



Early Adolescence through Young Adulthood

WORLD LANGUAGES

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

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:

- *Assessment at a Glance*
- *Standards for Accomplished Teaching*
- *Portfolio Instructions*



Part 1:

Understanding and Interpreting Your Scores

This resource is available as a PDF file. You may select the link below to view or print **Part 1**.

[Scoring Guide for Candidates, Part 1: Understanding and Interpreting Your Scores](#)



Part 2:

Understanding and Applying the Scoring Criteria

Part 2: Understanding and Applying the Scoring Criteria presents the scoring rubrics for your certificate area. You should read the rubrics while developing your portfolio entries and preparing for your assessment center exercises. These rubrics, which are derived from the Standards, define the levels of accomplished teaching that you must demonstrate. This reference information will help you understand how the rubrics guide assessors in evaluating your work.

Each rubric begins with an overarching statement that summarizes the quality of performance at each of the rubric levels. For example, the overarching statement for a Level 4 rubric might read: "The Level 4 performance provides *clear, consistent, and convincing* evidence of the teacher's knowledge and practice in his or her field." This precise language is used to distinguish between the four levels of the score scale. The body of the rubric consists of statements organized in a manner that reflects the order of tasks or questions within the entry or exercise. If you are asked to discuss your goals in the first response, for example, then the quality statement about goals will be stated at the beginning of the body of the rubric.

One way to understand the meaning of the entire rubric and how it relates to the quality of a performance is to read across the rubric. You can do this by reading the first sentence for Level 4, the first sentence for Level 3, and so on. This reveals the gradations of quality delineated for each feature of the response. A careful reading of the rubrics is an invaluable step in helping you successfully develop your portfolio entries and prepare for your assessment center exercises.

Your portfolio entries and assessment center exercises are scored holistically. To score holistically, an assessor must look at the entry and exercise for its overall quality and evaluate the work as a whole. The response may have characteristics of adjacent performance levels, but the assessor must assign the score that best describes the work as a whole. When scoring, an assessor reads completely, and views, when applicable, the entire entry and exercise before assigning a score. An assessor should read and review supportively, looking for and rewarding those things done well in the entry or exercise.

For more information about understanding and interpreting your scores, please refer to **Part 1**.

Contents:

- Scoring Rubrics for Portfolio Entries
- Scoring Rubrics for Assessment Center Exercises

Scoring Rubrics for Portfolio Entries

Entry 1: Designing Instruction over Time

In this entry: You demonstrate your ability to plan, implement, and assess instruction. You select two students and assess their progress in the target language. You submit responses from the two selected students to two assessments. You also submit a Written Commentary that analyzes and reflects on the instructional sequence.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence that the teacher is able to select instructional goals, adapt or create materials, and apply appropriate methodologies; to plan, implement, and assess sequenced instruction; and to reflect on his or her teaching practice.

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

- that the teacher uses knowledge of student learning styles, backgrounds, experiences, and goals to make informed decisions about instructional content.
- that the teacher has a thorough knowledge of how the language works and draws upon this knowledge to set attainable and worthwhile learning goals for his or her students.
- of the teacher’s ability to acquaint students with key cultural traits and concepts and help them to synthesize and interpret this information in sensitive and meaningful ways.
- that the teacher understands varied methodologies and approaches used in the teaching of languages and draws upon this knowledge to design instructional strategies appropriate, and tightly connected, to the instructional goals.
- that the teacher actively seeks knowledge about all students’ prior language experiences and that he or she uses this knowledge to design course content, instruction, and assessment.
- of the teacher’s ability to use a variety of instructional approaches within an articulated sequence of instruction and to set high expectations for all students in order to move students to more accomplished levels of performance.
- of the teacher’s ability to select, adapt, create, and use appropriate resources to help meet the instructional and linguistic needs of all his or her students and to foster critical and creative thinking among them.
- that the teacher gives clear and meaningful feedback to students, analyzes assessment results, and makes adjustments to curriculum and instruction consistent with his or her findings.
- of the teacher’s ability to examine his or her students’ needs in relation to the lesson at hand and to long-term objectives.
- that the teacher is able to accurately describe his or her own practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future practice.

Overall, there is *clear, consistent, and convincing* evidence that the teacher is able to select instructional goals, adapt or create materials, and apply methodologies appropriate for the students; to plan, implement and assess sequenced instruction; and to reflect on his or her teaching practice.

THE LEVEL 3 performance provides *clear* evidence that the teacher is able to select instructional goals, adapt or create materials, and apply appropriate methodologies; to plan, implement, and assess sequenced instruction; and to reflect on his or her teaching practice.

The Level 3 performance provides *clear* evidence:

- that the teacher uses knowledge of student learning styles, backgrounds, experiences, and goals to make informed decisions about instructional content.
- that the teacher knows how the language works and draws upon this knowledge to set attainable and worthwhile learning goals for his or her students.
- of the teacher's ability to acquaint students with key cultural traits and concepts and help them synthesize and interpret this information in sensitive and meaningful ways.
- that the teacher understands varied methodologies and approaches used in the teaching of languages and draws upon this knowledge to design instructional strategies appropriate to the instructional goals.
- that the teacher actively seeks knowledge about all students' prior language experiences and that he or she uses this knowledge to design course content, instruction, and assessment.
- of the teacher's ability to use a variety of instructional approaches within an articulated sequence of instruction and to set high expectations for all students in order to move students to more accomplished levels of performance, though the sequence of activities may not be as seamless as in the Level 4 performance.
- of the teacher's ability to select, adapt, create, and use appropriate resources to help meet the instructional and linguistic needs of all his or her students and to foster critical and creative thinking among them.
- that the teacher gives clear and meaningful feedback to students, analyzes assessment results, and makes adjustments to curriculum and instruction consistent with his or her findings, though the feedback to students may not be as thorough and insightful as in a Level 4 performance.
- of the teacher's ability to examine his or her students' needs in relation to the lesson at hand and to long-term objectives.
- that the teacher is able to accurately describe his or her own practice, analyze it fully, and reflect on its implications and significance for future practice. The Level 3 performance may show imbalance or unevenness in the different sources of evidence or in different parts of the analysis.

