

## *Early Childhood/Generalist*

### **Component 1: Content Knowledge**

## **SAMPLE ITEMS AND SCORING RUBRICS**

**NATIONAL BOARD**  
*for Professional Teaching Standards®*

# Contents

---

<b>Overview</b>	<b>1</b>
Component 1: Content Knowledge .....	1
EC/Generalist Component 1 Computer-Based Assessment.....	1
Inside This Document .....	3
<b>Sample Selected Response Items and Answer Key for EC/Generalist Component 1</b>	<b>4</b>
Sample Selected Response Items .....	4
Answer Key to Sample Selected Response Items.....	7
<b>Sample Constructed Response Exercises and Scoring Rubrics for EC/Generalist Component 1</b>	<b>8</b>
Sample Exercise 1 and Scoring Rubric .....	9
Sample Exercise 2 and Scoring Rubric .....	14
Sample Exercise 3 and Scoring Rubric .....	18

## Overview

This document provides information about the Early Childhood/Generalist (EC/Generalist) Component 1 computer-based assessment. It includes sample assessment center selected response items and answer key, constructed response exercises, and the scoring rubric used to assess each constructed response exercise.

### Component 1: Content Knowledge

Component 1: Content Knowledge is a computer-based assessment requiring candidates to demonstrate knowledge of and pedagogical practices for their teaching content area. Candidates must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of the chosen certificate area.

### EC/Generalist Component 1 Computer-Based Assessment

In the EC/Generalist Component 1 computer-based assessment, content knowledge is assessed through the completion of approximately 45 selected response items and three constructed response exercises.

#### EC/Generalist Standards Measured by Selected Response Items

The EC/Generalist selected response items focus on the following Standards:

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

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

For the complete EC/Generalist Standards, refer to [www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org).

## **EC/Generalist Constructed Response Exercises**

The EC/Generalist constructed response exercises assess the following:

- **Exercise 1: Literacy**  
In this exercise, you will use your knowledge of reading development to plan an appropriate instructional strategy that builds on a student's strengths in reading to foster the student's reading development. You will be asked to respond to one prompt.
- **Exercise 2: Analyzing Student Work in Mathematics**  
In this exercise, you will use your content and pedagogical knowledge of math to identify a major math misconception or error in a given student's work, identify appropriate concepts/skills needed for the student to solve a problem accurately, provide an instructional strategy to address the student's misconception or error, and provide a rationale for the strategy. You will be asked to respond to one prompt.
- **Exercise 3: Children's Play**  
In this exercise, you will use your knowledge of children's play to identify significant aspects of child development and ways to support that development through your role as the teacher. You will be asked to respond to one prompt.

Each constructed response exercise will be assessed using a scoring rubric. Each EC/Generalist Component 1 scoring rubric is derived from the Early Childhood/Generalist Standards and defines the levels of accomplished teaching that you must demonstrate.

You should read the rubric while preparing to take Component 1 to understand how the rubric guides assessors in evaluating your responses to the constructed response exercises.

## Inside This Document

This document includes the following two sections: "[Sample Selected Response Items and Answer Key for EC/Generalist Component 1](#)" and "[Sample Constructed Response Exercises and Scoring Rubrics for EC/Generalist Component 1](#)."

### Selected Response Section

This section includes the following:

- five sample selected response items
- answer key

### Constructed Response Section

This section includes the following:

- three sample constructed response exercises
- associated scoring rubric for each exercise

For information about scheduling and taking your test at the assessment center, please refer to the *Assessment Center Policy and Guidelines*. For more information about how the assessment is scored, please refer to the *Scoring Guide*.

## Sample Selected Response Items and Answer Key for EC/Generalist Component 1

---

This section includes

- **sample selected response items** to help you become familiar with the content and format of the items on an actual computer-based assessment.

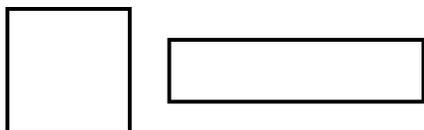
Although this section illustrates some of the types of items that appear on the assessment, note that these sample items do not necessarily define the content or difficulty of an entire actual assessment.

Please note that the selected response items cover the *entire* age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **reference material**, as appropriate, provided as part of the assessment, such as formula and constants pages and the periodic table.
- an **answer key**.

