



## Early and Middle Childhood ENGLISH AS A NEW LANGUAGE

(Including the Early Childhood/Generalist  
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

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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

## Exercise 1: Literacy

**In this exercise:** You show your ability to analyze and make inferences about a student's reading development. You identify important strengths from a student's progress report and plan an appropriate instructional strategy, based on these strengths, to foster this student's reading development. You are also asked to include a resource or material and to provide a rationale for your choice to be used to help achieve this plan.

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

### Characteristics:

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

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

### Characteristics:

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

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

**Characteristics:**

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

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

**Characteristics:**

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

## Exercise 2: Mathematics

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**In this exercise:** You demonstrate your ability to identify mathematical misconceptions or difficulty in a student's work, to state the fundamental prerequisites needed by this student in order to learn this particular mathematical concept, and to plan an instructional strategy based on real-world applications. You are also asked to choose the materials and to provide a rationale for your choice of these materials that will be used to teach these prerequisites.

**THE LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to demonstrate a deep understanding of mathematical concepts, to accurately identify the student's mathematical misconception/difficulty, and to give a well-developed instructional strategy that is clearly linked to real-world applications and appropriately addresses the student's needs.

### Characteristics:

- Identification of the mathematical misconception/difficulty is accurate and detailed.
- Description of the fundamental concepts as prerequisites is insightful and complete.
- Statement of goal for the instructional strategy or learning experience is unambiguous.
- Plan for the instructional strategy or learning experience is effective and substantive.
- Choice of materials used to teach and the rationale for that choice are appropriate and logical.

**THE LEVEL 3** response shows *clear* evidence that the candidate is able to demonstrate a deep understanding of mathematical concepts, to accurately identify the student's mathematical misconception/difficulty, and to give a well-developed instructional strategy that is clearly linked to real-world applications and appropriately addresses the student's needs.

### Characteristics:

- Identification of the mathematical misconception/difficulty is accurate.
- Description of the fundamental concepts as prerequisites is insightful.
- Statement of goal for the instructional strategy or learning experience is unambiguous.
- Plan for the instructional strategy or learning experience is effective.
- Choice of materials used to teach and the rationale for that choice are appropriate.

**THE LEVEL 2** response shows *limited* evidence that the candidate is able to demonstrate a deep understanding of mathematical concepts, to accurately identify the student's mathematical misconception/difficulty, and to give a well-developed instructional strategy that is clearly linked to real-world applications and appropriately addresses the student's needs.

**Characteristics:**

- Identification of the mathematical misconception/difficulty is inaccurate or vague.
- Description of the fundamental concepts as prerequisites is simplistic or minimal.
- Statement of goal for the instructional strategy or learning experience is ambiguous or partial.
- Plan for the instructional strategy or learning experience is ineffective or trivial.
- Choice of materials used to teach and the rationale for that choice are inappropriate or illogical.

**THE LEVEL 1** response shows *little or no* evidence that the candidate is able to demonstrate a deep understanding of mathematical concepts, to accurately identify the student's mathematical misconception/difficulty, and to give a well-developed instructional strategy that is clearly linked to real-world applications and appropriately addresses the student's needs.

**Characteristics:**

- Identification of the mathematical misconception/difficulty is inaccurate or missing.
- Description of the fundamental concepts as prerequisites is simplistic or absent.
- Statement of goal for the instructional strategy or learning experience is ambiguous or not there.
- Plan for the instructional strategy or learning experience is ineffective or missing.
- Choice of materials used to teach and the rationale for that choice are inappropriate or absent.

## Exercise 3: Science

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**In this exercise:** You exhibit your knowledge of a scientific topic as it relates to unifying concepts and processes in science and your application of this topic to the process of scientific inquiry. You are asked to plan an inquiry activity that would further scientific understanding, including a discussion and rationale for tools, technology, and/or materials needed to further the students' understanding of the topic and its relation to unifying concepts and processes in science.

**THE LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to provide an accurate and detailed description of the scientific topic in relation to unifying concepts and processes in science, to state well-developed goals and a detailed description of a scientific inquiry experience to further student understanding of the topic, to describe appropriate tools, technology, and/or equipment that would help further student understanding of the connection between the topic and the investigation.

