



# Early Adolescence through Young Adulthood

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## HEALTH EDUCATION

### Scoring Guide *for Candidates*

- **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.nbpts.org](http://www.nbpts.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: Integration of Content Knowledge and Skills

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**In this entry:** You demonstrate your ability to show the integration of a health-related skill(s) across different content areas. You submit a Written Commentary, three activities and related instructional materials, and two student work samples for each activity.

**THE LEVEL 4** performance provides *clear, consistent, and convincing* evidence of an ability to integrate health-related skill(s) that promote positive health habits across different health-related content areas, and how you integrate technology instruction. These health-related skills link to an appropriate health education curriculum and/or student standards and should be applicable to real-life situations.

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

- that the teacher demonstrates a thorough knowledge about his/her students and makes informed decisions about instructional content and strategies based on the knowledge of the learning styles, backgrounds, experiences, and goals of individual students.
- that the teacher sets high, worthwhile, and appropriate learning goals for his/her students, connects instruction to those goals, and selects relevant health-related skills that connect to a variety of health-related content areas.
- that the teacher selects goals and health-related skills that are linked to real-life situations, and apply to comprehensive health education, including the components of physical, mental, emotional, social, and spiritual health.
- that the teacher implements sound, comprehensive activities and teaching practices that promote the development of health-literate individuals.
- that the teacher delivers well-defined health content through skills-based learning, e.g., communication, goal-setting, decision-making, and problem-solving skills.
- that the teacher selects, plans, adapts, and evaluates curriculum to ensure comprehensive health education.
- that the teacher uses an array of engaging instructional strategies, including links to technology, to facilitate student learning.
- that the teacher employs a variety of valid and reliable assessment strategies appropriate to both the curriculum and the learner.
- that the teacher provides appropriate feedback to students, and uses assessment results to monitor student learning, assist students in reflecting on their own achievements, shape instruction, and report student progress.
- that the teacher accurately describes, analyzes, and evaluates students' performance on the basis of well-articulated criteria that are clearly connected to the learning goals.
- that the teacher engages in reflective thinking in which he/she describes his or her 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 an ability to integrate health-related skill(s) that promote positive health habits across different health-related content areas, and integrate technology instruction. These health-related skills link to an appropriate health education curriculum and/or student standards and should be applicable to real-life situations.

**THE LEVEL 3** performance provides *clear* evidence of an ability to integrate health-related skill(s) that promote positive health habits across different health-related content areas, and how you integrate technology instruction. These health-related skills link to an appropriate health education curriculum and/or student standards and should be applicable to real-life situations.

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

- that the teacher demonstrates a thorough knowledge about his/her students and makes informed decisions about instructional content and strategies based on the knowledge of the learning styles, backgrounds, experiences, and goals of individual students. However, the evidence may not be as consistent as in the Level 4 performance.
- that the teacher sets high, worthwhile, and appropriate learning goals for his/her students, connects instruction to those goals, and selects relevant health-related skills that connect to a variety of health-related content areas.
- that the teacher selects goals and health-related skills that are linked to real-life situations, and apply to comprehensive health education, including the components of physical, mental, emotional, social, and spiritual health, though the link to real-life situations may not be as strong or consistently articulated as in a Level 4 performance.
- that the teacher implements sound, comprehensive activities and teaching practices that promote the development of health-literate individuals.
- that the teacher delivers well-defined health content through skills-based learning, e.g., communication, goal-setting, decision-making, and problem-solving skills.
- that the teacher selects, plans, adapts, and evaluates curriculum to ensure comprehensive health education.
- that the teacher uses an array of engaging instructional strategies, including links to technology, to facilitate student learning.
- that the teacher employs a variety of valid and reliable assessment strategies appropriate to both the curriculum and the learner.
- that the teacher provides appropriate feedback to students, and uses assessment results to monitor student learning, assist students in reflecting on their own achievements, shape instruction, and report student progress.
- that the teacher accurately describes, analyzes, and evaluates students' performance on the basis of well-articulated criteria that are clearly connected to the learning goals, although some parts of the analysis may be more insightful or detailed than others.
- that the teacher engages in reflective thinking in which he/she describes his or her practice accurately, analyzes it fully and thoughtfully, and reflects on its implications and significance for future teaching, although the reflection may not be as consistent, detailed, or insightful as in a Level 4 performance.

