

# *Early and Middle Childhood/ English as a New Language*

## Component 1: Content Knowledge

## **SAMPLE ITEMS AND SCORING RUBRICS**

**NATIONAL BOARD**  
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## Overview

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This document provides information about the Early and Middle Childhood/English as a New Language (EMC/English as a New Language) 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.

**Note:** This document is intended for EMC/English as a New Language candidates who selected Path 2: English Language Development Specialist. If you selected Path 1, you must refer to the Component 1: Content Knowledge Sample Items and Scoring Rubrics for the path you selected (Early or Middle Childhood Generalist).

### 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.

### EMC/English as a New Language Component 1 Computer-Based Assessment

In the EMC/English as a New Language Component 1 computer-based assessment, content knowledge is assessed through the completion of approximately 45 selected response items and three constructed response exercises.

#### EMC/English as a New Language Standards Measured by Selected Response Items

The EMC/English as a New Language selected response items focus on the following Standards:

Standards Content	Approximate Percentage of Selected Response Item Section*
<b>Knowledge of Culture and Diversity (Standard II)</b> <ul style="list-style-type: none"><li>• Knowledge and Understanding of Culture and Diversity</li><li>• Culturally Responsive Learning Environments</li><li>• Student Advocacy</li></ul>	20%

<p><b>Knowledge of the English Language (Standard IV)</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Phonology</li> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Discourse</li> <li>• Social English Language</li> <li>• Academic English Language</li> </ul>	<p>25%</p>
<p><b>Knowledge of English Language Acquisition (Standard V)</b></p> <ul style="list-style-type: none"> <li>• Language Exposure</li> <li>• Language Awareness</li> <li>• Interaction and Practice</li> <li>• Interdependence of Language and Content</li> <li>• Interdependence of Reading, Writing, Speaking, Listening, and Visual Literacy</li> <li>• Explicit Instruction</li> <li>• Instructional Feedback</li> <li>• Language Transfer</li> <li>• Educational Background</li> <li>• Culture and Socioeconomic Variables</li> <li>• Age and Length of Time in the United States</li> <li>• Other Factors Affecting Language Development</li> <li>• Myths and Misconceptions about English Language Acquisition</li> </ul>	<p>40%</p>
<p><b>Assessment (Standard VII)</b></p> <ul style="list-style-type: none"> <li>• Variety in Assessment Techniques</li> <li>• Initial Placement Assessment</li> </ul>	<p>15%</p>

\* 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 EMC/English as a New Language Standards, refer to [www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org).

**EMC/English as a New Language Constructed Response Exercises**

The EMC/English as a New Language constructed response exercises assess the following:

- **Exercise 1: Domains of English Language Development**  
 In this exercise, you will use your knowledge of domains of English language development to identify four strategies and/or activities that would enhance proficiencies in four of five domains (listening, speaking, reading, writing, and visual literacy). You will be asked to respond to one prompt.

- **Exercise 2: Linguistic Structure of English**  
In this exercise, you will use your knowledge of the linguistic structure of the English language to analyze errors in a student work sample and to describe appropriate strategies for addressing the identified errors with the student described. You will be asked to respond to one prompt.
- **Exercise 3: English Language Acquisition**  
In this exercise, you will use your knowledge of English language acquisition to analyze a description of an English language learner and to describe appropriate strategies for enhancing the English language acquisition of the learner. You will be asked to respond to one prompt.

Each constructed response exercise will be assessed using a scoring rubric. Each EMC/English as a New Language Component 1 scoring rubric is derived from the EMD/English as a New Language 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 EMC/English as a New Language Component 1" and "Sample Constructed Response Exercises and Scoring Rubrics for EMC/English as a New Language 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 EMC/English as a New Language Component 1

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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. At the beginning of the school year, an ENL teacher is assigned to a new elementary school with students from a variety of cultures. The teacher wants to learn as much as possible about students' backgrounds. The teacher would best accomplish this goal by asking each student to:
  - A. label his or her place of birth on a class map.
  - B. create an identity collage to share with the class.
  - C. complete a graphic organizer with facts about his or her country of origin.
  - D. bring a favorite traditional family dish to share with the class.

2. A sixth-grade ENL teacher wants to help beginning-level students improve their listening comprehension skills. The most effective strategy to accomplish this objective would be to:
  - A. teach students different ways to ask the speaker for clarification.
  - B. give students an electronic translator to look up unknown phrases.
  - C. instruct students to maintain eye contact with the speaker.
  - D. give students a written transcript of daily class lessons.