### Characteristics:

- Explanation of the scientific topic in relation to unifying concepts and processes in science is detailed and thorough.
- Description of the planning of the inquiry activity to further student understanding of the scientific topic is in-depth and tightly connected.
- Inclusion of the learning goal, student and teacher activity, and the tools, technology, and/or materials is informed and substantive.
- Rationale for the choice of tools, technology, and/or materials is effective and strong.

**THE LEVEL 3** response shows *clear* evidence that the candidate is able to provide an accurate and detailed description of the scientific topic in relation to unifying concepts and processes in science, to state well-developed goals and a detailed description of a scientific inquiry experience to further student understanding of the topic, to describe appropriate tools, technology, and/or equipment to help further student understanding of the connection between the topic and the investigation.

### Characteristics:

- Explanation of the scientific topic in relation to unifying concepts and processes in science is detailed.
- Description of the planning of the inquiry activity to further student understanding of the scientific topic is in-depth.
- Inclusion of the learning goal, student and teacher activity, and the tools, technology, and/or materials is informed.
- Rationale for the choice of tools, technology, and/or materials is effective.

**THE LEVEL 2** response shows *limited* evidence that the candidate is able to provide an accurate and detailed description of the scientific topic in relation to unifying concepts and processes in science, to state well-developed goals and a detailed description of a scientific inquiry experience to further student understanding of the topic, to describe appropriate tools, technology, and/or equipment that would help further student understanding of the connection between the topic and the investigation.

**Characteristics:**

- Explanation of the scientific topic in relation to unifying concepts and processes in science is simplistic or minimal.
- Description of the planning of the inquiry activity to further student understanding of the scientific topic is partial or loosely connected.
- Inclusion of the learning goal, student and teacher activity, and the tools, technology, and/or materials is misinformed or sketchy.
- Rationale for the choice of tools, technology, and/or materials is ineffective or weak.

**THE LEVEL 1** response shows *little or no* evidence that the candidate is able to provide an accurate and detailed description of the scientific topic in relation to unifying concepts and processes in science, to state well-developed goals and a detailed description of a scientific inquiry experience to further student understanding of the topic, to describe appropriate tools, technology, and/or equipment that would help further student understanding of the connection between the topic and the investigation.

**Characteristics:**

- Explanation of the scientific topic in relation to unifying concepts and processes in science is simplistic or missing.
- Description of the planning of the inquiry activity to further student understanding of the scientific topic is partial or absent.
- Inclusion of the learning goal, student and teacher activity, and the tools, technology, and/or materials is misinformed or not there.
- Rationale for the choice of tools, technology, and/or materials is ineffective or missing.

## Exercise 4: Social Studies

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**In this exercise:** You demonstrate your knowledge of a social studies concept and your ability to use multiple strategies, resources, and assessment methods to develop that concept. You plan an instructional sequence for a class in which learning objectives, prior knowledge, materials or resources, and the method of assessment is discussed.

**THE LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to demonstrate a detailed understanding of the social studies concept, to give three developmentally appropriate and focused learning objectives about the social studies topic, to provide meaningful discussion of material/resource choices, and to discuss assessment strategies for this instruction that are appropriate and responsive to the students' needs.

### Characteristics:

- Statement of three learning objectives for the instructional sequence is insightful and complete.
- Description of prior knowledge about the concept that is developmentally appropriate for these students is informed and substantive.
- Choice of materials or resources to help student understanding is logical and thorough.
- Rationale for choice of materials or resources is effective and strong.
- Evaluation of student understanding of the learning objectives is appropriate and in-depth.

**THE LEVEL 3** response shows *clear* evidence that the candidate is able to demonstrate a detailed understanding of the social studies concept, to give three developmentally appropriate and focused learning objectives about the social studies topic, to provide meaningful discussion of material/resource choices, and to discuss assessment strategies for this instruction that are appropriate and responsive to the students' needs.

### Characteristics:

- Statement of three learning objectives for the instructional sequence is insightful.
- Description of prior knowledge about the concept that is developmentally appropriate for these students is informed.
- Choice of materials or resources to help student understanding is logical.
- Rationale for choice of materials or resources is effective.
- Evaluation of student understanding of the learning objectives is appropriate.

