

# *Early Adolescence Through Young Adulthood/Career and Technical Education*

## Component 2: Differentiation in Instruction

## PORTFOLIO INSTRUCTIONS AND SCORING RUBRIC

### FIELD TEST

This NBPTS Field Test document is valid from February to September 2016.

Content in the final operational version of the *Component 2 Portfolio Instructions and Scoring Rubric* to be published in October 2016 will fully supersede all instructions, statements, and positions contained in this Component 2 Field Test document.

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# Overview

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This document provides information about the Early Adolescence Through Young Adulthood/Career and Technical Education (EAYA/Career and Technical Education) Component 2 portfolio entry, instructions on how to develop and submit your evidence, and the scoring rubric used to assess your work.

## Component 2: Differentiation in Instruction

This portfolio entry provides you with the opportunity to highlight your ability to evaluate learning strengths and needs for individual students; plan and implement appropriate differentiated instruction for those students; and analyze and modify instructional strategies and materials based on ongoing assessment. The tasks for all components and the rubrics used to assess candidate work have been developed in accordance with the Five Core Propositions and the certificate area Standards.

## EAYA/Career and Technical Education Component 2 Portfolio Entry

In the EAYA/Career and Technical Education Component 2 portfolio entry:

- You select two assessments related to a career and technical education specialty area, drawn from different points in time and differing from one another in structure or form, that demonstrate your ability to tie assessment to learning goals.
- You select and submit the responses of two students to each of these assessments.
- You show how you use the results of assessments to evaluate students' understanding and skills, to inform your teaching, and to differentiate instruction for students.
- You submit a Written Commentary in which you describe, analyze, and evaluate the student work and reflect on your teaching practice.

## EAYA/Career and Technical Education Standards Measured by Component 2

Because the purpose of the tasks in the portfolio components is to measure your teaching practice, the overall focus of the portfolio entry and rubrics is on your pedagogical knowledge and skills and how successfully you are able to apply these knowledge and skills to advance student learning.

The portfolio entry for this component, "Differentiation in Instruction," measures the following EAYA/Career and Technical Education Standards, and your submission will be evaluated based on these standards through the scoring rubric:

- I. Knowledge of Students
- II. Responding to Diversity
- III. Knowledge of Content
- IV. Learning Environments and Instructional Practices
- V. Assessment
- VI. Postsecondary Readiness
- X. Reflective Practice

For the complete EAYA/Career and Technical Education Standards, refer to **[www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org)**.

The EAYA/Career and Technical Education Component 2 scoring rubric defines the level of accomplished teaching that you must demonstrate. The wording in the rubric reflects levels of performance within the Component 2 tasks.

You should read the Standards and rubric while developing your portfolio entry to understand how the rubric guides assessors in evaluating your work.

## Inside This Document

This document includes the following two sections: "[Portfolio Instructions for EAYA/Career and Technical Education Component 2](#)," which describes how to develop and submit your evidence, and "[Scoring Rubric for EAYA/Career and Technical Education Component 2](#)," which provides the scoring rubric used to assess your work.

### Portfolio Instructions

The EAYA/Career and Technical Education Component 2 portfolio instructions provide the following:

- Directions for developing and submitting your evidence of accomplished teaching.
- Forms required for this entry. As you prepare your portfolio, keep in mind some forms contain directions that are not repeated elsewhere; follow these directions carefully.
- An Electronic Submission at a Glance chart listing the materials you are required to collect and/or prepare as well as the release forms to keep for your records. Use this chart to complete and submit the appropriate materials to ensure proper scoring of your portfolio entry.

For more information about developing and submitting your portfolio entry, please refer to the *General Portfolio Instructions* and the *Guide to Electronic Submission* available at **[www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org)**.

### Scoring Rubric

The EAYA/Career and Technical Education Component 2 scoring rubric is provided to assist you in understanding how your portfolio materials will be assessed. For more information about understanding and interpreting your scores, please refer to the *Scoring Guide* available at **[www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org)**.

## Portfolio Instructions for EAYA/Career and Technical Education Component 2

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This section contains the directions for developing and submitting the Component 2 EAYA/Career and Technical Education portfolio entry and assembling it for submission. Entry directions include

- suggestions for planning your portfolio entry and choosing evidence of your teaching practice;
- questions that must be answered as part of your Written Commentary;
- an explanation of how to format, assemble, and submit your portfolio entry.

