



Early Adolescence through Young Adulthood

ART

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 Early Adolescence through Young Adulthood/Art certificate is appropriate for teachers who teach visual arts to students ages 11–18+ and who know the making and content of the visual arts. 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 practice meets the Early Adolescence through Young Adulthood/Art Standards?
- have access to a class of at least 6 students, in which 51% of the students are ages 11–18+ during the 12 months prior to the submission of your portfolio entries?
- submit student work samples and video recordings in English and/or Spanish showing your interactions with your students?
- demonstrate your ability to articulate one overarching art education goal, plan and develop sequenced instruction over time to help students achieve this goal, and show how your design and implementation of an instructional sequence over time work to further students’ understanding of the overarching art education goal?
- show how you use your knowledge of art content, developmental needs of students, and teaching strategies to facilitate students’ understanding of how and why art is made?
- show how you use your knowledge of art content and teaching strategies to facilitate students’ learning to study, interpret, and evaluate art?
- demonstrate how you assess student work and student learning?
- 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:

- art-making processes?
- studying and interpreting art?
- the functions of art?
- the nature and value of art?
- the evolution of Western art?
- forming processes?

Reviewing the Standards

The requirements for National Board Certification in the field of Early Adolescence through Young Adulthood/Art (EAYA/Art) are organized into the following Standards. The ordering of the Standards is designed to facilitate understanding, not to assign priorities.

I. Goals of Art Education

Accomplished art teachers know, understand, and implement ambitious goals of art education for themselves and their students.

II. Knowledge of Students as Learners

Accomplished art teachers demonstrate an understanding of the development of students in relationship to their art learning.

III. Equity and Diversity

Accomplished art teachers are committed to the celebration of diversity, practice equity and fairness, and use the multicultural content of art to promote opportunities to learn to accept and value others.

IV. Content of Art

Accomplished art teachers demonstrate a comprehensive understanding of the essential knowledge, concepts, skills, and processes that compose the content of art.

V. Curriculum and Instruction

Accomplished art teachers use their knowledge of art and students to organize, design, deliver, and evaluate curriculum and instruction to help students make, study, and respond to works of art.

VI. Assessment, Evaluation, and Reflection on Student Learning

Accomplished art teachers understand the design, principles, and purposes of assessment; they regularly monitor, analyze, and evaluate student progress to inform their own practice.

VII. Instructional Resources and Technology

Accomplished art teachers create, select, and adapt a variety of resources, materials, and technologies that support students as they learn in and through the visual arts.

VIII. Learning Environments

Accomplished art teachers establish environments where individuals, art content, and inquiry are held in high regard and where students can actively learn and create.

IX. Collaboration with Colleagues, Schools, Families, and Communities

Accomplished art teachers work with colleagues, schools, families, and community groups to achieve common goals for the education of students; to improve schools; and to advance the knowledge, practice, and support of art education.

X. Reflective Practice

Accomplished art teachers constantly analyze, evaluate, and strengthen their practice and programs in order to improve the quality of student learning.

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 EAYA/Art 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:
A Portrait of
Teaching over Time**

In this entry, you demonstrate how you plan and develop sequenced instruction to further students' growth in art and their understanding and attainment of an overarching art education goal, and how you assess student progress. You provide a Photo Storyboard containing 10 photographs taken during a period of instruction, a Written Commentary, and assessment materials.

**Entry 2: Learning
about Making Art**

In this entry, you demonstrate how you teach and monitor student learning about art-making processes. You demonstrate how you involve students in the assessment of their own progress, and you demonstrate how you utilize space and resources to create a physical teaching area that supports the learning of art in a safe environment. You provide an 18-minute video recording that includes a 2-minute visual pan of the classroom and two 8-minute segments from one lesson that show you helping students learn about making art. You also provide a Written Commentary analyzing the video recording, and assessment materials.