3. A fourth-grade ENL student is struggling to read and comprehend the text in a social studies class. Which of the following strategies would help lessen the language demand while building background knowledge so that the student can experience greater success in this class?
- A. designating a peer who is a native speaker of English with strong reading skills to read the text out loud to the student
  - B. providing the student with a graphic organizer, such as a five senses chart, to complete while reading the text
  - C. assigning supplemental reading to the student that relates to the text, such as a magazine or newspaper article
  - D. providing the student with a chapter summary in simplified English to read at home the day before introducing a new chapter in class

4. An ENL teacher wants to teach the fifth-grade intermediate-level Spanish-speaking students the vocabulary term "lunar phases" when teaching a unit about the moon. What is the best approach to begin teaching this vocabulary term to the class?
- A. telling the class that they are going to talk about "phases of the moon," or "lunar phases"
  - B. having the students make a drawing of all the phases of the moon with the words "lunar phases" written at the top
  - C. teaching the class a song that includes all of the terms for the different lunar phases
  - D. writing the Spanish words "fase lunar" on the white board and "lunar phase" below it to show the class how they are similar.

5. An elementary ENL teacher learns that a new ENL student has enrolled in school. The new student will be entering United States schools for the first time as a fourth grader. She has attended school in Honduras since kindergarten. The teacher would like to learn as much as possible about her academic knowledge and skills. Which of the following assessments would yield the most useful information about the student's academic strengths and weaknesses?
- A. an English proficiency assessment
  - B. a norm-referenced battery of content-area assessments in English
  - C. a Spanish proficiency assessment
  - D. a norm-referenced battery of content-area assessments in Spanish

### Answer Key to Sample Selected Response Items

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

# Sample Constructed Response Exercises and Scoring Rubrics for EMC/English as a New Language Component 1

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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

<b>Exercise 1: Domains of English Language Development -</b>		 <b>Time Remaining</b>
<b>Candidate Name</b>		<b>29:31</b>
<b>Domains of English Language Development</b>		
<b><u>Introduction</u></b>		
<p>In this exercise, you will use your knowledge of domains of English language development to identify four strategies and/or activities that would enhance proficiencies in four of five domains (listening, speaking, reading, writing, and visual literacy). 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 thorough explanation of four strategies and/or activities that would support the development of students' proficiencies in four of five domains (listening, speaking, reading, writing, and visual literacy); and</li><li>• an appropriate rationale for each strategy and/or activity.</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>		
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<b>Exercise 1: Domains of English Language Development -</b>		 <b>Time Remaining</b>
<b>Candidate Name</b>		<b>29:31</b>
<b>Scenario</b>		
<p>In their literature class, your fourth-grade English as a New Language (ENL) students are studying the book <i>Little House in the Big Woods</i>. The current chapter of their book is called Two Big Bears.</p>		
<b>Text</b>		
Two Big Bears		
<p>In the Big Woods the snow was beginning to thaw. Bits of it dropped from the branches of the trees and made little holes in the softening snow banks below. At noon all the big icicles along the eaves of the little house quivered and sparkled in the sunshine, and drops of water hung trembling at their tips.</p> <p>Pa said he must go to town to trade the furs of the wild animals he had been trapping all winter. So one evening he made a big bundle of them. There were so many furs that when they were packed tightly and tied together they made a bundle almost as big as Pa.</p>		
<p>You must address each of the following in your response.</p> <ul style="list-style-type: none"><li>• Given the scenario, identify and explain <b>four</b> strategies and/or activities that would support the development of students' proficiencies in <b>four</b> of the following five domains: listening, speaking, reading, writing, and visual literacy. Be sure to identify <b>one</b> strategy and/or activity for <b>each</b> of the four domains you have chosen, making specific reference to the text provided in this exercise.</li><li>• For <b>each</b> of your chosen domains, give a rationale that supports the use of the identified strategy and/or activity.</li></ul>		
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### Scoring Rubric for Exercise 1

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate has knowledge of four of five domains of English language development (listening, speaking, reading, writing, and visual literacy) and is able to identify strategies and/or activities that would enhance proficiencies in four of the domains.

#### Characteristics:

- An accurate identification and thorough explanation of four strategies and/or activities that would support the development of students' proficiencies in listening, speaking, reading, writing, and/or visual literacy.
- An appropriate and thoughtful rationale for each strategy and/or activity.

The **LEVEL 3** response shows *clear* evidence that the candidate has knowledge of four of five domains of English language development (listening, speaking, reading, writing, and visual literacy) and is able to identify strategies and/or activities that would enhance proficiencies in four of the domains.

#### Characteristics:

- An accurate identification and explanation of four strategies and/or activities that would support the development of students' proficiencies in listening, speaking, reading, writing, and/or visual literacy.
- An appropriate rationale for each strategy and/or activity.