### What Do I Need to Do?

In this entry, you

- demonstrate your ability to assess student understanding of important career and technical education concepts and proficiency in important skills in your specialty area;
- show how you assess student work to refine your instructional decisions, differentiate instruction for individual students, and improve your teaching.

### What Do I Need to Submit?

For this entry, you must submit the following:

- **Completed Contextual Information Sheet (no more than 1 page)** that describes the broader context in which you teach (refer to the [“Component 2 Forms”](#) section of this document).
- **Written Commentary (no more than 11 pages)** that provides a context for the work you have submitted, explains your approach to assessment, and shows how you describe, analyze, and evaluate the work of two students over time. You also show how you use the results of the assessment process to provide constructive feedback to the students, and to refine and shape your own teaching practice.
- **Assessment materials** (two packets—one for each of two assessments). Each packet contains
  - **completed Assessment Description Form (no more than 1 page for each assessment);**
  - **related assessment materials (no more than 5 pages for each assessment);**
  - **two students’ work samples.** Both of the featured assessments should include work samples from the same two students. The total page limit for both students’ work samples for both Assessments #1 and #2 is **no more than 20 pages combined.**

It may be helpful to have a colleague review your work before you submit it. However, all of the work you submit as part of your response to this entry must be yours and yours alone. The written analyses and other evidence you submit must feature teaching that you did and work that you oversaw. For more detailed information, see the ethics and collaboration section in *General Portfolio Instructions* and the National Board’s ethics policy.

Before beginning to work on this entry, read the following directions for developing each element. Refer to the “[Component 2 Forms](#)” section of this document for the forms you will need to submit your materials. Word-processing files of these forms are also available to download from [www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org).

The student work submitted for Component 2 and one of the two video recordings submitted for Component 3 may be from the same unit of instruction, but must be from different lessons that have unique lesson goals and objectives.

## Selecting an Area of Study, Assessments, and Student Responses

Select two students’ responses to two assessments. The assessments should be related to an area of career and technical education study, be drawn from different points in time in an instructional sequence, and differ from each other in structure or form.

### Selecting an Area of Career and Technical Education Study

Select an area of career and technical education study with which you are familiar and that lends itself to multiple forms of assessment (e.g., written exams, portfolios, demonstrations, exhibitions, work-based assessments). The area should be focused but not so narrow that the assessments largely overlap each other in terms of the knowledge and/or skills you are assessing. You should be able to articulate important goals for career and technical learning that are appropriate for your students, that are directly related to the selected area of study, and that are “assessable” at different points in time in an instructional sequence. The time interval between the assessments should be sufficient for you to discuss the students’ progress.

### Selecting Two Assessments

Select two assessments, one of which featuring a project, that allow you to evaluate student understanding of important career and technical concepts and/or skills. The assessments may be ones that you select, adapt, or design and develop yourself. The two assessments should allow the students to make important connections to the workplace and the world of work—for example, workplace expectations and practices, career exploration, and employability skills. The assessments must differ from each other in assessment methodology. Select two assessments that you use in your career and technical education instruction to evaluate/monitor students’ understanding of important career and technical education concepts, proficiency in important skills, or both. The two assessments should

- be drawn from an area or unit of career and technical education study;
- be drawn from different points during a sequence of instruction so that you are able to evaluate student progress to modify, differentiate, and improve instruction;
- represent different assessment methodologies.

While the second assessment must feature a project, the first assessment need not be project-based. The first assessment should address career and technical concepts and/or skills that are important for your students and provide you with meaningful information to evaluate students and adjust instruction.

For the second assessment, choose a project to feature. The project should be one you designed, selected, or adapted to engage your students in hands-on activities that are challenging, deal with important career and technical education concepts and/or skills, foster students’ critical-thinking and problem-solving skills, and have explicit connections to your career and technical education area. The project may be either long-term or short-term. The

emphasis is on your use of hands-on, workplace-related instruction, not the complexity or scope of the project. Depending on the career and technical education specialty area, the project could be selected from a range of possibilities, including, but not limited to:

- from creating customized word processing templates to writing a technical booklet
- from developing a business plan to using an inventory system to track materials
- from measuring vital signs to performing a patient assessment
- from creating kitchen floor plans to developing an interior design proposal that takes into account client needs, tastes, and budget
- from testing electronic circuits using simulation software to designing and building a working robot
- from correcting formatting errors in programming code to creating a functioning website
- from experimenting with different stage lighting to achieve particular effects to designing a light plot for a musical theatre production
- from implementing food safety and sanitation procedures to catering a school event
- from planting a small garden to determining crop-production strategies using Geographic Information System (GIS) data
- from calculating volume and weight distribution for a semi-trailer to planning freight delivery routes and schedules

**Caution:** Do not choose assessments that only provide evidence of students' ability to recall factual information or vocabulary. Instead, choose assessments that allow students to show their understanding, skills, critical-thinking, and/or problem-solving abilities through applications, demonstrations, analysis, or other means.

Carefully consider your choice of assessment strategies before you begin the instruction on which your response will be based.

- Identify the most important knowledge and/or skills your students must acquire, and a logical order for your students to acquire them in.
- Think about the points at which you must know what your students understand and can do before you can move on in your progression of instruction.
- Identify several different ways that you are going to assess your students' knowledge and/or skills, both formally and informally, during the chosen period of instruction.

As your instruction unfolds, collect assessment materials (e.g., written assessments, rubrics, descriptions of student performance outcomes, instructions to students responding to an activity-based assessment, notes you used in a student conference in which you discussed a student's work) and the student work samples generated in response to the assessments. If you collect samples from all parts of your assessment process, you have a better chance of identifying a selection of materials that accurately represents your approach to and use of assessment.

For the purposes of this portfolio entry, "assessment" refers to the formal and informal processes by which you gain insight into your students' understanding of career and technical education content and/or proficiency with technical skills, and the way you use the results obtained by those processes to enhance your students' content understanding and/or skill proficiency, and to adjust and strengthen your instruction.

## Selecting Two Students

Select the students whose responses you will include as work samples. The two students you select should represent different instructional challenges to you and draw from the range of student needs, abilities, and interests in your classroom. Consider carefully before choosing your strongest students. Though this kind of student presents an instructional challenge that is certainly worthy of inclusion in this response, you may find other students offer better opportunities for you to demonstrate your contribution as a career and technical education teacher to the student's development.

To facilitate your final selections, you may want to collect materials related to the work of more than two students over the course of the instructional period featured in this entry. This may give you greater choice in your final selection and greater opportunity to show your best teaching.

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from [www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org). Retain completed student release forms for your records; do not submit them with your evidence.

After you have collected the work of the students you have decided to follow for possible inclusion in this portfolio entry, examine the work and decide which two students present the most interesting mix of responses to the two assessments you have selected. Choose two students whose work is likely to show their progression toward conceptual understanding and/or skill proficiency, as well as some of the difficulties they encountered. The two students you select should be ones for whom you can demonstrate your ability to evaluate student understanding and progress, to provide constructive feedback, and to plan subsequent steps and appropriately differentiate instruction to meet these students' needs. Their work should add clarity and richness to your written description of your approach to and use of assessment in the career and technical education learning environment.

Carefully read the questions you will answer in the Written Commentary to get an idea of the type of analysis the selected work samples should be able to support.

**Note:** Your response to this portfolio entry will be scored based on the quality of your analysis and reflection. It will not be based on the level of the students' work. The student work serves as a vehicle for you to describe and discuss your approach to and use of assessment.

## How to Format and Submit Your Assessment Packets

For this portfolio entry, you will submit an assessment packet for each assessment. Complete a new Assessment Description Form (no more than **1 page each**) for each assessment (refer to the "[Component 2 Forms](#)" section of this document). Use single-spaced 11-point Arial font, and place your candidate ID number on each form you submit. Include the materials listed below in the following order after each form in your files for submission:

- any relevant assessment materials that would help assessors understand the lesson or activity (e.g., written assessments, descriptions of student performance outcomes, instructions to students responding to a project-based assessment, pictures, diagrams, design plans)
- two students' work samples

See "[How to Format and Submit Your Assessment Materials](#)" and "[How to Format and Submit Your Student Work Samples](#)" below.