### Sample Selected Response Items

1. A teacher shows the shapes below during a lesson on the properties of geometric shapes.



While examining the shapes, a student states that they are both squares because they each have four sides. Which of the following questions would be most effective for the teacher to ask in guiding this student's learning?

- A. How many corners does a square have?
- B. What differences do you notice between the shapes?
- C. Are all four sides equal in both shapes?
- D. What is another similarity between the shapes?

2. A student who is new to a school is visually impaired and needs a monocular to assist her in the classroom. Many of the other students are curious about the assistive technology used by the new student. Which of the following actions should the teacher take to best respond to this situation?
- A. showing the rest of the class the assistive technology when the student who is visually impaired is out of the classroom
  - B. discussing various types of assistive technology that are available to students and how each one is used
  - C. having the school's vision specialist demonstrate the assistive technology to the class
  - D. setting aside time for the student who is visually impaired to demonstrate the assistive technology and allowing other students to try the equipment

3. A third-grade student wrote a paragraph about having a dog for a pet.

#### A Pet Dog

Taking care of a pet dog is hard work but rewarding. Like feeding your dog, taking him for a walk, to the vet, and giving him a bath. You should give your dog a delicious treat when he is good. Because you want your dog to be happy. A dog can be a loyal best friend.

During an individual writing conference, which of the following topics is most important for the teacher to work with the student to improve based on the writing sample given?

- A. word choice
- B. sentence structure
- C. ideas
- D. organization

4. Leaders for a local elementary school decide to require uniforms for all students. Which of the following student activities would best integrate this topic with a social studies unit on the amendments to the U.S. Constitution?
- A. writing letters of appeal to school leaders and board of education members
  - B. voting on what design of uniform they want to wear
  - C. researching the history of school uniforms
  - D. watching videos on the effects of uniforms on student behavior

5. A first-grade teacher has students study a panel of 25 photographs of human faces. This activity could be used most effectively to reinforce students' understanding of which of the following visual arts concepts?
- A. symmetry
  - B. vanishing point
  - C. expressionism
  - D. negative space

### Answer Key to Sample Selected Response Items

Item Number	Correct Response
1	B
2	D
3	B
4	A
5	A

## Sample Constructed Response Exercises and Scoring Rubrics for EC/Generalist Component 1

---

This section includes

- **sample constructed response exercises** to help you become familiar with the content and format of the exercises on an actual computer-based assessment. These exercises include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses.

Although this section illustrates some of the types of exercises that appear on the assessment, note that these sample exercises do not necessarily define the content or difficulty of the exercises on an actual assessment.

Please note these constructed response exercises cover the **entire** age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **scoring rubrics** that are used by assessors in evaluating your responses to help you understand how your responses are assessed.

## Sample Exercise 1 and Scoring Rubric

### Sample Exercise 1

Exercise 1: Literacy - Candidate Name		⌚ Time Remaining 29:31
<b>Literacy</b> <b><u>Introduction</u></b>		
<p>In this exercise, you will use your knowledge of reading development to plan an appropriate instructional strategy that builds on a student's strengths in reading to foster the student's reading development. You will be asked to respond to one prompt.</p>		
<b><u>Criteria for Scoring</u></b>		
<p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p>		
<ul style="list-style-type: none"><li>• an accurate identification and a supporting explanation of two important strengths of a student's reading development through the use of the student's progress report;</li><li>• a developmentally appropriate goal and instructional strategy that builds directly on the identified strengths of the student to support the student's reading development;</li><li>• a developmentally appropriate instructional resource or material that you would use to further reading development for the identified student; and</li><li>• an appropriate, effective, and insightful rationale for the choice of instructional resource or material.</li></ul>		
<b><u>Directions</u></b>		
<p>You may view the prompt by clicking the <b>Next</b> button. Compose your response in the space provided.</p>		
<a href="#">? Help</a>	<a href="#">⌚ Navigator</a>	<a href="#">Next →</a>

Exercise 1: Literacy - Candidate Name

 Time Remaining  
29:31

**Comments on Reading**

This student's interest level exceeds his grade and reading level; he most often chooses advanced books in science subjects. He draws on his extensive background knowledge to make connections with the material in these books and in this way gleans much information from the charts and pictures, which he loves to share with the class. Over the course of the semester, he has come to recognize some phonics elements and word patterns and knows many sight words in isolation, but struggles when asked to sound out unfamiliar words, even if they contain familiar elements. He has recently resisted reading out loud, and has started to have difficulty concentrating in small reading groups.