The **LEVEL 2** response shows *limited* evidence that the candidate has knowledge of four of five domains of English language development (listening, speaking, reading, writing, and visual literacy) and is able to identify strategies and/or activities that would enhance proficiencies in four of the domains.

**Characteristics:**

- A sketchy identification and explanation of four strategies and/or activities; strategies and/or activities may be unlikely to support the development of students' proficiencies in listening, speaking, reading, writing, and/or visual literacy.
- Rationales are loosely related to the strategies and/or activities.

The **LEVEL 1** response shows *little or no* evidence that the candidate has knowledge of four of five domains of English language development (listening, speaking, reading, writing, and visual literacy) and is able to identify strategies and/or activities that would enhance proficiencies in four of the domains.

**Characteristics:**

- An ineffective identification and explanation of four strategies and/or activities; strategies and/or activities are unlikely to support the development of students' proficiencies in listening, speaking, reading, writing, and/or visual literacy.
- Rationales, if provided, are unrelated to the strategies and/or activities.

## Sample Exercise 2 and Scoring Rubric

### Sample Exercise 2

<b>Exercise 2: Linguistic Structure of English - Candidate Name</b>		 <b>Time Remaining</b> 29:31
<b>Linguistic Structure of English</b>		
<b><u>Introduction</u></b>		
In this exercise, you will use your knowledge of the linguistic structure of the English language to analyze errors in a student work sample and to describe appropriate strategies for addressing the identified errors with the student described. 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 identification of linguistic errors in a student response across the following four categories: phonology, vocabulary, grammar, and discourse; and</li><li>• a detailed description of specific strategies for addressing the identified errors with the student described.</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.		
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<b>Exercise 2: Linguistic Structure of English - Candidate Name</b>		 <b>Time Remaining</b> 29:31
<b>Definitions of Linguistic Terms</b>		
For the purpose of this exercise, these are the definitions of the linguistic terms:		
Phonology refers to the structure and systematic patterning of sounds in human language, the relationships between those sounds, and how those sounds correspond to graphemes.		
Vocabulary refers to word meaning and usage, including semantic features of individual words and groups of words, meanings of morphological parts of words, and semantic and pragmatic uses of words in specific discourse contexts.		
Grammar refers to the internal structure of words (morphology) and sentences (syntax) and the interrelationships among the internal parts of words and sentences.		
Discourse refers to language usage in extended communication, including pragmatic functions of language and features of spoken and written genres.		
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<b>Exercise 2: Linguistic Structure of English - Candidate</b>		 <b>Time Remaining</b>
<b>Name</b>		<b>29:31</b>
<b>Scenario</b>		
<p>This response is from a nine-year-old Russian-speaking student. He has been identified as an intermediate-level English as a New Language (ENL) student. He has been asked to write a paragraph about what a gold miner does.</p> <p>The Gold Miner had a very ruff day lookin for gold? Ferst. he seeked more gold than other day. Latur he taked a shower aftur a hard day in the mine. Lest the miner finded a big meal at the dinur. "What a day! he yelld weth joy.</p>		
<p>You must address each of the following in your response.</p> <ul style="list-style-type: none"><li>• In the student response cited, identify a total of <b>six</b> linguistic errors across the following <b>four</b> categories: phonology, vocabulary, grammar, and discourse. Be sure to identify at least <b>one</b> error in <b>each</b> of the categories.</li><li>• For <b>each</b> of the six linguistic errors you have identified, describe a specific instructional strategy that you would use with the student described in the scenario to address the identified errors.</li></ul>		
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## Scoring Rubric for Exercise 2

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence of a broad knowledge of the linguistic structure of English and of the ability to analyze student errors and describe appropriate strategies for developing the student's English proficiency.

### Characteristics:

- An accurate identification of linguistic errors in the student response across the following four categories: phonology, vocabulary, grammar, and discourse.
- A detailed description of strategies that are specifically targeted to the identified errors and the needs of the given student.

The **LEVEL 3** response shows *clear* evidence of a broad knowledge of the linguistic structure of English and of the ability to analyze student errors and describe appropriate strategies for developing the student's English proficiency.

### Characteristics:

- An accurate identification of linguistic errors in the student response across the following four categories: phonology, vocabulary, grammar, and discourse.
- An accurate description of strategies that would address the identified errors and are appropriate for the given student, though the connection to the given student may not be explicitly stated.

The **LEVEL 2** response shows *limited* evidence of a broad knowledge of the linguistic structure of English and of the ability to analyze student errors and describe appropriate strategies for developing the student's English proficiency.