### How to Format and Submit Your Assessment Materials

- Submit no more than **5 pages** of assessment materials for each of the two assessments, for a total of no more than 10 pages. Additional pages will not be scored. Forms do not count toward this total.
- The assessment materials you submit
  - must accurately represent the assessments they are intended to illustrate;
  - may not include additional student work samples;
  - will not be assessed.
- Be sure that your assessment materials are legible and refer to people and places in ways that preserve anonymity. Follow the “Guidelines for Referring to People, Institutions, and Places” section in *General Portfolio Instructions*.
- Format your assessment materials to fit onto an 8.5" × 11" page. If assessment materials contain Web pages, each 8.5" × 11" Web page print out or PDF counts as **1 page** toward your page total. Note, however, the following exceptions:
  - If assessment materials were created in a multimedia software program, you may format up to six slides on one 8.5" × 11" page, which counts as **1 page** toward your page total.
  - If submitting a smaller item such as a photograph, you may insert a digitized image into a word-processing program document. Several smaller items can be grouped on a single page as long as they are readable.
- If assessment materials that are important for assessors to see are impractical to submit (e.g., slide projections, writing on a chalkboard or whiteboard, software, three-dimensional objects), submit a digitized drawing, image, or color photograph, or a **1-page** description of the material. (If you submit a description, it must be typed in double-spaced text with 1" margins on all sides using 11-point Arial font.)

Refer to the “[Component 2 Electronic Submission at a Glance](#)” chart in this document for file types acceptable for submission and how to assemble assessment packets for submission.

### How to Format and Submit Your Student Work Samples

- Submit no more than **20 pages total** of student work samples for both students for the two assessments combined. Additional pages will not be scored. Forms do not count toward this total.
- Each student work sample must
  - represent a student’s original work. The original electronic file or scanned image of student work is acceptable.
  - come from students who are in the class that is the basis for your Written Commentary.
  - be from two different students, responding to the two assessments that you are featuring in this entry.
- Be sure that your student work samples are legible and refer to people and places in ways that preserve anonymity. Follow the “Guidelines for Referring to People, Institutions, and Places” section in *General Portfolio Instructions*.
- Clearly label evidence as “Student A” or “Student B.”

- Format your student work samples to fit onto an 8.5" × 11" page. If student work samples contain Web pages, each 8.5" × 11" Web page print out or PDF counts as **1 page** toward your page total. Note, however, the following exceptions:
  - If student work samples were created in a multimedia software program, you may format up to six slides on one 8.5" × 11" page, which counts as **1 page** toward your page total.
  - If submitting a smaller item such as a photograph, you may insert a digitized image into a word-processing program document. Several smaller items can be grouped on a single page as long as they are readable.
- Do **not** submit video or audio recordings. If a student creates such a product or a multi-dimensional product, have **the student** write a **1-page** description of the assignment and what the student made. You may include photograph(s) or student-made drawings to accompany the description, if appropriate. The **1-page** description counts toward your page total.

Refer to the "[Component 2 Electronic Submission at a Glance](#)" chart in this document for file types acceptable for submission, page totals for each piece of evidence, and how to assemble assessment packets for submission.

## Composing Written Commentary

In this entry, you submit a Written Commentary that provides a context for the work you have submitted, explains your approach to assessment, and shows how you describe, analyze, and evaluate the work of two students. You also show how you use the results of the assessment process to provide constructive feedback to students, to differentiate instruction, and to refine and shape your own teaching practice.

### How to Organize and Present Your Written Commentary

- Create a word-processing document to compose your commentary. Enter the following section headings in the document:
  1. **Instructional Context**
  2. **The Two Assessments**
    - **Assessment #1**
    - **Assessment #2**
  3. **Analysis of Student Work**
    - **Student A**
    - **Student B**
  4. **Reflection**
- Address the italicized questions in the following section entitled "[What to Include in Your Written Commentary](#)." Provide your analysis under the appropriate section heading in your document.
- Refer to the "Writing about Teaching" section in *General Portfolio Instructions* for advice on developing your commentary and to see Written Commentary examples.

- When writing your commentary, refer to people and places in ways that preserve anonymity. Follow the “Guidelines for Referring to People, Institutions, and Places” section in *General Portfolio Instructions*.
- Place your candidate ID number in the upper right corner of the first page of your commentary document.
- Use the following language and format specifications when writing your commentary:
  - Write in English.
  - Use double-spaced 11-point Arial font.
  - Format 1-inch margins on all sides of the document.

Refer to the “[Component 2 Electronic Submission at a Glance](#)” chart in this document for complete submission requirements.

