



# Early Adolescence through Young Adulthood

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## ENGLISH AS A NEW LANGUAGE

(Including the Adolescence and Young Adulthood/Science  
Scoring Rubrics for Assessment Center Exercises)

### Scoring Guide for Candidates

For retake candidates who began the Certification process in 2013-14 and earlier.

- **Part 1** provides you with the tools to understand and interpret your scores.
- **Part 2** provides the scoring rubrics for your certificate area, guiding you as you develop your portfolio entries and prepare for your assessment center exercises.

*National Board Certification  
Promotes Better Teaching,  
Better Learning, Better Schools*

# Contents

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<b>ABOUT THIS SCORING GUIDE .....</b>	<b>i</b>
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## **PART 1: UNDERSTANDING AND INTERPRETING YOUR SCORES**

<b>HOW THE FIVE CORE PROPOSITIONS AND THE STANDARDS INFORM THE ASSESSMENTS AND THE SCORING PROCESS .....</b>	<b>1-2</b>
What Are the Five Core Propositions? .....	1-2
What Are the Standards? .....	1-3
Who Are the Assessors? .....	1-4
<b>INTERPRETING YOUR SCORES .....</b>	<b>1-6</b>
Accessing Your Score Report .....	1-7
Understanding Your Score Report .....	1-8
Key Aspects of the Scoring Process .....	1-10
Evaluating Your Performance .....	1-10
<b>MOVING FORWARD WITH YOUR SCORES .....</b>	<b>1-17</b>
Identifying Your Strengths and Weaknesses .....	1-17
Next Steps .....	1-17
Retake Considerations .....	1-18
Preparing Your Retake Submissions .....	1-23
Filing an Appeal .....	1-24
<b>APPENDIX: LINKS TO RESOURCES .....</b>	<b>1-26</b>

## **PART 2: UNDERSTANDING AND APPLYING THE SCORING CRITERIA**

<b>SCORING RUBRICS FOR PORTFOLIO ENTRIES .....</b>	<b>2-1</b>
Entry 1: Assessment as a Tool for Unit Planning .....	2-1
Entry 2: Scaffolding Learning .....	2-5
Entry 3: Facilitating Interactions: Small Groups .....	2-9
Entry 4: Documented Accomplishments: Contributions to Student Learning .....	2-13
<b>SCORING RUBRICS FOR ASSESSMENT CENTER EXERCISES .....</b>	<b>2-17</b>
Exercise 1: Data Analysis (Physics) .....	2-17
Exercise 2: Interrelationships (Biology) .....	2-19
Exercise 3: Fundamental Concepts (Earth/Space Science) .....	2-21
Exercise 4: Changes in Systems (Chemistry) .....	2-23
Exercise 4: Change over Time (Biology) .....	2-25
Exercise 5: Connections in Science (Chemistry) .....	2-27
Exercise 5: Connections in Science (Earth/Space Science) .....	2-29
Exercise 6: Breadth of Knowledge (Physics) .....	2-31

## About This Scoring Guide

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The *Scoring Guide for Candidates* is a comprehensive overview of the National Board's scoring process. It is essential reading for anyone pursuing National Board Certification®. Together the two parts of the *Scoring Guide for Candidates* will help you on your path toward becoming a National Board Certified Teacher® (NBCT®).

### Part 1: Understanding and Interpreting Your Scores

**Part 1** guides you through the scoring process, providing you with the tools to understand and interpret your scores. Applicable to all certificate areas, **Part 1** includes crucial information about the role of the National Board Standards, which represent a professional consensus on the critical aspects of practice that distinguish accomplished teachers in the field and function as the foundation of each assessment.

Additionally, you will find information in **Part 1** about NBPTS® assessors—the qualified professionals who assign your scores. You will also find the score ranges, which will allow you to match your score to the appropriate level of performance. **Part 1** also discusses the National Board's retake policies, relevant to you if you do not meet the performance standard on your initial certification attempt. In **Part 1** you will learn how to interpret your individual scores and, if necessary, develop strategies to improve them.

### Part 2: Understanding and Applying the Scoring Criteria

**Part 2** provides the scoring rubrics for each portfolio entry and assessment center exercise in your certificate area, guiding you as you develop your portfolio entries and prepare for your assessment center exercises. The rubrics are presented here in a bulleted format to highlight the vital information contained in each. Reading the scoring rubrics will help you think about ways to strengthen your practice and best demonstrate your teaching expertise. The rubrics are the tool that assessors use to determine the appropriate scores for performance in your field.

The NBPTS Web site provides additional documents to assist you in the process of developing your portfolio entries and evaluating your performance. One such document is the [Evaluation of Evidence Guide](#). Each certificate-specific guide corresponds to an individual portfolio entry for your certificate area, and each includes questions that shape how assessors view the evidence you submit.

Other resources that will help you prepare for your assessment include the following certificate-specific documents, all of which are available online at [www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org):

- *Assessment at a Glance*
- Standards for Accomplished Teaching
- *Portfolio Instructions*



## Part 1:

# Understanding and Interpreting Your Scores

This resource is available as a PDF file. You may select the link below to view or print **Part 1**.

[Scoring Guide for Candidates, Part 1: Understanding and Interpreting Your Scores](#)



## Part 2:

# Understanding and Applying the Scoring Criteria

**Part 2: Understanding and Applying the Scoring Criteria** presents the scoring rubrics for your certificate area. You should read the rubrics while developing your portfolio entries and preparing for your assessment center exercises. These rubrics, which are derived from the Standards, define the levels of accomplished teaching that you must demonstrate. This reference information will help you understand how the rubrics guide assessors in evaluating your work.

Each rubric begins with an overarching statement that summarizes the quality of performance at each of the rubric levels. For example, the overarching statement for a Level 4 rubric might read: "The Level 4 performance provides *clear, consistent, and convincing* evidence of the teacher's knowledge and practice in his or her field." This precise language is used to distinguish between the four levels of the score scale. The body of the rubric consists of statements organized in a manner that reflects the order of tasks or questions within the entry or exercise. If you are asked to discuss your goals in the first response, for example, then the quality statement about goals will be stated at the beginning of the body of the rubric.