**Characteristics:**

- Identification of linguistic errors in the student response may be inaccurate or incomplete and may fail to address the following four categories: phonology, vocabulary, grammar, and discourse.
- A sketchy description of specific strategies that would address the identified errors and the needs of the given student.

The **LEVEL 1** response shows *little or no* evidence of a broad knowledge of the linguistic structure of English and of the ability to analyze student errors and describe appropriate strategies for developing the student's English proficiency.

**Characteristics:**

- Identification of linguistic errors in the student response contains inaccuracies and/or is incomplete, failing to address the following four categories: phonology, vocabulary, grammar, and discourse.
- A description of specific strategies that would address the identified errors is absent or of minimal significance, and/or the strategies are inappropriate for the given student.

## Sample Exercise 3 and Scoring Rubric

### Sample Exercise 3

<b>Exercise 3: English Language Acquisition - Candidate Name</b>		 <b>Time Remaining</b> 29:31
<b>English Language Acquisition</b>		
<b><u>Introduction</u></b>		
<p>In this exercise, you will use your knowledge of English language acquisition to analyze a description of an English language learner and to describe appropriate strategies for enhancing the English language acquisition of the learner. 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 of factors that influence a learner's English language acquisition;</li><li>• an insightful and detailed explanation of the factors influencing the English language learner described; and</li><li>• a detailed description of appropriate strategies specifically targeted to the English language learner described, with thorough explanations of how these strategies will enhance the learner's English language acquisition.</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>		
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<b>Exercise 3: English Language Acquisition - Candidate Name</b>		 <b>Time Remaining</b> 29:31
<b>Student Profile</b>		
<p>This third-grade student is eight years old and attends a daily 30-minute pull-out English as a New Language program. He has always lived in the United States. His Mexican-born parents have a fifth-grade education and limited knowledge of English but help him with homework as much as they are able. The student's 13-year-old brother, whom he was close to, recently passed away from cancer. The student speaks Spanish with his family. His computational math skills are good, but he struggles with reading. He can decode words at a second-grade level, but is far below grade level in fluency and comprehension. The student's scores in all language areas of English proficiency tests have always been the lowest in his same-language peer group. The student wears his glasses inconsistently, and they are sometimes broken. The student gets along well with his classmates.</p>		
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<b>Exercise 3: English Language Acquisition - Candidate Name</b>		 <b>Time Remaining</b> <b>29:31</b>
<b>Preparation</b>		
<p>Multiple factors—cognitive, social, physical, and psychological—influence the readiness of an English language learner to acquire a second language.</p> <p>A school's program type (bilingual, dual-language, inclusion, pull-out or push-in, sheltered content instruction, or others) will also influence a learner's readiness. Additional specific school-based factors include class size, number of grade levels in the group, grade-level placement, general school population, and immigrant population.</p> <p>As appropriate, you may consider these factors as you construct your response to the prompt in this exercise.</p>		
<p>You must address each of the following in your response.</p> <ul style="list-style-type: none"><li>• Identify <b>three</b> critical factors that help explain the current proficiency level of the student described.</li><li>• Explain why the <b>three</b> identified factors are critical in influencing English language acquisition for this student. Make specific reference to the student profile.</li><li>• Describe <b>three</b> strategies that are likely to enhance this student's English language acquisition. Relate your response directly to the factors you identified above and explain how these strategies will enhance this student's English language acquisition.</li></ul>		
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### Scoring Rubric for Exercise 3

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to analyze a description of an English language learner, and to describe appropriate strategies to enhance the learner's English language acquisition.

#### Characteristics:

- An accurate identification of factors that influence English language acquisition.
- An insightful and detailed explanation of the factors affecting the English language learner described.
- Detailed description and thorough explanation of appropriate strategies specifically targeted to the given student.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to analyze a description of an English language learner, and to describe appropriate strategies to enhance the learner's English language acquisition.

#### Characteristics:

- An accurate identification of factors that influence English language acquisition.
- A logical explanation of the factors affecting the English language learner described.
- Reasonable description and logical explanation of appropriate strategies for the given student.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to analyze a description of an English language learner, and to describe appropriate strategies to enhance the learner's English language acquisition.

**Characteristics:**

- A somewhat inaccurate identification of factors that influence English language acquisition.
- A weak, inaccurate, or incomplete explanation of the factors affecting the English language learner described.
- Vaguely described and weakly explained strategies; strategies may be less than appropriate for the given student.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to analyze a description of an English language learner, and to describe appropriate strategies to enhance the learner's English language acquisition.

**Characteristics:**

- An inaccurate identification of factors that influence English language acquisition.
- A misinformed explanation of the factors affecting the English language learner described.
- Minimally described and poorly explained strategies; explanation may be missing or inappropriate for the given student.

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