



Portfolio Entry Score Range: 2.75–3.74

If your score on any of the three types of portfolio entries is **greater than 3.25 and less than 3.75**, your performance has characteristics of the **Level 4** and **Level 3** performances. While you may have engaged in teaching and learning activities that exceeded the Standards for the entry, and submitted some clear, consistent, and convincing evidence, the preponderance of the evidence is that of a Level 3 performance; that is, the entry contains **clear** evidence of having met the Standards.

If your score on any of the three types of portfolio entries is between **2.75 and 3.25** inclusive, your performance has characteristics of the **Level 3** performance. You have engaged in teaching and learning activities that met the Standards for the entry, and you submitted **clear** evidence overall of having done so.

Evaluate the following evidence to identify which of the entry areas you can strengthen. Use the table below in conjunction with the standardized feedback statements specified on your score report, the entry instructions, the Five Core Propositions, your Standards, and the scoring rubrics to help you focus on improving your performance.



<p>Student Work–based</p> 	<p>You provided clear evidence to demonstrate that</p> <ul style="list-style-type: none"> the teaching and learning featured in this entry were related to a worthwhile instructional goal; you modified your instructional strategies to meet the needs of the students (as demonstrated through the student work samples, provided with your Written Commentary); you gave the students meaningful feedback; you were able to analyze the work of these students as individual learners; you were able to reflect on your teaching and determine how you could modify your presentation of the instructional sequence in the future.
<p>Video-based</p> 	<p>You provided clear evidence to demonstrate that</p> <ul style="list-style-type: none"> the teaching and learning featured in this entry were related to a worthwhile instructional goal; you created a classroom environment that promotes active learning in all of your students (as demonstrated through the video recording, provided with your Written Commentary); you were able to engage students in an effective classroom discussion or inquiry that was appropriate to the goals of your teaching; you were able to facilitate a discussion that involved meaningful teacher-to-student and student-to-student interaction; you were able to reflect on your teaching and determine how you could modify your presentation of the lesson in the future.
<p>Documented Accomplishments</p>	<p>You provided clear evidence to</p> <ul style="list-style-type: none"> describe the nature of each activity or accomplishment accurately; describe the significance of each activity or accomplishment; show the impact of each activity or accomplishment on student learning.

Portfolio Entry Score Range: 1.75–2.74

If your score on any of the three types of portfolio entries is **greater than 2.25 and less than 2.75**, your performance has characteristics of the **Level 3** and **Level 2** performances. While you may have engaged in teaching and learning activities that met the Standards for the entry and submitted some clear evidence, the preponderance of the evidence is that of a Level 2 performance; that is, the entry contains **limited** evidence of having met the Standards.

If your score on any of the three types of portfolio entries is between **1.75 and 2.25** inclusive, your performance has characteristics of the **Level 2** performance. While you may have engaged in teaching and learning activities that would have met the Standards for the entry, you submitted **limited** evidence overall of having done so.

Evaluate the following evidence to identify which of the entry areas you can strengthen. Use the table below in conjunction with the standardized feedback statements specified on your score report, the entry instructions, the Five Core Propositions, your Standards, and the scoring rubrics to help you focus on improving your performance.



<p>Student Work–based</p> 	<p>You may need to provide clear evidence to demonstrate that</p> <ul style="list-style-type: none"> the teaching and learning featured in this entry were related to a worthwhile instructional goal; you modified your instructional strategies to meet the needs of the students (as demonstrated through the student work samples, provided with your Written Commentary); you gave the students meaningful feedback; you were able to analyze the work of these students as individual learners; you were able to reflect on your teaching and determine how you could modify your presentation of the instructional sequence in the future.
<p>Video-based</p> 	<p>You may need to provide clear evidence to demonstrate that</p> <ul style="list-style-type: none"> the teaching and learning featured in this entry were related to a worthwhile instructional goal; you created a classroom environment that promotes active learning in all of your students (as demonstrated through the video recording, provided with your Written Commentary); you were able to engage students in an effective classroom discussion or inquiry that was appropriate to the goals of your teaching; you were able to facilitate a discussion that involved meaningful teacher-to-student and student-to-student interaction; you were able to reflect on your teaching and determine how you could modify your presentation of the lesson in the future.
<p>Documented Accomplishments</p>	<p>You may need to provide clear evidence to</p> <ul style="list-style-type: none"> describe the nature of each activity or accomplishment accurately; describe the significance of each activity or accomplishment; show the impact of each activity or accomplishment on student learning. <p>Questions to Consider</p> <ul style="list-style-type: none"> Have you engaged in other activities or accomplishments that might have better fulfilled the requirements of the entry? How well does your Reflective Summary explain the significance of your evidence and convey to the assessor the importance of your work in this area?

Portfolio Entry Score Range: 0.75–1.74

If your score on any of the three types of portfolio entries is **greater than 1.25 and less than 1.75**, your performance has characteristics of the **Level 2** and **Level 1** performances. While you may have engaged in teaching and learning activities that would have met the Standards for the entry, the preponderance of the evidence is that of a Level 1 performance; that is, the entry contains **little or no** evidence of having met the Standards.

If your score on any of the three types of portfolio entries is between **0.75 and 1.25** inclusive, your performance has characteristics of the **Level 1** performance. While you may have engaged in teaching and learning activities that would have met the Standards for the entry, you submitted **little or no** evidence overall of having done so.

