



Early Adolescence through Young Adulthood

ENGLISH AS A NEW LANGUAGE

(Including the Early Adolescence/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*

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About This Scoring Guide

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:

- *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

Entry 1: Assessment as a Tool for Unit Planning

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

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

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

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

Exercise 1: Data Analysis

In this exercise: You demonstrate sound principles of data analysis. You read a student-designed experiment, study a student collection of data, and analyze a student conclusion concerning the experiment.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate is able to evaluate a student-designed experiment, identify the components of the experiment, and analyze a student conclusion concerning the experiment.

Characteristics:

- an accurate identification of the components of the experiment
- an accurate identification and a thorough discussion of possible sources of error in the experimental design
- an accurate identification of the errors found in a student work sample
- an accurate identification and an informed discussion of errors in the correlation between the student hypothesis, conclusion, and the collected data
- an accurate discussion of the science content knowledge that is needed in order to understand the experiment

THE LEVEL 3 response shows *clear* evidence that the candidate is able to evaluate a student-designed experiment, identify the components of the experiment, and analyze a student conclusion concerning the experiment.

Characteristics:

- an accurate identification of the components of the experiment
- an accurate identification and a discussion of possible sources of error in the experimental design, although the discussion may not be as thorough as a Level 4 response
- an accurate identification of the errors found in a student work sample
- an accurate identification and a discussion of errors in the correlation between the student hypothesis, conclusion, and the collected data, but the discussion is not as informed as a Level 4 response
- an accurate discussion of the science content knowledge that is needed in order to understand an experiment, although the discussion may not be as detailed as in a Level 4 response

THE LEVEL 2 response shows *limited* evidence that the candidate is able to evaluate a student-designed experiment, identify the components of the experiment, and analyze a student conclusion concerning the experiment.

Characteristics:

- an incomplete identification of the components of the experiment
- an incomplete identification or a vague discussion of possible sources of error in the experimental design
- an incomplete identification of the errors found in a student work sample
- an accurate identification, but the discussion of errors in the correlation between the student hypothesis, conclusion, and the collected data may only be partially related to the student errors, or the identification of errors is incomplete or vague
- a discussion of the science content knowledge that is needed in order to understand the experiment is sketchy

THE LEVEL 1 response shows *little or no* evidence that the candidate is able to evaluate a student-designed experiment, identify the components of an experiment, and analyze a student conclusion concerning the experiment.

Characteristics:

- an inaccurate or missing identification of the components of the experiment
- an inaccurate identification or incorrect discussion of possible sources of error in the experimental design
- an incomplete or inaccurate identification of the errors found in a student work sample
- an inaccurate identification of errors in the correlation between the student hypothesis, conclusion, and the collected data, and/or the discussion is not related to the errors
- a discussion of the science content knowledge that is needed in order to understand the experiment is inaccurate or incomplete

Exercise 2: Interrelationships

In this exercise: You show your knowledge of interrelationships that exist within science. You give explanations of two concepts and explain the interrelationships.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate can give explanations of two concepts and explain the interrelationships between them.

Characteristics:

- a detailed explanation of both scientific concepts
- an accurate and thorough explanation of the interrelationships that exist between the two concepts

THE LEVEL 3 response shows *clear* evidence that the candidate can give explanations of two concepts and explain the interrelationships between them.

Characteristics:

- an explanation of both scientific concepts, but may not have as much detail as a Level 4 response
- an accurate explanation of the interrelationships that exist between the two concepts, but the explanation may not be as thorough

THE LEVEL 2 response shows *limited* evidence that the candidate can give explanations of two concepts and explain the interrelationships between them.

Characteristics:

- a weak explanation of one or both scientific concepts
- a sketchy explanation of the interrelationships that exist between the two concepts

THE LEVEL 1 response shows *little or no* evidence that the candidate can give explanations of two concepts and explain the interrelationships between them.

Characteristics:

- an inaccurate or missing explanation of both scientific concepts
- an incorrect or missing explanation of the interrelationships that exist between the two concepts

Exercise 3: Unifying Concepts

In this exercise: You focus on your knowledge of unifying concepts. You describe a major idea in science, explain a concept from each of the major sciences and relate the concepts to the major idea.

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

Characteristics:

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

THE LEVEL 3 response shows *clear* evidence that the candidate can explain concepts from each of the major sciences and can relate the concepts to a major idea.

Characteristics:

- an accurate and thorough description of a major idea in science but may not be as detailed as a Level 4 response
- an accurate explanation and examples of one concept from life science, Earth science, and physical science, but may be stronger in two of the sciences
- a thorough explanation of how each concept relates to the major idea, although the explanation may not be as clear with one of the sciences

THE LEVEL 2 response shows *limited* evidence that the candidate can explain concepts from each of the major sciences and can relate the concepts to a major idea.

Characteristics:

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

THE LEVEL 1 response shows *little or no* evidence that the candidate can explain concepts from each of the major sciences and can relate the concepts to a 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 concepts from life science, Earth science, or physical science
- sketchy or incomplete explanation of how each concept relates to the major idea

Exercise 4: Change over Time

In this exercise: You demonstrate knowledge of change that occurs over time. You describe a concept from one of the major sciences, and explain the mechanisms involved in a change over time involving that concept.