Student's first-semester progress report			Grade 1
READING	Not Yet	Developing	Established
Distinguishes words in spoken sentences and syllables in spoken words; blends, segments, and substitutes phonemes in spoken words	✓		
Uses knowledge of phonics and common inflections to decode regular single-syllable words	✓		
Reads grade-level sight words automatically		✓	
Uses knowledge of syllable patterns to decode regular two-syllable words	✓		
Reads grade-level text with accuracy	✓		
Reads grade-level text at an appropriate rate	✓		
Reads grade-level text with prosody	✓		
Self-monitors and self-corrects for meaning		✓	
Understands grade-level vocabulary presented orally and uses it appropriately			✓
Understands grade-level vocabulary in texts		✓	
Understands grammar and conventions of standard English used in grade-level texts			✓
Understands key ideas and details in literary and informational texts	✓		
Identifies and describes different types and features of literary and informational texts			✓
Uses textual evidence to describe and compare stories, ideas, and details in literary and informational texts		✓	
With support, reads literary and informational texts of appropriate complexity for grade 1		✓	

Established = has met grade-level expectations  
 Developing = making progress toward grade level  
 Not Yet = not making adequate progress

? [Help](#)

 [Navigator](#)

[Next](#) →

Exercise 1: Literacy - Candidate Name

 Time Remaining  
29:31

You must address each of the following in your response.

- Identify **two** important strengths from this student's progress report that you could draw on as you support the student's reading development. Explain why you have identified these as indicators of strength that could be used to support further reading development.
- Drawing upon the identified strengths, state your goal and describe an appropriate classroom-based instructional strategy to support further reading development for this student. For the purpose of this exercise, "instructional strategy" refers to a plan to accomplish a learning goal.
- Identify a developmentally appropriate instructional resource or material that you would use to help you achieve this goal.
- Provide a rationale for your choice of instructional resource or material.

? [Help](#)

 [Navigator](#)

[Next](#) →

### Scoring Rubric for Exercise 1

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to provide an accurate identification and supporting explanation of two important strengths of a student's reading development, to give a developmentally appropriate goal and instructional strategy that builds directly on the identified strengths of the student to support reading development, to identify and discuss a developmentally appropriate instructional resource or material to further reading development, and to present an insightful rationale that focuses on the connections among the student's strengths, the suggested instructional strategy, and the material used to enhance this student's areas of strength.

#### Characteristics:

- Identification of two important strengths from this student's progress report is accurate and detailed.
- Explanation of choice of strengths is insightful and thorough.
- Statement of goal and plan for an appropriate strategy is tightly connected and logical.
- Identification of an instructional resource or material is unambiguous.
- Rationale for the choice of instructional material/resource is appropriate and effective.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to provide an accurate identification and supporting explanation of two important strengths of a student's reading development, to give a developmentally appropriate goal and instructional strategy that builds directly on the identified strengths of the student to support reading development, to identify and discuss a developmentally appropriate instructional resource or material to further reading development, and to present an insightful rationale that focuses on the connections among the student's strengths, the suggested instructional strategy, and the material used to enhance this student's areas of strength.

#### Characteristics:

- Identification of two important strengths from this student's progress report is accurate.
- Explanation of choice of strengths is insightful.
- Statement of goal and plan for an appropriate strategy is tightly connected.
- Identification of an instructional resource or material is unambiguous.
- Rationale for the choice of instructional material/resource is appropriate.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to provide an accurate identification and supporting explanation of two important strengths of a student's reading development, to give a developmentally appropriate goal and instructional strategy that builds directly on the identified strengths of the student to support reading development, to identify and discuss a developmentally appropriate instructional resource or material to further reading development, and to present an insightful rationale that focuses on the connections among the student's strengths, the suggested instructional strategy, and the material used to enhance this student's areas of strength.