**THE LEVEL 2** response shows *limited* evidence that the candidate is able to demonstrate a detailed understanding of the social studies concept, to give three developmentally appropriate and focused learning objectives about the social studies topic, to provide meaningful discussion of material/resource choices, and to discuss assessment strategies for this instruction that are appropriate and responsive to the students' needs.

**Characteristics:**

- Statement of three learning objectives for the instructional sequence is simplistic or partial.
- Description of prior knowledge about the concept that is developmentally appropriate for these students is misinformed or trivial.
- Choice of materials or resources to help student understanding is illogical or minimal.
- Rationale for choice of materials or resources is ineffective or weak.
- Evaluation of student understanding of the learning objectives is inappropriate or sketchy.

**THE LEVEL 1** response shows *little or no* evidence that the candidate is able to demonstrate a detailed understanding of the social studies concept, to give three developmentally appropriate and focused learning objectives about the social studies topic, to provide meaningful discussion of material/resource choices, and to discuss assessment strategies for this instruction that are appropriate and responsive to the students' needs.

**Characteristics:**

- Statement of three learning objectives for the instructional sequence is simplistic or missing.
- Description of prior knowledge about the concept that is developmentally appropriate for these students is misinformed or absent.
- Choice of materials or resources to help student understanding is illogical or not there.
- Rationale for choice of materials or resources is ineffective or missing.
- Evaluation of student understanding of the learning objectives is inappropriate or absent.

## Exercise 5: Children's Play

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**In this exercise:** You demonstrate an ability to identify significant aspects of child development through a play scenario and identify the role of the teacher in supporting that development. You describe children's social/emotional and cognitive development, the impact of this play on your teaching, and the ways in which to support and extend cognitive development in regard to this play scenario. You are asked to provide rationales for the description of the impact on your teaching and for the ways you support and extend the cognitive development.

**THE LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to provide an accurate and detailed identification and description of children's social/emotional development observed during dramatic play, to demonstrate an in-depth understanding of the role of the teacher in enhancing the children's social/emotional and cognitive development, to discuss a detailed and appropriate rationale for the impact of the children's social/emotional development on instruction, and to give a detailed description and rationale of two ways to support the children's cognitive development during dramatic play.

### Characteristics:

- Description of two significant aspects of the children's social/emotional development learned through observation is insightful and thorough.
- Explanation of the importance of the two aspects to teaching is effective and complete.
- Discussion of observations of the group or individual children is tightly connected and logical.
- Examples used to illustrate these observations are appropriate and substantive.
- Description of two strategies to support and extend the children's cognitive development is informed and thorough.
- Rationale for these strategies is unambiguous.
- Examples to illustrate the inference are appropriate and substantive.

**THE LEVEL 3** response shows *clear* evidence that the candidate is able to provide an accurate and detailed identification and description of children's social/emotional development observed during dramatic play, to demonstrate an in-depth understanding of the role of the teacher in enhancing the children's social/emotional and cognitive development, to discuss a detailed and appropriate rationale for the impact of the children's social/emotional development on instruction, and to give a detailed description and rationale of two ways to support the children's cognitive development during dramatic play.

### Characteristics:

- Description of two significant aspects of the children's social/emotional development learned through observation is insightful.
- Explanation of the importance of the two aspects to teaching is effective.
- Discussion of observations of the group or individual children is tightly connected.
- Examples used to illustrate these observations are appropriate.
- Description of two strategies to support and extend the children's cognitive development is informed.
- Rationale for these strategies is unambiguous.
- Examples to illustrate the inference are appropriate.

**THE LEVEL 2** response shows *limited* evidence that the candidate is able to provide an accurate and detailed identification and description of children’s social/emotional development observed during dramatic play, to demonstrate an in-depth understanding of the role of the teacher in enhancing the children’s social/emotional and cognitive development, to discuss a detailed and appropriate rationale for the impact of the children’s social/emotional development on instruction, and to give a detailed description and rationale of two ways to support the children’s cognitive development during dramatic play.

**Characteristics:**

- Description of two significant aspects of the children’s social/emotional development learned through observation is sketchy or minimal.
- Explanation of the importance of the two aspects to teaching is ineffective or partial.
- Discussion of observations of the group or individual children is loosely connected or illogical.
- Examples used to illustrate these observations are inappropriate or trivial.
- Description of two strategies to support and extend the children’s cognitive development is misinformed or global.
- Rationale for these strategies is ambiguous or weak.
- Examples to illustrate the inference are inappropriate or trivial.