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, thorough, and in-depth description of a concept from one of the three major branches of science
- an appropriate explanation of the relationship of that concept to changes over time
- an accurate description of the mechanisms involved in changes over time involving that concept

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 description of a concept from one of the three major branches of science, but may not be as thorough or as in-depth as the Level 4 response
- an appropriate explanation of the relationship of that concept to changes over time, but the explanation may not be as extensive as a Level 4 response
- an accurate description of the mechanisms involved in changes over time involving that concept, although it may not be as thorough as the 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 description of a concept from one of the three major branches of science, but the description is simplistic or vague
- an explanation of the relationship of that concept to changes over time, but the mechanisms may be incomplete and/or the descriptions may be unclear
- a description of the mechanisms involved in changes over time involving that concept, although the mechanisms may not be as appropriate and/or the explanation is uninformed

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 explanation or an incorrect explanation of the relationship of that concept to changes over time
- no description or an inaccurate description of the mechanisms involved in changes over time involving that concept

Exercise 5: Student Misconceptions

In this exercise: You use your knowledge of science to identify student misconceptions and to appropriately address the misconceptions. You identify student misconceptions in a sample of student work, describe the scientific content needed to correct the misconceptions, and briefly explain how to pedagogically address the misconceptions.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate can identify student misconceptions, describe the scientific content needed to correct the misconceptions, and explain how to pedagogically address the misconceptions.

Characteristics:

- an accurate identification of a student's misconceptions in the student's work
- an accurate description of the scientific concepts the student would need to understand in order to correct the misconceptions
- an informed description of the instruction to enhance student understanding and to address the student's misconceptions

THE LEVEL 3 response shows *clear* evidence that the candidate can identify student misconceptions, describe the scientific content needed to correct the misconceptions, and explain how to pedagogically address the misconceptions.

Characteristics:

- an accurate identification of a student's misconceptions in the student's work
- an accurate description of the scientific concepts the student would need to understand in order to correct the misconceptions, but the response may not be as detailed as a Level 4 response
- an informed description of the instruction to enhance student understanding and to address the student's misconceptions, but may be more uneven than in the Level 4 response

THE LEVEL 2 response shows *limited* evidence that the candidate can identify student misconceptions, describe the scientific content needed to correct the misconceptions, and explain how to pedagogically address the misconceptions.

Characteristics:

- an incomplete or vague identification of a student's misconceptions in the student's work
- a limited or skeletal description of the scientific concepts the student would need to understand in order to correct the misconceptions
- develops instruction to enhance student understanding and to address the student's misconceptions, but may be uneven and/or only vaguely related to student responses

THE LEVEL 1 response shows *little or no* evidence that the candidate can identify student misconceptions, describe the scientific content needed to correct the misconceptions, and explain how to pedagogically address the misconceptions.

Characteristics:

- an inaccurate identification of a student's misconceptions in the student's work
- little or no evidence of an understanding of the scientific concepts the student would need to understand in order to correct the misconceptions
- develops instruction to enhance student understanding and to address the student's misconceptions, but parts may be missing or not related to the student responses

Exercise 6: Science, Technology, and Society

In this exercise: You focus on your knowledge and understanding of science, technology, and society issues. You describe a science, technology, and society issue and discuss the scientific knowledge that students need to know in order to understand the issue.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate can describe a science, technology, and society issue and discuss the scientific knowledge needed to understand the issue.

Characteristics:

- an accurate description of the combination of positive and negative consequences of a major event related to science
- an accurate and thorough explanation of how science and technology were involved in creating and/or solving a negative aspect of that important event
- a thorough and insightful discussion of the scientific knowledge necessary to understand the science, technology, and society aspect of the event

THE LEVEL 3 response shows *clear* evidence that the candidate can describe a science, technology, and society issue and discuss the scientific knowledge needed to understand the issue.

Characteristics:

- an accurate description of the combination of positive and negative consequences of a major event related to science
- an accurate explanation of how science and technology were involved in creating and/or solving a negative aspect of that important event, but the explanation may not be as thorough as the Level 4 response
- an accurate discussion of the scientific knowledge necessary to understand the science, technology, and society aspect of the event, but the explanation may not be as insightful as the Level 4 response

THE LEVEL 2 response shows *limited* evidence that the candidate can describe a science, technology, and society issue and discuss the scientific knowledge needed to understand the issue.

Characteristics:

- a sketchy description of the combination of positive and negative consequences of a major event related to science
- a confusing explanation of how science and technology were involved in creating and/or solving a negative aspect of that important event
- a weak discussion of the scientific knowledge necessary to understand the science, technology, and society aspect of the event

THE LEVEL 1 response shows *little or no* evidence that the candidate can describe a science, technology, and society issue and discuss the scientific knowledge needed to understand the issue.

Characteristics:

- an inaccurate or incomplete description of the combination of positive and negative consequences of a major event related to science
- an incorrect or incomplete explanation of how science and technology were involved in creating and/or solving a negative aspect of that important event
- an inaccurate or uninformed discussion of the scientific knowledge necessary to understand the science, technology, and society aspect of the event

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