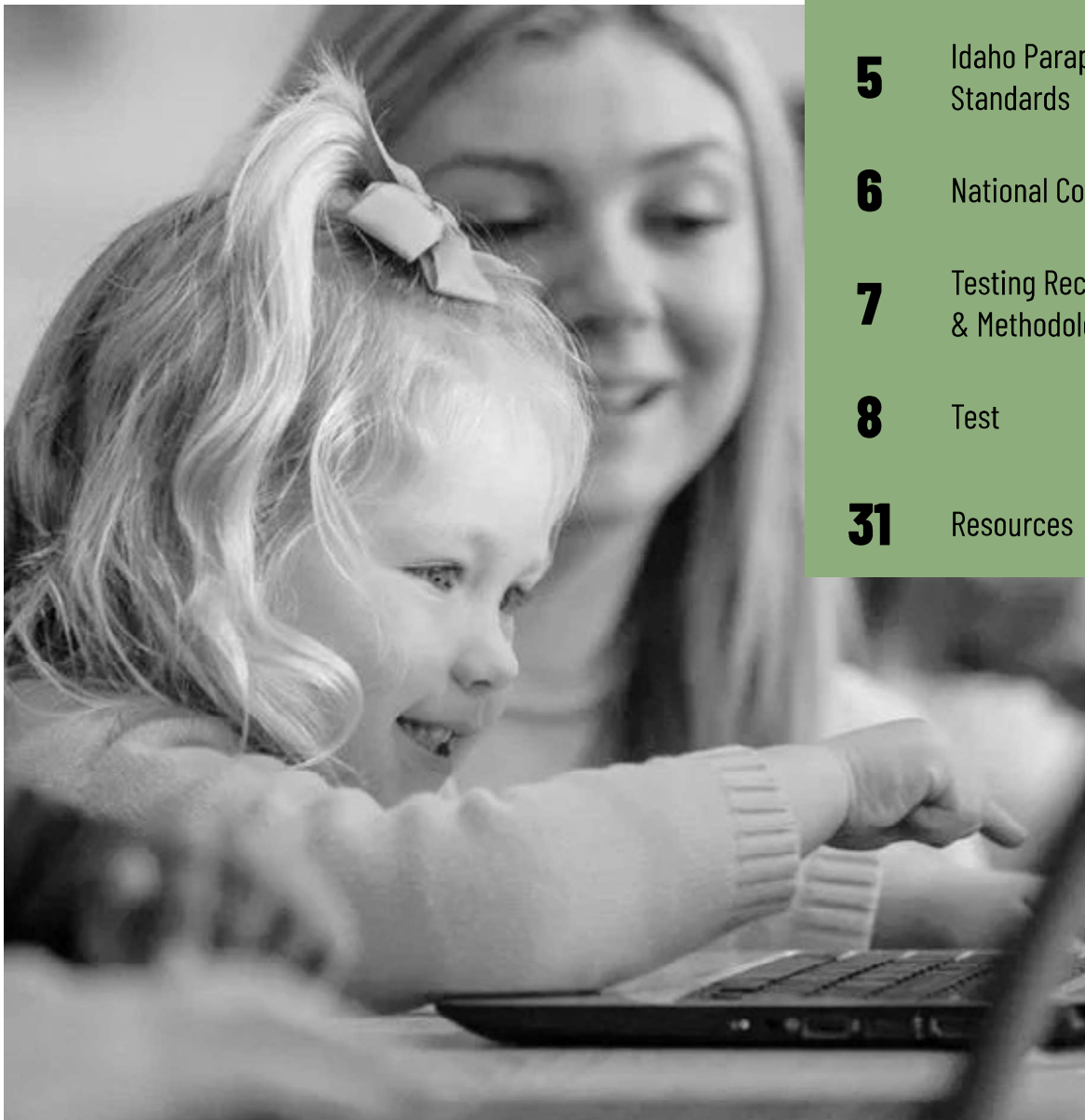
## Paraprofessional

# TESTING

# ALTERNATIVE



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# INTRODUCTION

## THE WHY

Paraprofessionals provide vital support for students and school communities, especially in crucial areas such as special education and student services. Unfortunately, it has become increasingly difficult to recruit strong candidates to fill these essential positions. One major barrier has become the academic assessment process, which is unnecessarily cumbersome for both the prospective employee as well as the employer.

Every day that a school has an unfilled paraprofessional vacancy, it is detrimental for students. Within the current assessment practices, applicants who are already vetted through district application processes, references, and interviews, are still subjected to rigid, proprietary testing timelines and constraints as they must study and schedule to take a proctored test from a licensed testing provider. These strict stipulations can cause difficult hurdles that can discourage potential candidates and complicate the hiring process.

The goal for this alternative assessment is to provide a straightforward option to assess academic qualifications to support students. The test was specifically designed to address the Idaho Paraprofessional Requirements and Standards. Not only do questions assess knowledge of reading, writing, and mathematics instruction, but there are opportunities to demonstrate relevant application. Sections organized based on Idaho standards provide research-based best practices and specific contexts related to paraprofessional duties so that candidates can showcase their ability to comprehend and apply relevant strategies.

Our nation's education system relies on the dedicated support of paraprofessionals. School districts must be more efficient and deliberate about assessment and hiring practices so they can provide crucial support for our students.



# REQUIREMENTS

The proposed assessment outlined in this document is simultaneously designed to meet the state *and* federal requirements for paraprofessionals.

## FEDERAL

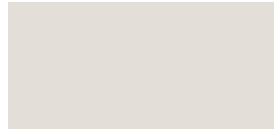
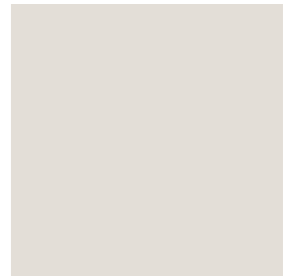
The language of the non-regulatory guidance document for Title 1 [Paraprofessional Requirements](#) specifically allows for a formal local academic assessment as long as it includes sections that assess a test-taker's ability to assist in instruction, reading, writing, and mathematics, as required by the U.S. Department of Education.

## STATE

The language in [Idaho Code 08.02.02.007.10](#) specifies that a state-approved academic assessment may be used to endorse potential paraprofessionals as highly qualified. This proposed assessment, designed from the framework of the Idaho Paraprofessional Standards, offers a localized approach to this endorsement while also taking the opportunity to educate test-takers on paraprofessional duties and expectations. The test includes necessary content to assess a candidate's ability to assist in instruction or prepare students to be instructed as indicated in Idaho code.







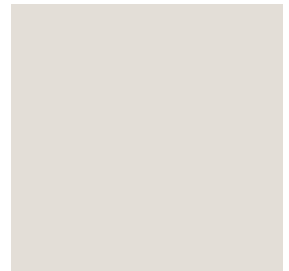
# IDAHO STANDARDS

1. The paraprofessional has a basic knowledge of the subject areas being taught; the paraprofessional supports the teacher/provider in creating meaningful learning experiences.
2. The paraprofessional has a basic knowledge of how students learn and develop, which supports students' intellectual, social, and emotional development.
3. The paraprofessional is knowledgeable regarding how students differ in their approaches to learning, and are able to adapt to students' diverse needs.
4. The paraprofessional utilizes a variety of instructional strategies to assist the teacher/provider in meeting students' needs.
5. The paraprofessional understands the importance of and assists in creating a positive educational environment.
6. The paraprofessional uses various communication techniques to effectively meet students' needs.
7. The paraprofessional delivers teacher/provider designed instructional plans effectively based upon knowledge of the students, subject areas, community, and curriculum goals.
8. The paraprofessional supports the teacher/provider in observing and collecting data related to the student.
9. The paraprofessional engages in meaningful professional development on a regular basis.
10. The paraprofessional interacts in a professional manner with colleagues, parents, and other members of the community.

# NATIONAL COMPARISON

Individual states have different ways to satisfy federal requirements for Title 1 paraprofessionals who do not already meet the coursework requirement. Some states use one of the following options, while others allow for multiple options.

1. At least twelve states allow individual Local Education Agencies to develop their own assessments or requirements.
2. Four states have their own exam specifically for paraprofessionals.
3. Ten states use the ACT WorkKeys exam and eleven states use the Master Teacher ParaEducator online training and testing platform as alternatives to the Praxis ParaPro exam.
4. Nine states use a combination of other exams, portfolios, prior work experience, or apprenticeship programs.
5. For states that *exclusively* use the Praxis ParaPro exam, ten out of eleven have a passing score lower than Idaho's required score of 160.



