



Adolescence and Young Adulthood

ENGLISH LANGUAGE ARTS

Assessment at a Glance

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

Choosing the Right Certificate

The National Board Certification® process offers experienced teachers the professional development opportunity to demonstrate their knowledge, skills, and practices against high and rigorous standards. Candidates pursue certification by completing two major assessment components: a portfolio of classroom teaching practice and an assessment of content knowledge administered at a computer-based testing center.

The Adolescence and Young Adulthood/English Language Arts certificate is appropriate for teachers who teach students ages 14–18+ and who know the full range of the school language arts curriculum, including reading, writing, listening, and speaking. Read this document to learn the content and pedagogical knowledge you will be required to demonstrate for this certificate area and to measure your readiness to pursue National Board Certification.

Below is a set of questions to ask yourself about your teaching practice. If you answer “yes” to these questions, you are ready to apply. For eligibility requirements and application instructions, read the *Guide to National Board Certification* on the NBPTS Web site (www.nbpts.org).

If you answer “no” to one or more of these questions, you may need to discuss your teaching situation with professional colleagues, your school faculty, a National Board Certified Teacher®, your faculty support group, or a local-level administrator who is directing a National Board program.

For the portfolio, will you be able to:

- demonstrate that your teaching meets the Adolescence and Young Adulthood/English Language Arts Standards?
- have access to a class of at least 6 students, in which 51% of the students are ages 14–18+ during the 12 months prior to the submission of your portfolio entries?
- submit student work samples and video recordings in English showing your interactions with your students?
- demonstrate how you help students grow as readers and writers?
- show the teaching strategies you use for whole-class discussion?
- show the teaching strategies you use for small-group instruction?
- present evidence of how you impact student learning through your work with students' families and community and through your development as a learner and as a leader/collaborator?

For the assessment center, will you be able to demonstrate content knowledge in:

- literary analysis?
- universal themes?
- teaching reading?
- language study?
- analysis of writing?
- teaching writing?

Reviewing the Standards

The requirements for National Board Certification in the field of Adolescence and Young Adulthood/English Language Arts (AYA/ELA) are organized into the following Standards. The ordering of the Standards is designed to facilitate understanding, not to assign priorities.

Preparing the Way for Productive Student Learning

I. Knowledge of Students

Accomplished Adolescence and Young Adulthood/English Language Arts teachers acquire specific knowledge about students' individual, intellectual, and social development and use that knowledge to advance students' achievement as readers, writers, speakers, listeners, and viewers in English language arts.

II. Knowledge of English Language Arts

Accomplished Adolescence and Young Adulthood/English Language Arts teachers have a thorough command of the various domains of knowledge that compose the English language arts.

III. Instructional Design and Decision Making

Accomplished Adolescence and Young Adulthood/English Language Arts teachers use their knowledge of students, English language arts, and pedagogy to design curricula, instruction, and assessment.

IV. Fairness, Equity, and Diversity

Accomplished Adolescence and Young Adulthood/English Language Arts teachers demonstrate their commitment to fairness, equity, and diversity.

V. Learning Environment

Accomplished Adolescence and Young Adulthood/English Language Arts teachers establish and manage inclusive learning environments in which they engage, challenge, and support students.

VI. Instructional Resources

Accomplished Adolescence and Young Adulthood/English Language Arts teachers create, select, adapt, and use a wide range of instructional resources to support their students' learning and strengthen their own teaching.

Advancing Student Learning in the Classroom

VII. Integrated Instruction

Accomplished Adolescence and Young Adulthood/English Language Arts teachers integrate reading, writing, listening, speaking, and viewing and producing media texts in their instruction and incorporate content from other disciplines.

VIII. Reading

Accomplished Adolescence and Young Adulthood/English Language Arts teachers develop students' reading skills and their abilities to comprehend, interpret, and analyze a wide variety of texts for personal, literary, informational, and critical purposes.

IX. Writing

Accomplished Adolescence and Young Adulthood/English Language Arts teachers develop and refine students' abilities to write effectively and independently different types of texts for a variety of purposes and audiences.

X. Speaking and Listening

Accomplished Adolescence and Young Adulthood/English Language Arts teachers advance students' abilities to speak and listen for a variety of purposes and audiences.