One part of the performance may be more indicative of accomplished practice than another, but overall, there is *clear* evidence that the teacher is able to select instructional goals, adapt or create materials, and apply methodologies appropriate for the students; to plan, implement, and assess sequenced instruction; and to reflect on his or her teaching practice.

THE LEVEL 2 performance provides *limited* evidence that the teacher is able to select instructional goals, adapt or create materials, and apply appropriate methodologies; to plan, implement, and assess sequenced instruction; and to reflect on his or her teaching practice.

The Level 2 performance provides *limited* evidence:

- that the teacher uses knowledge of student learning styles, backgrounds, experiences, and goals to make informed decisions about instructional content. The goals may be vaguely articulated, of minimal significance, or only loosely related to the instruction or student needs.

The teacher shows limited knowledge of how the language works, and the learning goals may not be attainable or worthwhile.

- of the teacher's ability to acquaint students with key cultural traits and concepts and help them synthesize and interpret this information in sensitive and meaningful ways.
- that the teacher understands varied methodologies and approaches used in the teaching of languages and draws upon this knowledge to design instructional strategies appropriate to the instructional goals.
- that the teacher actively seeks knowledge about all students' prior language experiences, and thought given to the design of course content, instruction, and assessment may not be evident.
- of the teacher's ability to use a variety of instructional approaches within an articulated sequence of instruction and/or to set high expectations for all students in order to move students to more accomplished levels of performance.
- of the teacher's ability to select, adapt, create, and use appropriate resources to help meet the instructional and linguistic needs of all his or her students and to foster critical and creative thinking among them.
- that the teacher gives clear and meaningful feedback to students, analyzes assessment results, and makes adjustments to curriculum and instruction consistent with his or her findings.
- of the teacher's ability to examine his or her students' needs in relation to the lesson at hand and to long-term objectives.
- that the teacher is able to describe his or her own practice, analyze it fully, and reflect on its implications and significance for future practice.

The Level 2 performance may be characterized by evidence that hints at accomplished practice, but is too fragmented or uneven to support a classification as an accomplished performance.

Overall, there is *limited* evidence that the teacher is able to select instructional goals, adapt or create materials, and apply methodologies appropriate for the students; to plan, implement, and assess sequenced instruction; and to reflect on his or her teaching practice.

THE LEVEL 1 performance provides *little or no* evidence that the teacher is able to select instructional goals, adapt or create materials, and apply appropriate methodologies; to plan, implement, and assess sequenced instruction; and to reflect on his or her teaching practice.

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

- that the teacher uses knowledge of student learning styles, backgrounds, experiences, and goals to make informed decisions about instructional content.
- that the teacher knows how the language works and draws upon this knowledge to set attainable and worthwhile learning goals for his or her students. The learning activities do not help acquaint students with key cultural traits and concepts and help them synthesize and interpret this information in sensitive and meaningful ways.
- that the teacher understands varied methodologies and approaches used in the teaching of languages and draws upon this knowledge to design instructional strategies appropriate to the instructional goals.
- that the teacher actively seeks knowledge about all students' prior language experiences and uses this knowledge to design course content, instruction, and assessment.
- of the teacher's ability to use a variety of instructional approaches within an articulated sequence of instruction and to set high expectations for all students in order to move students to more accomplished levels of performance.
- of the teacher's ability to select, adapt, create, and use appropriate resources to help meet the instructional and linguistic needs of all his or her students and to foster critical and creative thinking among them.
- that the teacher gives meaningful feedback to students, analyzes assessment results, and makes adjustments to curriculum and instruction consistent with his or her findings. The analysis of the student work may be inappropriate or confused, and there may be no evidence that adjustments were made.
- of the teacher's ability to examine his or her students' needs in relation to the lesson at hand and to long-term objectives.
- that the teacher is able to describe his or her own practice, analyze it thoughtfully, and reflect on its implications and significance for future practice.

Overall, there is *little or no* evidence that the teacher is able to select instructional goals, adapt or create materials, and apply methodologies appropriate for the students; to plan, implement, and assess sequenced instruction; and to reflect on her or his teaching practice.

Entry 2: Building Communicative and Cultural Competence

In this entry: You demonstrate how you build communicative and cultural competence for your students through an environment of language and culture-learning. You demonstrate how you enable students to fulfill developmentally and culturally appropriate real-world tasks. You submit a 15-minute video recording depicting you and your students during the period of instruction. You also submit a Written Commentary in which you describe, analyze, and reflect upon the goals and strategies for the selected period of instruction.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence that the teacher is able to select, adapt, and utilize authentic materials and realia in order to create a language- and culture-learning environment that provides opportunities for all students to interact in the target language, and to provide opportunities for all students to explore connections between the target culture and their own culture.