- Your commentary will be scored based on the content of your analysis; however, proofread your writing for spelling, mechanics, and usage.
- Submit a document for your commentary of **no more than 11 pages**. If you submit a longer document, only the first 11 pages will be scored.

### What to Include in Your Written Commentary

Your Written Commentary must address the italicized questions provided below for each section. Statements in plain text that immediately follow an italicized question help you interpret the question. It is not necessary to include the italicized questions within the body of your response. Use the suggested page lengths in parentheses after each section heading as a guideline when addressing the questions in each section.

#### 1. Instructional Context (Suggested length: 1 page)

Provide the following information in addition to the context that you supply on the Contextual Information Sheet, which focuses on the school or district at large. In this section, address the following questions about your selected class:

- *What is your school setting (e.g., middle school, high school, alternative school, technical center)? What are the number, grade(s), and age(s) of the students in the class featured in this entry, the title and subject matter of the class, and scheduling of the class? (Example: 21 students in grades 10 through 12, ages 16 through 18+, Electronic Technology; students learn to build, troubleshoot, test, and repair electronic equipment; meets three days a week, 90-minute class)*
- *What are the relevant characteristics of this class that influenced your instructional strategies: ethnic, cultural, gender, and linguistic diversity; the range of abilities of the students; the personality of the class? This might include, but is not limited to, a description of your students’ skills, knowledge, interests, career aspirations, previous experiences, and family backgrounds that relate to the career and technical education area you teach, and the particular instructional challenges this class represents.*
- *What are the relevant characteristics of the students with exceptional needs and abilities that influenced your planning for this instruction (for example, the range of abilities and the cognitive, social/behavioral, attentional, sensory, and/or physical challenges of your students)? Give any other information that might help the assessor “see” this class.*

- *What are the relevant features of your teaching context that influence you when teaching this class? This might include other realities of the social and physical teaching context (e.g., available resources, scheduling of classes, room allocation, etc.) that are relevant in helping an assessor better understand your class and how it functions.*

## **2. The Two Assessments** (Suggested length: 3 pages)

### **Assessment #1**

- *What were your goals for the part of the instructional sequence that included the first assessment?*
- *What were your goals for the first assessment? What concepts and/or skills were you assessing?*
- *Why are these concepts and/or skills important, challenging, and appropriate for the featured students?*
- *How are these concepts and/or skills connected to workplace standards and expectations?*
- *How did this assessment allow the featured students to show their understanding, and display their critical-thinking and problem-solving skills?*
- *What did the students do (e.g., respond to a written exam, perform a job-related task, create a product, etc.)?*
- *What criteria did you use to assess the featured student work? Why did you use these criteria?*
- *How did you communicate your assessment criteria to the students?*
- *How did your use of this assessment support your learning goals for the featured students? Why was this assessment appropriate for your students and for what you want them to achieve?*

### **Assessment #2 (Project)**

- *What were your goals for the project? What concepts and/or skills were you assessing?*
- *Why are these concepts and/or skills important, challenging, and appropriate for the featured students?*
- *How are these concepts and/or skills connected to workplace standards and expectations?*
- *How did this hands-on project allow the featured students to show their understanding, and display their critical-thinking and problem-solving skills?*
- *What did the students do? Briefly describe the project that the students did.*
- *What criteria did you use to assess the featured student work? Why did you use these criteria?*
- *How did you communicate your assessment criteria to the students?*
- *How did your use of this assessment support your learning goals for the featured students? Why was this assessment appropriate for your students and for what you want them to achieve through this project?*

### 3. Analysis of Student Work (Suggested length: 6 pages; 3 pages for each of 2 students)

Respond to the following questions for each of the two selected students. Organize this section of your Written Commentary into two subsections, one for each of the two students. Label each subsection with the appropriate identifier, **Student A** or **Student B**. Answer each of the questions for each student, referring to the student response by number (Work Sample 1 or Work Sample 2) to illustrate points in your analysis of the student work. Cite specific examples from both pieces of work in answering these questions.