Evaluate the following evidence to identify which of the entry areas you can strengthen. Use the table below in conjunction with the standardized feedback statements specified on your score report, the entry instructions, the Five Core Propositions, your Standards, and the scoring rubrics to help you focus on improving your performance.

<p>Student Work–based</p> 	<p>You will need to provide clear evidence to demonstrate that the teaching and learning featured in this entry were related to a worthwhile instructional goal;</p> <p>you modified your instructional strategies to meet the needs of the students (as demonstrated through the student work samples, provided with your Written Commentary);</p> <p>you gave the students meaningful feedback;</p> <p>you were able to analyze the work of these students as individual learners;</p> <p>you were able to reflect on your teaching and determine how you could modify your presentation of the instructional sequence in the future.</p>
<p>Video-based</p> 	<p>You will need to provide clear evidence to demonstrate that the teaching and learning featured in this entry were related to a worthwhile instructional goal;</p> <p>you created a classroom environment that promotes active learning in all of your students (as demonstrated through the video recording, provided with your Written Commentary);</p> <p>you were able to engage students in an effective classroom discussion or inquiry that was appropriate to the goals of your teaching;</p> <p>you were able to facilitate a discussion that involved meaningful teacher-to-student and student-to-student interaction;</p> <p>you were able to reflect on your teaching and determine how you could modify your presentation of the lesson in the future.</p>
<p>Documented Accomplishments</p>	<p>You will need to provide clear evidence to describe the nature of each activity or accomplishment accurately;</p> <p>describe the significance of each activity or accomplishment;</p> <p>show the impact of each activity or accomplishment on student learning.</p> <p>Questions to Consider</p> <p>Have you engaged in other activities or accomplishments that might have better fulfilled the requirements of the entry?</p> <p>How well does your Reflective Summary explain the significance of your evidence and convey to the assessor the importance of your work in this area?</p>

Evaluating Your Assessment Center Exercise Performance

After you complete your six assessment center exercises and leave the assessment center, take a few minutes to write some notes about your responses. Record as much information as you can recall about the content, focus, and organization of your work for your personal records (remember that you signed an ethics clause not to disclose any information to other candidates or share your information electronically). This documentation may help you interpret your scores. You can then evaluate your scores as follows:

- Read the scoring rubrics in **Part 2: Understanding and Applying the Scoring Criteria**, paying close attention to the information corresponding to your scores.
- Review the description of each assessment center exercise in *Assessment at a Glance*, available at the National Board website (www.nbpts.org).
- Read the rubric for each exercise’s Level 3 performance, which underscores the qualities needed to meet the performance standard. For each of the descriptive statements, consider what evidence would have demonstrated that you met the Standards for the exercise.
- Review the content of the exercise.

Evaluate your performance on the assessment center exercises using the following questions provided as a guide:

- Did you use the Web Tutorial and Sample Exercise, available at the Pearson VUE website (www.pearsonvue.com/nbpts/), to prepare for the assessment center experience?
- Did you consult other resources relevant to the content area assessed by the exercises?
- Did you study the Standards in your certificate area before attending the assessment center?
- Did you analyze your strengths and weaknesses in relation to the Standards?
- How did you prioritize your time while taking the assessment center exercises?
- Were you able to make solid connections in your responses to the Standards described in the rubric?
- If you were asked to review student work samples as part of an exercise, how well were you able to comment on the characteristics of those work samples?
- If you were asked to design instruction as part of an exercise, how well were you able to plan and articulate appropriate instruction or intervention for the stated teaching and learning or counseling goal(s)?
- If you were asked to review a scenario as part of an exercise, how well were you able to comment on the issues, challenges, or student needs presented in those scenarios?

Moving Forward with Your Scores

Identifying Your Strengths and Weaknesses

After reviewing your scores, identify those portfolio entries and assessment center exercises on which you attained your highest scores. Do these scores reflect a level of performance with which you are comfortable, or would you like to strengthen your performance? If you are satisfied, identify the strongest elements of your work. Consider how you can facilitate the continued evolution of your teaching.

- What can you do to ensure that your teaching and learning activities positively affect student learning?
- How can you further engage students' families and the community in these teaching and learning activities?
- How can you share your professional expertise with colleagues?

You should also identify those entries and exercises on which you attained your lowest scores. If you would like to improve your work, consider taking the following steps:

- Consult other teachers and solicit feedback about your performance.
- Take additional coursework or workshops if you had problems with particular content areas.
- Prepare to retake entries or exercises to raise your scores.

It is important to reflect on your experience with the National Board Certification process. Consider all you have learned and the ways in which you have advanced your teaching and your students' learning.

Next Steps

As you move forward in your career, please stay engaged with the National Board. It is important that you update your contact information as needed on *My Profile* at the National Board website. National Board will keep you updated with developments affecting NBCTs. If you have not yet achieved National Board Certification, we encourage you to continue with your commitment to this multiyear professional certification process.

If you have achieved National Board Certification, consider serving as a mentor to candidates or as an assessor. Also, you can start your renewal journey today. For specific information about when and how to renew your certification, consult *Renewal at a Glance* and the *Profile of Professional Growth (PPG)*, available at the National Board website (www.nbpts.org).

Retake Considerations

What Happens to Your Scores?

National Board will automatically bank your portfolio entry and assessment center exercise scores if you do not achieve National Board Certification during your initial attempt.

Note that your highest numeric score—whether it is the original score or a retake score—is used to compute your Total Weighted Scaled Score. This policy is effective for all candidates, including *Take One!*[®] participants, scored in 2010 and beyond.