XI. Viewing and Producing Media Texts

Accomplished Adolescence and Young Adulthood/English Language Arts teachers enable students to critically read, evaluate, and produce messages in a variety of media.

XII. Language Study

Accomplished Adolescence and Young Adulthood/English Language Arts teachers develop students' abilities to use language effectively and to appreciate the different ways readers, writers, and speakers use language.

XIII. Assessment

Accomplished Adolescence and Young Adulthood/English Language Arts teachers use a range of formal and informal assessment methods to plan for instruction, to monitor and evaluate student progress, to involve students in the assessment process, and to report student achievement to various audiences.

Supporting Student Learning through Long-Range Initiatives

XIV. Self-Reflection

Accomplished Adolescence and Young Adulthood/English Language Arts teachers continually observe, analyze, and seek to improve the quality and effectiveness of their teaching, and articulate reasons for instructional decisions.

XV. Professional Community

Accomplished Adolescence and Young Adulthood/English Language Arts teachers participate collaboratively in the educational community to improve instruction, advance the knowledge and practice of the field, and enhance their professional identities.

XVI. Family and Community Involvement

Accomplished Adolescence and Young Adulthood/English Language Arts teachers work with families, caregivers, and community members to best serve the needs of students.

Read the Standards on the NBPTS Web site to ensure that you will be able to demonstrate your accomplishments and confidently satisfy the defined expectations for National Board Certification.

Demonstrating Your Teaching Practice and Content Knowledge

This section describes the portfolio entries and assessment center exercises for the AYA/ELA certificate area.

Portfolio Entries

You will be required to submit four portfolio entries. One entry is based on student work samples, and two entries feature video recordings of student–teacher interactions in the classroom. The fourth entry relates to your accomplishments outside of the classroom—with families, the community, or colleagues—and how they impact student learning.

Following is a description of each portfolio entry.

**Entry 1:
Analysis of Student
Growth in Reading
and Writing**

In this entry, you select four student work samples from two students. Two samples are responses to print and nonprint text, and two samples are responses to writing prompts. Your analysis of the submitted student responses should show how you support and analyze students' growth and development as readers/interpreters of text and as writers. Besides the student work samples and Written Commentary, you provide the assignments/prompts as well as the rubrics or scoring criteria you used to evaluate the student work.

**Entry 2:
Instructional
Analysis: Whole-
Class Discussion**

In this entry, you submit a 15-minute video recording to demonstrate teaching strategies that you use for whole-class discussion in which the students engage with you and with each other in meaningful discourse about a topic, concept, or text related to English language arts. You provide evidence of your ability to integrate English language arts strands and to describe, analyze, and reflect on your work. You also provide a Written Commentary analyzing the video recording, and instructional materials.

**Entry 3:
Instructional
Analysis: Small
Groups**

In this entry, you submit a 15-minute video recording to demonstrate the teaching strategies that you use for small-group discussion in which the students engage with you and with each other in meaningful discourse about a topic, concept, or text related to English language arts. You provide evidence of your ability to integrate English language arts strands and to describe, analyze, and reflect on your work. You also provide a Written Commentary analyzing the video recording, and instructional materials. **Entry 3 is the preselected *Take One!* portfolio entry.**

**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.

Read the *Portfolio Instructions* on the NBPTS Web site to learn more about the requirements for preparing, developing, and submitting the portfolio component of your assessment.

Assessment Center Exercises

This assessment is composed of six exercises that examine content knowledge specified in the NBPTS Standards. You are given up to 30 minutes to respond to each exercise.

Following is a description of each assessment center exercise.

- | | |
|--|---|
| Exercise 1:
Literary Analysis | In this exercise, you analyze the connection between literary devices and meaning. You are asked to read a poem, discuss theme and effect, and use details from the poem to show how identified literary devices affect the text. |
| Exercise 2:
Universal Themes | In this exercise, you demonstrate the ability to analyze and understand text. You are asked to read a prose selection, determine the theme, and relate it to the human condition. You also select a nonprint text and connect it to both the passage and the theme. |
| Exercise 3:
Teaching Reading | In this exercise, you show your knowledge of the reading process and ability to analyze student reading. You are asked to read a passage, a student prompt, and a student response, and to determine the reasons for misconceptions in the reading. You also provide strategies to correct the misconceptions. |
| Exercise 4:
Language Study | In this exercise, you demonstrate an understanding of language study and your ability to determine patterns in a student's language development. You are asked to read a second language learner's oral and written response to a prompt, analyze patterns, and provide strategies to further develop that student's language. |
| Exercise 5:
Analysis of Writing | In this exercise, you demonstrate an understanding of audience and purpose in writing and an ability to analyze techniques authors employ to make a passage effective. You are asked to read a nonfiction passage, discuss audience and purpose, and analyze techniques that make the piece effective for the audience and purpose. |
| Exercise 6:
Teaching Writing | In this exercise, you show an understanding of the writing process. You are asked to read a student response, identify and discuss weaknesses, and provide strategies for correction. |

