



Early Childhood **GENERALIST**

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: Examining Children’s Literacy Development

In this entry: You select two children to feature as examples of your work with children in fostering literacy development. Your approach to assessment of the children’s abilities and needs, response to that assessment in the design and implementation of instruction, a Written Commentary that provides an analysis and a context for your instruction choices, and selected work samples demonstrating the children’s literacy development are the focus of this entry.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence that the teacher is able to assess and support children’s literacy development through multiple assessment methods and varied instructional strategies that are responsive to individual children’s learning needs.

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

- that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate and are shown appreciation of and respect for their individual differences and unique needs.
- that the teacher uses varied assessment methods, both formal and informal, to pursue questions about the nature of the selected children’s literacy and language abilities, to gain deeper understanding of the children, and to monitor the children’s progress over time.
- that the teacher has an accurate and detailed understanding of the children’s unique pattern of development.
- that the teacher sets high, worthwhile, and appropriate goals and objectives for student learning.
- of the teacher’s ability to describe the children’s preferences, strengths, and weaknesses in reading, writing, and oral language, including both skills and higher level processes.
- that the teacher uses information gained from assessment to support literacy and/or language development in ways that reflect consideration of the selected children’s strengths, interests, and needs.
- of the teacher’s ability to provide rich and varied opportunities for children to use reading, writing, and oral language in interconnected ways.
- that the teacher displays a broad understanding of the core academic subject of language arts/literacy development.
- that the teacher provides stimulating and varied activities that build on students’ interests and love of books, and that increase their desire to communicate through writing and/or oral language.
- that the teacher draws on families’ knowledge to better understand factors that influence children’s literacy development and dispositions to learning, and, in turn, provides useful information to families to help them enrich and extend their children’s school-based learning.
- that the teacher analyzes, evaluates, and strengthens the quality and effectiveness of his or her work through reflection.

Overall, there is *clear, consistent, and convincing* evidence that the teacher is able to assess and support children’s literacy development through multiple assessment methods and varied instructional strategies that are responsive to individual children’s learning needs.

THE LEVEL 3 performance provides *clear* evidence that the teacher is able to assess and support children's literacy development through multiple assessment methods and varied instructional strategies that are responsive to individual children's learning needs.

The Level 3 performance provides *clear* evidence:

- that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate and are shown appreciation of and respect for their individual differences and unique needs.
- that the teacher uses varied assessment methods, both formal and informal, to pursue questions about the nature of the selected children's literacy and language abilities, to gain deeper understanding of the children, and to monitor the children's progress over time. The assessment methods to understand and monitor these children may not be as rich or varied as in the Level 4 response.
- that the teacher has an accurate understanding of the children's unique pattern of development.
- that the teacher sets appropriate goals and objectives for student learning, though the goals may not be as tightly connected to instruction as in a Level 4 response.
- that the teacher is able to describe the children's preferences, strengths, and weaknesses in reading, writing, and oral language, including both skills and higher level processes.
- that the teacher uses information gained from assessment to support literacy and/or language development in ways that reflect consideration of the selected children's strengths, interests, and needs.
- that the teacher provides varied opportunities for children to use reading, writing, and oral language in interconnected ways, though the opportunities may not be as varied as in the Level 4 response.
- that the teacher displays an understanding of the core academic subject of language arts/literacy development.
- that the teacher provides stimulating and varied activities that build on students' interests and love of books, and that increase their desire to communicate through writing and/or oral language. These activities may not be as stimulating, challenging, or insightful as in a Level 4 response.
- that the teacher draws on families' knowledge to better understand factors that influence children's literacy development and dispositions to learning, and, in turn, provides useful information to families to help them enrich and extend their children's school-based learning.
- that the teacher analyzes, evaluates, and strengthens the quality and effectiveness of his or her own work through reflection. However, the reflection may not be as insightful as in a Level 4 response.

A Level 3 performance may show imbalance in the evidence. One part of the response may be more indicative of accomplished practice than the other, but overall, there is *clear* evidence that the teacher is able to assess and support children's literacy development through multiple assessment methods and varied instructional strategies that are responsive to individual children's learning needs.