- Your score report shows only the highest numeric score you have received—not necessarily the most current score—and any associated feedback statements.
- If your retake score is lower than your original score, your score report shows your original score and any associated feedback statements.
- To review any feedback statements given with a previous lower score, you must refer to the corresponding score report.
- If you receive a Not Scorable (NS) due to disqualification or due to a portfolio entry overlap with a previous submission; the previous score does not carry forward.

Please be aware of the following rules and information:

- Scores are banked for 24 consecutive months following the date of initial score notification. (Please be aware the 24 months encompasses the two subsequent candidate cycles immediately following your initial score report.)
- During this retake eligibility period, you may elect to retake any combination of those portfolio entries and/or assessment center exercises for which you received a score less than 2.75.
- You may elect the retake option two times during the retake eligibility period.
- Portfolio entries and assessment center exercises submitted in accordance with the National Board's retake guidelines and by the appointed deadline will be scored during the next regularly scheduled scoring cycle.
- Scoring cycles typically run from June 1 to August 31 of each year.

For information on retake fees, please consult the *Guide to National Board Certification* on the National Board website (www.nbpts.org).

Selecting Your Retake Entries and/or Exercises

There are two major questions to consider when selecting the appropriate entries and exercises to retake:

- How likely is it that your score on a given entry or exercise will improve?
- How much will any individual improved score(s) affect your Total Weighted Scaled Score?

National Board resources are available to assist you as you evaluate your score profile and choose which entries and/or exercises to retake. To determine which entries and/or exercises to retake, consider the steps described on the following pages.

- Determine how many points you need to increase your Total Weighted Scaled Score to the performance standard of 275.

- Determine which of your entries/exercises are eligible for retake (score must be less than 2.75).
- Estimate your possible score increase for each eligible entry/exercise.
- Use the National Board’s online retake calculator to measure the impact of possible new scores (for more information, refer to the online retake calculator information on the following pages).
- Assess your strengths and weaknesses relative to each eligible entry/exercise.
- Read the standardized feedback statements on your score report to gain insight about how to improve portfolio entries for which you achieved a score less than 2.75. Feedback statements identify aspects of your entry that may be improved with evidence that better demonstrates the Five Core Propositions, your Standards, and the scoring rubrics.
- Solicit feedback on your portfolio entries.
- Reflect on other personal factors that may affect your choice about which entries/exercises to retake.

Please note that the following section is based on the sample score profile presented below and outlines a possible retake scenario. This candidate attained a Total Weighted Scaled Score of 265, 10 points below the performance standard of 275. As you review this candidate’s score profile, you should also refer to your own score profile, which lists your scores by entry and exercise title. For information on how to review your own score profile, see “Accessing Your Score Report.”

Entry/Exercise	Raw Exercise Score (RES)	Weight (W)	Weighted Scaled Score (RES x W)	Retake Fee
<input type="checkbox"/> Dev and Assess Math Think and Reason	= 2.25	16.000	36.000	
<input checked="" type="checkbox"/> Instr Anal: Whole Class Math Discourse	= 2.25	16.000	36.000	\$350
<input type="checkbox"/> Instr Anal: Small Group Math Collab	= 2.25	16.000	36.000	
<input checked="" type="checkbox"/> Doc Accom: Contrib to Student Learning	= 2.25	12.000	27.000	\$350
Algebra and Functions I	3.750	6.670	25.012	
Connections I	3.750	6.670	25.012	
<input checked="" type="checkbox"/> Data Analysis I	= 2.25	6.670	15.008	\$350
Geometry I	3.500	6.670	23.345	
<input type="checkbox"/> Number and Operation Sense I	= 2.25	6.670	15.008	
<input type="checkbox"/> Technology and Manipulatives I	= 2.25	6.670	15.008	
Sum of Scaled Scores			253	
Uniform Constant			12	
TOTAL WEIGHTED SCALED SCORE			265	
TOTAL RETAKE FEE				\$1050

* Score less than 2.75

Step 1: Determine how many points you need to increase your Total Weighted Scaled Score to the performance standard of 275.

Example: In this candidate’s case, $275 - 265 = 10$.

This candidate would need to increase the Total Weighted Scaled Score by 10 points or more to achieve National Board Certification. This candidate will benefit from banking most of the scores received and retaking one or two entries or exercises.

Step 2: Determine which individual entries and/or exercises you are eligible to retake. Identify the raw exercise scores you received on those entries and/or exercises.

Example: This candidate is eligible to retake the following entries and exercises, each of which received a score less than 2.75:

- portfolio entry 1 (Developing and Assessing Mathematical Thinking and Reasoning): **2.25**
- portfolio entry 2 (Instrumental Analysis: Whole Class Mathematical Discourse): **2.25**
- portfolio entry 3 (Instrumental Analysis: Small Group Mathematical Collaboration): **2.25**
- portfolio entry 4 (Documented Accomplishments: Contributions to Student Learning): **2.25**
- assessment center exercise 3 (Data Analysis I): **2.25**
- assessment center exercise 5 (Number and Operation Sense I): **2.25**
- assessment center exercise 6 (Technology and Manipulatives I): **2.25**

Step 3: Estimate your possible score increase for each eligible portfolio entry and/or assessment center exercise.

You can determine a *reasonable* score increase only after careful consideration of your original performance and a realistic assessment of how much you can improve the qualities of evidence to meet the Standards measured by the entries or exercises. (Note: This must be done within your retake eligibility window.)