**Characteristics:**

- Identification of two important strengths from this student's progress report is inaccurate or vague.
- Explanation of choice of strengths is global or vague.
- Statement of goal and plan for an appropriate strategy is loosely connected or the goal is too global.
- Identification of an instructional resource or material is ambiguous or partial.
- Rationale for the choice of instructional material/resource is inappropriate or ineffective.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to provide an accurate identification and supporting explanation of two important strengths of a student's reading development, to give a developmentally appropriate goal and instructional strategy that builds directly on the identified strengths of the student to support reading development, to identify and discuss a developmentally appropriate instructional resource or material to further reading development, and to present an insightful rationale that focuses on the connections among the student's strengths, the suggested instructional strategy, and the material used to enhance this student's areas of strength.

**Characteristics:**

- Identification of two important strengths from this student's progress report is inaccurate or missing.
- Explanation of choice of strengths is global or absent.
- Statement of goal and plan for an appropriate strategy is loosely connected or not there.
- Identification of an instructional resource or material is ambiguous or missing.
- Rationale for the choice of instructional material/resource is inappropriate or absent.

## Sample Exercise 2 and Scoring Rubric

### Sample Exercise 2

Exercise 2: Analyzing Student Work in Mathematics -  
Candidate Name

 Time Remaining  
29:31

#### Analyzing Student Work in Mathematics

##### Introduction

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

##### Criteria for Scoring

To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:

- a thorough and accurate identification of a student's major misconception or error with a relevant example cited;
- an accurate identification of the appropriate concepts/skills that would allow the student to solve the problem accurately;
- a description of an effective instructional strategy that thoroughly addresses the student's misconception or error; and
- a thorough and sound rationale for the instructional strategy.

##### Directions

You may view the prompt by clicking the **Next** button. Compose your response in the space provided.

? [Help](#)

 [Navigator](#)

[Next](#) →

**Exercise 2: Analyzing Student Work in Mathematics -  
Candidate Name**

 **Time Remaining**  
29:31

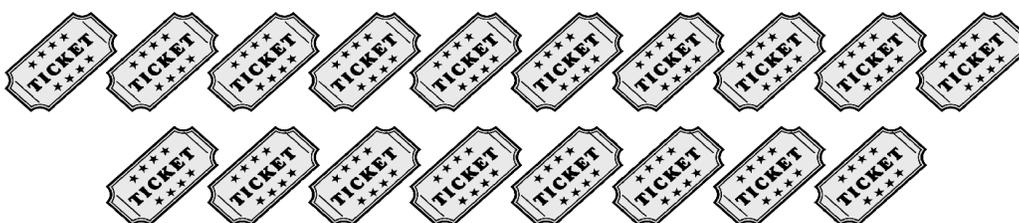
**Scenario**

You are teaching math to a group of **first-grade** students of diverse abilities. Below is a math problem, a student's solution to the problem, and an explanation of how the student derived the solution.

**Math Problem**

At a carnival, Carolyn has 18 tickets to pay for rides. She used some tickets to pay for a carousel ride (merry-go-round) and has 13 tickets left after paying for the carousel ride. Use this number sentence to find the number of tickets she used to ride the carousel.

$$18 - \square = 13$$



**Student Solution**

Carolyn used 15 tickets to pay for the carousel ride.

**Student Explanation**

I subtracted 3 from the 8 and got 5. Then I brought down the 1 and got an answer of 15.

You must address each of the following in your response.

- Identify a major misconception or error that is evident in the student's solution. Give an example from the student's work that illustrates the misconception or error.
- Identify the underlying mathematical concepts/skills that would allow this student to solve the problem accurately.
- Describe **one** instructional strategy you would use to address the mathematical misconception or error you identified in the student's solution. Describe any instructional materials or resources you would use to model the problem. Provide a rationale to support your use of this strategy.

? [Help](#)

 [Navigator](#)

[Next](#) →

## Scoring Rubric for Exercise 2

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to use content and pedagogical knowledge of math to identify a major math misconception or error in a given student's work, identify appropriate concepts/skill needed for the student to solve a problem accurately, provide an instructional strategy, including any instructional materials or resources, to address the student's misconception or error and provide a rationale for the strategy.