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

- that the teacher uses knowledge of student development in designing a range of meaningful, interesting, and personally relevant instruction.
- that the teacher helps increase students' understanding of the diverse nature of their own and other countries and encourages them to have respect for, and appreciation of, the products, practices, and perspectives of other cultures.
- that the teacher uses the target language in the classroom, when appropriate, to ask questions orally and to paraphrase.
- that the teacher enables his or her students to develop firsthand experience with, and expand their awareness of, the target culture.
- that the teacher uses knowledge of language acquisition to make principled decisions for instruction and selects approaches that are consistent with what is known about how learners acquire language in an instructional setting.
- that the teacher knows the structures and functions of the language that are introduced, enhanced, and reviewed at each level of the curriculum and knows how to ensure that students progress through the process of building communicative and cultural competence.
- of a stimulating and supportive learning environment where meaningful communication in the target language and culture occurs.
- that the teacher uses, and adapts as necessary, authentic materials and realia to enhance students' understanding of the target language and culture.
- that the teacher enables students to show what they know and can do in the language by requiring them to fulfill real-world tasks in culturally appropriate ways.
- that the teacher reevaluates and rethinks instructional choices, analyzing the relationship between his or her practice and student learning.
- that the teacher is able to accurately describe his or her own practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future practice.

Overall, there is *clear, consistent, and convincing* evidence that the teacher is able to select, adapt, and utilize authentic materials and realia in order to create a language- and culture-learning environment; to provide opportunities for all students to interact in the target language; and to provide opportunities for all students to explore connections between the target culture and their own culture.

THE LEVEL 3 performance provides *clear* evidence that the teacher is able to select, adapt, and utilize authentic materials and realia in order to create a language- and culture-learning environment that provides opportunities for all students to interact in the target language; and to provide opportunities for all students to explore connections between the target culture and their own culture.

The Level 3 performance provides *clear* evidence:

- that the teacher uses knowledge of student development in designing a range of meaningful, interesting, and personally relevant instruction for students.
- that the teacher helps to increase students' understanding of the diverse nature of their own and other countries and encourages them to have respect for, and appreciation of, the products, practices, and perspectives of other cultures.
- that the teacher uses the target language in the classroom, as appropriate, to ask questions orally and to paraphrase.
- that the teacher enables his or her students to develop firsthand experience with, and expand their awareness of, the target culture.
- that the teacher uses knowledge of language acquisition to make principled decisions for instruction and select approaches that are consistent with what is known about how learners acquire language in an instructional setting.
- that the teacher knows the structures and functions of the language that are introduced, enhanced, and reviewed at each level of the curriculum and knows how to ensure that students progress through the process of building communicative and cultural competence.
- of a stimulating and supportive learning environment where meaningful communication in the target language and culture occurs, although the environment may not be as stimulating or supportive as in a Level 4 performance.
- that the teacher uses, and adapts as necessary, authentic materials and realia to enhance students' understanding of the target language and culture.
- that the teacher enables students to show what they know and can do in the language by requiring them to fulfill real-world tasks in culturally appropriate ways, although those tasks may not be as challenging, or the ways may not be as appropriate, as in a Level 4 performance.
- that the teacher reevaluates and rethinks instructional choices, analyzing the relationship between his or her practice and student learning.
- that the teacher is able to accurately describe his or her own practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future practice. The Level 3 performance may show imbalance or unevenness in the different sources of evidence.

One part of the performance may be more indicative of accomplished practice than another, but overall, there is *clear* evidence that the teacher is able to select, adapt, and utilize authentic materials and realia in order to create a language- and culture-learning environment; to provide opportunities for all students to interact in the target language; and to provide opportunities for all students to explore connections between the target culture and their own culture.

THE LEVEL 2 performance provides *limited* evidence that the teacher is able to select, adapt, and utilize authentic materials and realia in order to create a language- and culture-learning environment; to provide opportunities for all students to interact in the target language; and to provide opportunities for all students to explore connections between the target culture and their own culture.

The Level 2 performance provides *limited* evidence:

- that the teacher can provide a range of meaningful, interesting, and personally relevant instruction for students at all levels of development or ability.
- that the teacher helps increase students' understanding of the diverse nature of their own and other countries, and encourages them to have respect for, and appreciation of, the products, practices, and perspectives of other cultures.
- that the teacher uses the target language in the classroom, as appropriate, to ask questions orally and to paraphrase. The teacher may rely heavily on using English rather than the target language.
- that the teacher enables his or her students to develop firsthand experience with, and expand their awareness of, the target culture; learning activities may be unrelated to the target culture.
- that the teacher uses knowledge of language acquisition to make principled decisions for instruction and to select approaches that are consistent with what is known about how learners acquire language in an instructional setting.
- that the teacher knows the structures and functions of the language that are introduced, enhanced, and reviewed at each level of the curriculum and how to ensure that students progress through the process of building communicative and cultural competence.
- of a stimulating and supportive learning environment where meaningful communication in the target language and culture occurs. The lesson may not be meaningful to students or may be fragmented.
- that the teacher uses, and adapts as necessary, authentic materials and realia to enhance students' understanding of the target language and culture.
- that the teacher enables students to show what they know and can do in the language by requiring them to fulfill real-world tasks in culturally appropriate ways.
- that the teacher reevaluates and rethinks instructional choices, analyzing the relationship between his or her practice and student learning.
- that the teacher is able to accurately describe his or her own practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future practice.

The Level 2 performance may be characterized by evidence that hints at accomplished practice, but is too fragmented or uneven to support classification as an accomplished performance.

Overall, there is *limited* evidence that the teacher is able to select, adapt, and utilize authentic materials and realia in order to create a language- and culture-learning environment; to provide opportunities for all students to interact in the target language; and to provide opportunities for all students to explore connections between the target culture and their own culture.

THE LEVEL 1 performance provides *little or no* evidence that the teacher is able to select, adapt, and utilize authentic materials and realia in order to create a language- and culture-learning environment; to provide opportunities for all students to interact in the target language; and to provide opportunities for all students to explore connections between the target culture and their own culture.