One way to understand the meaning of the entire rubric and how it relates to the quality of a performance is to read across the rubric. You can do this by reading the first sentence for Level 4, the first sentence for Level 3, and so on. This reveals the gradations of quality delineated for each feature of the response. A careful reading of the rubrics is an invaluable step in helping you successfully develop your portfolio entries and prepare for your assessment center exercises.

Your portfolio entries and assessment center exercises are scored holistically. To score holistically, an assessor must look at the entry and exercise for its overall quality and evaluate the work as a whole. The response may have characteristics of adjacent performance levels, but the assessor must assign the score that best describes the work as a whole. When scoring, an assessor reads completely, and views, when applicable, the entire entry and exercise before assigning a score. An assessor should read and review supportively, looking for and rewarding those things done well in the entry or exercise.

For more information about understanding and interpreting your scores, please refer to **Part 1**.

### Contents:

- Scoring Rubrics for Portfolio Entries
- Scoring Rubrics for Assessment Center Exercises

## Scoring Rubrics for Portfolio Entries

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### Entry 1: Assessment as a Tool for Unit Planning

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**In this entry:** You submit two assessments for each of two students, as well as a Written Commentary that provides an overview of your unit plan and contextualizes the assessments as they are used to inform your planning. You describe the implementation of the unit plan and any adjustments you made to your teaching during the implementation. You discuss how the students' assessments, as well as their linguistic and cultural diversity, informed your planning.

**THE LEVEL 4** performance provides *clear, consistent, and convincing* evidence that the teacher is able to plan and implement a unit of instruction for linguistically and culturally diverse learners, and to administer and interpret appropriate assessments as a means to inform planning.

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

- that the teacher sets high, worthwhile, and appropriate language and content goals for student learning based on a detailed knowledge of students' skills, aspirations, and values, as well as their cultural and linguistic history.
- that the teacher recognizes the students' cultural diversity and plans ways for the students to actively participate in the culture of the new language.
- of the teacher's ability to employ appropriate assessment measures in determining the students' language development needs.
- that the teacher plans instruction, which reflects consideration of the unique learning needs of the students and shows appropriate and challenging expectations while integrating subject matter with reading, writing, listening, speaking, and visual literacy within the established goals.
- that the teacher uses instructional resources, including media and/or technological resources, to facilitate language learning.
- of the teacher's ability to determine when to give feedback to students and when given, to make it supportive and constructive feedback that enhances student learning.
- that the teacher accurately describes, analyzes, and evaluates student work, and appropriately applies knowledge of language acquisition and development to future instruction.
- that the teacher engages in reflective thinking whereby she or he describes her or his practice accurately, analyzes it thoughtfully, and reflects on its implications and significance for future instruction.

Overall, there is *clear, consistent, and convincing* evidence of the teacher's ability to plan and implement a unit of instruction for linguistically and culturally diverse learners, and to administer and interpret appropriate assessments as a means to inform planning.

**THE LEVEL 3** performance provides *clear* evidence that the teacher is able to plan and implement a unit of instruction for linguistically and culturally diverse learners, and to administer and interpret appropriate assessments as a means to inform planning.

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

- that the teacher sets high, worthwhile, and appropriate language and content goals for student learning based on a detailed knowledge of students' skills, aspirations, and values as well as their cultural and linguistic history.
- that the teacher recognizes the students' cultural diversity and plans ways for the students to actively participate in the culture of the new language.
- of the teacher's ability to employ appropriate assessment measures in determining the students' language development needs.
- that the teacher plans instruction, which reflects consideration of the unique learning needs of the students and shows appropriate and challenging expectations while integrating subject matter with reading, writing, listening, speaking, and visual literacy within the established goals.
- that the teacher uses instructional resources, including media and/or technological resources, to facilitate language learning.
- of the teacher's ability to determine when to give feedback to students and when given, to make it supportive and constructive feedback that enhances student learning.
- that the teacher accurately describes, analyzes, and evaluates student work, and appropriately applies knowledge of language acquisition and development to future instruction.
- that the teacher engages in reflective thinking whereby she or he describes her or his practice accurately, analyzes it thoughtfully, and reflects on its implications and significance for future instruction.

A Level 3 performance may show imbalance in the analysis and/or evidence presented for each student or assignment. One part of the response may be more indicative of accomplished practice than another, but overall, there is *clear* evidence of the teacher's ability to plan and implement a unit of instruction for linguistically and culturally diverse learners, and to administer and interpret appropriate assessments as a means to inform planning.

**THE LEVEL 2** performance provides *limited* evidence that the teacher is able to plan and implement a unit of instruction for linguistically and culturally diverse learners, and to administer and interpret appropriate assessments as a means to inform planning.

**The Level 2 performance provides *limited* evidence:**

- that the teacher sets high, worthwhile, and appropriate language and content goals for student learning based on a detailed knowledge of students' skills, aspirations, and values as well as their cultural and linguistic history.
- that the teacher recognizes the students' cultural diversity and plans ways for the students to actively participate in the culture of the new language.
- of the teacher's ability to employ appropriate assessment measures in determining the students' language development needs.
- that the teacher plans instruction, which reflects consideration of the unique learning needs of the students and which shows appropriate expectations while integrating subject matter with reading, writing, listening, speaking, and visual literacy within the established goals.
- that the teacher uses instructional resources, including media and/or technological resources to facilitate language learning.
- of the teacher's ability to determine when to give feedback to students and when given, to make it supportive and constructive feedback that enhances student learning.
- that the teacher accurately describes, analyzes, and evaluates student work, and appropriately applies knowledge of language acquisition and development to future instruction.
- that the teacher engages in reflective thinking whereby she or he describes her or his practice accurately, analyzes it thoughtfully, and reflects on its implications and significance for future instruction.

The Level 2 performance may be characterized by evidence that hints at accomplished practice, but overall, there is *limited* evidence of the teacher's ability to plan and implement a unit of instruction for linguistically and culturally diverse learners, and to administer and interpret appropriate assessments as a means to inform her or his planning.