- *What instructional challenge(s) did this student represent to you as a career and technical education teacher? What is important to know about this student to understand and interpret the included responses?*
- *What does your analysis and evaluation of this student's work tell you about his or her grasp of the career and technical education concepts and/or skills?*
- *What does your analysis and evaluation of this student's work tell you about any challenges, misunderstandings, or insights this student experienced?*
- *What does your analysis and evaluation of this student's work tell you about the student's growth or development between the two assessments?*
- *How did you assess these pieces of work, and how did you provide constructive feedback to the student based on the assessment? How did you help the student understand, interpret, and reflect on the outcomes of the assessment?*
- *What further instruction did you provide to this student based on your analysis and evaluation of his or her work? What, if any, adjustments did you make to your instructional approach?*
- *How did your feedback and instruction contribute to this student's growth in understanding of the concepts and/or proficiency in the skills that were the focus of your instruction?*

### 4. Reflection (Suggested length: 1 page)

In this section, address the following questions:

- *After reviewing both these students' responses, what does the student work suggest about next steps for your instruction for these students? Cite specific evidence from the student responses to support your ideas for next steps.*
- *How might you modify your instruction (including, possibly, the assessments and the project themselves) the next time you teach these career and technical education concepts and/or skills? What would you do differently, and why? What would you keep the same, and why? Frame your responses using specific examples from these students' work.*

## Component 2 Electronic Submission at a Glance

Submit your evidence of accomplished teaching using the electronic portfolio management system (see the *Guide to Electronic Submission*). Use the following chart to determine how to group your evidence and submit it electronically. Forms are available as word-processing templates that you can download from [www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org) as well as on the following pages of this document.

Early Adolescence through Young Adulthood/Career and Technical Education Component 2: Differentiation in Instruction				
What to Submit	Supported File Types	Number of Files to Submit	Response Length	Additional Information
Contextual Information Sheet(s) (form provided)	doc, docx, odt, or pdf	1	No more than 1 page	<ul style="list-style-type: none"> <li>Use 11-point Arial font</li> <li>Single space</li> </ul>
Written Commentary	doc, docx, odt, or pdf	1	No more than 11 pages	<ul style="list-style-type: none"> <li>Use 11-point Arial font</li> <li>Double space with 1" margins on all sides</li> </ul>
Assessment Materials (form provided)	doc, docx, odt, or pdf	2	<ul style="list-style-type: none"> <li>Two Assessment Description Forms <b>no more than 1 page each</b></li> <li>Assessment materials: <b>No more than 5 pages for each assessment</b></li> <li>Student work samples: <b>No more than 20 pages combined</b> for both students for Assessment #1 and Assessment #2</li> </ul>	<b>Submit 1 packet for each assessment:</b> <ul style="list-style-type: none"> <li><b>Assessment #1 Packet</b> <ul style="list-style-type: none"> <li>Assessment Description Form for Assessment #1</li> <li>Assessment #1 materials</li> <li>Student A &amp; B work samples for Assessment #1</li> </ul> </li> <li><b>Assessment #2 Packet</b> <ul style="list-style-type: none"> <li>Assessment Description Form for Assessment #2</li> <li>Assessment #2 materials</li> <li>Student A &amp; B work samples for Assessment #2</li> </ul> </li> </ul>

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from [www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org). **Retain completed student release forms for your records; do not submit them with your evidence.**

## Component 2 Forms

This section contains forms required for Component 2. You must download the word-processing files available at [www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org), fill them out electronically, and then upload the electronic file or scanned image with the associated evidence to the electronic portfolio management system.

As you prepare your portfolio, keep in mind some forms contain directions that are not repeated elsewhere; follow these directions carefully.

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from [www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org).

## EAYA/Career and Technical Education Contextual Information Sheet

**Directions:** Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

This form asks you to describe the broader context in which you teach:

- **If you teach in different schools that have different characteristics, and this portfolio entry features students from more than one school**, please complete a separate sheet for each school associated with this portfolio entry.
- In this component, you are asked to provide specific information about the students in the class you have featured in the portfolio entry. This is *in addition* to the information requested here.
- For clarity, please avoid the use of acronyms.

**Candidate ID#:** [ ]

1. Briefly identify the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.).

[ ]

2. Briefly identify.

Grades: [ ]

Age Levels: [ ]

Number of Students Taught Daily: [ ]

Average Number of Students in Each Class: [ ]

Courses: [ ]

3. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entry? Be brief and specific.