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

- that the teacher can provide a range of meaningful, interesting, and personally relevant instruction for students at all levels of development or ability.
- that the teacher helps increase students' understanding of the diverse nature of their own and other countries, and encourages them to have respect for, and appreciation of, the products, practices, and perspectives of other cultures. The instruction may fail to present cultural products, practices, or perspectives.
- that the teacher uses the target language in the classroom, as appropriate, to ask questions orally and to paraphrase. The teacher may not use the target language in the classroom at all.
- that the teacher enables his or her students to develop firsthand experience with, and expand their awareness of, the target culture.
- that the teacher uses knowledge of language acquisition to make principled decisions for instruction and to select approaches that are consistent with what is known about how learners acquire language in an instructional setting.
- that the teacher knows the structures and functions of the language that are introduced, enhanced, and reviewed at each level of the curriculum and knows how to ensure that students progress through the process of building communicative and cultural competence.
- of a stimulating and supportive learning environment where meaningful communication in the target language and culture occurs.
- that the teacher uses, and adapts as necessary, authentic materials and realia to enhance students' understanding of the target language and culture. The materials may not be authentic, or supplemental materials may not be used.
- that the teacher enables students to show what they know and can do in the language by requiring them to fulfill real-world tasks in culturally appropriate ways. The activities may have no connection to the real world or may be inauthentic.
- that the teacher reevaluates and rethinks instructional choices, analyzing the relationship between his or her practice and student learning.
- that the teacher is able to describe his or her own practice, analyze it fully and thoughtfully, and reflect on its implications and significance for future practice. The reflection may be missing or disconnected from the instructional evidence.

Overall, there is *little or no* evidence that the teacher is able to select, adapt, and utilize authentic materials and realia in order to create a language- and culture-learning environment; to provide opportunities for all students to interact in the target language; and to provide opportunities for all students to explore connections between the target culture and their own culture.

Entry 3: Engaging All Learners

In this entry: You demonstrate how you use varied instructional strategies and materials to engage all students in using the target language. You submit a 15-minute video recording that depicts students engaged in using the target language in meaningful, interactive, and culturally appropriate tasks. You also submit a Written Commentary that describes, analyzes, and reflects on the goals for the featured lesson.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence that the teacher is able to monitor, and adjust to, individual students' needs and learning styles and to provide clear, focused, and purposeful explanations and activities, using a variety of strategies while maintaining a task-oriented environment, which fosters active learning and ensures that each student becomes an important and valued member of the class.

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

- that the teacher uses his or her knowledge of child and adolescent development in designing and providing appropriate instruction to his or her students.
- that the teacher engages all students in learning through his or her choice of varied activities—whole class, group, and individual.
- that the teacher tailors speech to meet the needs of the different levels of students in the classroom.
- that the teacher provides authentic and developmentally appropriate materials and resources dealing with target cultures.
- that the teacher provides input-rich environments, meaningful and contextualized lessons, a variety of opportunities for collaborative work, and opportunities for students to show that they can perform in culturally appropriate ways.
- that the teacher designs lessons ensuring manageable steps and provides students multiple opportunities to interact with the target language and culture.
- that the teacher helps maintain a task-oriented environment where students learn by doing, trying out language, and using language creatively to serve communicative needs.
- that the teacher chooses from among a variety of appropriate materials and resources and that he or she monitors their instructional effectiveness.
- that the teacher reevaluates and rethinks instructional choices, analyzing the relationship between his or her practice and student learning.

Overall, the Level 4 performance offers *clear, consistent, and convincing* evidence that the teacher is able to monitor, and adjust to, individual students' needs and learning styles and to provide clear, focused, and purposeful explanations and activities, using a variety of strategies while maintaining a task-oriented environment, which fosters active learning and ensures that each student becomes an important and valued member of the class.

THE LEVEL 3 performance provides *clear* evidence that the teacher is able to monitor, and adjust to, individual students' needs and learning styles and to provide clear, focused, and purposeful explanations and activities, using a variety of strategies while maintaining a task-oriented environment, which fosters active learning and ensures that each student becomes an important and valued member of the class.

The Level 3 performance provides *clear* evidence:

- that the teacher uses his or her knowledge of child and adolescent development in designing and providing appropriate instruction to his or her students.
- that the teacher engages all students in learning through his or her choice of varied activities—whole class, group, and individual—though all students may not be engaged at all times.
- that the teacher tailors speech to meet the needs of the different levels of students in the classroom.
- that the teacher provides authentic and developmentally appropriate materials and resources dealing with target cultures.
- that the teacher provides input-rich environments, meaningful and contextualized lessons, opportunity for collaborative work, and opportunities for students to show that they can perform in culturally appropriate ways, though the opportunities may not be as rich as in a Level 4 performance.
- that the teacher designs lessons ensuring manageable steps and provides students multiple opportunities to interact with the target language and culture.
- that the teacher helps maintain a task-oriented environment where students learn by doing, trying out language, and using language to serve communicative needs.
- that the teacher chooses from among a variety of appropriate materials and resources and monitors their instructional effectiveness, although the materials may not be as appropriate, or monitoring may not be as effective, as in a Level 4 performance.
- that the teacher reevaluates and rethinks instructional choices, analyzing the relationship between his or her practice and student learning.

The Level 3 performance may show imbalance or unevenness in the different sources of evidence or in different parts of the analysis. One part of the performance may be more indicative of accomplished practice than another, but overall, there is *clear* evidence that the teacher is able to monitor, and adjust to, individual students' needs and learning styles and to provide clear, focused, and purposeful explanations and activities, using a variety of strategies while maintaining a task-oriented environment, which fosters active learning and ensures that each student becomes an important and valued member of the class.