# TESTING RECOMMENDATIONS

- Recommended Passing Score: 75% or better
- Examination Options:
  - Paper and pencil
    - Benefits: no technology requirements
  - [Google Form Version](#)
    - Benefits: assessment is automatically graded, scores are saved
- Administering the Assessment:
  - This assessment was designed to be given by individual school districts in a space that they deem appropriate. Our recommendations include:
    - a quiet environment free from distractions
    - scratch paper and pencil is provided
    - scratch paper is collected at the end of the testing session
    - Chrome lockdown capabilities for Google Form Version are used
    - no cell phones, calculators or additional materials that may assist with answering or recording questions are allowed
    - no formal time limit - approximate time to complete is 60-90 minutes

## METHODOLOGY

Considerations for the creation of the assessment included:

- researching state and federal requirements for paraprofessionals
- unpacking the Idaho Paraprofessional Standards and formatting the test to represent each local standard
- setting content targets to be consistent with the [Praxis ParaPro Assessment](#)
  - each individual question denotes the intended learning target(s)
  - no questions were taken verbatim from other tests
- writing of test questions completed by a team of elementary and secondary certified educators with relevant endorsements in each assessment area
- beta-testing with preliminary exams administered to non-certified classified staff and certified staff

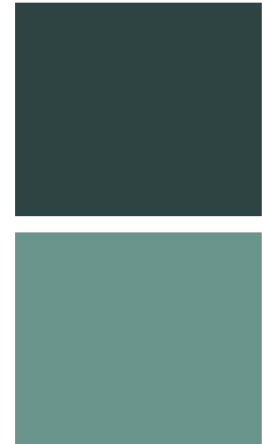




# IDAHO

## Paraprofessional

# ASSESSMENT



The following assessment is based on the Idaho Paraprofessional Standards and has been designed so the test-taker has the opportunity to demonstrate knowledge and ability to assist in instructing or preparing students to be instructed as outlined in [Idaho Code 08.02.02.007.10](#).

The assessment is organized by standard. Each standard has one corresponding section, except for standard one, which has 3 sections - to accommodate reading, writing, and mathematics. You may answer the questions in any order you wish.

Some sections have specific requirements. Please read the directions carefully.

Mark your answers with a dark mark that clearly indicates the answer you have selected. Give only one answer for each question. Light or partial marks or incomplete erasures may be scored as incorrect.

There is no time limit for this assessment. Each question is required and should be answered. A passing score on this assessment is at least 75% correct. The correct answers will not be disclosed to you in the end in order to ensure a fair reassessment if so performed in the future.

If you are in need of a break during the assessment, please notify the proctor. You may not access cell phones or the internet during a break.

First Name		<p><b><u>Score</u></b></p> <p>correct: ____ /100</p> <p>errors: ____ /100</p> <p>Passing score: 75% correct</p>
Last Name		
Signature		
Date		
Proctor		

# STANDARD 1

## READING

Idaho Paraprofessional Standard 1: The paraprofessional has a basic knowledge of the subject areas being taught; the paraprofessional supports the teacher/provider in creating meaningful learning experiences.

### Reading Skills and Knowledge

- Identify the main idea or primary purpose
- Identify supporting ideas
- Identify how a reading selection is organized
- Determine the meanings of words or phrases in context
- Draw inferences or implications from directly stated content
- Determine whether information is presented as fact or opinion
- Interpret information from tables, diagrams, charts, and graphs
- Sound out words (e.g., recognize long and short vowels)
- Break down words into parts (e.g., recognize syllables, root words, prefixes, suffixes)
- Decode words or phrases using context clues
- Distinguish between synonyms, antonyms, and homonyms
- Alphabetize words

### Application of Reading Skills and Knowledge

- Help students use pre-reading strategies, such as skimming or making predictions
- Ask questions about a reading selection to help students understand the selection
- Make accurate observations about students' ability to understand and interpret text
- Interpret written directions

**DIRECTIONS:** Read the passage carefully. Answer each question based on the passage.

### Salmon Cannon

- 1 Imagine the relentless struggle of native fish, blocked by an unexpected threat: the very dams meant to control waterways. In the 19th and 20th centuries, there were many dams built in the U.S that have unintentionally blocked the migratory paths of native fish species. Many of these species migrate up the rivers to spawn during their lifespan. The trouble is that there are 85,000 dams, and therefore, many species struggle to go home and have fallen onto the endangered species list.
- 2 When scientists realized that fish migratory patterns were being disrupted, they began to test various remedies. One solution was to build "fish ladders" into dams. The ladders are a series of stepped pools designed to allow the fish to flop their way over dams to their spawning grounds. The other response was to trap the fish and haul them upstream via barges, trucks, or sometimes helicopters. A new recommendation that scientists hope will solve the fish migration problem is a contraption called the Salmon Cannon.
- 3 For the Salmon Cannon to work, CNN reports that the fish are placed in a tube where pressure pushes them along a chute that can adjust to their size. They travel about 22 miles per hour and get misted by water the entire way. Ideally, the fish don't have to be fed through the cannon by human hand. Instead, the entrance to the tube is camouflaged as a habitat attractive to the fish so they will enter the system themselves. When running at full capacity, the machine can fling, or shoot, 50,000 fish upstream every day.
- 4 "The results of our studies have shown that the system may potentially resolve the migration puzzle," the creator says. The Salmon Cannon, originally designed to transport fresh fruit in orchards, is still being evaluated by government agencies and conservation groups but so far appears to be a good solution.

Questions 1-5 are based on the passage *Salmon Cannon*.

1. Which sentence from the article best represents the main idea?

*Identify the main idea or primary purpose*

- ☐ A. Imagine the relentless struggle of native fish, blocked by an unexpected threat: the very dams meant to control waterways.
- ☐ B. A new recommendation that scientists hope will solve the fish migration problem is a contraption called the Salmon Cannon.
- ☐ C. When running at full capacity, the machine can fling 50,000 fish upstream every day.
- ☐ D. "The results of our studies have shown that the system may potentially resolve the migration puzzle," the creator says.

2. Which paragraph has supporting details about the ways that the scientists have tried to solve the fish migration problem?

*Identify supporting ideas*

- ☐ A. paragraph 1
- ☐ B. paragraph 2
- ☐ C. paragraph 3
- ☐ D. paragraph 4

3. How is the Salmon Cannon passage organized?

*Identify how a reading selection is organized*

- ☐ A. Problem and Solution
- ☐ B. Sequentially
- ☐ C. Compare and Contrast
- ☐ D. 5-paragraph essay

4. In paragraph 3, what evidence does NOT support the inference that the cannon is safe for fish.

*Draw inferences or implications from directly stated content*

- ☐ A. The chute adjusts to the size of the fish.
- ☐ B. The fish are shot in the air at 22 miles per hour.
- ☐ C. The fish are misted by water.
- ☐ D. The entrance is camouflaged as an attractive habitat and the fish will enter the system themselves.

5. Which of these statements are an opinion about the Salmon Cannon?

*Determine whether information is presented as fact or opinion*

- ☐ A. The Salmon Cannon shoots fish at 22 mph.
- ☐ B. The Salmon Cannon is a tube that transports a fish up stream.
- ☐ C. The Salmon Cannon is the best way to fix the problem with fish migration.
- ☐ D. The Salmon Cannon is one way that is being investigated to fix the problem with fish migration.

For questions 6-9, imagine you are a paraprofessional working with a student to read the passage *Salmon Cannon*.

6. The student you are working with doesn't understand what the word "fling" means in paragraph 3. What context clue could you point out in the passage to help them understand the meaning?

*Determine the meanings of words or phrases in context  
Decode words or phrases using context clues*

- ☐ A. "running"
- ☐ B. "capacity"
- ☐ C. "upstream"
- ☐ D. "shoot"

7. The student still doesn't understand what the word "fling" means in paragraph 3. You decide to share an antonym as a way of further explaining what it means. Which of the following is the antonym of fling as used in the *Salmon Cannon* passage?

*Distinguish between synonyms, antonyms, and homonyms*

- ☐ A. To throw or hurl something
- ☐ B. propel
- ☐ C. hold
- ☐ D. a casual romantic relationship

8. Which question could you ask a student to best help them understand the pros of the Salmon Cannon?

*Ask questions about a reading selection to help students understand the selection*

- ☐ A. Why might scientists think the Salmon Cannon is better than the other methods?
- ☐ B. In which paragraph does the author describe how the Salmon Cannon works?
- ☐ C. Why might people be worried about what the Salmon Cannon might do to the fish?
- ☐ D. What are the effects of the fish migration problem?