The Level 3 performance may show some inconsistency and imbalance in the analysis or in the sources of evidence. One part of the response may be more indicative of accomplished practice than the other, but overall, there is *clear* evidence of an ability to integrate health-related skill(s) that promote positive health habits across different health-related content areas, and integrate technology instruction. These health-related skills link to an appropriate health education curriculum and/or student standards and should be applicable to real-life situations.

**THE LEVEL 2** performance provides *limited* evidence of an ability to integrate health-related skill(s) that promote positive health habits across different health-related content areas, and how you integrate technology instruction. These health-related skills link to an appropriate health education curriculum and/or student standards and should be applicable to real-life situations.

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

- that the teacher demonstrates a thorough knowledge about his/her students and makes informed decisions about instructional content and strategies based on the knowledge of the learning styles, backgrounds, experiences, and goals of individual students.
- that the teacher sets high, worthwhile, and appropriate learning goals for his/her students, connects instruction to those goals, and selects relevant health-related skills that connect to a variety of health-related content areas, may be vague, of limited significance, or only loosely related to instruction.
- that the teacher selects goals and health-related skills that are linked to real-life situations, and apply to comprehensive health education, including the components of physical, mental, emotional, social, and spiritual health.
- that the teacher implements sound, comprehensive activities and teaching practices that promote the development of health-literate individuals.
- that the teacher delivers well-defined health content through skills-based learning, e.g., communication, goal-setting, decision-making, and problem-solving skills.
- that the teacher selects, plans, adapts, and evaluates the curriculum to ensure comprehensive health education.
- that the teacher uses an array of engaging instructional strategies, including links to technology, to facilitate student learning.
- that the teacher employs a variety of valid and reliable assessment strategies. These strategies may be weak or may only be loosely tied to what's appropriate for both the curriculum and the learner.
- that the teacher provides appropriate feedback to students, and uses assessment results to monitor student learning, assist students in reflecting on their own achievements, shape instruction, and report student progress.
- that the teacher accurately describes, analyzes, and evaluates students' performance on the basis of well-articulated criteria that are clearly connected to the learning goals and the analysis may consist largely of what each student got "right" and "wrong" or focus primarily on affective issues such as engagement of students.
- that the teacher engages in reflective thinking in which he/she describes his or her practice accurately, analyzes it fully and thoughtfully, and reflects on its implications and significance for future teaching. The reflection may be over-simplified or sketchy and show limited understanding of 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 that the teacher is able to integrate health-related skill(s) across different health-related content areas. Overall, there is *limited* evidence of an ability to integrate health-related skill(s) that promote positive health habits across different health-related content areas, and integrate technology instruction. These health-related skills link to an appropriate health education curriculum and/or student standards and should be applicable to real-life situations.

**THE LEVEL 1** performance provides *little or no* evidence of an ability to integrate health-related skill(s) that promote positive health habits across different health-related content areas, and how you integrate technology instruction. These health-related skills link to an appropriate health education curriculum and/or student standards and should be applicable to real-life situations.

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

- that the teacher demonstrates a thorough knowledge about his/her students and makes informed decisions about instructional content and strategies based on the knowledge of the learning styles, backgrounds, experiences, and goals of individual students.
- that the teacher sets high, worthwhile, and appropriate learning goals for his/her students, connects instruction to those goals, and selects relevant health-related skills that connect to a variety of health-related content areas.
- that the teacher selects goals and health-related skills that are linked to real-life situations, and apply to comprehensive health education, including the components of physical, mental, emotional, social, and spiritual health. When stated, goals are trivial, inappropriate or unrelated to instruction.
- that the teacher implements sound, comprehensive activities and teaching practices that promote the development of health-literate individuals.
- that the teacher delivers well-defined health content through skills-based learning, e.g., communication, goal-setting, decision-making, and problem-solving skills.
- that the teacher selects, plans, adapts, and evaluates the curriculum to ensure comprehensive health education.
- that the teacher uses an array of engaging instructional strategies, including links to technology, to facilitate student learning.
- that the teacher employs a variety of valid and reliable assessment strategies appropriate to both the curriculum and the learner. The assessments may require students to simply recall information, participate in superficial assessments, or complete "fill-in-the-blank" types of assessments.
- that the teacher provides appropriate feedback to students, and uses assessment results to monitor student learning, assist students in reflecting on their own achievements, shape instruction, and report student progress.
- that the teacher accurately describes, analyzes, and evaluates students' performance on the basis of well-articulated criteria that are clearly connected to the learning goals. Analysis may consist solely of what each student got "right" and "wrong."
- that the teacher engages in reflective thinking in which he/she describes his or her practice accurately, analyzes it fully and thoughtfully, and reflects on its implications and significance for future teaching. The reflection may be missing or unrelated to the instructional lessons.