Read *Assessment Center Policy and Guidelines* on the NBPTS Web site for more information about the assessment center component of the certification process. To locate an assessment center, visit the NBPTS computer-based testing Web site (www.pearsonvue.com/nbpts/).

Selected Assessment Center Exercises

The following sections contain selected exercises administered in a previous assessment cycle. These exercises present information that candidates saw on screen at the assessment center and include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses. These exercises have been included to help you become familiar with the structure of assessment center exercises and to help you understand the scoring rubrics. The exercise prompts in this section **do not** represent actual prompts candidates will see at assessment centers in the future.

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

Sample Exercise 4: Language Study

Exercise 4: Language Study - Candidate Name

🕒 Time Remaining 29:31

Introduction

In this exercise, you will use your knowledge of English language arts to build a profile of a student as a second-language learner and to plan ways to facilitate this student's language development. You will be asked to respond to two prompts.

Criteria for Scoring

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

- an in-depth analysis of discourse; and
- a thorough description of teaching strategies used to facilitate the acquisition of English by second-language learners.

Directions

You may preview all of the prompts by clicking the "Next" button. The "Previous" button will enable you to return to any of the prompts in order to compose or revise your response in the space provided.

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Stimulus

Carefully read the following scenario, prompt, and student responses.

Your ninth-grade class has just completed reading the novel *Tom Sawyer*. The essay assignment requires the students to explain how they are like Tom Sawyer and to support their ideas with a personal experience. Both the transcript of the oral discourse and the written response are from the same ninth-grade student for whom English is a second language. Please refer to the transcript of the oral discourse and the student's written responses when answering the questions. Do not assess the student's reading comprehension.

Transcript of Oral Discourse

I am like Tom Sawyer because (3-second pause) I get some others to do work for me. Sometime (2-second pause) I get them in trouble. One time (3-second pause) I got my cousin in trouble for me. I am supposed to go to the store for my mother. She tell me to go right away because she need the eggs. (4-second pause) I am playing in the treehouse and no want to go then. So I tell my cousin if he go to the store (4-second pause) I let him play in the treehouse with me every day. (3-second pause) My cousin... he... go very fast to the store. I tell him he must come back fast. When he running to the house with the bag, he fall and break all the eggs. I laugh and laugh at him. (4-second pause) My mother yell at both of us and I must go back to the store.

Student's Written Response (unedited first draft)

I am like Tom Sawyer because I some times get some body to do my work and sometime I get them in trouble. One time my mother want me to go get eggs right away she needs them. I am playing in my tree house and do no want to get them. I see my cousin and ask him to get the eggs. I tell him I will let him play in the tree house every day if he get the eggs real fast. He run very fast and get the eggs. He is running back with the bag and he fall and all of the eggs break. I laugh and laugh but my cousin no think it is very funny. My mother not laugh. She make me go to store and I get in trouble for not being nice to my cousin. That is how I am like Tom Sawyer.

Retired Prompt 1

What is one significant feature of the student's oral discourse? What is one significant feature of the student's written discourse? What do these features tell you about the student's second-language development?

Retired Prompt 2

What are two instructional strategies that you would use to address the significant features of this student's second-language development? Provide a rationale for each strategy.

Sample Exercise 6: Teaching Writing

Exercise 6: Teaching Writing - Candidate Name

🕒 Time Remaining 29:31

Introduction

In this exercise, you will use your knowledge of English language arts to analyze student writing and discuss strategies to improve writing skills. You will be asked to respond to three prompts.