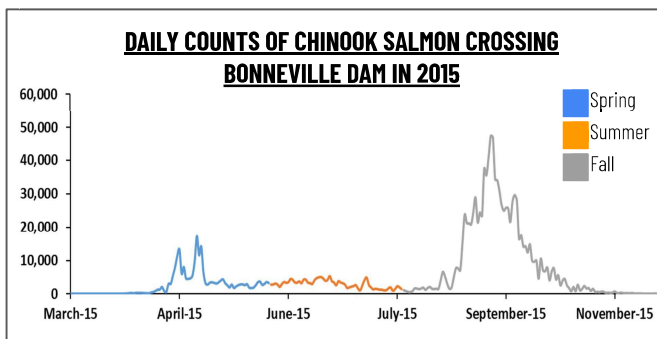


9. Before reading the Salmon Cannon passage out loud, you ask the students to predict what a Salmon Cannon is. When would it make the most sense to STOP reading and ask the students to verify if their prediction was correct?

*Help students use prereading strategies, such as skimming or making predictions*

- ☐ A. after reading paragraph 1
- ☐ B. after reading paragraph 2
- ☐ C. after reading paragraph 3
- ☐ D. after reading paragraph 4

For questions 10-11, imagine you are a paraprofessional working with a student to interpret the graph below. You are using the graph to help the student understand the fish migration issues as presented in the passage *Salmon Cannon*.



10. The student you are working with makes the following statement about the Chinook Salmon chart.

*"The top of the line on the graph is before September 15th, so it must be in August because August is before September. Therefore, the most salmon must happen during summer, because August is in summer".*

Which observation could you share with the classroom teacher about the student?

*Make accurate observations about students' ability to understand and interpret text*

- ☐ A. The student understands the line is showing the months of the year, but doesn't understand how to connect the key with the seasons to the dates.
- ☐ B. The student understands the line shows the amount of salmon, but doesn't understand how to read the exact number of salmon.
- ☐ C. The student understands the dates are on the bottom of the chart, but doesn't understand the number of salmon is on the left.
- ☐ D. The student understands how to read the number of salmon, but doesn't understand the seasons.

11. Based on the graph, in which timeframe would the Salmon Cannon need to be running the most to help resolve the salmon migration issue?

*Interpret information from tables, diagrams, charts, and graphs*

- ☐ A. Spring - April to June
- ☐ B. Summer - June to July
- ☐ C. Fall - July to November
- ☐ D. none of the above

Questions 12-19 measure general reading skills.

12. Which of the following words has a short vowel sound?

*Sound out words (e.g., recognize long and short vowels)*

- ☐ A. these
- ☐ B. cape
- ☐ C. cube
- ☐ D. map

13. Which of the following words has three syllables?

*Break down words into parts (e.g., recognize syllables, root words, prefixes, suffixes)*

- ☐ A. energy
- ☐ B. investigate
- ☐ C. monster
- ☐ D. collaborate

14. Which of the following words does not have a prefix?

*Break down words into parts (e.g., recognize syllables, root words, prefixes, suffixes)*

- ☐ A. reheat
- ☐ B. breakable
- ☐ C. subdivide
- ☐ D. discomfort

15. Which of the following words DOES NOT include a suffix that means "a person"?

*Break down words into parts (e.g., recognize syllables, root words, prefixes, suffixes)*

- ☐ A. teach-er
- ☐ B. employ-ee
- ☐ C. joy-ous
- ☐ D. flor-ist

16. Based on the related words below, what does the root "spect" likely mean?

*spectator, spectacles, inspector,  
introspection, spectacular, perspective*

*Break down words into parts (e.g., recognize syllables, root words, prefixes, suffixes)*

- ☐ A. intelligent
- ☐ B. slice apart
- ☐ C. judge
- ☐ D. see or view

17. The classroom teacher asks you to alphabetize the records of the students in the class by last name. Which list is alphabetized correctly?

*Alphabetize words*

- ☐ A. Ashley Anderson, Bailey Aaron, Clara Aikin, Daisy Axford
- ☐ B. Bailey Aaron, Clara Aikin, Ashley Anderson, Daisy Axford
- ☐ C. Clara Aikin, Bailey Aaron, Daisy Axford, Ashley Anderson
- ☐ D. Daisy Axford, Clara Aikin, Bailey Aaron, Ashley Anderson

**Question 18 measures the ability to follow written directions.**

18. What type of storage would be used for barrels of hazardous waste weighing 350 pounds according to the written directions below?

The three types of storage are regular, warehouse, and special. Listed below are the rules for deciding which type of storage to use.

- Regular or warehouse storage should be used for items that do not need special handling.
- Special storage should be used for items that need special handling.
- Warehouse storage should be used for items weighing over 200 pounds.
- Regular storage should be used for items weighing less than 200 pounds.
- Special storage should always be used for storing hazardous materials.

*Interpret written directions*

- ☐ A. Regular Storage
- ☐ B. Warehouse Storage
- ☐ C. Special Storage
- ☐ D. none of the above

# STANDARD 1 MATHEMATICS

Idaho Paraprofessional Standard 1: The paraprofessional has a basic knowledge of the subject areas being taught; the paraprofessional supports the teacher/provider in creating meaningful learning experiences.

## Number Sense and Basic Algebra

- Perform basic addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals
- Recognize multiplication as repeated addition and division as repeated subtraction
- Recognize and interpret mathematical symbols such as  $+$ ,  $<$ ,  $>$ ,  $\leq$
- Understand the definitions of basic terms such as sum, difference, product, quotient, numerator, and denominator
- Recognize the position of numbers in relation to each other (e.g.,  $\frac{1}{3}$  is between  $\frac{1}{4}$  and  $\frac{1}{2}$ )
- Recognize equivalent forms of a number (e.g.,  $22=4$ )
- Demonstrate knowledge of place value for whole numbers and decimal numbers
- Compute percentages
- Demonstrate knowledge of basic concepts of exponents
- Demonstrate knowledge of "order of operations" (parentheses, exponents, multiplication, division, addition, and subtraction)
- Use mental math to solve problems by estimation
- Solve word problems
- Solve one-step, single-variable linear equations (e.g., find  $x$  if  $x+4=2$ )
- Identify what comes next in a sequence of numbers

## Geometry and Measurement

- Represent time and money in more than one way (e.g., 30 minutes =  $\frac{1}{2}$  hour; 10:15 = quarter after 10; \$0.50 = 50 cents = half dollar)
- Convert between units or measures in the same system (e.g., inches to feet; centimeters to meters)
- Identify basic geometrical shapes (e.g., isosceles triangle, right triangle, polygon)
- Perform computations related to area, volume, and perimeter for basic shapes
- Graph data on an xy-coordinate plane

## Data Analysis

- Interpret information from tables, charts, and graphs
- Given a table, chart, or graph with time-related data, interpret trends over time
- Create basic tables, charts, and graphs
- Compute the mean, median, and mode

For questions 19-44 , no calculators are allowed. You may use scratch paper.

19.  $3.4 + 14.6 =$

Perform basic addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals

- ☐ A. 17.0
- ☐ B. 17.2
- ☐ C. 18.0
- ☐ D. 48.6

20. Which of the following is equal to  $4+4+4+4+4$ ?

Recognize multiplication as repeated addition and division as repeated subtraction

- ☐ A.  $15 + 4$
- ☐ B.  $5 \times 4$
- ☐ C.  $4 \div 5$
- ☐ D.  $5 \div 4$

21. Complete the inequality:  $\square \leq -24$

Recognize and interpret mathematical symbols such as + <>≤  
Recognize the position of numbers in relation to each other

- ☐ A. -21
- ☐ B. -24
- ☐ C. 0
- ☐ D. 24

22. Given the following equation, what is the missing value?

$$\frac{\square}{5} - \frac{3}{5} = \frac{1}{5}$$

Perform basic addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals / Solve one-step, single-variable linear equations

- ☐ A. 1
- ☐ B. 2
- ☐ C. 3
- ☐ D. 4

23. What is the missing value in the following equation called?

$$\frac{\square}{5} - \frac{3}{5} = \frac{1}{5}$$

Understand the definitions of basic terms such as sum, difference, product, quotient, numerator, and denominator

- ☐ A. numerator
- ☐ B. denominator
- ☐ C. quotient
- ☐ D. difference

24. Which of the following could be the missing value on the number line?



Recognize the position of numbers in relation to each other

- ☐ A. 0.167
- ☐ B. 0.125
- ☐ C. 0.300
- ☐ D. 0.243

25. Complete the inequality:  $3^4$  is equivalent to  $\square$ ?

Recognize equivalent forms of a number

- ☐ A.  $3 \times 4$
- ☐ B.  $3 \times 3 \times 3 \times 3$
- ☐ C.  $4 \times 4 \times 4 \times 4$
- ☐ D. 34

26. Which number is in the thousandths place?

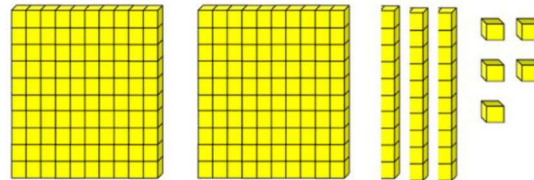
12.34567

Demonstrate knowledge of place value for whole numbers and decimal numbers

- ☐ A. 2
- ☐ B. 3
- ☐ C. 4
- ☐ D. 5

27. A teacher is giving a lesson using base ten blocks, which are different shaped blocks that represent ones, tens, and hundreds.