Overall, there is *little or no* evidence of an ability to integrate health-related skill(s) that promote positive health habits across different health-related content areas, and integrate technology instruction. These health-related skills link to an appropriate health education curriculum and/or student standards and should be applicable to real-life situations.

## Entry 2: Fostering Health Literacy

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**In this entry:** You demonstrate knowledge and understanding of the health curriculum and education through appropriate skills-based instruction and assessment strategies that foster growth in health literacy for students. You also display your ability to observe and analyze the interactions in your classroom. You submit a Written Commentary, a 15-minute video recording, and instructional materials.

**THE LEVEL 4** performance provides *clear, consistent, and convincing* evidence of an ability to demonstrate knowledge and understanding of the health education curriculum, implement appropriate instruction, utilize assessment strategies that foster growth in health literacy through skills-based learning, and guide students in effective ways to make positive health choices.

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

- of detailed knowledge of students' backgrounds, abilities, and interests, and utilizes that knowledge to plan and implement instruction.
- that the teacher draws on a deep knowledge of the components of health and health content to set high, attainable, worthwhile, and developmentally appropriate goals for student learning.
- that the teacher implements skills-based learning that enables students to make positive health choices.
- that the teacher thoughtfully selects, plans, adapts, and evaluates the curriculum to ensure comprehensive health education.
- that the teacher uses a variety of engaging instructional strategies to facilitate student learning and to promote student-to-student and student-to-teacher interaction.
- that the teacher holds high expectations for all students and empowers students to become health-literate individuals.
- that the teacher selects, designs, and implements a variety of challenging assessment strategies to monitor student learning and shape instruction.
- that the teacher actively fosters an equitable and fair learning environment in which all students are encouraged to participate and to flourish in a safe and nurturing setting.
- that the teacher engages in reflective thinking in which he/she describes his or her 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 an ability to demonstrate knowledge and understanding of health education curriculum, implement appropriate instruction, and utilize assessment strategies that foster growth in health literacy through skills-based learning, and guide students in effective ways to make positive health choices.

**THE LEVEL 3** performance provides *clear* evidence of an ability to demonstrate knowledge and understanding of the health education curriculum, implement appropriate instruction, and utilize assessment strategies that foster growth in health literacy through skills-based learning, and guide students in effective ways to make positive health choices.

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

- that the teacher demonstrates detailed knowledge of students' backgrounds, abilities, and interests, and utilizes that knowledge to plan and implement instruction. However, the evidence may not be as consistent as in the Level 4 performance.
- that the teacher draws on a deep knowledge of the components of health and health content to set high, attainable, worthwhile, and developmentally appropriate goals for student learning.
- that the teacher implements skills-based learning that enables students to make positive health choices.
- that the teacher selects, plans, adapts, and evaluates the curriculum to ensure comprehensive health education, although the link between the selection of the curriculum and comprehensive health education may not be as clear as in a Level 4 performance.
- that the teacher uses a variety of engaging instructional strategies to facilitate student learning and to promote student-to-student and student-to-teacher interaction.
- that the teacher holds high expectations for all students and empowers students to become health-literate individuals.
- that the teacher selects, designs, and implements a variety of challenging assessment strategies to monitor student learning and shape instruction.
- that the teacher actively fosters an equitable and fair learning environment in which all students are encouraged to participate and to flourish in a safe and nurturing setting.
- that the teacher engages in reflective thinking in which he/she describes his or her practice accurately, analyzes it fully and thoughtfully, and reflects on its implications and significance for future teaching, although the reflection may not be as consistent, detailed, or insightful as in a Level 4 performance.

The Level 3 performance may show some inconsistency and imbalance in the sources of evidence. One part of the response may be more indicative of accomplished practice than the other, but overall there is *clear* evidence of an ability to demonstrate knowledge and understanding of health education curriculum, implement appropriate instruction, and utilize assessment strategies that foster growth in health literacy through skills-based learning, and guide students in effective ways to make positive health choices.

**THE LEVEL 2** performance provides *limited* evidence of an ability to demonstrate knowledge and understanding of the health education curriculum, implement appropriate instruction, and utilize assessment strategies that foster growth in health literacy through skills-based learning, and guide students in effective ways to make positive health choices.