### Characteristics:

- Identification of a student's major misconception or error with a relevant example cited is accurate and detailed.
- Identification of the appropriate concepts/skills that would allow the student to solve the problem accurately is insightful and complete.
- Description of an effective instructional strategy that thoroughly addresses the student's misconception or error, including any instructional materials or resources, is complete and unambiguous.
- Thorough and sound rationale for the instructional strategy is effective and substantive.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to use content and pedagogical knowledge of math to identify a major math misconception or error in a given student's work, identify appropriate concepts/skill needed for the student to solve a problem accurately, provide an instructional strategy, including any instructional materials or resources, to address the student's misconception or error and provide a rationale for the strategy.

### Characteristics:

- Identification of a student's major misconception or error with a relevant example cited is accurate.
- Identification of the appropriate concepts/skills that would allow the student to solve the problem accurately is insightful.
- Description of an effective instructional strategy that thoroughly addresses the student's misconception or error, including any instructional materials or resources, is complete.
- Thorough and sound rationale for the instructional strategy is effective.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to use content and pedagogical knowledge of math to identify a major math misconception or error in a given student's work, identify appropriate concepts/skill needed for the student to solve a problem accurately, provide an instructional strategy, including any instructional materials or resources, to address the student's misconception or error and provide a rationale for the strategy.

**Characteristics:**

- Identification of a student's major misconception or error with a relevant example cited is inaccurate or vague.
- Identification of the appropriate concepts/skills that would allow the student to solve the problem accurately is simplistic or minimal.
- Description of an instructional strategy that addresses the student's misconception or error, including any instructional materials or resources, is ambiguous or partial.
- Rationale for the instructional strategy is ineffective or trivial.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to use content and pedagogical knowledge of math to identify a major math misconception or error in a given student's work, identify appropriate concepts/skill needed for the student to solve a problem accurately, provide an instructional strategy, including any instructional materials or resources, to address the student's misconception or error, and provide a rationale for the strategy.

**Characteristics:**

- Identification of a student's major misconception or error with a relevant example cited is inaccurate or missing.
- Identification of the appropriate concepts/skills that would allow the student to solve the problem accurately is simplistic or absent.
- Description of an instructional strategy that addresses the student's misconception or error, including any instructional materials or resources, is ambiguous or missing.
- Rationale for the instructional strategy is ineffective or missing.

## Sample Exercise 3 and Scoring Rubric

### Sample Exercise 3

Exercise 3: Children's Play - Candidate Name		⌚ Time Remaining 29:31
<b>Children's Play</b>		
<b><u>Introduction</u></b>		
In this exercise, you will use your knowledge of children's play to identify significant aspects of child development and ways to support that development through your role as the teacher. You will be asked to respond to one prompt.		
<b><u>Criteria for Scoring</u></b>		
To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:		
<ul style="list-style-type: none"><li>• an accurate and detailed identification and description of two significant aspects of children's social/emotional development observed during dramatic play described in a scenario and an effective explanation of how these aspects influence your teaching of children; and</li><li>• an informed and thorough description of two strategies that would support and extend the children's cognitive development during this dramatic play, including a rationale for each strategy and examples from the scenario.</li></ul>		
<b><u>Directions</u></b>		
You may view the prompt by clicking the <b>Next</b> button. Compose your response in the space provided.		
<a href="#">? Help</a>	<a href="#">⌚ Navigator</a>	<a href="#">Next →</a>

### Exercise 3: Children’s Play - Candidate Name

 Time Remaining  
29:31

#### Preparation

For the purpose of this exercise, the term “dramatic play” is used to describe any time a child uses props, actions, and/or language to represent realistic or imaginary experiences.

#### Scenario

For several weeks, a kindergarten class has been engaged in a storytelling unit in which they have read various works of fiction within the genre of fairy tales. As a culminating activity, the teacher has students work in small groups to retell a story they have read by performing the story for the class as a form of dramatic play. To facilitate their retelling, the teacher provides materials for students to make simple costumes and props. A chart that the class made several weeks ago showing their faces with varying expressions and words for different kinds of emotions is displayed on the electronic whiteboard.

While circulating around the room to assist each group in preparing a short play, the teacher notices that the group that has selected the story “Goldilocks and the Three Bears” is struggling with the activity.

“No, Timmy! You’re not acting angry enough!” scolds Emily. “Papa Bear is an angry part.”

Timmy replies, “Stop being so bossy, Emily!”

Julia, who is playing Baby Bear, suggests, “I think Baby Bear should be the angriest of all. After all, it was his porridge that was eaten, his chair that was broken, and his bed that was slept in!”