Example: Using the National Board's online retake calculator, the candidate decides to measure the impact of an increased score on portfolio entries 2 and 4 as shown below.

Welcome MS. Ambati Kumar I - NBPTS ID: 1501771 Inbox (0) Current login: 12/17/2009 | Last login: 12/17/2009

Status		Non Achiever Score Card - Retake Application			
		Portfolio Entries		Assessment Center Exercises	
Personal Information	Entry/Exercise	Raw Exercise Score (RES)	Weight (W)	Weighted Scaled Score (RES x W)	Retake Fee
Fees & Payments	<input type="checkbox"/> Dev and Assess Math Think and Reason	= 2.25	16.000	36.000	
Portfolio	<input checked="" type="checkbox"/> Instr Anal: Whole Class Math Discourse	= 3.25	16.000	52.000	\$350
Assessment Center	<input type="checkbox"/> Instr Anal: Small Group Math Collab	= 2.25	16.000	36.000	
Scores	<input checked="" type="checkbox"/> Doc Accom: Contrib to Student Learning	= 3.25	12.000	39.000	\$350
Letters & Agreements	Algebra and Functions I	3.750	6.670	25.013	
Resources	Connections I	3.750	6.670	25.013	
Quick Link	<input type="checkbox"/> Data Analysis I	= 2.25	6.670	15.008	
	Geometry I	3.500	6.670	23.345	
	<input type="checkbox"/> Number and Operation Sense I	= 2.25	6.670	15.008	
	<input type="checkbox"/> Technology and Manipulatives I	= 2.25	6.670	15.008	
Sum of Scaled Scores				281	
Uniform Constant				12	
TOTAL WEIGHTED SCALED SCORE				293	
TOTAL RETAKE FEE					\$700

* Score less than 2.750

- Each of these entries currently has a **raw exercise score** of 2.25. The candidate estimates a **reasonable score increase** of 1.0 for each entry, which will raise each raw exercise score to 3.25.

- If the candidate achieves this increase, the **Total Weighted Scaled Score** will increase to 293, which exceeds the performance standard of 275.

In this example, the candidate may want to consider retaking an *additional* entry or exercise to maximize the potential for meeting or surpassing the performance standard.

You can use the National Board’s online retake calculator to compute the scores needed to achieve National Board Certification. The calculator is located at the National Board website (www.nbpts.org) in the retake application and with your score report when scores are released. This hands-on tool can help you to develop your own strategy for retaking portfolio entries and assessment center exercises.

You are encouraged to test out various scenarios using the online retake calculator. Insert new numbers in the raw exercise score column and click “Calculate” to see the effect on the Total Weighted Scaled Score. Click “Reset” to test new numbers. Make your calculations using only estimates of reasonable score increases.

Step 4: Assess your personal strengths and weaknesses relative to each of the entries and/or exercises you are eligible to retake.

Identifying your personal strengths and weaknesses will allow you to make informed choices about the retake process. When engaging in a self-evaluation, consider the following questions:

- Do you feel more comfortable responding to portfolio entries (where you know the prompts in advance) or assessment center exercises (where you do not know the prompts in advance)?
- Do you get anxious during timed assessments?
- Do you enjoy the challenge presented by the traditional essay test?
- Do you feel confident about your content knowledge?
- When comparing your portfolio responses to the rubric for the entry, are you clear about why your score is not higher? If you readily recognize what evidence was not presented in a particular response, this entry may be a good retake choice.
- Have you compared the standardized feedback statements on your score report to the Five Core Propositions, your Standards, and the scoring rubrics for your certificate area to identify aspects of your performance that could be improved?
- Do you have strategies for improving your level of performance on portfolio entries based on your understanding and evaluation of the rubrics?

Step 5: Solicit feedback from colleagues on your portfolio entries.

You may want to have a mentor, fellow candidate, or National Board Certified Teacher provide constructive criticism on your portfolio entries and assist you in determining which entry or entries to retake. Ask this person to review your response along with the *Evaluation of Evidence Guide*, available at the National Board website (www.nbpts.org).

The information presented in this *Scoring Guide* is intended to help you gain insight into your performance. National Board assessors, particularly National Board Certified Teachers, may be willing to provide supportive, constructive feedback on portfolio entries before candidates submit those portfolios for scoring. However, you should not rely on the opinions of support providers, professional colleagues, or others who may have served as assessors. When reviewing candidate performances outside of formal scoring sessions, assessors are not permitted to predict what scores those performances might receive.

Step 6: Consider other personal factors when choosing which of the entries or exercises to retake.

- *Are you still teaching in the same certificate area?*
If your teaching assignment has changed since your initial certification attempt and you are eligible to retake a portfolio entry, you will need to borrow a class that falls within the age range for the certificate. Under those circumstances, it may be more feasible for you to retake an assessment center exercise.
- *How difficult will it be for you to complete the assessment process again if you delay your retake application by one year?*
Remember that you have the two subsequent candidate cycles from the date of your first score report to retake exercises. If you delay retaking during your first eligible retake year, you will have only one remaining retake opportunity.
- *Are your professional and personal obligations likely to increase, decrease, or remain the same across the retake eligibility period?*
Use a weekly or monthly calendar that divides the days into hours and use different colors to distinguish between required and optional activities. Schedule sufficient time for personal activities, household tasks, sleep, exercise, and relaxation. Be sure to block off time for activities such as preparing report cards and attending school meetings. Developing a good grasp of your time commitments can help you determine if you will have enough time to work on retake entries or exercises.
- *Should you retake more than one entry and/or exercise in a single year?*
The more entries and exercises you apply to retake, the less time you will have to prepare for each one. If this is your first retake opportunity and your personal obligations will be especially heavy during the current school year, it might be better to wait until the following year to apply to retake one or more entries and/or exercises. Cost is another factor to consider. If you apply and pay the fee for several entry and/or exercise retakes but have time to complete only one during the cycle in which you apply, you will forfeit the fee for the uncompleted retakes.