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

- that the teacher demonstrates knowledge of students' backgrounds, abilities, and interests, and utilizes that knowledge to plan and implement instruction.
- that the teacher draws on a deep knowledge of the components of health and health content to set high, attainable, worthwhile, and developmentally appropriate goals for student learning.
- that the teacher implements skills-based learning that enables students to make positive health choices.
- that the teacher selects, plans, adapts, and evaluates the curriculum to ensure comprehensive health education.
- that the teacher uses a variety of engaging instructional strategies to facilitate student learning and to promote student-to-student and student-to-teacher interaction.
- that the teacher holds high expectations for all students and empowers students to become health-literate individuals.
- that the teacher selects, designs, and implements a variety of challenging assessment strategies to monitor student learning and shape instruction.
- that the teacher actively fosters an equitable, accessible, and fair learning environment in which all students are encouraged to participate and to flourish in a safe and nurturing setting.
- that the teacher engages in reflective thinking in which he/she describes his or her practice accurately, analyzes it fully and thoughtfully, and reflects on its implications and significance for future teaching. The reflection may be over-simplified or sketchy and show limited understanding of 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 an ability to demonstrate knowledge and understanding of health education curriculum, implement appropriate instruction, and utilize assessment strategies that foster growth in health literacy through skills-based learning, and guide students in effective ways to make positive health choices.

**THE LEVEL 1** performance provides *little or no* evidence of an ability to demonstrate knowledge and understanding of the health education curriculum, implement appropriate instruction, and utilize assessment strategies that foster growth in health literacy through skills-based learning, and guide students in effective ways to make positive health choices.

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

- that the teacher demonstrates knowledge of students' backgrounds, abilities, and interests, and utilizes that knowledge to plan and implement instruction.
- that the teacher draws on a deep knowledge of the components of health and health content to set high, attainable, worthwhile, and developmentally appropriate goals for student learning.
- that the teacher implements skills-based learning that enables students to make positive health choices.
- that the teacher selects, plans, adapts, and evaluates the curriculum to ensure comprehensive health education.
- that the teacher uses a variety of engaging instructional strategies to facilitate student learning and to promote student-to-student and student-to-teacher interaction.
- that the teacher holds high expectations for all students and empowers students to become health-literate individuals. The assessments may require students to simply recall information, participate in superficial assessments, or complete "fill-in-the-blank" types of assessments.
- that the teacher selects, designs, and implements a variety of challenging assessment strategies to monitor student learning and shape instruction.
- that the teacher actively fosters an equitable, accessible, and fair learning environment in which all students are encouraged to participate and to flourish in a safe and nurturing setting.
- that the teacher engages in reflective thinking in which he/she describes his or her practice accurately, analyzes it fully and thoughtfully, and reflects on its implications and significance for future teaching. The reflection may be missing or unrelated to the instruction.

Overall, there is *little or no* evidence of an ability to demonstrate knowledge and understanding of health education curriculum, implement appropriate instruction, and utilize assessment strategies that foster growth in health literacy through skills-based learning, and guide students in effective ways to make positive health choices.

## Entry 3: Establishing an Optimal Learning Environment

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**In this entry:** You demonstrate how you establish a nurturing/supportive classroom environment through a variety of intellectual challenges in which students explore health literacy. You engage students in appropriate and varied instructional activities (i.e., cooperative learning, grouping, critical-thinking activities and exercises) to focus on high expectations for all students, develop deep knowledge, and foster comfort and confidence, promoting students' social and emotional development of health education. This entry is designed for you to provide evidence of your ability to plan, describe, illustrate, assess, and reflect on your teaching practice. You submit a Written Commentary, a 15-minute video recording, and instructional materials.

**THE LEVEL 4** performance provides *clear, consistent, and convincing* evidence that the teacher is able to establish a nurturing/supportive classroom setting and environment in which students are exposed to a variety of intellectual challenges as they explore relevant topics in health literacy.

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

- of an in-depth understanding of the individual students and their backgrounds to plan and implement instruction.
- that the teacher effectively establishes the relevant topic and related learning goals as central to health and justifies them as appropriate for his/her students and specific teaching context.
- that the teacher uses teaching strategies that reflect the unique learning needs of his/her students, show high expectations for all students, and promote student interaction with the teacher and with each other.
- that the teacher promotes an optimal learning environment that exposes students to a variety of intellectual challenges in which students explore health literacy.
- that the teacher establishes a fair, equitable, and accessible learning environment that is nurturing and supportive of all students in which all students feel safe to participate.
- that the teacher empowers all students to participate in class activities in ways that are instructionally sound for them as learners and encourages open dialogue about health-related skills.
- that the teacher accurately describes, analyzes, and evaluates classroom interactions and student understanding of the topic.
- that the teacher engages in reflective thinking in which he/she describes his or her practice accurately, analyzes it fully and thoughtfully, and evaluates ways to refine it.