**THE LEVEL 1** response shows *little or no* evidence that the candidate is able to provide an accurate and detailed identification and description of children’s social/emotional development observed during dramatic play, to demonstrate an in-depth understanding of the role of the teacher in enhancing the children’s social/emotional and cognitive development, to discuss a detailed and appropriate rationale for the impact of the children’s social/emotional development on instruction, and to give a detailed description and rationale of two ways to support the children’s cognitive development during dramatic play.

**Characteristics:**

- Description of two significant aspects of the children’s social/emotional development learned through observation is minimal or missing.
- Explanation of the importance of the two aspects to teaching is minimal or absent.
- Discussion of observations of the group or individual children is illogical or not there.
- Examples used to illustrate these observations are inappropriate or missing.
- Description of two strategies to support and extend the children’s cognitive development is misinformed or absent.
- Rationale for these strategies is ambiguous or not there.
- Examples to illustrate the inference are inappropriate or missing.

## Exercise 6: Health Education and Physical Education

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**In this exercise:** You demonstrate your ability to identify a developmentally appropriate goal and learning activity to help young children develop knowledge and skills related to a given health or physical education topic and enable them to transfer their knowledge and skills. You explain how the learning activity would support the goal and develop children's knowledge and skills related to the health or physical education topic.

**THE LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to identify a clear, developmentally appropriate learning goal with supporting rationale for including it in a unit on a health or physical education topic; to provide a rich and detailed description of a learning activity that will support that goal and enable the children to transfer their knowledge and skills; and to give a clear and logical explanation that highlights how the learning activity would support the goal and the development of children's knowledge and skills related to the health or physical education topic.

### Characteristics:

- The identified learning goal is developmentally appropriate and clear, and the supporting rationale is logical and effective.
- The description of a learning activity designed to help young children achieve the identified goal and to enable them to transfer their knowledge and skills is rich and detailed.
- The explanation of how the learning activity would support the goal and develop children's knowledge and skills related to the health or physical education topic is clear and logical.

**THE LEVEL 3** response shows *clear* evidence that the candidate is able to identify a clear, developmentally appropriate learning goal and supporting rationale for including it in a unit on a health or physical education topic; to provide a rich and detailed description of a learning activity that will support that goal and enable the children to transfer their knowledge and skills; and to give a clear and logical explanation that highlights how the learning activity would support the goal and the development of children's knowledge and skills related to the health or physical education topic.

### Characteristics:

- The identified learning goal is developmentally appropriate, and the supporting rationale is effective.
- The description of a learning activity designed to help young children achieve the identified goal and to enable them to transfer their knowledge and skills is detailed.
- The explanation of how the learning activity would support the goal and develop children's knowledge and skills related to the health or physical education topic is clear.

**THE LEVEL 2** response shows *limited* evidence that the candidate is able to identify a clear, developmentally appropriate learning goal and supporting rationale for including it in a unit on a health or physical education topic; to provide a rich and detailed description of a learning activity that will support that goal and enable the children to transfer their knowledge and skills; and to give a clear and logical explanation that highlights how the learning activity would support the goal and the development of children's knowledge and skills related to the health or physical education topic.

**Characteristics:**

- The identified learning goal and supporting rationale are inappropriate or vague.
- The description of a learning activity designed to help young children achieve the identified goal and to enable them to transfer their knowledge and skills lacks specific details.
- The explanation of how the learning activity would support the goal and develop children's knowledge and skills related to the health or physical education topic is unclear or illogical.

**THE LEVEL 1** response shows *little or no* evidence that the candidate is able to identify a clear, developmentally appropriate learning goal and supporting rationale for including it in a unit on a health or physical education topic; to provide a rich and detailed description of a learning activity that will support that goal and enable the children to transfer their knowledge and skills; and to give a clear and logical explanation that highlights how the learning activity would support the goal and the development of children's knowledge and skills related to the health or physical education topic.

**Characteristics:**

- The learning goal and supporting rationale are inappropriate or missing.
- The description of a learning activity designed to help young children achieve the identified goal and to enable them to transfer their knowledge and skills is incomplete or is absent.
- The explanation of how the learning activity would support the goal and develop children's knowledge and skills related to the health or physical education topic is unclear or missing.

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