Preparing Your Retake Submissions

Retaking Portfolio Entries

Keep in mind the following retake information and guidelines:

For a classroom-based entry:

- The **Contextual Information Sheet** may remain the same if it accurately describes your current teaching context.
- **Descriptive aspects of your teaching context** in the Written Commentary may remain the same; therefore, your retake submission may have some similarities to the Written Commentary you previously submitted in the area of **instructional context**.
- **Descriptive aspects of your lesson or assignment** in the Written Commentary may remain the same because you may use the same lesson or assignment you previously submitted. However, if you do submit the same lesson or assignment, you should carefully consider whether this lesson or assignment allows you to provide evidence that meets the performance standards for this entry. You also need to consider whether using the same lesson or assignment will permit you to develop the required new and original analyses and reflections on your teaching practice and provide clear, consistent, and convincing evidence.
- **Analysis and Reflection aspects of your teaching practice** in the Written Commentary **must be completely new and original**, not identical or amended versions from any entry previously submitted. Consequently, a classroom-based retake entry with cutting and pasting or rearranging of sentences and paragraphs from your previously submitted analyses and reflections would be an amended version that does not adhere to this guideline. If you do not adhere to this guideline, you will **receive a Not Scorable (NS) for the entry on your score report**, and your previous score will not carry forward.
- The **student work samples or video recordings** contained in a retake entry **must be completely new and original** and have occurred within the 12 months preceding the opening of the submission window, not identical or amended versions from any entry previously submitted. If you do not adhere to this guideline, you will **receive a Not Scorable (NS) for the entry on your score report**, and your previous score will not carry forward.

For the Documented Accomplishments entry:

- The **Contextual Information Sheet** may remain the same if it accurately describes your current teaching context.
- The **description and analysis** for an activity or accomplishment may remain the same if the activity or accomplishment relates to your **work as a learner and leader and/or collaborator** during the last five years (i.e., for the five years preceding the opening of the submission window).
- The **description and analysis** for an activity or accomplishment may remain the same if the activity or accomplishment relates to your **work with students' families and the community** during the current year (i.e., for the 12 months preceding the opening of the submission window).

- **Documentation** for an activity or accomplishment may remain the same if the activity or accomplishment is related to your **work as a learner and leader and/or collaborator** during the last five years (i.e., for the five years preceding the opening of the submission window).
- **Documentation** for an activity or accomplishment related to your **work with students' families and community must come from the current year** (i.e., the 12 months preceding the opening of the submission window), and the year should be visible in the documentation. If you do not adhere to this guideline, you will **receive a Not Scorable (NS) for the entry on your score report**, and your previous score will not carry forward.
- The **Reflective Summary** must be **completely new and original**, not an identical or amended version from any previously submitted entry. Consequently, a Reflective Summary with cutting and pasting from a previously submitted entry would be an amended version that does not adhere to this guideline. You will **receive a Not Scorable (NS) for the entry on your score report**, and your previous score will not carry forward.

You are strongly urged to reevaluate the substance and significance of the activities and accomplishments you submitted, as well as to consider other activities and accomplishments you have not submitted, and select for your retake entry those activities and accomplishments that provide clear evidence of your ability to improve teaching and learning.

Retake portfolio entries are compared to your corresponding previously submitted portfolio entries. If a retake portfolio entry does not adhere to the retake guidelines, you will receive a Not Scorable (NS) for the entry on your score report, and your previous score will not carry forward.

Retaking Assessment Center Exercises

If you wish to retake an assessment center exercise, you must do so within your authorized testing window. Although the topic of the exercise you retake will be the same, you may receive a different version of the exercise than the one you took during your initial attempt.

Fees and Deadlines

For information on retake fees and deadlines, please review the *Guide to National Board Certification* on the National Board website (www.nbpts.org).

Filing an Appeal

Before releasing score reports to candidates, the National Board carefully reviews the assessment materials, the scoring system, and performance standards applied during the scoring process to ensure that all scoring decisions are valid, reliable, and accurate. If you determine there is good cause to believe that your score is inaccurate, you may appeal a scoring and/or certification decision. Because the cost of filing an appeal is significant, it is important to disclose that most candidates who file an appeal do not establish good cause.

Candidates who wish to file an appeal (and who wish to request a reconsideration of the appeal) should first consider the information below.

Using the Score Verification Service

The Score Verification Service offers candidates the option to have one or more scores verified. A fee of \$75 per score verified, which can be paid by credit card online, is charged to the candidate for this service. No explanation of the request is required and a response is guaranteed within 30 days. In the past, many candidates who filed an appeal could have first verified the accuracy of their results at a lower cost through score verification. National Board strongly encourages candidates to make use of the Score Verification Service before deciding if an appeal is in their best interest. (Please note that score verification does not involve rescoring a candidate's response.)