**THE LEVEL 1** performance provides *little or no* evidence that the teacher is able to plan and implement a unit of instruction for linguistically and culturally diverse learners, and to administer and interpret appropriate assessments as a means to inform planning.

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

- that the teacher sets high, worthwhile, and appropriate language and content goals for student learning based on a detailed knowledge of students' skills, aspirations, and values as well as their cultural and linguistic history.
- that the teacher recognizes the students' cultural diversity and plans ways for the students to actively participate in the culture of the new language.
- of the teacher's ability to employ appropriate assessment measures in determining the students' language development needs.
- of the teacher's ability to plan instruction, which reflects consideration of the unique learning needs of the students and which shows appropriate and challenging expectations while integrating subject matter with reading, writing, listening, speaking, and visual literacy within the established goals.
- that the teacher uses instructional resources, including media and/or technological resources, to facilitate language learning.
- of the teacher's ability to determine when to give feedback to students and when given, to make it supportive and constructive feedback that enhances student learning.
- that the teacher accurately describes, analyzes, and evaluates student work, and appropriately applies knowledge of language acquisition and development to future instruction.
- that the teacher engages in reflective thinking whereby she or he describes her or his practice accurately, analyzes it thoughtfully, and reflects on its implications and significance for future instruction.

Overall, there is *little or no* evidence of the teacher's ability to plan and implement a unit of instruction for linguistically and culturally diverse learners, and to administer and interpret appropriate assessments as a means to inform her or his planning.

## Entry 2: Scaffolding Learning

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**In this entry:** You submit a 15-minute video recording that illustrates your ability to apply your knowledge of your students as individual content and language learners as you set worthwhile and realistic goals for them and prepare them for the study of a unit, topic, or concept that is new to them. You discuss your instructional objectives, adaptation of instructional resources, and approach to second-language acquisition. You provide evidence that your students are actively engaged with each other, their materials, and/or you in a content-based English language learning experience. You provide a Written Commentary analyzing the video recording and assessment materials.

**THE LEVEL 4** performance provides *clear, consistent, and convincing* evidence of the teacher's ability to facilitate and support students' language development as they actively engage with each other, their materials, and/or the teacher during introduction of new, scaffolded information.

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

- of the ability to provide a safe, inclusive, and challenging learning environment.
- of the ability to access and utilize detailed knowledge of students' backgrounds and interests.
- of the ability to actively engage the students in the activities and substance of the lesson.
- of the use of teaching strategies that reflect consideration of the unique learning needs of the students and shows high expectations for all students.
- of the ability to support active learning by scaffolding new information and providing students the opportunity to demonstrate an understanding of the scaffolded information.
- of the ability to draw on knowledge of language development and set high, attainable, and worthwhile language-learning goals for the students.
- of the ability to use varied, appropriate, and thought-provoking instructional resources, including media and/or technology, to engage students.
- of the ability to accurately describe, analyze, and evaluate classroom interactions, showing knowledge of students and insight into the students' learning.
- of the ability to engage in reflective thinking in which the teacher describes her or his practice accurately, analyzes it fully and thoughtfully, and reflects on its implications and significance for future teaching.

Overall, there is *clear, consistent and convincing* evidence of the teacher's ability to facilitate and support students' language development as they actively engage with each other, their materials, and/or the teacher during introduction of new, scaffolded information.

**THE LEVEL 3** performance provides *clear* evidence of the teacher's ability to facilitate and support students' language development as they actively engage with each other, their materials, and/or the teacher during introduction of new, scaffolded information.

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

- of the ability to provide a safe, inclusive, and challenging learning environment.
- of the ability to access and utilize detailed knowledge of students' backgrounds and interests.
- of the ability to actively engage the students in the activities and substance of the lesson.
- of the use of teaching strategies that reflect consideration of the unique learning needs of the students and shows high expectations for all students.
- of the ability to support active learning by scaffolding new information and providing students the opportunity to demonstrate an understanding of the scaffolded information.
- of the ability to draw on knowledge of language development and set high, attainable, and worthwhile language-learning goals for the students.
- of the ability to use varied, appropriate, and thought-provoking instructional resources, including media and/or technology, to engage students.
- of the ability to accurately describe, analyze, and evaluate classroom interactions, showing knowledge of students and insight into the students' learning.
- of the ability to engage in reflective thinking in which the teacher describes her or his practice accurately, analyzes it fully and thoughtfully, and reflects on its implications and significance for future teaching.

One part of the response may be more indicative of accomplished practice than another, but overall, there is *clear* evidence of the teacher's ability to facilitate and support students' language development as they actively engage with each other, their materials, and/or the teacher during introduction of new, scaffolded information.

**THE LEVEL 2** performance provides *limited* evidence of the teacher's ability to facilitate and support students' language development as they engage with each other, their materials, and/or the teacher during introduction of new, scaffolded information.

**The Level 2 performance provides *limited* evidence:**

- of the ability to provide a safe, inclusive, and challenging learning environment.
- of the ability to access and utilize detailed knowledge of students' backgrounds and interests.
- of the ability to actively engage the students in the activities and substance of the lesson.
- of the use of teaching strategies that reflect consideration of the unique learning needs of the students and shows routine expectations for all students.
- of the ability to support active learning by scaffolding new information and providing students the opportunity to demonstrate an understanding of the scaffolded information.
- of the ability to draw on knowledge of language development and set high, attainable, and worthwhile language-learning goals for the students.
- of the ability to use varied, appropriate, and thought-provoking instructional resources, including media and/or technology, to engage students.
- of the ability to accurately describe, analyze, and evaluate classroom interactions, showing knowledge of students and insight into the students' learning.
- of the ability to engage in reflective thinking in which the teacher describes her or his practice accurately, analyzes it fully and thoughtfully, and reflects on its implications and significance for future teaching.

The Level 2 performance may be characterized by evidence that hints at accomplished practice, but overall, there is *limited* evidence of the teacher's ability to facilitate and support students' language development as they engage with each other, their materials, and/or the teacher during introduction of new, scaffolded information.