Overall, there is *clear, consistent, and convincing* evidence of an ability to establish a nurturing/supportive classroom setting and environment through a variety of intellectual challenges in which students explore relevant topics in health literacy.

**THE LEVEL 3** performance provides *clear* evidence that the teacher is able to establish a nurturing/supportive classroom setting and environment in which students are exposed to a variety of intellectual challenges as they explore relevant topics in health literacy.

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

- of an in-depth understanding of the individual students and their backgrounds to plan and implement instruction.
- that the teacher effectively establishes the relevant topic and related learning goals as central to health and justifies them as appropriate for his/her students and specific teaching context.
- that the teacher uses teaching strategies that reflect the unique learning needs of his/her students, show high expectations for all students, and promote student interaction with the teacher and with each other.
- that the teacher promotes an optimal learning environment that exposes students to a variety of intellectual challenges in which students explore health literacy.
- that the teacher establishes a fair, equitable, and accessible learning environment that is nurturing and supportive of all students in which all students feel safe to participate.
- that the teacher empowers all students to participate in class activities in ways that are instructionally sound for them as learners and encourages open dialogue about health-related skills.
- that the teacher accurately describes, analyzes, and evaluates classroom interactions and student understanding of the topic.
- that the teacher engages in reflective thinking in which he/she describes his or her practice accurately, analyzes it fully and thoughtfully, and evaluates ways to refine it, although the reflection may not be as consistent, detailed, or insightful as in a Level 4 performance.

The Level 3 performance may show some inconsistency and imbalance in the sources of evidence. One part of the response may be more indicative of accomplished practice than the other, but viewed as a whole, there is *clear* evidence of an ability to establish a nurturing/supportive classroom setting and environment through a variety of intellectual challenges in which students explore relevant topics in health literacy.

**THE LEVEL 2** performance provides *limited* evidence that the teacher is able to establish a nurturing/supportive classroom setting and environment in which students are exposed to a variety of intellectual challenges as they explore relevant topics in health literacy.

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

- of an in-depth understanding of the individual students and their backgrounds to plan and implement instruction.
- that the teacher effectively establishes the relevant topic and related learning goals as central to health and justifies them as appropriate for his/her students and specific teaching context.
- that the teacher uses teaching strategies that reflect the unique learning needs of his/her students, show high expectations for all students, and promote student interaction with the teacher and with each other.
- that the teacher promotes an optimal learning environment that exposes students to a variety of intellectual challenges in which students explore health literacy.
- that the teacher establishes a fair, equitable, and accessible learning environment that is nurturing and supportive of all students in which all students feel safe to participate.
- that the teacher empowers all students to participate in class activities in ways that are instructionally sound for them as learners and encourages open dialogue about health-related skills.
- that the teacher accurately describes, analyzes, and evaluates classroom interactions and student understanding of the topic.
- that the teacher engages in reflective thinking in which he/she describes his or her practice accurately, analyzes it fully and thoughtfully, and evaluates ways to refine it. The reflection may be simplistic or sketchy and show limited understanding of 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 an ability to establish a nurturing/supportive classroom setting and environment through a variety of intellectual challenges in which students explore relevant topics in health literacy.

**THE LEVEL 1** performance provides *little or no* evidence that the teacher is able to establish a nurturing/supportive classroom setting and environment in which students are exposed to a variety of intellectual challenges as they explore relevant topics in health literacy.

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

- of an in-depth understanding of the individual students and their backgrounds to plan and implement instruction.
- that the teacher effectively establishes the relevant topic and related learning goals as central to health and justifies them as appropriate for his/her students and specific teaching context.
- that the teacher uses teaching strategies that reflect the unique learning needs of his/her students, show high expectations for all students, and promote student interaction with the teacher and with each other.
- that the teacher promotes an optimal learning environment that exposes students to a variety of intellectual challenges in which students explore health literacy.
- that the teacher establishes a fair, equitable, and accessible learning environment that is nurturing and supportive of all students in which all students feel safe to participate.
- that the teacher empowers all students to participate in class activities in ways that are instructionally sound for them as learners and encourages open dialogue about health-related skills.
- that the teacher accurately describes, analyzes, and evaluates classroom interactions and student understanding of the topic.
- that the teacher engages in reflective thinking in which he/she describes his or her practice accurately, analyzes it fully and thoughtfully, and evaluates ways to refine it. The reflection may be missing or unrelated to the instruction.