Filing an Appeal and Applying to Retake

National Board requires a minimum of three months to investigate and resolve an appeal. You will not learn of an appeal's outcome before the retake application deadline. If you choose to file an appeal and are eligible to retake, you are encouraged to simultaneously submit a retake application so as not to lose a year of retake eligibility.

Establishing Good Cause

The option to appeal a score or certification decision is complex. Under National Board policy, an appeal cannot be successful unless a candidate establishes good cause for reconsideration under the specific criteria established by the National Board. The National Board's procedure for reconsidering score or certification decisions and any subsequent actions are determined by the president of the National Board and whether the request is substantiated by good cause. If the candidate does not request further review of his or her request for reconsideration, the findings and recommendations of the president will constitute the final judgment of the National Board.

Filing an appeal requires payment of a \$500 fee (by check or money order only), plus written documentation and supporting evidence from the candidate to justify the appeal.

To establish good cause, the candidate must identify some particular circumstance or condition that renders the certification decision fundamentally unfair.

The reasons presented below do **not** establish good cause to file an appeal:

- Good cause will **not** be established if the appeal's sole or primary basis is that the candidate or others disagree with either the certification decision and/or one or more entry/exercise score(s). For example, it is not considered good cause if the candidate does not believe the score is accurate and/or that assessors overlooked or did not properly weigh evidence provided in a response.
- Good cause will **not** be established if the appeal's sole or primary basis is that the candidate or others disagree with or seek an exception from the performance standard of 275, or do not agree with some component of the procedures by which weighted scaled scores are derived, such as the weights ascribed to exercises, the computation of the Total Weighted Scaled Score, or the scale. For example, a candidate cannot establish good cause by challenging the Standards, the portfolio instructions, or scoring processes.
- Good cause will **not** be established if the appeal's sole or primary basis is that the candidate failed to understand or follow National Board policy and procedures, failed to understand or follow instructions published in the assessment materials, failed to submit required materials or documents, or failed to perform in a manner that would have best presented the candidate's qualifications for certification. Please note that this includes, but is not limited to, the failure to

report assessment center problems within seven days of a testing session. Candidates will not establish good cause by citing assessment center problems that were not previously reported in accordance with the procedures outlined in the *Assessment Center Policy and Guidelines*, available at the National Board website (www.nbpts.org).

The above rules hold true regardless of how close a candidate comes to achieving certification. They also hold true regardless of personal circumstances endured while seeking certification. Furthermore, there are no circumstances under which a mere disagreement with the score of a portfolio entry or assessment center exercise will result in the immediate award of additional “points.”

Procedure and Timeline

Candidates who wish to submit a letter of appeal must follow the instructions below:

- Send a letter with the filing fee of \$500 (personal check, institutional check, or money order payable to National Board) to:
National Board for Professional Teaching Standards
Attention: Certification Appeals
1525 Wilson Blvd., Suite 700
Arlington, VA 22209
- Include in the letter all pertinent details supporting the appeal. Be specific. Enclose only materials that are directly relevant to substantiate “good cause.” Keep in mind that National Board will not return any materials or release the name of any assessor.
- National Board receives appeals *only once a year* for a period not to exceed 60 days following the release of scores. During that period, a candidate can appeal only a score or certification decision that was rendered during that specific score release. National Board will not consider appeals filed for scores or certification decisions rendered during previous score releases. If a candidate has not filed an appeal by the appeal deadline, scores are considered final and are closed to subsequent appeal.

Understanding the Standardized Feedback Statements for Your Portfolio Entry Scores

If your score was less than 3.75 on a portfolio entry, you will receive standardized feedback on your score report. Feedback statements were developed to reflect the Five Core Propositions and to guide you in the general area in which you might want to reevaluate your performance. Separate sets of feedback statements for Levels 3, 2, and 1 were developed for each portfolio entry type and are listed in this section.

Individual/Student Work Feedback Statements—Score Level 1

1. Teachers are committed to students and their learning.
 - A You may wish to focus on providing evidence of your insight into student learning through your recognition of students' individual learning differences.
 - B You may wish to focus on showing greater knowledge of students.

2. Teachers know the subjects they teach and how to teach those subjects to students.
 - C You may wish to provide evidence of your own knowledge of the subject through instruction and assignments that develop students' abilities.
 - D You may wish to provide evidence that demonstrates your ability to apply the appropriate pedagogy to develop students' understanding of key concepts.

3. Teachers are responsible for managing and monitoring student learning.
 - E You may wish to provide evidence that you set appropriate goals for student learning and connect those goals to instruction and student needs.
 - F You may wish to provide evidence that you give appropriate feedback and next steps to students.
 - G You may wish to provide evidence of your ability to accurately describe, analyze, and evaluate student work.

4. Teachers think systematically about their practice and learn from experience.
 - H You may wish to provide evidence of your ability to engage in reflective thinking about your instruction.

Individual/Student Work Feedback Statements—Score Level 2

1. Teachers are committed to students and their learning.
 - A You may wish to provide clearer evidence of your insight into student learning through your recognition of students' individual learning differences.
 - B You may wish to provide clearer evidence of your knowledge of students.

2. Teachers know the subjects they teach and how to teach those subjects to students.
 - C You may wish to provide clearer evidence of your own knowledge of the subject through instruction and assignments that develop students' abilities.
 - D You may wish to provide clearer evidence that demonstrates your ability to apply the appropriate pedagogy to develop students' understanding of key concepts.