**THE LEVEL 1** performance provides *little or no* evidence of the teacher's ability to facilitate and support students' language development as they engage with each other, their materials, and/or the teacher during introduction of new, scaffolded information.

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

- of the ability to provide a safe, inclusive, and challenging learning environment.
- of the ability to access and utilize detailed knowledge of students' backgrounds and interests.
- of the ability to actively engage the students in the activities and substance of the lesson.
- of the use of teaching strategies that reflect consideration of the unique learning needs of the students and shows routine expectations for all students.
- of the ability to support active learning by scaffolding new information and providing students the opportunity to demonstrate an understanding of the scaffolded information.
- of the ability to draw on knowledge of language development and set high, attainable, and worthwhile language-learning goals for the students.
- of the ability to use varied, appropriate, and thought-provoking instructional resources, including media and/or technology, to engage students.
- of the ability to accurately describe, analyze, and evaluate classroom interactions, showing knowledge of students and insight into the students' learning.
- of the ability to engage in reflective thinking in which the teacher describes her or his practice accurately, analyzes it fully and thoughtfully, and reflects on its implications and significance for future teaching.

Overall, the Level 1 performance provides *little or no* evidence of the teacher's ability to facilitate and support students' language development as they engage with each other, their materials, and/or the teacher during introduction of new, scaffolded information.

## Entry 3: Facilitating Interactions: Small Groups

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**In this entry:** You submit a 15-minute video recording to demonstrate your practice and your ability to facilitate small interactive groups of linguistically and culturally diverse learners who are engaged in collaborative work. You provide evidence of how you foster the engagement of students in a meaningful English language activity in which students share ideas and listen attentively to each other. You provide a Written Commentary analyzing the video recording and assessment materials.

**THE LEVEL 4** performance provides *clear, consistent, and convincing* evidence of the ability to engage linguistically and culturally diverse learners in small-group collaborative learning and to reflect on the planning and implementation of the lesson.

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

- of the ability to provide a safe, inclusive, and challenging learning environment.
- of the ability to facilitate and support students' learning and language development.
- of the ability to actively engage students in the activities and substance of the lesson.
- of the ability to support active learning by asking insightful, open-ended questions, and listening attentively to student responses and to encourage student-initiated discussion.
- of the ability to access and utilize detailed knowledge of students' backgrounds and interests, which is reflected in teaching strategies and demonstrates understanding of the unique learning styles of the students.
- of the ability to draw on the knowledge of language development and set high, attainable and worthwhile language-learning goals for the students.
- of the ability to connect learning goals to an integration of reading, writing, listening, speaking, and visual literacy objectives.
- of the ability to plan and use organized, sequenced, and structured learning activities that afford students significant learning experiences that enable the students to achieve the stated goals.
- of the use of varied, appropriate, and thought-provoking instructional resources, which include media and/or technology, to engage students.
- of the ability to create situations in which the learners can negotiate meaning through interactions with the teacher and each other.
- of the ability to accurately describe, analyze, and evaluate group interactions, showing knowledge of students and insight into student learning.
- of the teacher's ability to fully and thoughtfully describe, analyze, and reflect on the implications of her or his practice for future teaching.

Overall, there is *clear, consistent, and convincing* evidence of the teacher's ability to engage linguistically and culturally diverse learners in small-group collaborative learning and to reflect on the planning and implementation of the lesson.

**THE LEVEL 3** performance provides *clear* evidence of the ability to engage linguistically and culturally diverse learners in small-group collaborative learning and to reflect on the planning and implementation of the lesson.

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

- of the ability to provide a safe, inclusive, and challenging learning environment.
- of the ability to facilitate and support students' learning and language development.
- of the ability to actively engage students in the activities and substance of the lesson.
- of the ability to support active learning by asking insightful, open-ended questions, and listening attentively to student responses and to encourage student-initiated discussion.
- of the ability to access and utilize detailed knowledge of students' backgrounds and interests, which is reflected in teaching strategies and demonstrates understanding of the unique learning styles of the students.
- of the ability to draw on the knowledge of language development and set high, attainable and worthwhile language-learning goals for the students.
- of the ability to connect learning goals to an integration of reading, writing, listening, speaking, and visual literacy objectives.
- of the ability to plan and use organized, sequenced, and structured learning activities that afford students significant learning experiences that enable the students to achieve the stated goals.
- of the use of varied, appropriate, and thought-provoking instructional resources, which include media and/or technology, to engage students.
- of the ability to create situations in which the learners can negotiate meaning through interactions with the teacher and each other.
- of the ability to accurately describe, analyze, and evaluate group interactions, showing knowledge of students and insight into student learning.
- of the teacher's ability to fully and thoughtfully describe, analyze, and reflect on the implications of her or his practice for future teaching.

One part of the performance may be more indicative of accomplished practice than another, but overall, there is *clear* evidence of the teacher's ability to engage linguistically and culturally diverse learners in small-group collaborative learning and to reflect on the planning and implementation of the lesson.

**THE LEVEL 2** performance provides *limited* evidence of the ability to engage linguistically and culturally diverse learners in small-group collaborative learning and to reflect on the planning and implementation of the lesson.

**The Level 2 performance provides *limited* evidence:**

- of the ability to provide a safe, inclusive, and challenging learning environment.
- of the ability to facilitate and support students' learning and language development.
- of the ability to actively engage students in the activities and substance of the lesson.
- of the ability to support active learning by asking insightful, open-ended questions, and listening attentively to student responses and to encourage student-initiated discussion.
- of the ability to access and utilize detailed knowledge of students' backgrounds and interests, which is reflected in teaching strategies and demonstrates understanding of the unique learning styles of the students.
- of the ability to draw on the knowledge of language development and set high, attainable, and worthwhile language-learning goals for the students.
- of the ability to connect learning goals to an integration of reading, writing, listening, speaking, and visual literacy objectives.
- of the ability to plan and use organized, sequenced, and structured learning activities that afford students significant learning experiences that enable the students to achieve the stated goals.
- of the use of varied, appropriate, and thought-provoking instructional resources, which include media and/or technology, to engage students.
- of the ability to create situations in which the learners can negotiate meaning through interactions with the teacher and each other.
- of the ability to accurately describe, analyze, and evaluate group interactions, showing knowledge of students and insight into student learning.
- of the teacher's ability to fully and thoughtfully describe, analyze, and reflect on the implications of her or his practice for future teaching.