**Entry 3: Learning to
Study, Interpret,
and Evaluate Art**

In this entry, you demonstrate how you work with students to help them learn to study, interpret, and evaluate art. You demonstrate how you assess student learning that resulted from the interactions seen on the video recording. You provide a 15-minute video recording of one lesson and a Written Commentary analyzing the video recording. You also provide assessment 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:
Art-Making
Processes** For this exercise, you create an art product before you attend your assessment center appointment, using stimulus materials mailed to you in advance. At the assessment center, you are asked to describe, analyze, and reflect on the art-making processes you considered and used as you created an art product.
- Exercise 2:
Studying and
Interpreting Art** In this exercise, you use your knowledge of art criticism and your understanding of specific art concepts to analyze a work of art in terms of expressive, sensory, and formal qualities, and to discuss how these qualities, as well as symbolism and metaphor, contribute to the meaning of the work of art.
- Exercise 3:
The Functions of Art** In this exercise, you use your knowledge of art history and your understanding of the roles, purposes, and functions of art to describe a work representative of a specific culture, time, and place. You discuss the relationship between a work's role, purpose, and/or function and the social, political, and historical aspects of its culture of origin.
- Exercise 4:
The Nature and
Value of Art** In this exercise, you use your knowledge and understanding of aesthetic theories and the nature and value of art to analyze the aesthetic and artistic qualities of a work of art. You are asked to provide a rationale grounded in aesthetic theory to support your analysis and evaluation of the image.
- Exercise 5:
The Evolution of Art** In this exercise, you use your knowledge of art history and your understanding of the contextual factors that affect the creation of art to discuss the social, historical, and/or political contexts of a work of art. You discuss a Western art image, representative of an important artist's body of work, its significance, and its impact on the world of art.
- Exercise 6:
Forming Processes** In this exercise, you use your knowledge and understanding of the creative process to describe and analyze the media, tools, and techniques present in two works of art. You are asked to discuss how the artists' choices of forming processes affect the visual impact and meaning of both works of art.

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 3: The Functions of Art

Exercise 3 - The Functions of Art - Candidate Name

🕒 Time Remaining 29:31

Introduction

In this exercise, you will use your knowledge of art history and your understanding of the roles, purposes, and functions of art to describe and discuss a work representative of a specific culture, time, and place. 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:

- a detailed description of a work created in a specific culture, time, and place; and
- an in-depth understanding of the role, purpose, and/or function of art made in specific cultures, times, and places, as demonstrated through a thoughtful discussion of the work and its social, political, and/or historical contexts.

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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Preparation

Works of art are classified by a wide range of traditional and contemporary forms. Artists or artisans from specific times, cultures, and places created the works presented in this exercise. Reproductions are provided on screen. A limited amount of information about each work is included.

Select **one** of the two works on which to base your response. Closely examine the work as you respond to the prompts that follow.

Retired Prompt 1

Describe the characteristics of the work. Firmly ground your response in the presented image. Be sure to discuss the art form or type of work it best represents. Give specific examples of the choices made by the artist that are found in the work.

Retired Prompt 2

Discuss the role, purpose, and/or function of the work within its culture and context. Firmly ground your response in the presented image. Describe the roles, purposes, and functions of the image within its cultural context. Be sure to address the social, historical, and/or political contexts of the work in your response.

Sample Exercise 5: The Evolution of Art

Exercise 5 - The Evolution of Art - Candidate Name

🕒 Time Remaining 29:31

Introduction

In this exercise, you will use your knowledge of art history and your understanding of the contextual factors that affect the creation of art to discuss a Western art image, representative of an important artist's body of work, and its significance on the world of art. 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 accurate understanding of the social, historical, and/or political contexts of Western artwork as representative of an artist's body of work; and
- a thoughtful and insightful discussion of the nature and significance of an important Western artist's work in the history of art.

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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Preparation

Reproductions are provided on screen. Artists who are considered by many to have made a significant contribution to the world of art created these works. A limited amount of information about each work is included.

Select **one** of the two images. Closely examine the selected art image as you respond to the prompts that follow.

Retired Prompt 1

What are the social, historical, and/or political contexts of the artwork, as representative of the artist's body of work? Firmly ground your response in the presented work. Be sure to address the social, historical, and/or political contexts in your response.

Retired Prompt 2

What key concepts support the conclusion that the selected artist's work is significant in the world of art? Firmly ground your response in the presented work. Include why the artist's work is considered important in the evolution of art. Discuss the impact of the artist's body of work on the world of art.

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 EAYA/Art 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 EAYA/Art 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 3. 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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by

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