Overall, there is *little or no* evidence of an ability to establish a nurturing/supportive classroom setting and environment through a variety of intellectual challenges in which students explore relevant topics in health literacy.

## 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, although the communications may not be as effective as those in a Level 4 performance.
- 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 s/he 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 s/he 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. There is little or no evidence that the strategies are effective in engaging parents and other interested adults. There may be evidence that some families are overlooked or ignored.
- 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 s/he has shared his or her expertise with others.

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

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

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

## Scoring Rubrics for Assessment Center Exercises

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### Exercise 1: Nutrition

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**In this exercise:** You demonstrate an understanding of the importance of the dynamics of nutrition and the influences on one's health and wellness.

**THE LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to demonstrate an understanding of the importance of the dynamics of nutrition, and the influences on one's health and wellness.

**Characteristics:**

- a correct identification of two sources and two functions of a nutrient
- an informed identification and explanation of the short-term and long-term effects of an excessive and a deficient intake of a specific nutrient
- a detailed and in-depth description of two differences between two kinds/types of the nutrient
- an insightful explanation to link an aspect of health and wellness to the nutrient

**THE LEVEL 3** response shows *clear* evidence that the candidate is able to demonstrate an understanding of the importance of the dynamics of nutrition, and the influences on one's health and wellness.

**Characteristics:**

- a correct identification of two sources and two functions of a nutrient
- an appropriate identification and explanation of the short-term and long-term effects of an excessive and a deficient intake of a specific nutrient
- a detailed comparison of two differences between two kinds/types of the nutrient
- an accurate explanation to link an aspect of health and wellness to this nutrient

**THE LEVEL 2** response shows *limited* evidence that the candidate is able to demonstrate an understanding of the importance of the dynamics of nutrition, and the influences on one's health and wellness.

**Characteristics:**

- a vague identification of two sources and two functions of a nutrient
- a sketchy identification and explanation of the short-term and long-term effects of an excessive and a deficient intake of a specific nutrient
- an unclear comparison of two differences between two kinds/types of the nutrient
- an unclear explanation to link an aspect of health and wellness to this nutrient

**THE LEVEL 1** response shows *little or no* evidence that the candidate is able to demonstrate an understanding of the importance of the dynamics of nutrition, and the influences on one's health and wellness.

**Characteristics:**

- a weak and/or inaccurate identification of two sources and two functions of a nutrient
- an uninformed and/or inaccurate identification and explanation of the short-term and long-term effects of an excessive and a deficient intake of a specific nutrient
- a simplistic and/or inaccurate comparison of two differences between two kinds/types of the nutrient
- an inaccurate explanation to link an aspect of health and wellness to this nutrient

## Exercise 2: Risk Behaviors

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**In this exercise:** You show an understanding of the impact of risk behaviors (for example, alcohol, tobacco, and other drug use; poor nutrition; sedentary lifestyle; intentional and unintentional injuries; sexual risk behaviors) on personal health and wellness.

**THE LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to show an understanding of the impact of risk behaviors on personal health and wellness.

### Characteristics:

- an in-depth identification and a thorough explanation of two short-term and two long-term effects of risk behaviors on personal health and wellness
- an insightful and effective proposal with appropriate justification of prevention strategies that could be initiated in an effort to help students avoid risk behaviors
- an informed description of one intervention or one support system available for students who are involved in risk behaviors

**THE LEVEL 3** response shows *clear* evidence that the candidate is able to show an understanding of the impact of risk behaviors on personal health and wellness.

### Characteristics:

- an accurate identification and an appropriate explanation of two short-term and two long-term effects of risk behaviors on personal health and wellness
- a logical proposal with an adequate justification of prevention strategies that could be initiated in an effort to help students avoid risk behaviors
- an appropriate description of an intervention or support system available for students who are involved in risk behaviors

**THE LEVEL 2** response shows *limited* evidence that the candidate is able to show an understanding of the impact of risk behaviors on personal health and wellness.

**Characteristics:**

- an ineffective identification and/or a weak explanation of two short-term and two long-term effects of risk behaviors on personal health and wellness
- a confusing proposal with simplistic justification of prevention strategies that could be initiated in an effort to help students avoid risk behaviors
- a global or over-broad description of one intervention or one support system available for students who are involved in risk behaviors

**THE LEVEL 1** response shows *little or no* evidence that the candidate is able to show an understanding of the impact of risk behaviors on personal health and wellness.