Criteria for Scoring

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

- an in-depth description of patterns of writing and writing conventions; and
- a thorough understanding of the recursive nature of the writing process.

Directions

You may preview all of the prompts by clicking the "Next" button. The "Previous" button will enable you to return to any of the prompts in order to compose or revise your response in the space provided.

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Stimulus

Carefully read the following scenario, student prompt, and student response:

A tenth-grade class was asked to write a compare and contrast essay using the text and the movie of Romeo and Juliet.

Student Prompt

We have read Romeo and Juliet and watched the film directed by Baz Luhrmann. Compare and contrast the two using examples from both works.

What follows is an actual student response to the prompt. It is a final draft.

	<p>I liked <u>Romeo and Juliet</u>, but I liked the movie much better than the play. When the movie's setting was changed to today, the meaning becomes much more clearer.</p>
5	<p>When we read the play, the words are very hard to understand. When Romeo talked to Mercutio and he gives his speech about the queen and everything, it was hard to understand what he's talking about. In the movie, it was easy to see that Mercutio is really cool and crazy and fun</p>
10	<p>and the party was wild and Juliet's parents don't really love themselves.</p>
15	<p>The guys really like the girl who plays Juliet. She was pretty and enthusiastic and you could tell she really loved Romeo because she fought with her father, her mother fights with her too, Paris is just a creep.</p>
20	<p>So you can see, I liked the movie. We spend so much time on the book and they're hard to understand. So the movie is so much better. It's easier to understand when you can see the people talking and hear what they say. I like seeing it in today's world even if we really don't know where it is.</p>

Retired Prompt 1

Identify two significant areas of weakness in the conventions.

Retired Prompt 2

Identify and analyze one significant weakness in organization or content. Provide support from the student's response.

Retired Prompt 3

When this student writes a similar piece, what are two strategies you would use to address the weakness identified in organization or content? At what stage in the writing process would you apply each strategy? Provide a rationale for each of your choices.

Understanding the National Board Scoring Process

All portfolio entries and assessment center exercises are scored by teachers practicing in the same content area as the assessment they are scoring. The National Board's carefully trained assessors use scoring rubrics to evaluate candidate responses. The rubrics clearly articulate the criteria that are to be applied in the evaluation of your responses. These criteria reflect the Standards that the entry is designed to measure.

Assessors use a four-level rubric to score each candidate's response as shown below.

Rubric Level	Score Range	Quality of Evidence
Level 4	3.75–4.25	Clear, consistent, and convincing
Level 3	2.75–3.74	Clear
Level 2	1.75–2.74	Limited
Level 1	0.75–1.74	Little or no

The Level 4 and Level 3 score ranges represent accomplished teaching practice. You do not have to receive Level 4 or Level 3 scores for every entry and exercise. A high score on one may compensate for a lower score elsewhere. Read the *Scoring Guide for Candidates* on the NBPTS Web site for your assessment.

Your Total Weighted Scaled Score

When your portfolio entries and assessment center exercises are completed and scored, your Total Weighted Scaled Score is computed. This is done by applying a set of weights to each of your entry and exercise scores.

For the AYA/ELA certificate, these are the weights:

- 16% for each of the three classroom-based portfolio entries
- 12% for the Documented Accomplishments portfolio entry
- 6.67% for each of the six assessment center exercises

Your weighted scaled score for each entry or exercise is calculated by multiplying the raw score by the appropriate weight, shown above. Your Total Weighted Scaled Score is the sum of the weighted scaled scores for all entries and exercises plus a 12-point uniform constant. For example, if your weighted scaled score is 263, you would receive a 12-point uniform constant score, and your Total Weighted Scaled Score would be 275. This number is then compared to 275, the performance standard established by the NBPTS Board of Directors.

A candidate whose Total Weighted Scaled Score is 275 or greater is recognized as an accomplished teacher and is awarded National Board Certification. A candidate whose Total Weighted Scaled Score does not meet 275 is not yet certified and for the following two years has the opportunity to retake certain portfolio entries or assessment center exercises in order to meet the performance standard of 275.