3. Teachers are responsible for managing and monitoring student learning.
 - E You may wish to provide clearer evidence that you set appropriate goals for student learning and connect those goals to instruction and student needs.
 - F You may wish to provide clearer evidence that you give appropriate feedback and next steps to students.
 - G You may wish to provide clearer evidence of your ability to accurately describe, analyze, and evaluate student work.

4. Teachers think systematically about their practice and learn from experience.
 - H You may wish to provide clearer evidence of your ability to engage in reflective thinking about your instruction.

Individual/Student Work Feedback Statements—Score Level 3

1. Teachers are committed to students and their learning.

- A You may wish to provide more consistent and convincing evidence of your insight into student learning through your recognition of students' individual learning differences.
- B You may wish to provide more consistent and convincing evidence of your knowledge of students.

2. Teachers know the subjects they teach and how to teach those subjects to students.

- C You may wish to provide more consistent and convincing evidence of your own knowledge of the subject through instruction and assignments that develop students' abilities.
- D You may wish to provide more consistent and convincing evidence that demonstrates your ability to apply the appropriate pedagogy to develop students' understanding of key concepts.

3. Teachers are responsible for managing and monitoring student learning.

- E You may wish to provide more consistent and convincing evidence that you set appropriate goals for student learning and connect those goals to instruction and student needs.
- F You may wish to provide more consistent and convincing evidence that you give appropriate feedback and next steps to students.
- G You may wish to provide more consistent and convincing evidence of your ability to accurately describe, analyze, and evaluate student work.

4. Teachers think systematically about their practice and learn from experience.

- H You may wish to provide more consistent and convincing evidence of your ability to engage in reflective thinking about your instruction.

Large Group Feedback Statements—Score Level 1

1. Teachers are committed to students and their learning.
 - A You may wish to provide evidence of knowledge of child development, knowledge of students, and insight into learning.

2. Teachers know the subjects they teach and how to teach those subjects to students.
 - B You may wish to provide evidence of your knowledge of the subject as you appropriately design and deliver your classroom lessons.
 - C You may wish to provide evidence that demonstrates your ability to employ effective instructional strategies to facilitate individual participation.
 - D You may wish to provide evidence that you develop a relevant learning sequence.

3. Teachers are responsible for managing and monitoring student learning.
 - E You may wish to provide evidence of your ability to foster a purposeful learning environment in which all students are encouraged to participate.
 - F You may wish to provide evidence of your ability to set worthwhile goals for learning.
 - G You may wish to provide evidence that you use a variety of appropriate resources to enhance student learning.
 - H You may wish to provide evidence that you employ appropriate assessments and provide constructive feedback.

4. Teachers think systematically about their practice and learn from experience.
 - I You may wish to provide evidence that you are able to describe your own practice and reflect on instructional decisions.

Small Group Feedback Statements—Score Level 1

1. Teachers are committed to students and their learning.
 - A You may wish to provide evidence that you understand child development and student interactions and thinking.

2. Teachers know the subjects they teach and how to teach those subjects to students.
 - B You may wish to provide clearer evidence of your knowledge of the subject as you appropriately design and deliver your classroom lessons.
 - C You may wish to provide clearer evidence that demonstrates your ability to employ effective instructional strategies to facilitate individual participation.
 - D You may wish to provide clearer evidence that you develop a relevant learning sequence.

3. Teachers are responsible for managing and monitoring student learning.
 - E You may wish to provide clearer evidence of your ability to foster a purposeful learning environment in which all students are encouraged to participate.
 - F You may wish to provide clearer evidence of your ability to set worthwhile goals for learning.
 - G You may wish to provide clearer evidence that you use a variety of appropriate resources to enhance student learning.
 - H You may wish to provide clearer evidence that you employ appropriate assessments and provide constructive feedback.

4. Teachers think systematically about their practice and learn from experience.
 - I You may wish to provide clearer evidence that you are able to describe your own practice and reflect on instructional decisions.

Small Group Feedback Statements—Score Level 1

1. Teachers are committed to students and their learning.

A You may wish to provide evidence that you understand child development and student interactions and thinking.

2. Teachers know the subjects they teach and how to teach those subjects to students.

B You may wish to provide more consistent and convincing evidence of your knowledge of the subject as you appropriately design and deliver your classroom lessons.

C You may wish to provide more consistent and convincing evidence that demonstrates your ability to employ effective instructional strategies to facilitate individual participation.

D You may wish to provide more consistent and convincing evidence that you develop a relevant learning sequence.

3. Teachers are responsible for managing and monitoring student learning.

E You may wish to provide more consistent and convincing evidence of your ability to foster a purposeful learning environment in which all students are encouraged to participate.

F You may wish to provide more consistent and convincing evidence of your ability to set worthwhile goals for learning.

G You may wish to provide more consistent and convincing evidence that you use a variety of appropriate resources to enhance student learning.

H You may wish to provide more consistent and convincing evidence that you employ appropriate assessments and provide constructive feedback.

4. Teachers think systematically about their practice and learn from experience.

I You may wish to provide more consistent and convincing evidence that you are able to describe your own practice and reflect on instructional decisions.

Small Group Feedback Statements—Score Level 1

1. Teachers are committed to students and their learning.
 - A You may wish to provide evidence that you understand child development and student interactions and thinking.

2. Teachers know the subjects they teach and how to teach those subjects to students.
 - B You may wish to provide evidence of your knowledge of the subject as you appropriately design and deliver your classroom lessons.
 - C You may wish to provide evidence that demonstrates your ability to apply the appropriate pedagogy to facilitate classroom interactions.