The Level 2 performance may be characterized by evidence that hints at accomplished practice, but overall, there is *limited* evidence of the teacher's ability to engage linguistically and culturally diverse learners in small-group collaborative learning and to reflect on the planning and implementation of the lesson.

**THE LEVEL 1** performance provides *little or no* evidence of the ability to engage linguistically and culturally diverse learners in small-group collaborative learning and to reflect on the planning and implementation of the lesson.

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

- of the ability to provide a safe, inclusive, and challenging learning environment.
- of the ability to facilitate and support students' learning and language development.
- of the ability to actively engage students in the activities and substance of the lesson.
- of the ability to support active learning by asking insightful, open-ended questions, and listening attentively to student responses and to encourage student-initiated discussion.
- of the ability to access and utilize detailed knowledge of students' backgrounds and interests, which is reflected in teaching strategies and demonstrates understanding of the unique learning styles of the students.
- of the ability to draw on the knowledge of language development and set high, attainable, and worthwhile language-learning goals for the students.
- of the ability to connect learning goals to an integration of reading, writing, listening, speaking, and visual literacy objectives.
- of the ability to plan and use organized, sequenced, and structured learning activities that afford students significant learning experiences that enable the students to achieve the stated goals.
- of the use of varied, appropriate, and thought-provoking instructional resources, which include media and/or technology, to engage students.
- of the ability to create situations in which the learners can negotiate meaning through interactions with the teacher and each other.
- of the ability to accurately describe, analyze, and evaluate group interactions, showing knowledge of students and insight into student learning.
- of the teacher's ability to fully and thoughtfully describe, analyze, and reflect on the implications of her or his practice for future teaching.

Overall, there is *little or no* evidence of the teacher's ability to engage linguistically and culturally diverse learners in small-group collaborative learning and to reflect on the planning and implementation of the lesson.

## Entry 4: Documented Accomplishments: Contributions to Student Learning

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**In this entry:** You illustrate your partnerships with students' families and community, and your development as a learner and collaborator with other professionals by submitting descriptions and documentation of your activities and accomplishments in those areas. Your description must make the connection between each accomplishment and its impact on student learning.

**THE LEVEL 4** performance provides *clear, consistent, and convincing* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

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

- that the teacher treats parents and other interested adults as valued partners in the child's education, and uses thoughtfully chosen, appropriate strategies for reaching out to the families of his or her students. The selected strategies may or may not be original to the teacher, but they are implemented with skill and enthusiasm and are effective in engaging parents and other interested adults in communication that is highly interactive, fostering extensive two-way dialogue focused primarily on substantive teaching and learning issues and individual student progress.
- that the teacher facilitates ongoing, mutually beneficial communications between students and the wider community in a way that enhances teaching and learning.
- that the teacher has strengthened his or her own teaching practice through conscious and deliberate professional development to strengthen knowledge, skills, and abilities in areas that are relevant to his or her teaching and learning context for the purpose of impacting student learning.
- that the teacher has worked collaboratively with colleagues to improve teaching and learning, either within the school or in the wider professional community.
- that the teacher has shared his or her expertise in a leadership role with other educators through facilitating the professional development of other teachers, improving instructional practices, or advocating for positive change in educational policy.
- that the teacher's work outside the classroom has been driven by a conscious and deliberate focus on improving teaching and learning, as opposed to merely fulfilling job requirements. The descriptions and documentation provide a rich, detailed, coherent view of a teacher who has made an impact on student learning through work with other colleagues, professionals, families, and the community, and as a learner.
- that the teacher accurately analyzes and thoughtfully reflects on the significance of all accomplishments taken together, and can appropriately plan for future opportunities to impact student learning.

Overall, there is *clear, consistent, and convincing* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

**THE LEVEL 3** performance provides *clear* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

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

- that the teacher treats parents and other interested adults as valued partners in the child's education, and uses appropriate strategies for reaching out to the families of his or her students. The selected strategies may or may not be original to the teacher, but they are effective in engaging parents and other interested adults in communication that is interactive, fostering two-way dialogue focused primarily on substantive teaching and learning issues and individual student progress.
- that the teacher facilitates ongoing, mutually beneficial communications between students and the wider community in a way that enhances teaching and learning.
- that the teacher has strengthened his or her own teaching practice through conscious and deliberate professional development to strengthen knowledge, skills, and abilities in areas that are relevant to his or her teaching and learning context.
- that the teacher has worked with colleagues as a partner or collaborator to improve teaching and learning, either within the school or in a larger professional context, such as within a professional organization.
- that the teacher has shared his or her expertise in a leadership role with other educators through facilitating the professional development of other teachers, improving instructional practices, or advocating for positive changes in educational policy.
- that the teacher's work outside the classroom has been driven by a conscious focus on improving teaching and learning, as opposed to merely fulfilling job requirements. The descriptions and evidence provide a coherent view of a teacher who has made an impact on student learning through work with other colleagues, professionals, families, and the community, and as a learner.
- that the teacher accurately analyzes and thoughtfully reflects on the significance of all accomplishments taken together, and can appropriately plan for future opportunities to impact student learning.