Things to Keep in Mind

The National Board Standards for the AYA/ELA certificate area are addressed within the portfolio and assessment center process. Therefore, you should keep the following in mind:

- Although the portfolio entries address many of the Standards, they may not address all of them. Standards the portfolio does not address may be included in the assessment center portion of the certification process.
- Each entry is scored independently of the others. When an entry asks for background or contextual information, be complete, since an assessor for one entry will not see your other entries.
- At each of the four levels of the scoring rubric, the same Standards-related criteria are applied. However, each level of the scoring rubric represents a difference in the quality of evidence demonstrated by the entry or exercise. For example, if “Knowledge of Students” is a Standard measured by an entry, the Level 4 rubric will refer to “clear, consistent, and convincing” evidence of that Standard while the Level 2 rubric will refer to “limited” evidence of the same Standard.
- One of the fundamental principles underlying the evaluation is that responses are scored only on what candidates are specifically asked to do. For example, if the directions specifically ask you to demonstrate how to use assessment in the featured instructional sequence, evidence supporting your use of assessment will be evaluated based on the scoring rubric. Conversely, if an entry does not require you to demonstrate how to use assessment, it will not be evaluated.

Beginning Your Journey toward National Board Certification

The first step on this journey is to make a commitment, but what does this commitment involve? First-time candidates apply and complete their assessments in an initial candidacy period as shown in the timeline below. For candidates who are not successful in their first try, there is a 24-month window, following the receipt of scores, in which to retake assessments and/or resubmit portfolio entries in order to achieve certification.

You may wish to start with the *Take One!* program that requires submission of a single portfolio entry for scoring. The preselected portfolio entry required for *Take One!* is identified as part of the portfolio entry descriptions on page 4. You can choose to transfer your *Take One!* score to National Board Certification within three years of completing the *Take One!* process. Read *Becoming a Take One! Participant* on the NBPTS Web site to learn more about the requirements.

If you choose to pursue National Board Certification, there is also a financial commitment for which support is available. Visit the NBPTS Web site to learn about federal, state, and/or local funds available to support National Board Certification and *Take One!* fees. Be sure to check with your local, district, or state educational officials for incentives (such as salary increases and bonuses) that may be offered for achieving National Board Certification.

The following timeline provides a snapshot of your schedule of commitments. Read the *Guide to National Board Certification* on the NBPTS Web site for complete information.

Certification Planner

Step	To Do	Year 1	Year 2	Year 3	Year 4
1	Send forms and fees to NBPTS:				
	<ul style="list-style-type: none"> application nonrefundable initial fee (\$500) all eligibility forms balance of full fee (totaling \$2,500) 	Jan. 1 — Dec. 31			
2	Develop portfolio entries and submit them to NBPTS:				
	<ul style="list-style-type: none"> Receive portfolio box after submitting initial fees. Submit all four portfolio entries at once after submitting all fees and eligibility forms. 	Jan. 1 — Mar. 31			
3	Schedule your assessment center exercises:				
	<ul style="list-style-type: none"> after submitting all fees and eligibility forms at least 30 days before the test date 		Jan. 1 — Jun. 15		
4	Obtain your scores online:				
	<ul style="list-style-type: none"> Access <i>My Profile</i> to learn about your scores and certification status. 		Dec. 31	Dec. 31	Dec. 31
5	Continue the journey:				
	<ul style="list-style-type: none"> If you did not achieve certification, decide whether to retake assessment center exercises and/or portfolio entries. Submit retake application and fees. 			Jan. 31	Jan. 31
	<ul style="list-style-type: none"> Retake selected assessment center exercises. Submit selected portfolio entries. 			Jan. 1 — Jun. 15	Jan. 1 — Jun. 15
				Jan. 1 — Apr. 15	Jan. 1 — Apr. 15

Having made the commitment, many teachers who pursue National Board Certification become role models and leaders in their schools and districts, earning a greater voice in what happens and having a very positive effect on their students' experiences. On your journey, you will benefit directly from your candidacy, taking part in what many have described as the best professional development experience of their lives.

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The National Board for Professional Teaching Standards, Inc. has been funded, in part, with grants from the U.S. Department of Education and the National Science Foundation. Through September 2008, NBPTS has been appropriated federal funds of \$177.3 million, of which \$159.5 million was expended. Such amount represents approximately 31 percent of the National Board's total cumulative costs. Approximately \$360.8 million (69 percent) of the National Board's costs were financed by non-federal sources.

The contents of this publication were developed in whole or in part under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

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