THE LEVEL 2 performance provides *limited* evidence that the teacher is able to monitor, and adjust to, individual students' needs and learning styles and to provide clear, focused, and purposeful explanations and activities, using a variety of strategies while maintaining a task-oriented environment, which fosters active learning and ensures that each student becomes an important and valued member of the class.

The Level 2 performance provides *limited* evidence:

- that the teacher uses his or her knowledge of child and adolescent development in designing and providing appropriate instruction to his or her students.
- that the teacher engages all students in learning through his or her choice of varied activities—whole class, group, and individual.
- that the teacher tailors speech to meet the needs of the different levels of students in the classroom; and the target language may not be used.
- that the teacher provides authentic and developmentally appropriate materials and resources dealing with target cultures.
- that the teacher provides input-rich environments, meaningful and contextualized lessons, opportunity for collaborative work, and opportunities for students to show that they can perform in culturally appropriate ways.
- that the teacher designs lessons ensuring manageable steps and provides students multiple opportunities to interact with the target language and culture. The lesson may be inappropriate for the students.
- that the teacher helps maintain a task-oriented environment where students learn by doing, trying out language, and using language to serve communicative needs. There may be little connection between the instruction and the activities.
- that the teacher chooses from among a variety of appropriate materials and resources and monitors their instructional effectiveness.
- that the teacher reevaluates and rethinks instructional choices, analyzing the relationship between his or her practice and student learning.

The Level 2 performance may be characterized by evidence that hints at accomplished practice, but is too fragmented or uneven to support classification as a Level 3 performance.

Overall, there is *limited* evidence that the teacher is able to monitor, and adjust to, individual students' needs and learning styles and to provide clear, focused, and purposeful explanations and activities, using a variety of strategies while maintaining a task-oriented environment, which fosters active learning and ensures that each student becomes an important and valued member of the class.

THE LEVEL 1 performance provides *little or no* evidence that the teacher is able to monitor, and adjust to, individual students' needs and learning styles and to provide clear, focused, and purposeful explanations and activities, using a variety of strategies while maintaining a task-oriented environment, which fosters active learning and ensures that each student becomes an important and valued member of the class.

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

- that the teacher uses his or her knowledge of child and adolescent development in designing and providing appropriate instruction to his or her students.
- that the teacher engages all students in learning through his or her choice of varied activities—whole class, group and individual. The students may not be engaged at all.
- that the teacher tailors speech to meet the needs of the different levels of students in the classroom; or the teacher may use English throughout most of the lesson.
- that the teacher provides authentic and developmentally appropriate materials and resources dealing with target cultures.
- that the teacher provides input-rich environments, meaningful and contextualized lessons, opportunity for collaborative work, and opportunities for students to show that they can perform in culturally appropriate ways.
- that the teacher designs lessons ensuring manageable steps and provides students multiple opportunities to interact with the target language and culture.
- that the teacher helps maintain a task-oriented environment where students learn by doing, trying out language, and using language creatively to serve communicative needs. The activities may not match the developmental level of, or may be inappropriate for, the students. The instruction may be a series of disconnected activities or games that are not linked to the instructional goals.
- that the teacher chooses from among a variety of appropriate materials and resources and monitors their instructional effectiveness.
- that the teacher reevaluates and rethinks instructional choices, analyzing the relationship between his or her practice and student learning.

Overall, there is *little or no* evidence that the teacher is able to monitor, and adjust to, individual students' needs and learning styles and to provide clear, focused, and purposeful explanations and activities, using a variety of strategies while maintaining a task-oriented environment, which fosters active learning and ensures that each student becomes an important and valued member of the class.

Entry 4: Documented Accomplishments: Contributions to Student Learning

In this entry: You illustrate your partnerships with students' families and community, and your development as a learner and collaborator with other professionals by submitting descriptions and documentation of your activities and accomplishments in those areas. Your description must make the connection between each accomplishment and its impact on student learning.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence of the teacher's ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

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

- that the teacher treats parents and other interested adults as valued partners in the child's education and uses thoughtfully chosen, appropriate strategies for reaching out to the families of his or her students. The selected strategies may or may not be original to the teacher, but they are implemented with skill and enthusiasm and are effective in engaging parents and other interested adults in communication that is highly interactive, fostering extensive two-way dialogue focused primarily on substantive teaching and learning issues and individual student progress.
- that the teacher facilitates ongoing, mutually beneficial communications between students and the wider community in a way that enhances teaching and learning.
- that the teacher has strengthened his or her own teaching practice through conscious and deliberate professional development to strengthen knowledge, skills, and abilities in areas that are relevant to his or her teaching and learning context and by broadening his or her own knowledge of culture by keeping abreast of contemporary cultural developments.
- that the teacher has worked collaboratively with colleagues to improve teaching and learning of world languages at different levels of instruction, either within the school or in the wider professional community, in order to strengthen and enhance a coherently articulated program of instruction from early childhood through adolescence and young adulthood.
- 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. The teacher seeks and participates in opportunities to promote education in world languages other than English and strives to make clear to professional colleagues the importance of world languages as a central part of the curriculum.

- 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 and by broadening his or her own knowledge of culture by keeping abreast of contemporary cultural developments.
- that the teacher has worked with colleagues as a partner or collaborator to improve teaching and learning of world languages at different levels of instruction, either within the school or in a larger professional context, in order to strengthen and enhance a coherently articulated program of instruction from early childhood through adolescence and young adulthood.
- 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. The teacher seeks and participates in opportunities to promote education in world languages other than English and strives to make clear to professional colleagues the importance of world languages as a central part of the curriculum.
- 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 or how he or she has broadened his or her knowledge of culture.
- that the teacher has shared what he or she has learned with colleagues by working with them in a role as a partner, collaborator, or leader, or has made little effort to address the importance of a clearly articulated program of language instruction.
- that the teacher is an accomplished practitioner within his or her own classroom, but that he or she has not shared his or her expertise with others in a significant way or has done little to promote the importance of world languages in the academic curriculum.