Overall, there is *clear* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

**THE LEVEL 2** performance provides *limited* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

**The Level 2 performance provides *limited* evidence:**

- that the teacher treats parents and other interested adults as valued partners in the child's education, and uses appropriate strategies for reaching out to the families of his or her students. The rationale for the selected strategies may be a bit vague and/or there may be limited evidence that the strategies are effective in engaging parents and other interested adults. There may be evidence that though the strategies work with many families, some families are not being fully engaged.
- that the communications with families are focused on substantive teaching and learning issues. Instead, many of the communications may be dominated by procedural issues, behavior, or disciplinary matters, or the communications may not show much differentiation between individual students, with the same communication going to all families.
- that the communications with families are interactive. There may be frequent communications home, but these may rely primarily on one-way media, such as notes home or newsletters. The evidence may suggest that parents are well informed about what is going on in the classroom, but there is limited evidence of two-way dialogue with families.
- regarding meaningful communications between the students and the wider community for the purpose of enhancing teaching and learning.
- that the teacher has strengthened his or her own teaching practice through professional development; even if the teacher has engaged in extensive professional development activities, it may be unclear how these activities relate to the knowledge, skills, and abilities that are relevant to his or her teaching and learning context.
- that the teacher has shared what he or she has learned with colleagues by working with them in a role as a partner, collaborator, or leader.

The evidence in a Level 2 performance may indicate that the teacher is an accomplished practitioner within his or her own classroom, but that he or she has not shared his or her expertise with others in a significant way through professional development of other teachers, improving instructional practices, or advocating for positive change in educational policy.

The evidence may suggest that the preponderance of the teacher's activities outside of the classroom has been to fulfill job requirements, as opposed to being a conscious and deliberate effort to impact student learning and improve teaching and learning.

- that the teacher analyzes and reflects on the significance of all accomplishments taken together, and can appropriately plan for future opportunities to impact student learning.

The Level 2 performance may be characterized by evidence that occasionally hints at accomplished practice, but overall, there is *limited* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

**THE LEVEL 1** performance provides *little or no* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

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

- that the teacher treats parents and other interested adults as partners in the child's education, and uses appropriate strategies for reaching out to the families of his or her students. The rationale for the selected strategies may be very vague, unclear, or absent.
- that the strategies are effective in engaging parents and other interested adults. There may be evidence that some families are overlooked or ignored. There is little or no evidence that the communications with families are focused on substantive teaching and learning issues. Instead, the communications are taken up almost exclusively by procedural issues, behavior, or disciplinary matters.
- that the communications with families are interactive. Communications with families are entirely one-way and/or infrequent. Parents may not be kept informed about what is going on in the classroom. If evidence regarding outreach to the wider community is present, the connections may promote trivial interactions with little impact on student learning.

The Level 1 performance may contain negative or disparaging comments about parents, community, or professionals with little or no evidence of the teacher's efforts to improve the situation.

- that the teacher has strengthened his or her own teaching practice through professional development. If professional development activities are cited, they may be very sketchy or weak or of little or no relevance to the teacher's context.
- that the teacher has worked with colleagues as a partner, collaborator, or leader. If school projects are cited, there may be little or no evidence of their impact on teaching and learning, or the teacher's role in the project may be very unclear or very passive.

There may be evidence that the teacher is an accomplished practitioner within his or her own classroom, but there is little or no evidence that he or she has shared his or her expertise with others.

The evidence may suggest that the teacher's work outside of the classroom has been carried out solely to fulfill job requirements, as opposed to being a conscious and deliberate effort to improve teaching and learning.

- that the teacher analyzes and reflects on the significance of all accomplishments taken together, and can appropriately plan for future opportunities to impact student learning.

Overall, there is *little or no* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

## Scoring Rubrics for Assessment Center Exercises

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### Exercise 1: Data Analysis (Physics)

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**In this exercise:** You demonstrate an ability to use sound principles of data analysis. You are asked to analyze, interpret, predict (extrapolate, interpolate), or infer using graphs or other data.

**THE LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to demonstrate sound principles of data analysis, including a detailed discussion of the concept or process represented by the data, a correct interpretation using the data, and an accurate analysis of the data and a thorough justification of that analysis.

**Characteristics:**

- a detailed discussion of the concept or process represented by the data
- a correct interpretation of the significance of the slope and/or area
- an accurate use of the data to make a prediction and a thorough discussion of the manipulation of variables
- a correct representation of the graph as an equation

**THE LEVEL 3** response shows *clear* evidence that the candidate is able to demonstrate sound principles of data analysis, including a detailed discussion of the concept or process represented by the data, a correct interpretation using the data, and an accurate analysis of the data and a thorough justification of that analysis.

**Characteristics:**

- a detailed discussion of the concept or process represented by the data, but may not be as thorough as a Level 4 response
- a correct interpretation of the significance of the slope and/or area
- an accurate use of the data to make a prediction and a thorough discussion of the manipulation of variables, but may not be as detailed as a Level 4 response
- a correct representation of the graph as an equation

**THE LEVEL 2** response shows *limited* evidence that the candidate is able to demonstrate sound principles of data analysis, including a detailed discussion of the concept or process represented by the data, a correct interpretation using the data, and an accurate analysis of the data and a thorough justification of that analysis.

**Characteristics:**

- an unclear discussion of the concept or process represented by the data
- a partial interpretation of the significance of the slope and/or area
- an accurate use of the data to make a prediction and a sketchy discussion of the manipulation of variables
- a partial representation of the graph as an equation

**THE LEVEL 1** response shows *little or no* evidence that the candidate is able to demonstrate sound principles of data analysis, including a detailed discussion of the concept or process represented by the data, a correct interpretation using the data, and an accurate analysis of the data and a thorough justification of that analysis.

**Characteristics:**

- an incorrect discussion of the concept or process represented by the data
- an incorrect interpretation of the significance of the slope and/or area
- an inaccurate use of the data to make a prediction and/or a misinformed discussion of the manipulation of variables
- an incorrect representation of the graph as an equation

## Exercise 2: Interrelationships (Biology)

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**In this exercise:** You show your knowledge of the interrelationships that exist within your discipline. You describe and analyze interrelationships.

**THE LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate can analyze interrelationships in biology and discuss how a change would affect the interrelationships.

### Characteristics:

- an in-depth description of the interrelationships between two important concepts in biology
- a detailed explanation of two specific interrelationships appropriately related to the important concepts
- a thorough and accurate discussion of how a change would affect the interrelationships

**THE LEVEL 3** response shows *clear* evidence that the candidate can analyze interrelationships in biology and discuss how a change would affect the interrelationships.