Keiko, who is playing Goldilocks, says, “I agree with Julia. And Papa Bear could be nice because sometimes fathers are very nice!”

You must address each of the following in your response.

- Describe **two** significant aspects of the children’s **social/emotional development** that you might learn about while observing them in small groups engaged in dramatic play. Explain how these **two** aspects would influence your teaching of the children. Discuss your observations with respect to the groups and/or individual children. Use specific examples from the scenario to illustrate these observations.
- Describe **two** ways in which you can support and extend the children’s **cognitive development** in this dramatic play. Provide a rationale for **each** of these strategies. Use specific examples from the scenario.

[? Help](#)

[⦿ Navigator](#)

[Next →](#)

### Scoring Rubric for Exercise 3

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to provide an accurate and detailed identification and description of children's social/emotional development observed during dramatic play, a detailed and appropriate explanation of how the children's social/emotional development influences instruction, and to give a detailed description and rationale of two strategies that would support and extend the children's cognitive development during dramatic play.

#### Characteristics:

- Description of two significant aspects of the children's social/emotional development observed during dramatic play is insightful and thorough.
- Explanation of how the two aspects influence teaching is effective and complete.
- Description of two strategies to support and extend the children's cognitive development during this dramatic play is informed and thorough.
- Rationale for these strategies is unambiguous.
- Examples from the scenario are appropriate and relevant.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to provide an accurate and detailed identification and description of children's social/emotional development observed during dramatic play, a detailed and appropriate explanation of how the children's social/emotional development influences instruction, and to give a detailed description and rationale of two strategies that would support and extend the children's cognitive development during dramatic play.

#### Characteristics:

- Description of two significant aspects of the children's social/emotional development observed during dramatic play is insightful.
- Explanation of how the two aspects influence teaching is effective.
- Description of two strategies to support and extend the children's cognitive development during this dramatic play is informed.
- Rationale for these strategies is unambiguous.
- Examples from the scenario are appropriate.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to provide an accurate and detailed identification and description of children’s social/emotional development observed during dramatic play, a detailed and appropriate explanation of how the children’s social/emotional development influences instruction, and to give a detailed description and rationale of two strategies that would support and extend the children’s cognitive development during dramatic play.

**Characteristics:**

- Description of two significant aspects of the children’s social/emotional development observed during dramatic play is sketchy or minimal.
- Explanation of how the two aspects influence teaching is ineffective or partial.
- Description of two strategies to support and extend the children’s cognitive development during this dramatic play is misinformed or global.
- Rationale for these strategies is ambiguous or weak.
- Examples from the scenario are inappropriate or trivial.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to provide an accurate and detailed identification and description of children’s social/emotional development observed during dramatic play, a detailed and appropriate explanation of how the children’s social/emotional development influences instruction, and to give a detailed description and rationale of two strategies that would support and extend the children’s cognitive development during dramatic play.

**Characteristics:**

- Description of two significant aspects of the children’s social/emotional development observed during dramatic play is minimal or missing.
- Explanation of how the two aspects influence teaching is minimal or absent.
- Description of two strategies to support and extend the children’s cognitive development during this dramatic play is misinformed or absent.
- Rationale for these strategies is ambiguous or not there.
- Examples from the scenario are inappropriate or missing.

**Produced for**

**NATIONAL BOARD**

*for Professional Teaching Standards®*

**by**

**PEARSON**

© 2015 National Board for Professional Teaching Standards. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system, without permission in writing from the publisher.

The National Board for Professional Teaching Standards logo, National Board for Professional Teaching Standards, NBPTS, National Board Certified Teacher, NBCT, National Board Certification, *Take One!*, *Accomplished Teacher*, and Profile of Professional Growth are registered trademarks or service marks of the National Board for Professional Teaching Standards. Other marks are trademarks or registered trademarks of their respective organizations.

The National Board for Professional Teaching Standards, Inc. has been funded in part with grants from the U.S. Department of Education and the National Science Foundation. The contents of this publication do not necessarily represent the policy of the U.S. Department of Education or the National Science Foundation, and you should not assume endorsement by the Federal Government. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the sponsors.

Prepared by Pearson for submission under contract with the National Board for Professional Teaching Standards®.

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