The evidence may suggest that the preponderance of the teacher’s activities outside of the classroom has been to fulfill job requirements, as opposed to being a conscious and deliberate effort to impact student learning and improve teaching and learning.
- that the teacher analyzes and reflects on the significance of all accomplishments taken together, and can appropriately plan for future opportunities to impact student learning.

The Level 2 performance may be characterized by evidence that occasionally hints at accomplished practice, but overall, there is *limited* evidence of the teacher’s ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

THE LEVEL 1 performance provides *little or no* evidence of the teacher’s ability to impact student learning through work with colleagues, professionals, families, and the community, and as a learner.

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

- that the teacher treats parents and other interested adults as partners in the child’s education and uses appropriate strategies for reaching out to the families of his or her students. The rationale for the selected strategies may be very vague, unclear, or absent.
- that the strategies are effective in engaging parents and other interested adults. There may be evidence that some families are overlooked or ignored.
- 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 as a teacher of world languages.
- that the teacher has worked with colleagues as a partner, collaborator, or leader and efforts to strengthen the teaching of world languages within the academic curriculum may be absent. If school projects are cited, there may be little or no evidence of their impact on teaching and learning, or the teacher’s role in the project may be very unclear or very passive.

There may be evidence that the teacher is an accomplished practitioner within his or her own classroom, but there is little or no evidence that he or she has shared his or her expertise with others.

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

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

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

Scoring Rubrics for Assessment Center Exercises

Exercise 1: Oral Proficiency

In this exercise: You demonstrate functional knowledge of the target language. You demonstrate the ability to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Given twelve distinct scenarios, you respond to one aural prompt for each. The scenarios are presented in English, both aurally and in writing. The aural prompts and the candidate responses are in the target languages. Prompts and responses are delivered and recorded electronically at the assessment centers.

THE LEVEL 4 response offers *clear, consistent, and convincing* evidence of the ability to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics.

Characteristics:

Fluency

- full and accurate narration in complex time frames, without unnatural hesitation
- use of detailed, complex, and well-structured extended discourse on concrete and/or abstract topics; may include hypothesizing fully and completely and/or use of structured argument to support opinions
- ability to maintain a smooth flow of speech in extended discourse across responses to multiple prompts, with little or no evidence of groping for appropriate language forms or vocabulary
- use of rich vocabulary; use of synonyms; avoidance of repetition; use of circumlocution or paraphrasing easily and naturally to compensate for unknown vocabulary; possible use of specialized vocabulary

Accuracy

- correct use of basic structures
- use of complex tenses and grammatical structures across multiple prompts; errors in complex structures may be very infrequent or absent
- Errors do not interfere with communication.

Appropriateness

- thorough addressing of the prompt
- culturally appropriate use of register, idioms, and sociolinguistic conventions
- Occasional evidence of non-target-language influence may be detectable.

THE LEVEL 3 response offers *clear* evidence of the ability to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics.

Characteristics:**Fluency**

- full and accurate narration in complex time frames, without unnatural hesitation, although narration may not be as accurate or fluent as in a Level 4 response
- use of detailed, complex, and well-structured extended discourse on concrete and/or abstract topics; may include appropriate hypothesizing fully and completely and/or use of structured argument to support opinions
- ability to maintain a smooth flow of speech in extended discourse across responses to multiple prompts; may be marked by occasional groping for appropriate language forms or vocabulary
- use of fairly extensive vocabulary, with use of synonyms and/or attempts to avoid repetition through use of circumlocution or paraphrasing

Accuracy

- correct use of basic structures
- use of complex tenses and grammatical structures across multiple prompts, although occasional errors may occur
- Errors rarely interfere with communication.

Appropriateness

- closely connected addressing of the prompt
- culturally appropriate use of register, idioms, and/or sociolinguistic conventions; however, isolated errors may occur
- Some evidence of influence from non-target language may be detectable.

THE LEVEL 2 response offers *limited* evidence of the ability to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics.

Characteristics:**Fluency**

- evidence of unnatural hesitation and/or errors in narration; narration may lack detail and/or complexity
- difficulty in using extended discourse, hypothesizing, and/or supporting opinions; discourse may not be well structured
- flow of speech may be marked by disconnected, sentence-level discourse and/or groping for appropriate language forms or vocabulary
- use of general vocabulary and groping for words may be evident; occasional use of synonyms and/or attempts to avoid repetition through use of circumlocution or paraphrasing; if present, circumlocution or paraphrasing may not always be successful

Accuracy

- Occasional errors in basic structures may occur.
- Use of complex tenses and grammatical structures may be infrequent and/or with frequent errors.
- Errors may interfere with communication.

Appropriateness

- partial addressing of the prompt
- Use of culturally appropriate register, idioms, and/or sociolinguistic conventions may be sporadic.
- Evidence of influence from non-target language may be obvious.

THE LEVEL 1 response offers *little or no* evidence of the ability to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics.

Characteristics:**Fluency**

- Errors in narration are obvious and/or detail and complexity may be lacking.
- Use of extended discourse may be rare; hypothesizing and/or support of opinions may be wholly lacking; discourse may lack structure.
- Flow of speech may only occasionally rise above disconnected, sentence-level discourse, with obvious groping for appropriate language forms or vocabulary; evidence of emerging connected discourse, but is not sustained.
- Limitations in use of general vocabulary and/or groping for words may be evident; unexpected, incorrect use of circumlocution or paraphrasing may result from lack of vocabulary; over-reliance on memorized chunks may be evident.