THE LEVEL 2 performance provides *limited* evidence that the teacher is able to assess and support children’s literacy development through multiple assessment methods and varied instructional strategies that are responsive to individual children’s learning needs.

The Level 2 performance provides *limited* evidence:

- that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate and are shown appreciation of and respect for their individual differences and unique needs.
- that the teacher uses varied assessment methods, both formal and informal, to pursue questions about the nature of the selected children’s literacy and language abilities, to gain deeper understanding of the children, and to monitor the children’s progress over time. The assessment methods may be inaccurate or not focused on the topic of study.
- that the teacher has an accurate and detailed understanding of the children’s unique pattern of development.
- that the teacher sets appropriate goals and objectives for student learning. The goals for student learning may be vague, of minimal significance, or only loosely related to instruction.
- that the teacher is able to describe the children’s preferences, strengths, and weaknesses in reading, writing, and oral language, including both skills and higher level processes.
- that the teacher uses information gained from assessment to support literacy and/or language development in ways that reflect consideration of the selected children’s strengths, interests, and needs.
- that the teacher provides rich and varied opportunities for children to use reading, writing, and oral language in interconnected ways. The opportunities may be tangential in scope or depth.
- that the teacher displays a broad understanding of the core academic subject of language arts/literacy development.
- that the teacher provides stimulating and varied activities that build on students’ interests and love of books, and that increase their desire to communicate through writing and/or oral language. These activities may be inappropriate or ineffective.
- that the teacher draws on families’ knowledge to better understand factors that influence children’s literacy development and dispositions to learning, and, in turn, provides useful information to families to help them enrich and extend their children’s school-based learning.
- that the teacher analyzes, evaluates, and strengthens the quality and effectiveness of his or her work through reflection. The reflection may be global or sketchy and shows partial understanding of implications 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 assess and support children’s literacy development through multiple assessment methods and varied instructional strategies that are responsive to individual children’s learning needs.

THE LEVEL 1 performance provides *little or no* evidence that the teacher is able to assess and support children's literacy development through multiple assessment methods and varied instructional strategies that are responsive to individual children's learning needs.

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

- that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate and are shown appreciation of and respect for their individual differences and unique needs.
- that the teacher uses varied assessment methods, both formal and informal, to pursue questions about the nature of the selected children's literacy and language abilities, to gain deeper understanding of the children, and to monitor the children's progress over time. The assessment methods may be inaccurate or missing.
- that the teacher has an accurate and detailed understanding of the children's unique pattern of development.
- that the teacher sets relevant goals and objectives for student learning. The goals for student learning may not be goals at all, but rather activities. When stated, goals are trivial, inappropriate, or not connected to instruction.
- that the teacher is able to describe the children's preferences, strengths, and weaknesses in reading, writing, and oral language, including both skills and higher level processes.
- that the teacher uses information gained from assessment to support literacy and/or language development in ways that reflect consideration of the selected children's strengths, interests, and needs.
- that the teacher provides rich and varied opportunities for children to use reading, writing, and oral language in interconnected ways. The opportunities may be tangential or absent.
- that the teacher displays a broad understanding of the core academic subject of language arts/literacy development.
- that the teacher provides stimulating and varied activities that build on student's interests and love of books, and that increase their desire to communicate through writing and/or oral language. These activities may be inappropriate or not there.
- that the teacher draws on families' knowledge to better understand factors that influence children's literacy development and dispositions to learning, and, in turn, provides useful information to families to help them enrich and extend their children's school-based learning.
- that the teacher analyzes, evaluates, and strengthens the quality and effectiveness of his or her work through reflection. The reflection may be missing or not connected to the instructional evidence and shows vague understanding of implications for future teaching.

Overall, the Level 1 performance provides *little or no* evidence that the teacher is able to assess and support children's literacy development through multiple assessment methods and varied instructional strategies that are responsive to individual children's learning needs.

Entry 2: Building a Classroom Community

In this entry: You submit a 15-minute video recording that demonstrates the following: (a) your knowledge and ability to deepen students' knowledge of a social studies topic/concept/theme; (b) your ability to integrate the arts; and (c) how your interaction with children during whole-class or small-group discussion illustrates your approach to creating a classroom climate that promotes children's development of social and interpersonal skills. You provide a Written Commentary analyzing the video recording and instructional materials.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence that the teacher is able to use integrative experiences, knowledge of students, and the environment of the classroom to help children to develop social skills to understand concepts from the arts and social studies while creating and sustaining a community climate of mutual respect that is sensitive to the diversity of the class.