Which number is represented by the set of blocks below?



Demonstrate knowledge of place value for whole numbers and decimal numbers

- ☐ A. 352
- ☐ B. 253
- ☐ C. 235
- ☐ D. 532

28. What is 10% of 264?

Compute percentages

- ☐ A. 0.264
- ☐ B. 2.64
- ☐ C. 26.4
- ☐ D. 2640

29. A teacher asks a group of student to give examples of different ways to calculate 50% of 400. Which of the following student responses is NOT accurate?

Compute percentages

Application of mathematics skills and knowledge to classroom instruction

- ☐ A. "If I subtract 50 from 400 and do that four times, then I get the answer 200."
- ☐ B. "I know that 50% is equal to half of 400. Half of 400 is 200, so the answer is 200."
- ☐ C. "If I multiply  $0.50 \times 400$ , then I get the answer 200."
- ☐ D. "I can change 50% to  $\frac{50}{100}$  and multiply by 400, so the answer is 200."

30. Simplify  $\frac{4^2}{2^2}$

Demonstrate knowledge of basic concepts of exponents

- ☐ A. 2
- ☐ B. 4
- ☐ C. 16
- ☐ D. 64

31. Calculate  $3^2 \cdot 10 - (2 + 3) = \square$

Demonstrate knowledge of basic concepts of exponents

- ☐ A. 45
- ☐ B. 55
- ☐ C. 85
- ☐ D. 91

32. Estimate the solution to:

$$202.178 \div 9.897 = \square$$

Use mental math to solve problems by estimation

Perform basic addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals

- ☐ A. 10
- ☐ B. 20
- ☐ C. 200
- ☐ D. 2000

33. At the fair, a hot dog costs \$1.25, nachos cost \$1.50, and an ice cream cones cost 50 cents each. A child purchases one hot dog and two ice cream cones. How much does the child spend?

Solve word problems

Represent time and money in more than one way

- ☐ A. \$2.25
- ☐ B. \$3.00
- ☐ C. \$3.25
- ☐ D. \$52.75

34. What number comes next in the sequence?

-21, 24, -27, 30,

Identify what comes next in a sequence of numbers

- ☐ A. 27
- ☐ B. -27
- ☐ C. 33
- ☐ D. -33

35. Tam is at home and he wants to meet his friend at the pool in half an hour. The time is currently 1:00pm. It takes him fifteen minutes to ride his bike to the pool. When should he leave his home in order to arrive exactly on time?

Solve word problems

Represent time and money in more than one way

- ☐ A. 1:00pm
- ☐ B. 1:10pm
- ☐ C. 1:15pm
- ☐ D. 1:30pm

36. If 1 foot = 12 inches, how many inches are there in 6 feet?

Convert between units or measures in the same system

- ☐ A.  $\frac{1}{2}$  inches
- ☐ B. 12 inches
- ☐ C. 60 inches
- ☐ D. 72 inches

37. Triangle ABC has the following side lengths:

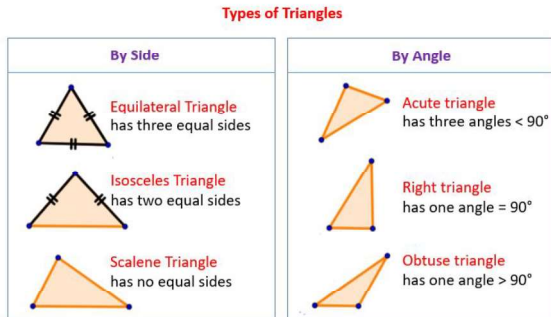
Side a = 5 cm

Side b = 5 cm

Side c = 5 cm

Using the chart below, what type of triangle is triangle ABC?

Identify basic geometrical shapes



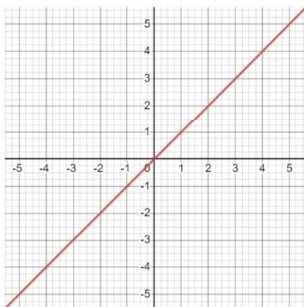
- ☐ A. equilateral triangle
- ☐ B. isosceles triangle
- ☐ C. scalene triangle
- ☐ D. regular triangle

38. A square has one side measuring 6 centimeters. What is the perimeter,  $p$ , and area,  $A$ , of the square?

Perform computations related to area, volume, and perimeter for basic shapes

- ☐ A.  $p = 6$ ,  $A = 12$
- ☐ B.  $p = 24$ ,  $A = 36$
- ☐ C.  $p = 12$ ,  $A = 36$
- ☐ D.  $p = 24$ ,  $A = 12$

39. Which of the following points is on the line graphed below?



Graph data on an  $xy$ -coordinate plane

- ☐ A. (1, 4)
- ☐ B. (2, -3)
- ☐ C. (-3, 1)
- ☐ D. (1, 1)

40. A scientist is researching bird growth. The table below shows the mass of each bird during the first three days of the experiment.

Which bird is growing the fastest?

**Bird Data (Mass in Grams)**

	Day 1 Mass	Day 2 Mass	Day 3 Mass
Bird A	12.07g	12.30g	12.50g
Bird B	13.12g	13.05g	13.01g
Bird C	11.01g	11.45g	11.99g
Bird D	14.20g	14.32g	14.39g

Interpret information from tables, charts, and graphs

Given a table, chart, or graph with time-related data, interpret trends over time

- ☐ A. bird A
- ☐ B. bird B
- ☐ C. bird C
- ☐ D. bird D

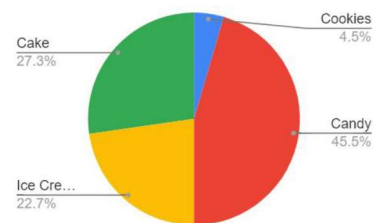
41. Which chart most accurately represents the data below?

TREAT	cookies	candy	ice cream	cake
# OF VOTES	15	21	5	9

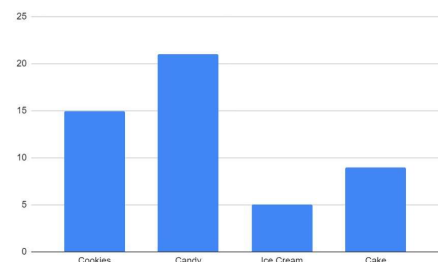
Interpret information from tables, charts, and graphs

Create basic tables, charts, and graphs

- ☐ A. Pie Chart



- ☐ B. Bar Chart





42. A teacher is giving a lesson on two-digit division with remainders. The teacher gives the following information:

*A remainder is what we have left over after division.*

$$17 \div 4 = 4 \text{ with a remainder of } 1$$

$$27 \div 5 = 5 \text{ with a remainder of } 2$$

$$36 \div 6 = 6 \text{ with a remainder of } 0$$

$$56 \div 10 = 5 \text{ with a remainder of } 6$$

What is the remainder of  $47 \div 11$ ?

*Compute percentages*

*Application of mathematics skills and knowledge to classroom instruction*

- ☐ A. 3
- ☐ B. 4
- ☐ C. 5
- ☐ D. 6

**For questions 43-44, use the following scenario.**

A teacher giving a lesson on statistics reviews how to calculate mean, median, and mode. The data set includes the following values:

**5,3,4,8,2,9,3,8,3**

The **mean** is the mathematical average of all the data. To calculate the mean, all values are added together, then divided by the number of values.