3. Teachers are responsible for managing and monitoring student learning.
 - D You may wish to provide evidence that you provide supportive feedback to students.
 - E You may wish to provide evidence that you are able to create a stimulating and productive learning environment.
 - F You may wish to provide evidence that you set appropriate goals for student learning and connect instruction to those goals.
 - G You may wish to provide evidence of informal assessment of student learning.

4. Teachers think systematically about their practice and learn from experience.
 - H You may wish to provide evidence of your ability to engage in reflective thinking about students and your instructional practice.

Small Group Feedback Statements—Score Level 2

1. Teachers are committed to students and their learning.
 - A You may wish to provide clearer evidence that you understand child development and student interactions and thinking.

2. Teachers know the subjects they teach and how to teach those subjects to students.
 - B You may wish to provide clearer evidence of your knowledge of the subject as you appropriately design and deliver your classroom lessons.
 - C You may wish to provide clearer evidence that demonstrates your ability to apply the appropriate pedagogy to facilitate classroom interactions.

3. Teachers are responsible for managing and monitoring student learning.
 - D You may wish to provide clearer evidence that you provide supportive feedback to students.
 - E You may wish to provide clearer evidence that you are able to create a stimulating and productive learning environment.
 - F You may wish to provide clearer evidence that you set appropriate goals for student learning and connect instruction to those goals.
 - G You may wish to provide clearer evidence of informal assessment of student learning.

4. Teachers think systematically about their practice and learn from experience.
 - H You may wish to provide clearer evidence of your ability to engage in reflective thinking about students and your instructional practice.

Documented Accomplishment Feedback Statements—Score Level 1

1. Teachers are committed to students and their learning.

- A You may wish to provide evidence that communications with families are interactive and
- B You may wish to provide more consistent and convincing evidence of your knowledge of the subject as you appropriately design and deliver your classroom lessons.

- C You may wish to provide more consistent and convincing evidence that demonstrates your ability to apply the appropriate pedagogy to facilitate classroom interactions.

3. Teachers are responsible for managing and monitoring student learning.

- D You may wish to provide more consistent and convincing evidence that you provide supportive feedback to students.

- E You may wish to provide more consistent and convincing evidence that you are able to create a stimulating and productive learning environment.

- F You may wish to provide more consistent and convincing evidence that you set appropriate goals for student learning and connect instruction to those goals.

- G You may wish to provide more consistent and convincing evidence of informal assessment of student learning.

4. Teachers think systematically about their practice and learn from experience.

- H You may wish to provide more consistent and convincing evidence of your ability to engage in reflective thinking about students and your instructional practice.

Documented Accomplishment Feedback Statements—Score Level 1

1. Teachers are committed to students and their learning.
 - A You may wish to provide evidence that communications with families are interactive and focused on substantive teaching and relevant issues for their students' learning.

4. Teachers think systematically about their practice and learn from experience.
 - B You may wish to provide evidence that you have strengthened your own teaching practice to improve your students' learning through professional development.
 - C You may wish to provide evidence that you analyze and reflect on the significance of all accomplishments taken together, and can appropriately plan for future opportunities to impact student learning.

5. Teachers are members of learning communities.
 - D You may wish to provide evidence that you treat parents and other interested adults as partners in the student's learning.
 - E You may wish to provide evidence that you have worked with colleagues as a partner, collaborator, or leader as you enhance student learning in your community.
 - F You may wish to provide evidence that you have shared with others your expertise to promote student learning.

Documented Accomplishment Feedback Statements—Score Level 2

1. Teachers are committed to students and their learning.
 - A You may wish to provide clearer evidence that communications with families are interactive and focused on substantive teaching and relevant issues for their students' learning.

4. Teachers think systematically about their practice and learn from experience.
 - B You may wish to provide clearer evidence that you have strengthened your own teaching practice to improve student learning through professional development.
 - C You may wish to provide clearer evidence that you analyze and reflect on the significance of all accomplishments taken together, and can appropriately plan for future opportunities to impact student learning.

5. Teachers are members of learning communities.
 - D You may wish to provide clearer evidence that you treat parents and other interested adults as partners in the student's learning.
 - E You may wish to provide clearer evidence that you have worked with colleagues as a partner, collaborator, or leader as you enhance student learning in your community.
 - F You may wish to provide clearer evidence that you have shared with others your expertise to promote student learning.

Documented Accomplishment Feedback Statements—Score Level 3

1. Teachers are committed to students and their learning.
 - A You may wish to provide more consistent and convincing evidence that communications with families are interactive and focused on substantive teaching and relevant issues for their students' learning.

4. Teachers think systematically about their practice and learn from experience.
 - B You may wish to provide more consistent and convincing evidence that you have strengthened your own teaching practice to improve student learning through professional development.
 - C You may wish to provide more consistent and convincing evidence that you analyze and reflect on the significance of all accomplishments taken together, and can appropriately plan for future opportunities to impact student learning.

5. Teachers are members of learning communities.
 - D You may wish to provide more consistent and convincing evidence that you treat parents and other interested adults as partners in the student's learning.
 - E You may wish to provide more consistent and convincing evidence that you have worked with colleagues as a partner, collaborator, or leader as you enhance student learning in your community.
 - F You may wish to provide more consistent and convincing evidence that you have shared with others your expertise to promote student learning.

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