**Note: You might include details of any state or district mandates, information regarding the type of community, and access to current technology.**

[ ]

## EAYA/Career and Technical Education Assessment Description Form

**Directions:** Use a new form for each assessment.

Indicate your Candidate ID and the assessment number (#1 or #2) below. Respond to the prompts (**no more than 1 single-spaced page in Arial 11-point font, including the prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With each completed Assessment Description Form, include the associated assessment materials and two student work samples. Label the student work sample pages with the appropriate student identifier (Student A or Student B). If the material being submitted is larger than 8.5" x 11" or if it is three-dimensional, include a description, drawing, or photograph with this form.

**Candidate ID#:** [ ]

Assessment: #1 [ ] #2 [ ]

1. Describe the purpose and goals of this assessment. What did you do? What did the students do?

[ ]

2. Give a brief description of the assessment materials you have included.

[ ]

# Scoring Rubric for EAYA/Career and Technical Education Component 2

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## Level 4

The **LEVEL 4** performance provides *clear, consistent, and convincing* evidence that the teacher successfully uses specific knowledge about students' individual, intellectual, and social development to advance student learning and achievement and uses student assessment to further worthwhile and appropriate learning goals, to facilitate students' growth as career and technical education students, to differentiate instruction, and to inform and shape his or her teaching practice.

The Level 4 performance provides *clear, consistent, and convincing* evidence:

- that the teacher has a thorough knowledge of students as individual learners and sets high, worthwhile, and attainable goals for growth.
- of the teacher's ability to use knowledge of students to design appropriate assessments that evaluate students' understanding of important career and technical education concepts and/or skills.
- that the teacher has a strong command of current important career and technical education content and is able to link content and/or skills with workplace expectations, practices, and/or career exploration.
- that the teacher links important career and technical content with appropriate instruction.
- that the teacher is able to design instruction and assessments that foster students' problem-solving and critical thinking skills and advance challenging learning goals that support student learning.
- that the teacher's rationale for assessment is meaningful given the instructional context and stated learning goals.
- that the teacher uses different types of assessment, and he or she is able to describe, analyze, and evaluate each student's work based on criteria that are directly connected to learning goals.
- that the teacher provides constructive and insightful feedback that furthers student learning and effectively helps students understand, interpret, and reflect on their performance.
- that the teacher is able to describe his or her practice fully and accurately and reflect insightfully on his or her current practice to evaluate, modify, and shape future practice to meet students' needs.

Overall, the Level 4 performance provides *clear, consistent, and convincing* evidence that the teacher successfully uses specific knowledge about students' individual, intellectual, and social development to advance student learning and achievement and uses student assessment to further worthwhile and appropriate learning goals, to facilitate students' growth as career and technical education students, to differentiate instruction, and to inform, modify, and shape his or her teaching practice.

### Level 3

The **LEVEL 3** performance provides *clear* evidence that the teacher successfully uses specific knowledge about students' individual, intellectual, and social development to advance student learning and achievement and uses student assessment to further worthwhile and appropriate learning goals, to facilitate students' growth as career and technical education students, to differentiate instruction, and to inform and shape his or her teaching practice.

#### The Level 3 performance provides *clear* evidence:

- that the teacher has knowledge of students as individual learners and sets high, worthwhile, and attainable goals for growth.
- of the teacher's ability to use knowledge of students to design assessments that evaluate students' understanding of important career and technical education concepts and/or skills.
- that the teacher has a good command of current important career and technical education content and is able to link content and/or skills with workplace expectations, practices, and/or career exploration.
- that the teacher links career and technical content with appropriate instruction.
- that the teacher is able to design instruction and assessments that foster students' problem-solving and critical thinking skills and advance learning goals that support students' learning.
- that the teacher's rationale for assessment is meaningful given the instructional context and stated learning goals.
- that the teacher uses different types of assessment and that he or she is able to describe, analyze, and evaluate student work based on criteria that are connected to learning goals.
- that the teacher provides constructive feedback that furthers student learning and helps students understand, interpret, and reflect on their performance.
- that the teacher is able to describe his or her practice accurately and reflect on his or her current practice to evaluate, modify, and shape future practice to meet students' needs.

The Level 3 performance may show some unevenness or imbalance in the teacher's analysis or in the sources of evidence. One part of the response may be more indicative of accomplished teaching than another; however, taken as a whole, there is *clear* evidence that the teacher successfully uses specific knowledge about students' individual, intellectual, and social development to advance student learning and achievement and uses student assessment to further worthwhile and appropriate learning goals, to facilitate students' growth as career and technical education students, to differentiate instruction, and to inform, modify, and shape his or her teaching practice.