The **median** is the value in the middle of the data set if the data is listed in order from least to greatest.

The **mode** is the value in the data set that is most repeated.

43. Find the mean of the data set from the scenario:

*Compute the mean, median, and mode*

- ☐ A. 3
- ☐ B. 4
- ☐ C. 5
- ☐ D. 8

44. A student incorrectly determines that the median of the data set is 2. Which of the following is the best explanation for the student's error?

*Compute the mean, median, and mode*

*Application of mathematics skills and knowledge to classroom instruction*

- ☐ A. The student calculated the mean instead of the median.
- ☐ B. The student calculated the mode instead of the median.
- ☐ C. The student forgot to order the numbers from least to greatest before calculating the median.
- ☐ D. The student calculated the mean instead. They added all the values and divided by 10.

# STANDARD 1 WRITING

Idaho Paraprofessional Standard 1: The paraprofessional has a basic knowledge of the subject areas being taught; the paraprofessional supports the teacher/provider in creating meaningful learning experiences.

## Writing Skills and Knowledge

- Errors in capitalization
- Errors involving word order (subject / verb agreement, parallel structure, misplaced modifiers)
- Errors in word usage (e.g., their/they're/there, then/than, it's/its)
- Errors in punctuation (commas, periods, semicolons, apostrophes)
- Parts of a sentence (e.g., subject and verb/predicate)
- Parts of speech (nouns, verbs, pronouns, adjectives, adverbs, and prepositions)
- Errors in spelling

## Application of Writing Skills and Knowledge

- Use prewriting to generate and organize ideas (including freewriting and using outlines)
- Identify and use appropriate reference materials
- Draft and revise (including composing or refining a thesis statement, writing focused and organized paragraphs, and writing a conclusion)
- Edit written documents for clarity, grammar, sentence integrity (run-ons and sentence fragments), word usage, punctuation, spelling.
- Write for different purposes and audiences.
- Recognize and write in different modes and forms (e.g., descriptive essays, persuasive essays, narratives, letters).

45. Which of the following sentences uses proper capitalization?

*Errors in capitalization*

- ☐ A. I traveled to France to see the palace of versailles and eiffel tower.
- ☐ B. Jenny and i flew to seattle to see Taylor Swift in concert.
- ☐ C. I went to the San Diego Zoo to see Zebras, Giraffes, and Panda Bears.
- ☐ D. In October, many students like to read scary novels to get in the spirit for Halloween.

46. Which of the following sentences contains proper word usage?

*Errors in word usage - their / they're / there, it's / its, than / then, you / your*

- ☐ A. It's the week before school starts, so students will likely be buying their new school supplies.
- ☐ B. The marker lost it's cap, and I'm afraid they're is a mess somewhere.
- ☐ C. The dogs looked at us with there mournful eyes as we loaded into the car.
- ☐ D. Their are less cookies in the jar today then there were yesterday.

47. Read the example of the misplaced modifier. Then, select the sentence that **does not include** a misplaced modifier.

A misplaced modifier does modify a word, but not the one the author intended. Example:

misplaced	He bought a Great Dane from a neighbor that was already housebroken.	This makes it sound like the neighbor is the one who is housebroken.
revised	He bought a Great Dane that was already housebroken from a neighbor.	It's now clear the dog is the one who is housebroken.

*Errors involving word order (subject / verb agreement, parallel structure, misplaced modifiers)*

- ☐ A. I found a kitten for my brother named Mittens.
- ☐ B. The girl with the purple hat ate all the cheese.
- ☐ C. The student was sent to the nurse with a bloody nose.
- ☐ D. The teacher served cookies to the children wrapped in aluminum foil.

48. Which of the following sentences uses commas correctly?

*Errors in punctuation - (commas, periods, semicolons, apostrophes, quotation marks)*

- ☐ **A.** My aunt and uncle live in Portland Oregon, but I haven't visited in many years.
- ☐ **B.** The woman was wearing a small, green ugly feathered hat.
- ☐ **C.** I dated the journal at the top, January 3 2023.
- ☐ **D.** On December 5th, I am excited to visit my friends in Sun Valley, Idaho.

49. Which of the following sentences uses a semicolon correctly?

*Errors in punctuation - (commas, periods, semicolons, apostrophes, quotation marks)*

- ☐ **A.** A loud firework exploded across the sky; my dog trembled in my lap.
- ☐ **B.** Although my husband hates cheese; he still likes pizza.
- ☐ **C.** I saw several animals in the zoo; tigers, parrots, and giraffes.
- ☐ **D.** Some people are afraid to fly on airplanes; but not me.

50. Which sentence is punctuated correctly?

*Errors in punctuation - (commas, periods, semicolons, apostrophes, quotation marks)*

- ☐ **A.** My dog Baxter, enjoyed his favorite treat; peanut butter.
- ☐ **B.** After finding a movie to watch, I cooked some popcorn and settled down on the couch.
- ☐ **C.** In 1792 the U.S. Postal Service was created.
- ☐ **D.** My seven-year old daughter, Matilda, complained of being hungry however she just ate.

51. Which of the following is a complete sentence?

*Parts of a sentence*

- ☐ **A.** Screaming at the top of her lungs.
- ☐ **B.** Under the oak tree in the city park.
- ☐ **C.** The mermaid swam to the surface.
- ☐ **D.** Whoever found my hat yesterday.

52. Which word in the following sentence is an adjective?

Our new clothing store always has fashionable shoes and dresses in the window.

*Parts of speech - adjectives*

- ☐ **A.** store
- ☐ **B.** always
- ☐ **C.** fashionable
- ☐ **D.** window

53. Which of the following is **NOT** an adverb?

*Parts of speech - adverbs*

- ☐ **A.** quickly
- ☐ **B.** adventurously
- ☐ **C.** always
- ☐ **D.** beautiful

54. Which word is being used as the verb in the following sentence?

She wrote down that hiking was her favorite hobby.

*Parts of speech - verbs*

- ☐ **A.** My dog Baxter, enjoyed his favorite treat; peanut butter.
- ☐ **B.** After finding a movie to watch, I cooked some popcorn and settled down on the couch.
- ☐ **C.** In 1792 the U.S. Postal Service was created.
- ☐ **D.** My seven-year old daughter, Matilda, complained of being hungry however she just ate.

55. Which sentence contains **NO** spelling errors?

*Errors in spelling*

- ☐ **A.** My freind is definitely better than me in mathematics.
- ☐ **B.** I promise that I will participate in the committee tommorow.
- ☐ **C.** He dissappeared from the restarant.
- ☐ **D.** He is courageous despite facing embarrassment.

For questions 56-65, use the following Writing Process Chart.

Steps of the Writing Process	
PREWRITE	<ul style="list-style-type: none"> <li>choose a topic</li> <li>set a purpose</li> <li>collect facts and information</li> <li>brainstorm and organize ideas in a graphic organizer</li> </ul>
DRAFT	<ul style="list-style-type: none"> <li>create a rough draft</li> <li>organize ideas into sentences or paragraphs</li> </ul>
REVISE	<ul style="list-style-type: none"> <li>add information</li> <li>remove information</li> <li>move information around</li> <li>substitute words or details</li> </ul>
EDIT	<ul style="list-style-type: none"> <li>make corrections to spelling or grammar</li> <li>reread each sentence to make sure it makes sense</li> </ul>
PUBLISH	<ul style="list-style-type: none"> <li>write a final copy</li> <li>share it with others</li> </ul>

56. A student is struggling to write an essay about a person they admire. What would be the most effective pre-writing strategy?

Use prewriting to generate and organize ideas

- ☐ A. Encourage students to brainstorm a list of people they admire. Then have them select one and make a graphic organizer or thinking map to generate reasons and details.
- ☐ B. Tell the student they can choose a different topic if they can't think of anything to write for this assignment. Talk with the teacher afterward about what the student will do instead.
- ☐ C. Allow the student to draw a picture of the person rather than writing an essay about them.
- ☐ D. Have the student write and edit a paragraph about a person they admire, stopping frequently to check their grammatical errors.

57. When doing research in a search engine, which link would be the most credible / trustworthy?

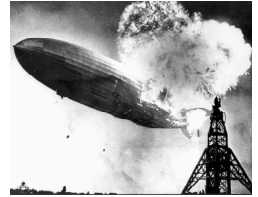
Identify and use appropriate reference materials

- ☐ A. The first link in the list of results
- ☐ B. A link that is sponsored by the most advertisers.
- ☐ C. A link to a social media post.
- ☐ D. A link to a well-known agency or nonprofit.