Accuracy

- Errors in basic structures may be frequent.
- Use of complex tenses and grammatical structures may be infrequent or wholly lacking, and/or incorrect.
- Errors may frequently interfere with communication.

Appropriateness

- confusing or unrelated addressing of the prompt
- errors in use of culturally appropriate register, idioms, and/or sociolinguistic conventions may be evident; rarely adjusts speech for context
- Evidence of influence from non-target language may be frequent.

Exercise 2: Interpreting Aural Texts

In this exercise: You demonstrate functional knowledge of the target language. Given two aural texts in the target language, you respond in English to four comprehension questions and one inference question pertaining to each text.

THE LEVEL 4 response offers *clear, consistent, and convincing* evidence of an accurate understanding of the details of speech in standard dialects and the ability to follow completely the essentials of conceptually and linguistically complex extended discourse.

Characteristics:

- accurate, complete, and detailed responses

THE LEVEL 3 response offers *clear* evidence of an accurate understanding of the details of speech in standard dialects and the ability to follow completely the essentials of conceptually and linguistically complex extended discourse.

Characteristics:

- complete responses, with minor inaccuracies

THE LEVEL 2 response offers *limited* evidence of an accurate understanding of the details of speech in standard dialects and the ability to follow completely the essentials of conceptually and linguistically complex extended discourse.

Characteristics:

- incomplete responses, or responses that contain many inaccuracies

THE LEVEL 1 response offers *little or no* evidence of an accurate understanding of the details of speech in standard dialects and the ability to follow completely the essentials of conceptually and linguistically complex extended discourse.

Characteristics:

- responses that are inaccurate and incomplete, or only tangentially relate to the prompts

Exercise 3: Interpreting Written Texts

In this exercise: You demonstrate functional knowledge of the target language. Given an excerpt from literature in the target language, you respond in English to six questions about the text. You describe the setting, characters, relationships between characters, and actions and behaviors of the characters. You also draw a reasonable inference from the text and support your inference with evidence from the text.

THE LEVEL 4 response offers *clear, consistent, and convincing* evidence of the ability to read a literary text with considerable comprehension by providing a coherent connection between the response and the supporting details.

Characteristics:

- a full and detailed description of the elements of the setting
- a mention of all the significant characters
- an accurate and complete identification of the relationships between or among the characters
- a thorough and complete listing of the actions or behaviors of the characters
- a reasonable inference drawn from the text supported with specific references from the text

THE LEVEL 3 response offers *clear* evidence of the ability to read a literary text with considerable comprehension by providing a coherent connection between the response and the supporting details.

Characteristics:

- an accurate description of elements of the setting
- a mention of all the significant characters
- an accurate identification of the relationships between or among the characters
- a complete listing of the actions or behaviors of the characters
- a reasonable inference drawn from the text supported with specific references from the text; however, some details may be missing

THE LEVEL 2 response offers *limited* evidence of the ability to read a literary text with considerable comprehension by providing a coherent connection between the response and the supporting details.

Characteristics:

- Some elements of the setting may be missing or described without detail.
- Some significant characters may be missing.
- Identification of some of the relationships between or among the characters may be incorrect or vague.
- Listing of the actions or behaviors of the characters may be incomplete or inaccurate.
- Inference drawn from the text may have little to do with the text OR a reasonable inference may not be adequately supported by evidence.

THE LEVEL 1 response offers *little or no* evidence of the ability to read a literary text with considerable comprehension by providing a coherent connection between the response and the supporting details.

Characteristics:

- little or no description of many elements of the setting
- little or no mention of characters, and/or the characters are inaccurately identified
- an inaccurate or missing identification of the relationships between or among the characters
- an incorrect or missing list of the actions or behaviors of the characters
- Inference drawn from the text may have nothing to do with the text OR a reasonable inference may not be supported by evidence.

Exercise 4: Written Communication

In this exercise: You demonstrate functional knowledge of the target language. Given a writing prompt, you write a draft essay in the target language. In the draft essay, you demonstrate the ability to express an opinion on a professional or social topic.

THE LEVEL 4 response offers *clear, consistent, and convincing* evidence of the ability to express thoughts through formal writing on a topic, organize a coherent essay, use a variety of vocabulary, and demonstrate control of a variety of grammatical and syntactical structures.

Characteristics:

Appropriateness

- ability to express thoughts through culturally appropriate organization of ideas with supporting details
- Some evidence of non-target language influence may be sporadically detectable.

Fluency

- consistent signs of fluency
- ease in use of cohesive (rhetorical) devices
- Successfully avoids repetition through the accurate use of a good variety of vocabulary.
- Successfully avoids repetition through the use of a good variety of structures.

Accuracy

- good control of verb tenses and structures, showing strong control of basic structures and control of complex structures with few or no errors
- good control of morphology and syntax

THE LEVEL 3 response offers *clear* evidence of the ability to express thoughts through formal writing on a topic, organize a coherent essay, use a variety of vocabulary, and demonstrate control of a variety of grammatical and syntactical structures.

Characteristics:**Appropriateness**

- ability to express thoughts through culturally appropriate organization of ideas with supporting details; however, the response may show some weakness of organization or lack of supporting details
- Evidence of influence from non-target language may be more frequent than in a Level 4 response.

Fluency

- consistent signs of fluency; however, response may show infrequent signs of lack of fluency
- ease in use of cohesive (rhetorical) devices; however, some lack of cohesion may be apparent
- use of a variety of accurate vocabulary with attempts to avoid repetition, although these might not always be successful

Accuracy

- control of verb tenses and structures, showing good control of basic structures, although isolated errors may occur; and control of complex structures with occasional errors
- control of morphology and syntax

THE LEVEL 2 response offers *limited* evidence of the ability to express thoughts through formal writing on a topic, organize a coherent essay, use a variety of vocabulary, and demonstrate control of a variety of grammatical and syntactical structures.