**Characteristics:**

- an inaccurate identification and/or an incorrect explanation of two short-term and two long-term effects of risk behaviors on personal health and wellness
- an insignificant or unrelated proposal with minimal or missing justification of prevention strategies that could be initiated in an effort to help students avoid risk behaviors
- an ambiguous or inaccurate description of one intervention or one support system available for students who are involved in risk behaviors

## Exercise 3: Family Life

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**In this exercise:** You demonstrate the knowledge and skills needed to manage healthy and unhealthy relationships.

**THE LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate demonstrates the knowledge and skills necessary to manage healthy and unhealthy relationships.

**Characteristics:**

- an insightful identification of the content knowledge and skills necessary to address a student's question and an informed explanation of the importance of this content knowledge
- a detailed explanation of how the identified factor would affect each component of health (wellness)
- a thorough description of how to incorporate an awareness and understanding of two available resources to help a student

**THE LEVEL 3** response shows *clear* evidence that the candidate demonstrates the knowledge and skills necessary to manage healthy and unhealthy relationships.

**Characteristics:**

- a correct identification of the content knowledge and skills necessary to address a student's question and an appropriate explanation of the importance of this content knowledge
- an accurate explanation of how the identified factor would affect each component of health (wellness)
- an appropriate description of how to incorporate an awareness and understanding of two available resources to help a student

**THE LEVEL 2** response shows *limited* evidence that the candidate demonstrates the knowledge and skills necessary to manage healthy and unhealthy relationships.

**Characteristics:**

- an unclear identification of the content knowledge and skills necessary to address a student's question and an unclear explanation of the importance of this content knowledge
- a sketchy explanation of how the identified factor would affect each component of health (wellness)
- a vague description of how to incorporate an awareness and understanding of two available resources to help a student

**THE LEVEL 1** response shows *little or no* evidence that the candidate demonstrates the knowledge and skills necessary to manage healthy and unhealthy relationships.

**Characteristics:**

- an incorrect identification of the content knowledge and skills necessary to address a student's question and/or an inappropriate explanation of the importance of this content knowledge
- an illogical and/or incorrect explanation of how the identified factor would affect each component of health (wellness)
- an unrelated description of how to incorporate an awareness and understanding of two available resources to help a student

## Exercise 4: Health-Related Information

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**In this exercise:** You analyze and evaluate health-related information as it relates to critical thinking and decision making about products and services.

**THE LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to analyze and evaluate health-related information as it relates to critical thinking, decision making, and the evaluation of health-related information about products and services.

### Characteristics:

- an accurate and informed identification of two valid and two invalid statements in the material
- an insightful and rich analysis of how each of these valid and invalid statements might influence students' choices to use this product and how it could influence their overall health (wellness)
- a detailed explanation and a thorough justification of the content knowledge necessary to foster students' ability to evaluate health-related information and to make informed decisions regarding this health information

**THE LEVEL 3** response shows *clear* evidence that the candidate is able to analyze and evaluate health-related information as it relates to critical thinking, decision making, and the evaluation of health-related information about products and services.

### Characteristics:

- an accurate identification of two valid and two invalid statements in the material
- an appropriate analysis of how each of these valid and invalid statements might influence students' choices to use this product and how it could influence their overall health (wellness)
- a logical explanation and an appropriate justification of the content knowledge necessary to foster students' ability to evaluate health-related information and to make informed decisions regarding this health information

**THE LEVEL 2** response shows *limited* evidence that the candidate is able to analyze and evaluate health-related information as it relates to critical thinking, decision making, and the evaluation of health-related information about products and services.

**Characteristics:**

- a weak identification of two valid and two invalid statements in the material
- an ambiguous analysis of how each of these valid and invalid statements might influence students' choices to use this product and how it could influence their overall health (wellness)
- a confusing explanation and a partial justification of the content knowledge necessary to foster students' ability to evaluate health-related information and to make informed decisions regarding this health information

**THE LEVEL 1** response shows *little or no* evidence that the candidate is able to analyze and evaluate health-related information as it relates to critical thinking, decision making, and the evaluation of health-related information about products and services.

**Characteristics:**

- an inaccurate identification of two valid and two invalid statements in the material
- an incorrect and/or missing analysis of how each of these valid and invalid statements might influence students' choices to use this product and how it could influence their overall health (wellness)
- a minimal explanation and/or illogical justification of the content knowledge necessary to foster students' ability to evaluate health-related information and to make informed decisions regarding this health information

## Exercise 5: Components of Health

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**In this exercise:** You display knowledge of the interrelationships among the components of health and the application of life skills pertaining to these components.