58. Which of the following would be the **best** source to give students a broad overview of what happened to the Hindenburg?

Identify and use appropriate reference materials

- ☐ A. An encyclopedia or database article about the Hindenburg.
- ☐ B. An interview providing a first-hand account from a survivor of the Hindenburg.
- ☐ C. A chart showing the dramatic decrease in travel via airship after the Hindenburg disaster.
- ☐ D. An article about the Titanic that makes comparisons with the Hindenburg disaster.



59. A student has written their rough draft of an essay, and they say they are done and ready to turn in their work. Following the writing process, what could you encourage them to do next?

Draft and revise

- ☐ A. If they have finished their first draft, they have completed the writing process. They are ok to turn in the assignment.
- ☐ B. Have students type up their rough draft verbatim so it is easier to read when they publish and share with others.
- ☐ C. Encourage the student to read over their first draft to see where they could add more details or omit or rephrase irrelevant ideas.
- ☐ D. Ask another student to read over the student's work to edit for them to fulfill the peer conference part of the writing process.

60. Which of the following sentences does **NOT** include a transition word?

Edit written documents

- ☐ A. Meanwhile, studies show that music can help productivity.
- ☐ B. Although music can be a distraction, some types of music can help students focus.
- ☐ C. Non Lyrical, or instrumental, music can help tune out intermittent classroom noises.
- ☐ D. Overall, students can use music effectively if they are deliberate about both the type of music and the task.

**For questions 60-63, match the student sentences by drawing a line to the specific feedback you could provide to help in the revision process.**

*Draft and revise*

60. The pandas in the zoo are so adorable, and their adorableness is evident in the way they play and interact with their fellow pandas.

**A. Avoid ambiguous / unclear pronouns**

61. Alex told Sam that they would meet at the park, but he didn't show up.

**B. Eliminate repetition**

62. I remembered that I need to buy some new pencils and also that the cafeteria menu has changed, and it's really interesting how they decided to add more vegetarian options, and oh, I also saw a cute dog on my way to school today.

**C. Add specific examples**

**D. Stay focused on one topic**

63. The store had a lot of different things for sale.

**65. Which of the following sentences would be considered a run-on sentence?**

*Edit written documents*

- ☐ **A. I wanted to float the river, but the water was too high for it to be safe.**
- ☐ **B. The river is often packed with people on rafts, tubes, kayaks, and paddle boards.**
- ☐ **C. Even though it was hot outside, my limbs were freezing in the cool river water.**
- ☐ **D. I forgot my sunscreen I burned my shoulders and my face.**

**66. What type of writing typically includes an introduction with a clear claim, body paragraphs with supporting details, and a conclusion?**

*Recognize and write in different modes and forms*

- ☐ **A. Persuasive / Argument Writing**
- ☐ **B. Script Writing**
- ☐ **C. Narrative Writing**
- ☐ **D. Fiction Writing**

**67. Which type of writing would you recommend a student use if their purpose is to share information about tigers with their classmates?**

*Write for different purposes and audiences*

- ☐ **A. narrative story**
- ☐ **B. script**
- ☐ **C. graphic novel**
- ☐ **D. website or blog post**

# STANDARD 2

*Idaho Paraprofessional Standard 2: The paraprofessional has a basic knowledge of how students learn and develop, which supports students' intellectual, social, and emotional development.*

- Understand that a student's social and emotional comfort affects their learning.
- Understand that learning progresses from concrete understanding to more abstract reasoning and results in students learning at different paces.
- Uses developmentally and age-appropriate strategies, materials, and technologies as directed by the teacher.

For questions 68-70, use the following text.

## Learning Principles

- Students' prior knowledge can help or hinder learning.**  
If students' prior knowledge is robust and accurate, it provides a strong foundation for building new knowledge. However, when knowledge is insufficient for the task or inaccurate, it can interfere with new learning.
- How students organize knowledge influences how they learn.**  
Students naturally make connections between pieces of knowledge. When those connections form knowledge structures that are accurately and meaningfully organized, students are better able to retrieve and apply their knowledge effectively and efficiently.
- Students' motivation determines, directs, and sustains what they do to learn.**  
When students find positive value in a learning goal or activity, expect to successfully achieve a desired learning outcome, and perceive support from their environment, they are likely to be strongly motivated to learn.
- To develop mastery, students must acquire skills, practice, and know when to apply what they have learned.**  
Students must develop not only the component skills and knowledge necessary to perform complex tasks, they must also practice combining and integrating them to develop greater fluency and automaticity.
- Goal-directed practice coupled with targeted feedback enhances the quality of students' learning.**  
Practice must be coupled with feedback that explicitly communicates to the student about their performance and how to progress.
- Students' learning is impacted by their social, emotional, and intellectual well-being.**  
While we cannot control the developmental process, we can shape the intellectual, social, emotional, and physical

aspects of classroom climate in developmentally appropriate ways.

- To become self-directed learners, students must learn to monitor and adjust their approaches to learning.**  
Learners must learn to engage in a variety of metacognitive processes to monitor and control their learning—assessing the task at hand, evaluating their own strengths and weaknesses, planning their approach, applying and monitoring various strategies, and reflecting on the degree to which their current approach is working.

Adapted from: Carnegie Mellon University. *Learning Principles*.  
<https://www.cmu.edu/teaching/principles/learning.html>

68. What can a school control related to a student's social and emotional development?

*Understand that a student's social and emotional comfort affects their learning.*

- ☐ A. the developmental process
- ☐ B. social and emotional climate of a classroom
- ☐ C. a student's beliefs
- ☐ D. nothing

69. Students learn at different paces, even when in the same class with the same instruction as other students. Which of the following is NOT a reason for this?

*Understand that learning progresses from concrete understanding to more abstract reasoning and results in students learning at different paces.*

- ☐ A. students' prior knowledge differs
- ☐ B. students' motivations differ
- ☐ C. students' ability to make connections differ
- ☐ D. students' opportunities for instruction differ

70. A student is taking more time than the other students to type up his essay on the computer. What type of assistive technology could support him completing his assignment?

*Uses developmentally and age-appropriate strategies, materials, and technologies as directed by the teacher.*

- ☐ A. speech recognition software
- ☐ B. jumbo grip pencils
- ☐ C. weighted vest
- ☐ D. bookmark timer



# STANDARD 3

Idaho Paraprofessional Standard 3: The paraprofessional is knowledgeable regarding how students differ in their approaches to learning, and are able to adapt to students' diverse needs.

- Recall the difference between an IEP and 504.
- Recite that IEP and 504 information is confidential.
- Recognize common accommodations used in school settings.
- Recognize that students should develop skills to be independent learners.

For questions 71-74, use the following text.

## What is the difference between an IEP and a 504 plan?

Some students require additional support through their educational career. IEPs and 504s are confidential, individualized plans that outline what support looks like for students who qualify.

	INDIVIDUAL EDUCATION PLAN (IEP)	504 Plan
Type of Law	Special Education - Individuals with Disabilities Act (IDEA)	Office of Civil Rights - Rehabilitation Act of 1973
Purpose	Outlines a plan to provide specialized academic instruction for a child who has a disability that interferes with their academic performance.	Provides accommodations to help a student access general education who does not require specialized academic instruction.
Requirements for Eligibility	Has a disability that: <ol style="list-style-type: none"> <li>meets criteria under IDEA,</li> <li>significantly impacts educational performance,</li> <li>requires specialized services</li> </ol>	Has a disability that significantly impacts a major life function. Life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself and performing manual tasks.
What are common accommodations?	Accommodations are changes to the curriculum, instruction, or testing format or procedures that allow a student to demonstrate their abilities WITHOUT fundamentally altering the requirements.	
	<ul style="list-style-type: none"> <li>● Listen to audio recordings instead of reading text</li> <li>● Work with text in a larger print size</li> <li>● Dictate answers to a scribe who writes or types</li> <li>● Capture responses on an audio recorder</li> <li>● Take a test in a small group setting</li> </ul>	<ul style="list-style-type: none"> <li>● Take more time to complete a task or a test</li> <li>● Take frequent breaks, such as after completing a worksheet</li> <li>● Scheduling accommodations</li> <li>● Take a test in several timed sessions or over several days</li> <li>● Take sections of a test in a different order</li> <li>● Use an alarm to help with time management</li> </ul>

71. What is the main difference between an IEP and 504?

Recall the difference between an IEP and 504.