## Level 2

The **LEVEL 2** performance provides *limited* evidence that the teacher successfully uses specific knowledge about students' individual, intellectual, and social development to advance student learning and achievement and uses student assessment to further worthwhile and appropriate learning goals, to facilitate students' growth as career and technical education students, to differentiate instruction, and to inform and shape his or her teaching practice.

### The Level 2 response provides *limited* evidence:

- that the teacher has knowledge of students as individual learners and sets high, worthwhile, and attainable goals for growth.
- of the teacher's ability to use knowledge of students to design assessments that evaluate students' understanding of important career and technical education concepts and/or skills.
- that the teacher has a command of current career and technical education content and is able to link content and/or skills with workplace expectations, practices, and/or career exploration.
- that the teacher links career and technical content with appropriate instruction. The connection between the career and technical content and instruction is weak and/or the career and technical content is of questionable importance.
- that the teacher is able to design instruction and assessments that foster students' problem-solving and critical thinking skills and advance learning goals that support students' learning.
- that the teacher's rationale for assessment is meaningful given the instructional context and stated learning goals. The learning goals may be general or only loosely connected to student learning. The rationale may be incomplete or vague.
- that the teacher uses different types of assessment. There is limited evidence of the teacher's ability to describe, analyze, and evaluate student work based on criteria that are connected to learning goals.
- that the teacher provides constructive feedback to students and helps students understand, interpret, and reflect on their performance. The feedback may be incomplete or inaccurate in some ways and only minimally furthers student learning.
- that the teacher is able to describe his or her practice accurately and reflect on his or her current practice to evaluate, modify, and shape future practice to meet students' needs. The teacher's reflection on his or her practice is unfocused or vague.

The Level 2 performance may provide faint indications or hints of accomplished teaching practice, but not the necessary indications to warrant a Level 3 classification. Overall, there is *limited* evidence that the teacher successfully uses specific knowledge about students' individual, intellectual, and social development to advance student learning and achievement and uses student assessment to further worthwhile and appropriate learning goals, to facilitate students' growth as career and technical education students, to differentiate instruction, and to inform and shape his or her teaching practice.

## Level 1

The **LEVEL 1** performance provides *little or no* evidence that the teacher successfully uses specific knowledge about students' individual, intellectual, and social development to advance student learning and achievement and uses student assessment to further worthwhile and appropriate learning goals, to facilitate students' growth as career and technical education students, to differentiate instruction, and to inform and shape his or her teaching practice.

### The Level 1 performance provides *little or no* evidence:

- that the teacher has knowledge of students as individual learners and sets high, worthwhile, and attainable goals for growth.
- of the teacher's ability to use knowledge of students to design assessments that evaluate students' understanding of important career and technical education concepts and/or skills.
- that the teacher has a command of career and technical education content and is able to link content and/or skills with workplace expectations, practices, and/or career exploration.
- that the teacher links career and technical content with appropriate instruction. The connection between the career and technical content and instruction is not apparent, and/or the importance of the career and technical content is not apparent.
- that the teacher is able to design instruction and assessments that foster students' problem-solving and critical thinking skills and advance learning goals that support students' learning.
- that the teacher's rationale for assessment is meaningful given the instructional context and stated learning goals. The rationale may be unrelated to learning goals or may not be apparent.
- that the teacher uses different types of assessment and little or no evidence of the teacher's ability to describe, analyze, and evaluate student work based on criteria that are connected to learning goals.
- that the teacher provides constructive feedback to students and helps students understand, interpret, and reflect on their performance. Feedback that may be provided is incomplete or inaccurate and does not further student learning.
- that the teacher is able to describe his or her practice accurately and reflect on his or her current practice to inform and shape future practice to meet students' needs. The teacher may not reflect on his or her practice or the connection between practice and reflection is not apparent.

Overall, the Level 1 performance provides *little or no* evidence that the teacher successfully uses specific knowledge about students' individual, intellectual, and social development to advance student learning and achievement and uses student assessment to further worthwhile and appropriate learning goals, to facilitate students' growth as career and technical education students, to differentiate instruction, and to inform and shape his or her teaching practice.

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