### Characteristics:

- a detailed description of the interrelationships between two important concepts in biology, but may not be as in-depth as a Level 4 response
- a correct explanation of two specific interrelationships appropriately related to the important concepts, but may not be as detailed as a Level 4 response
- an accurate discussion of how a change would affect the interrelationships, but may not be as detailed as a Level 4 response

**THE LEVEL 2** response shows *limited* evidence that the candidate can analyze interrelationships in biology and discuss how a change would affect the interrelationships.

**Characteristics:**

- a weak or sketchy description of the interrelationships between two important concepts in biology
- a general explanation of two specific interrelationships not as appropriately related to the important concepts
- a simplistic discussion of how a change would affect the interrelationships

**THE LEVEL 1** response shows *little or no* evidence that the candidate can analyze interrelationships in biology and discuss how a change would affect the interrelationships.

**Characteristics:**

- an inaccurate description of the interrelationships between two important concepts in biology
- an incorrect explanation of two specific interrelationships and/or inappropriately related to the important concepts
- an inaccurate discussion of how a change would affect the interrelationships

### Exercise 3: Fundamental Concepts (Earth/Space Science)

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**In this exercise:** You demonstrate a depth of content knowledge in your specialized field. You are given a visual, mathematical, or graphical representation of a concept, and you give a description of the concept, analyze relationships, and discuss consequences of changes.

**THE LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate can identify a concept illustrated by a visual representation, provide an explanation, and analyze the effects of a change.

**Characteristics:**

- an accurate identification and detailed description of the concept illustrated by the visual representation
- an accurate and thorough explanation of the relationship between components in the visual representation
- an insightful analysis of the causes and effects of the stated change affecting the components in the visual representation

**THE LEVEL 3** response shows *clear* evidence that the candidate can identify a concept illustrated by a visual representation, provide an explanation, and analyze the effects of a change.

**Characteristics:**

- an accurate identification and detailed description of the concept illustrated by the visual representation, but the discussion may not be as thorough as a Level 4 response
- an accurate explanation of the relationship between components in the visual representation
- an insightful analysis of the causes and effects of the stated change affecting the components in the visual representation, but the analysis may not be as complete as a Level 4 response

**THE LEVEL 2** response shows *limited* evidence that the candidate can identify a concept illustrated by a visual representation, provide an explanation, and analyze the effects of a change.

**Characteristics:**

- an accurate identification with a weak description of the concept illustrated by the visual representation
- an accurate but skeletal explanation of the relationship between components in the visual representation
- a sketchy analysis of the causes and effects of the stated change affecting the components in the visual representation

**THE LEVEL 1** response shows *little or no* evidence that the candidate can identify a concept illustrated by a visual representation, provide an explanation, and analyze the effects of a change.

**Characteristics:**

- an inaccurate identification and/or description of the concept illustrated by the visual representation
- an inaccurate explanation of the relationship between components in the visual representation
- an incorrect analysis of the causes and effects of the stated change affecting the components in the visual representation

## Exercise 4: Changes in Systems (Chemistry)

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**In this exercise:** You exhibit your knowledge of changes in chemical systems. You explain changes in chemical systems through a discussion of the underlying concepts or principles, a solution of a problem, and a discussion of the variables involved.

**THE LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate can describe a formula representing a system, solve a problem, and describe the role one variable would play in effecting a change to the system.

### Characteristics:

- an accurate and in-depth description of a formula representing a system
- an appropriate and accurate solution of a problem using the formula
- a detailed description of the role one variable would play in effecting a change to the system

**THE LEVEL 3** response shows *clear* evidence that the candidate can describe a formula representing a system, solve a problem, and describe the role one variable would play in effecting a change to the system.

### Characteristics:

- an accurate and in-depth description of a formula representing a system, but it may not be as detailed as a Level 4 response
- an accurate solution of a problem using the formula
- a correct description of the role one variable would play in effecting a change to the system

**THE LEVEL 2** response shows *limited* evidence that the candidate can describe a formula representing a system, solve a problem, and describe the role one variable would play in effecting a change to the system.

**Characteristics:**

- a skeletal description of a formula representing a system
- a solution of a problem using the formula, but the solution may be incorrect while the correct procedure was followed
- a weak description of the role one variable would play in effecting a change to the system

**THE LEVEL 1** response shows *little or no* evidence that the candidate can describe a formula representing a system, solve a problem, and describe the role one variable would play in effecting a change to the system.

**Characteristics:**

- an inaccurate description of a formula representing a system
- an inappropriate and inaccurate solution of a problem using the formula
- an incorrect description of the role one variable would play in effecting a change to the system

## Exercise 4: Change over Time (Biology)

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**In this exercise:** You exhibit your knowledge of changes that occur over time in science. You explain changes that occur over time through a discussion of the underlying concepts or principles, a description of the mechanisms of change, and a discussion of the variables involved.

**THE LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate can describe and explain the mechanisms involved in a change over time.

### Characteristics:

- an accurate and thorough in-depth description of the concept from biology
- a correct description of the mechanisms involved in changes over time involving the identified concept
- an accurate and thorough explanation, using an appropriate example, of how the concept illustrates a change over time

**THE LEVEL 3** response shows *clear* evidence that the candidate can describe and explain the mechanisms involved in a change over time.

### Characteristics:

- an accurate in-depth description of the concept, but may not be as thorough as in a Level 4 response
- a correct description of the mechanisms involved in changes over time involving the identified concept, but the mechanisms and descriptions may not be as extensive as in a Level 4 response
- an accurate explanation, using an appropriate example, of how the concept illustrates a change over time, but may not be as thorough as a Level 4 response

**THE LEVEL 2** response shows *limited* evidence that the candidate can describe and explain the mechanisms involved in a change over time.

**Characteristics:**

- a simplistic or vague description of the concept
- a description of the mechanisms involved in changes over time involving the identified concept, but the mechanisms may be incomplete and/or the descriptions may be unclear
- an explanation, using an appropriate example, of how the concept illustrates a change over time, although the example may not be as appropriate and/or the explanation is not as informed

**THE LEVEL 1** response shows *little or no* evidence that the candidate can describe and explain the mechanisms involved in a change over time.