- ☐ A. IEP is for a disability; 504 is not
- ☐ B. IEP provides specialized academic support; 504 provides accommodations for life functions
- ☐ C. IEP provides accommodations for life functions, 504 provides specialized academic support
- ☐ D. There is no difference, it's based on parental preference

72. True or False: Information about students, such as their IEP or 504 plans, may be shared with other students, families, or staff members.

Recite that IEP and 504 information is confidential.

- ☐ A. True
- ☐ B. False

73. Imagine that a student is struggling to complete a science task where he must describe the life cycle of a butterfly. All of the other students are writing their descriptions down on paper by hand, but this student specifically struggles with writing. Which accommodation, assuming it's appropriate for his IEP, would best allow the student to meet the grade-level science criteria?

Recognize common accommodations used in school settings.

- ☐ A. provide a copy of the teacher slideshow
- ☐ B. allow the student to describe the life cycle orally
- ☐ C. move the student to an individual desk away from other students
- ☐ D. give the student more time to complete the task

74. Which of these statements show a paraprofessional prompting a student to be an independent learner?

Recognize that students should develop skills to be independent learners.

- ☐ A. provide a copy of the teacher slideshow
- ☐ B. allow the student to describe the life cycle orally
- ☐ C. move the student to an individual desk away from other students
- ☐ D. give the student more time to complete the task

## STANDARD 4

For question 78, use the following text.

*Idaho Paraprofessional Standard 4: The paraprofessional utilizes a variety of instructional strategies to assist the teacher/provider in meeting students' needs.*

- Understand that students from diverse experiential, cultural, economic, and language backgrounds may need different strategies for learning.
- Recognize common instructional strategies used in school settings.

75. A student with ADHD is asked to complete a project on the state capitol building, including researching, writing a speech, and presenting in front of his classmates. He is struggling to know where to start. What instructional strategy could you use to help him identify which task he should start with?

*Understand that students from diverse experiential, cultural, economic, and language backgrounds may need different strategies for learning.*

- ☐ A. minimize distractions
- ☐ B. highlight important ideas
- ☐ C. break task into smaller segments
- ☐ D. allow for movement opportunities

76. A student is off-task and playing with the items on his desk. Which instructional strategies could you use?

*Recognize common instructional strategies used in school settings.*

- ☐ A. provide organizational tools & highlight important ideas
- ☐ B. adapted instruction & use of timers
- ☐ C. provide uncluttered workspace & provide structured breaks
- ☐ D. behavioral expectations & color coding

77. You are working with a small group of students to read a short story. You ask the students to follow along on the page as you read with their finger, and occasionally, you stop reading and have the students "fill in the blank" before you continue. What are these instructional strategies supporting?

*Recognize common instructional strategies used in school settings.*

- ☐ A. reading fluency
- ☐ B. engagement
- ☐ C. reading fluency & engagement
- ☐ D. none of the above

## The Effects of Round Robin Reading

Round Robin reading (RRR) has been a classroom staple for over 200 years and an activity that over half of K-8 teachers report using one of its many forms, such as popcorn reading. RRR's popularity endures despite evidence that the practice is ineffective for its stated purpose: enhancing fluency, word decoding, and comprehension.

Furthermore, RRR:

Stigmatizes poor readers. Imagine the terror that English language learners face when made to read in front of the entire class.

Weakens comprehension. Listening to a peer orally read too slowly, too fast, or too haltingly weakens learners' comprehension.

Sabotages fluency and pronunciation. Struggling readers model poor fluency skills and pronunciation. When instructors correct errors, fluency is further compromised.

Adapted from: Finley, T. (2014, 121). 11 Alternatives to Round Robin (and Popcorn) Reading. Edutopia. Retrieved from: <https://www.edutopia.org/blog/alternatives-to-round-robin-reading-todd-finley>

78. Based on the research in the text, is Round Robin Reading an effective strategy to use in classrooms?

*Recognize common instructional strategies used in school settings.*

- ☐ A. Yes, it has been used for over 200 years, so it must work.
- ☐ B. Yes, it improves student reading fluency and improves comprehension.
- ☐ C. No, teachers should use Popcorn reading instead of Round Robin Reading.
- ☐ D. No, Round Robin Reading is more detrimental than helpful because it is ineffective for its stated purpose.

# STANDARD 5

*Idaho Paraprofessional Standard 5: The paraprofessional understands the importance of and assists in creating a positive educational environment.*

- Use proactive behavior and learning strategies developed by the teacher/school/district that maintain positive learning environments.

For question 79-80, use the following text.

## Positive Educational Environments

Behavior is a means of communication. Consider what the student is trying to tell you with the behavior. Behind most behaviors exists a skill deficit, such as:

- Language and social difficulties
- Sensory processing difficulties
- Academic and writing skill deficits
- Difficulties managing stress and anxiety
- Attention difficulties
- Difficulties with self esteem
- Organizational difficulties

Tips for providing a positive environment:

### DO

- Do encourage, expect, and reinforce age appropriate behavior, even with students with lower cognitive abilities.
- Do state directions and expectations in a simple, explicit, and positive manner.
- Do tell the students what they are supposed to do. For instance, instead of saying "Don't run", say "Please walk in the halls".
- Do offer students choices to avoid a power struggle. Rather than say "Don't tap your pencil", state "Would you rather put your pencil in your pencil case or in your desk."
- Do provide positive reinforcement. When offering positive reinforcement, state what you like about the behavior. Rather than just saying say "good job", state "I like the way you raised your hand to participate."

### DON'T

- Don't overreact to inappropriate behavior. Some students may be reinforced by negative attention, which may increase inappropriate behaviors.
- Don't respond to every behavior a student displays. When possible, ignore attention seeking behaviors that are not disruptive to the classroom.
- Don't focus on punitive consequences or loss of privileges.
- Don't discuss incidents of behavior that occurred in the past.
- Don't take student behavior and language personally.

79. Every behavior from a student requires an immediate response from an adult, no matter how big or small, to keep the classroom a positive education environment.

*Use proactive behavior and learning strategies developed by the teacher/school/district that maintain positive learning environments.*

- ☐ A. true
- ☐ B. false

80. Which of the following is the most effective positive reinforcement statement for increasing positive behavior?

*Use proactive behavior and learning strategies developed by the teacher/school/district that maintain positive learning environments.*

- ☐ A. "Great job! That's amazing."
- ☐ B. "Wow, you're a rockstar!"
- ☐ C. "You look so cute in that dress today!"
- ☐ D. "I've noticed how well you're keeping your hands to yourself in line today. You are being such a great role model for other students today."

81. A teacher has a classroom behavior system to reward positive behavior. You saw a student do something awesome, and wanted to reward them with a candy bar you brought from home. What should you do?

*Use proactive behavior and learning strategies developed by the teacher/school/district that maintain positive learning environments.*

- ☐ A. Give them the candy.
- ☐ B. Give them the candy, but tell the teacher about it.
- ☐ C. Give immediate positive reinforcement verbally, and record the behavior to share with the teacher later.
- ☐ D. Use the teacher's classroom behavior system to reward the student, assuming you've already spoken and agreed with the teacher about how and when to use the system.

# STANDARD 6

*Idaho Paraprofessional Standard 6: The paraprofessional uses various communication techniques to effectively meet students' needs.*

- Understand the importance of communicating with students in a respectful manner at all times.
- Recognize the importance of sharing information multiple ways with students (verbally, in writing, with images, modeling, etc.) and checking for their understanding.

For questions 82-84, use the following text.

## Keys to Effective Communication

When communicating with students, remember to:

- Maintain a close proximity and use a low volume.
- Provide clear and simply stated directions of what you expect the child to do, instead of telling them what you don't want them to do.
- Repeat back to the student what you think they are saying to clarify what they mean.
- Some children may require a model, picture, or sign of the action paired with the verbal direction.
- Use age appropriate language.

For example:

Instead of saying:	Say:
"No yelling!"	"Use an inside voice"
"Don't run!"	"Use walking feet." "Walk, please."
"Stop shouting out!"	"When you raise your hand, the teacher will answer your question".

82. Effective or ineffective? A student yells across the room to the teacher that he needs a new pencil. In response, the teacher yells back that he needs to stop yelling or he'll lose recess time.

*Understand the importance of communicating with students in a respectful manner at all times.*

- ☐ A. Effective
- ☐ B. Ineffective

83. Effective or ineffective? A student continually shouts out during class. He is disruptive and rude. The teacher responds by getting close to the student, whispering a clear request for what his behavior should look like, and then positively reinforces a different student for showing that positive behavior.