Characteristics:**Appropriateness**

- ability to express thoughts through culturally appropriate organization of ideas with supporting details; however, some lack of organization or details may be apparent
- Some evidence of influence from non-target language may be obvious.

Fluency

- May show signs of fluency; however, frequent signs of lack of fluency may occur.
- May show some difficulty in the use of cohesive (rhetorical) devices.
- Use of vocabulary may be somewhat limited and/or inaccurate, with few attempts to avoid repetition.

Accuracy

- May show weak control of verb tenses and structures, showing fairly good control of basic structures; however, use of complex structures may be infrequent or control of complex structures may be weak.
- May show weak control of morphology and syntax.

THE LEVEL 1 response offers *little or no* evidence of the ability to express thoughts through formal writing on a topic, organize a coherent essay, use a variety of vocabulary, and demonstrate control of a variety of grammatical and syntactical structures.

Characteristics:**Appropriateness**

- Major problems in organization or lack of supporting details may be apparent.
- Evidence of influence from non-target language may be frequent.

Fluency

- May show only few signs of fluency.
- May show considerable difficulty in the use of cohesive (rhetorical) devices.
- Use of vocabulary may be very limited and/or frequently inaccurate; there may be evidence of use of memorized chunks of language and no attempt to avoid repetition.

Accuracy

- May show poor control of verb tenses and structures, with few or no attempts to use complex structures or with frequent errors in the use of complex structures; control of basic structures may be missing.
- May show poor control of morphology and syntax.

Exercise 5: Knowledge of Language Acquisition

In this exercise: You demonstrate knowledge of language acquisition. Given three terms from the professional literature on: language acquisition; instructional techniques; and methods and approaches, you explain each of the three terms and give examples connected to the explanation from your target language and instructional level. The terms may come from professional journals and/or second language acquisition texts.

THE LEVEL 4 response offers *clear, consistent, and convincing* evidence of a familiarity with research on second-language acquisition, methodologies and approaches, and instructional techniques, and the impact of that research on student acquisition of a second language.

Characteristics:

- thoughtful and accurate explanations of terms from language acquisition, methodology and approaches, and instructional techniques
- relevant and meaningful examples appropriate to the teacher’s target language and instructional level that clearly illustrate the terms
- an informed and tightly connected analysis of how each term is related to students’ acquisition of competence in a second language

THE LEVEL 3 response offers *clear* evidence of a familiarity with research on second-language acquisition, methodologies and approaches, and instructional techniques, and the impact of that research on student acquisition of a second language.

Characteristics:

- accurate explanations of terms from language acquisition, methodology and approaches, and instructional techniques
- relevant examples appropriate to the teacher’s target language and instructional level that clearly illustrate the terms
- an appropriate analysis of how each term is related to students’ acquisition of competence in a second language

THE LEVEL 2 response offers *limited* evidence of a familiarity with research on second-language acquisition, methodologies and approaches, and instructional techniques, and the impact of that research on student acquisition of a second language.

Characteristics:

- Explanations of terms from language acquisition, methodology and approaches, and instructional techniques may be vague.
- Examples may not be relevant and meaningful and/or may be somewhat inappropriate to the teacher's target language and instructional level and may not clearly illustrate the terms.
- Analysis of how each term is related to students' acquisition of competence in a second language may be weak.

THE LEVEL 1 response offers *little or no* evidence of a familiarity with research on second-language acquisition, methodologies and approaches, and instructional techniques, and the impact of that research on student acquisition of a second language.

Characteristics:

- Explanations of terms from language acquisition, methodology and approaches, and instructional techniques may be inaccurate or missing.
- Examples may not be relevant and meaningful and/or may be inappropriate to the teacher's target language and instructional level and/or may not clearly illustrate the terms.
- Analysis of how each term is related to students' acquisition of competence in a second language may be misinformed.

Exercise 6: Knowledge of How Language Works

In this exercise: You demonstrate knowledge of how the target language works. Given 20 errors embedded in excerpts from a variety of texts in the target language, you correct each error and explain why it is an error.

THE LEVEL 4 response offers *clear, consistent, and convincing* evidence of an accurate knowledge of the language system and of a thorough understanding of the structure of language including the rules by which words are formed and the ways that phrases, clauses, and sentences are structured.

Characteristics:

- accurate corrections for the errors
- thorough and acceptable explanations of why the errors are incorrect

THE LEVEL 3 response offers *clear* evidence of an accurate knowledge of the language system and of a thorough understanding of the structure of language including the rules by which words are formed and the ways that phrases, clauses, and sentences are structured.

Characteristics:

- accurate corrections for the errors; however, there may be a few inaccuracies
- appropriate explanations of the errors

THE LEVEL 2 response offers *limited* evidence of an accurate knowledge of the language system and of a thorough understanding of the structure of language including the rules by which words are formed and the ways that phrases, clauses, and sentences are structured.

Characteristics:

- Corrections for the errors may be occasionally inaccurate or missing.
- Explanations of why the errors are incorrect may be occasionally vague or unacceptable.

THE LEVEL 1 response offers *little or no* evidence of an accurate knowledge of the language system and of a thorough understanding of the structure of language including the rules by which words are formed and the ways that phrases, clauses, and sentences are structured.

Characteristics:

- Corrections for the errors may be frequently inaccurate or missing.
- Explanations of why the errors are incorrect may be frequently vague, unacceptable, or missing.

Produced for the



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