**THE LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to display knowledge of the interrelationships among the components of health and the application of life skills pertaining to these components.

### Characteristics:

- an accurate identification and detailed explanation of the content knowledge necessary to address the interrelationships of the components of health in a scenario
- an in-depth description of the relationship between two of the components of health as they relate to the student in this scenario
- an insightful description of one instructional strategy you would use in a lesson to incorporate the appropriate application of a life skill related to this scenario

**THE LEVEL 3** response shows *clear* evidence that the candidate is able to display knowledge of the interrelationships among the components of health and the application of life skills pertaining to these components.

### Characteristics:

- a logical identification and an adequate explanation of the content knowledge necessary to address the interrelationships of the components of health in a scenario
- an accurate description of the relationship between two of the components of health as they relate to the student in this scenario
- an appropriate description of one instructional strategy you would use in a lesson to incorporate the appropriate application of a life skill related to this scenario

**THE LEVEL 2** response shows *limited* evidence that the candidate is able to display knowledge of the interrelationships among the components of health and the application of life skills pertaining to these components.

**Characteristics:**

- a minimal identification and/or a simplistic explanation of the content knowledge necessary to address the interrelationships of the components of health in a scenario
- a sketchy description of the relationship between two of the components of health as they relate to the student in this scenario
- an ambiguous description of one instructional strategy you would use in a lesson to incorporate the appropriate application of a life skill related to this scenario

**THE LEVEL 1** response shows *little or no* evidence that the candidate is able to display knowledge of the interrelationships among the components of health and the application of life skills pertaining to these components.

**Characteristics:**

- an incorrect identification and/or a confusing explanation of the content knowledge necessary to address the interrelationships of the components of health in a scenario
- an incorrect description of the relationship between two of the components of health as they relate to the student in this scenario
- a missing and/or inappropriate description of one instructional strategy you would use in a lesson to incorporate the appropriate application of a life skill related to this scenario

## Exercise 6: Disease Prevention and Control

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**In this exercise:** You display knowledge of diseases and an ability to evaluate information and student health care options that impact a healthy lifestyle (for example, nutrition, heredity, both environmental and cultural factors).

**THE LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to display knowledge of diseases and an ability to evaluate information and student health care options that impact a healthy lifestyle (e.g., nutrition, heredity, and cultural factors).

### Characteristics:

- an accurate identification and detailed explanation of two types of diseases
- an in-depth description of the transmission, signs, symptoms, and/or stages, and treatment or cure for a common disease
- a correct identification and informed explanation of the risk factors/behaviors associated with a common disease
- an informed description of two health care options associated with a disease in response to a student inquiry

**THE LEVEL 3** response shows *clear* evidence that the candidate is able to display knowledge of diseases and an ability to evaluate information and student health care options that impact a healthy lifestyle (e.g., nutrition, heredity, and cultural factors).

### Characteristics:

- a correct identification and an adequate explanation of two types of diseases
- an appropriate description of the transmission, signs, symptoms, and/or stages, and treatment or cure for a common disease
- a correct identification and logical explanation of the risk factors/behaviors associated with a common disease
- an effective description of two health care options associated with a disease in response to a student inquiry

**THE LEVEL 2** response shows *limited* evidence that the candidate is able to display knowledge of diseases and an ability to evaluate information and student health care options that impact a healthy lifestyle (e.g., nutrition, heredity, and cultural factors).

**Characteristics:**

- a partial identification and sketchy explanation of two types of diseases
- an unclear description of the transmission, signs, symptoms, and/or stages, and treatment or cure for a common disease
- a partial identification and confusing explanation of the risk factors/behaviors associated with a common disease
- an ambiguous description of two health care options associated with a disease in response to a student inquiry

**THE LEVEL 1** response shows *little or no* evidence that the candidate is able to display knowledge of diseases and an ability to evaluate information and student health care options that impact a healthy lifestyle (e.g., nutrition, heredity, and cultural factors).

**Characteristics:**

- an inaccurate identification and minimal explanation of two types of diseases
- an incorrect or missing description of the transmission, signs, symptoms, and/or stages, and treatment or cure for a common disease
- an illogical identification and unrelated explanation of the risk factors/behaviors associated with a common disease
- an incorrect or missing description of two health care options associated with a disease in response to a student inquiry

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