*Understand the importance of communicating with students in a respectful manner at all times.*

- ☐ A. Effective
- ☐ B. Ineffective

84. A paraprofessional is about to take a group of students down the hall to another room for the first time. She wants to verbally tell the kids that there is no running allowed in the hallway. Which of the following would be the most effective way to communicate this request to students?

*Recognize the importance of sharing information multiple ways with students (verbally, in writing, with images, modeling, etc.) and checking for their understanding.*

- ☐ A. No change needed - it's already very clearly communicated
- ☐ B. Verbally tell the kids "we will walk in the hallway"
- ☐ C. Verbally tell the kids "we will walk in the hallway" and ask a student to model what respectful walking looks like
- ☐ D. Verbally tell the kids "we will walk in the hallway", ask a student to model what respectful walking looks like, hold a sign with a picture as a visual reminder to walk, and reinforce the positive behavior with comments such as "wow, I like how you're walking".

# STANDARD 7

Idaho Paraprofessional Standard 7: The paraprofessional delivers teacher/provider designed instructional plans effectively based upon knowledge of the students, subject areas, community, and curriculum goals.

- Understand and delineate the role of a para vs that of a teacher.
- Understand the importance of knowing the learning target before providing instruction (including IEP goals of individual students).

For questions 85-91, use the following text.

## What are the differences between paraprofessionals and teachers?

Teacher Duties	Paraprofessional Duties
Provide instruction	Support the work of the teacher
Set the environment of the classroom	Follow the teacher's guidance and direction
Develop all lesson plans	Become familiar with lesson plans
Teach new academic content	Reinforce content taught by teacher
Evaluate student understanding of academic content	Provide feedback to teacher regarding observed student success
Provide additional teaching as needed	Reinforce academic content
Develop and implement summative assessments	Review content with students prior to an assessment
Develop interventions	Support and reinforce interventions
Develop behavior management plans	Monitor and report behavior in accordance with the behavior management plan
Provide intensive, direct services to students with IEPs	Support and reinforce practices provided by the teacher, under the supervision of the teacher

For questions 85-90, write a T if the statement is what a teacher is responsible for, or write a P if the statement is what a paraprofessional is responsible for.

Understand and delineate the role of a para vs that of a teacher.

T or P

85. Execute the activities that were provided for small group interventions.

86. Record and report behavior as outlined in the behavior plan.

87. Determine which students need additional teaching.

88. Reinforce the lessons that the students already received.

89. Provide intensive, direct instruction to students.

90. Set up the rules and boundaries of the classroom.

91. What must a paraprofessional know before a working with a student on an assignment?

Understand the importance of knowing the learning target before providing instruction (including IEP goals of individual students).

- ☐ A. What skill is being practiced on the assignment and how the teacher previously taught it
- ☐ B. What individual accommodations the student needs, according to their IEP
- ☐ C. What materials or resources were used to teach the skill
- ☐ D. all of the above

# STANDARD 8

Idaho Paraprofessional Standard 8: The paraprofessional supports the teacher/provider in observing and collecting data related to the student.

- Understand the importance of reporting in a timely and accurate manner.
- Understand that student data is confidential.

For questions 92-94, use the Frequency Behavior Chart below.

92. After looking at Ethan's behavior chart, what can we conclude about Ethan's behaviors?

Understand the importance of reporting in a timely and accurate manner.

- ☐ A. Ethan does not want to participate and has no interest in school.
- ☐ B. Ethan does not have any friends.
- ☐ C. Ethan's behaviors escalate when he is outside of his regular teacher's classroom.
- ☐ D. Ethan's goals are too easy for him.

93. True or False: A student's academic or behavior data is confidential.

Understand that student data is confidential.

- ☐ A. True
- ☐ B. False

94. After completing Ethan's chart, when should the paraprofessional submit the data to the teacher?

Understand the importance of reporting in a timely and accurate manner.

- ☐ A. whenever the paraprofessional has a moment
- ☐ B. during parent-teacher conferences
- ☐ C. the next day
- ☐ D. at the agreed upon time set prior between the teacher and paraprofessional

Frequency Behavior Chart

Student: Ethan

Date: September 1st, 2023

Schedule	Behavior 1 Shouting Out	Behavior 2 Leaving his Seat	Behavior 3 Refusing to Comply
9:00 – 9:30	Y N	Y N	Y N
9:30 – 10:00	Y N	Y N	Y N
10:00 – 10:30 Recess	N/A	N/A	Y N
10:30 – 11:00	Y N	Y N	Y N
11:00 – 11:30 Library	Y N	Y N	Y N
11:30 – 12:00 Music	Y N	Y N	Y N
12:00 – 12:30 Lunch	Y N	Y N	Y N
1:00 – 1:30	Y N	Y N	Y N
1:30 – 2:00	Y N	Y N	Y N
2:00 – 2:30	Y N	Y N	Y N
2:30 – 3:00	Y N	Y N	Y N
3:00 – 3:40	Y N	Y N	Y N
Total:			



# STANDARD 9

# STANDARD 10

Idaho Paraprofessional Standard 9: The paraprofessional engages in meaningful professional development on a regular basis.

- Commit to ongoing reflection, assessment, and learning as a process for all adults on campus.
- Ask for and accept feedback from the teacher/supervisor.

95. A paraprofessional has been asked to work with a group of students while using a new reading program. The paraprofessional has never used the program before, and doesn't know much about it. What should the paraprofessional do?

*Commit to ongoing reflection, assessment, and learning as a process for all adults on campus.*

- ☐ A. Ask the teacher to model it.
- ☐ B. Read the program instructions.
- ☐ C. Try and figure it out while teaching the program.
- ☐ D. Ask the teacher to model it and read the program instructions.

96. A paraprofessional is working with a small group of students on math. After a week, the strategies the teacher asked the para to use are not working with the students. What should the para do?

*Ask for and accept feedback from the teacher/supervisor.*

- ☐ A. Google new strategies to teach math.
- ☐ B. Talk with the teacher about the struggles and ask them to model/change the strategies.
- ☐ C. Show the students a YouTube video about the math.
- ☐ D. Switch students to a new group.

97. A student is on a behavior plan, and is refusing to complete their assignment. The paraprofessional tries to help the student, but the student continues to escalate and has a meltdown. What should the para do at their next meeting with the teacher?

*Commit to ongoing reflection, assessment, and learning as a process for all adults on campus.*

- ☐ A. Without explanation, ask to have the student moved to work with a different paraprofessional.
- ☐ B. Explain how they implemented the behavior plan and reflect with the teacher about possible next steps.
- ☐ C. Make a formal complaint to the principal
- ☐ D. Draft and send an email to parents and copy the teacher before the meeting

Idaho Paraprofessional Standard 10: The paraprofessional interacts in a professional manner with colleagues, parents, and other members of the community.

- Understands the school/district policies and procedures regarding professional conduct.
- Exhibits a high level of customer service towards all district staff, students, and patrons.

98. Image you are in the front office of the school, and a parent walks in. The school secretary is out delivering a message to a classroom. What should you, the paraprofessional, do in this situation?

*Exhibits a high level of customer service towards all district staff, students, and patrons.*

- ☐ A. Nothing, it's not the job of a paraprofessional to do front office duties.
- ☐ B. Greet the parent in a warm and friendly manner, and offer to assist until the secretary returns.
- ☐ C. Leave and go get the secretary.
- ☐ D. Tell the parent to wait.

99. The classroom teacher and paraprofessional disagree about what the appropriate dress code is for adults on campus. How can the paraprofessional determine what is appropriate?

*Understands the school/district policies and procedures regarding professional conduct.*

- ☐ A. The paraprofessional should follow whatever the teacher says.
- ☐ B. The dress code is a personal decision.
- ☐ C. The paraprofessional should check with the district policies and procedures for the adult dress code.
- ☐ D. None of the above.

100. A paraprofessional witnesses an altercation between two students, and they are asked to document it via an email to the teacher and assistant principal. Knowing that emails may be viewable by parents, which is the most professional description of the behavior for the paraprofessional to use?

*Understands the school/district policies and procedures regarding professional conduct.*

- ☐ A. Mason was being a bully, so Katie defended herself by shoving him into the lockers.
- ☐ B. Mason and Katie are trouble-makers, and they consistently fight at school.
- ☐ C. I heard Mason say "You better stay away from me, or I will punch you." Katie then pushed Mason into the lockers.
- ☐ D. I witnessed Katie push Mason into the lockers after he threatened her.