**Characteristics:**

- an inaccurate description of the concept
- no description of the mechanisms involved in changes over time involving the identified concept, or the descriptions of the mechanisms are incomplete or inaccurate
- an explanation, using an inappropriate example, of how the concept illustrates a change over time and/or an inaccurate explanation

## Exercise 5: Connections in Science (Chemistry)

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**In this exercise:** You show your ability to relate science content in your area of specialization to another context of science. You describe a fundamental concept from your own specialty and relate the concept to other areas of science or to historical context, technology, or society.

**THE LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate can connect a topic studied in chemistry to another science and discuss the historical development of scientific thought concerning the concept.

### Characteristics:

- a detailed explanation of a topic studied in chemistry
- a rich explanation of concepts from another science that are needed in order to understand the topic
- a thorough discussion of the historical development of scientific thought concerning the concept

**THE LEVEL 3** response shows *clear* evidence that the candidate can connect a topic studied in chemistry to another science and discuss the historical development of scientific thought concerning the concept.

### Characteristics:

- a detailed explanation of a topic studied in chemistry, but may not be as in-depth as a Level 4 response
- an accurate and appropriate explanation of concepts from another science that are needed in order to understand the topic, but may not be as detailed as a Level 4 response
- a thorough discussion of the historical development of scientific thought concerning the concept, but may not be as detailed as a Level 4 response

**THE LEVEL 2** response shows *limited* evidence that the candidate can connect a topic studied in chemistry to another science and discuss the historical development of scientific thought concerning the concept.

**Characteristics:**

- a simplistic or weak explanation of a topic studied in chemistry
- an incomplete explanation of appropriate concepts from another science that are needed in order to understand the topic and/or concepts that are not as appropriate
- Discussion of the historical development of scientific thought concerning the concept may be weak or not appropriately related to the topic.

**THE LEVEL 1** response shows *little or no* evidence that the candidate can connect a topic studied in chemistry to another science and discuss the historical development of scientific thought concerning the concept.

**Characteristics:**

- an inaccurate explanation of a topic studied in chemistry
- an inaccurate explanation of appropriate concepts from another science that are needed in order to understand the topic and/or concepts that are not appropriate
- Discussion of the historical development of scientific thought concerning the concept may be inaccurate or not related to the topic.

## Exercise 5: Connections in Science (Earth/Space Science)

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**In this exercise:** You show your ability to relate science content in your area of specialization to another context of science. You describe a fundamental concept from your own specialty and relate the concept to other areas of science or to historical context, technology, or society.

**THE LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate can connect a topic studied in Earth and space science to another science and discuss the topic in another context of science.

### Characteristics:

- a detailed explanation of a topic studied in Earth and space science
- a rich explanation of the concepts from another science that are needed in order to understand the topic
- a thorough discussion of the topic in another context of science

**THE LEVEL 3** response shows *clear* evidence that the candidate can connect a topic studied in Earth and space science to another science and discuss the topic in another context of science.

### Characteristics:

- a detailed explanation of a topic studied in Earth and space science, but may not be as thorough as a Level 4 response
- an accurate and appropriate explanation of concepts from another science that are needed in order to understand the topic, but may not be as detailed as a Level 4 response
- a thorough discussion of the topic in another context of science, but may not be as detailed as a Level 4 response

**THE LEVEL 2** response shows *limited* evidence that the candidate can connect a topic studied in Earth and space science to another science and discuss the topic in another context of science.

**Characteristics:**

- a simplistic or weak explanation of a topic studied in Earth and space science
- an incomplete explanation of appropriate concepts from another science that are needed in order to understand the topic and/or concepts that are not as appropriate
- Discussion of the topic in another context of science may be weak or not appropriately related to the topic.

**THE LEVEL 1** response shows *little or no* evidence that the candidate can connect a topic studied in Earth and space science to another science and discuss the topic in another context of science.

**Characteristics:**

- an inaccurate explanation of a topic studied in Earth and space science
- an inaccurate explanation of appropriate concepts from another science that are needed in order to understand the topic and/or concepts that are not appropriate
- Discussion of the topic in another context of science may be inaccurate or not related to the topic.

## Exercise 6: Breadth of Knowledge (Physics)

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**In this exercise:** You demonstrate knowledge across the science disciplines. You describe a major idea in science. You then explain a concept in each of the three major sciences not in your specialty and relate the concepts to the major idea.

**THE LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate can describe a major idea, explain concepts from other fields of science, and relate the concepts to the major idea.

### Characteristics:

- an accurate and thorough description of a major idea in science
- an accurate explanation and examples of one concept from biology, chemistry, and Earth and space science
- a thorough explanation of how each concept relates to the major idea

**THE LEVEL 3** response shows *clear* evidence that the candidate can describe a major idea, explain concepts from other fields of science, and relate the concepts to the major idea.

### Characteristics:

- an accurate description of a major idea in science, but may not be as thorough as a Level 4 response
- an accurate explanation and examples of one concept from biology, chemistry, and Earth and space science, but may be stronger in two of the sciences
- a thorough explanation of how each concept relates to the major idea, although the explanations may not be as insightful as a Level 4 response

**THE LEVEL 2** response shows *limited* evidence that the candidate can describe a major idea, explain concepts from other fields of science, and relate the concepts to the major idea.

**Characteristics:**

- a limited description of a major idea in science
- an incomplete explanation or missing examples of one concept from biology, chemistry, and Earth and space science, although may be strong in one area
- a weak explanation of how each concept relates to the major idea, but may be stronger in one of the sciences

**THE LEVEL 1** response shows *little or no* evidence that the candidate can describe a major idea, explain concepts from other fields of science, and relate the concepts to the major idea.

**Characteristics:**

- a limited or inaccurate description of a major idea in science
- an incomplete or inaccurate explanation or missing examples of two or more of the concepts from biology, chemistry, or Earth and space science
- little or no explanation of how each concept relates to the major idea

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