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

- that the teacher has established a social skill/concept and related learning goals(s) and justified them as appropriate to demonstrate knowledge of students with different developmental characteristics and levels of knowledge of concepts.
- that the teacher integrates content in social studies and the arts in a manner that is natural and enhances children's understanding of age-appropriate concepts from both disciplines.
- that the teacher establishes the social studies topic/concept/theme and related learning goal(s) and justifies them as appropriate for his or her students.
- of the teacher's ability to establish the arts concept(s) and related goal(s) and justify them as appropriate for her or his students.
- that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate.
- that the teacher is able to help build children's sensitivity to diversity, and to support their social and emotional development so they can display mutual respect, resolve conflicts, develop social skills, and function as a community.
- that the teacher is able to implement varied and effective approaches to building a classroom community.
- that the teacher demonstrates a deep knowledge of students and child development by including a strong rationale linking the goals and objectives used in this lesson to building children's sensitivity to diversity.
- that the teacher engages students in meaningful discussion/activities that are clearly linked to the stated goals.
- that the teacher demonstrates specific procedures, teaching strategies, and rationales that support student learning.
- of the teacher's ability to facilitate children's active participation in this discussion/activity in order to promote a rich exchange of ideas and opinions.
- that the teacher engages in reflective thinking in which she or he describes her or his practice accurately, analyzes it fully and thoughtfully, and evaluates ways to refine it.

Overall, there is *clear, consistent, and convincing* evidence that the teacher is able to use integrative experiences, knowledge of students, and the environment of the classroom to help children to develop social skills to understand concepts from the arts and social studies while creating and sustaining a community climate of mutual respect that is sensitive to the diversity of the class.

THE LEVEL 3 performance provides *clear* evidence that the teacher is able to use integrative experiences, knowledge of students, and the environment of the classroom to help children to develop social skills to understand concepts from the arts and social studies while creating and sustaining a community climate of mutual respect that is sensitive to the diversity of the class.

The Level 3 performance provides *clear* evidence:

- that the teacher has established a social skill/concept and related learning goal(s) and justified them as appropriate to demonstrate knowledge of students with different developmental characteristics and levels of knowledge of concepts. The integration may not be as strong as in a Level 4 response.
- that the teacher establishes the social studies topic/concept/theme and related learning goal(s) and justifies them as appropriate for her or his students.
- of the teacher's ability to establish the arts concept(s) and related goal(s) and to justify them as appropriate for his or her students. The concepts and goals may not be as substantive and as tightly connected to instruction as in a Level 4 response.
- that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate.
- that the teacher is able to help build children's sensitivity to diversity, and to support their social and emotional development so they can display mutual respect, resolve conflicts, develop social skills, and function as a community.
- that the teacher is able to implement varied and effective approaches to building a classroom community. The approaches may not be as well informed as in a Level 4 performance.
- that the teacher demonstrates a deep knowledge of students and child development by including a strong rationale linking the goals and objectives used in this lesson to building children's sensitivity to diversity.
- that the teacher engages students in meaningful discussion/activities that are clearly linked to the stated goals. The teacher's engagement in meaningful discussion may not be as convincing as in a Level 4 response.
- that the teacher demonstrates specific procedures, teaching strategies, and rationales that support student learning.
- of the teacher's ability to facilitate children's active participation in this discussion/activity in order to promote a rich exchange of ideas and opinions.
- that the teacher engages in reflective thinking in which she or he describes her or his practice accurately, analyzes it fully and thoughtfully, and evaluates ways to refine it. However, the reflection may not be as insightful as in a Level 4 response.

A Level 3 performance may show imbalance in the evidence. One part of the response may be more indicative of accomplished practice than the other, but overall, there is *clear* evidence that the teacher is able to use integrative experiences, knowledge of students, and the environment of the classroom to help children to develop social skills to understand concepts from the arts and social studies while creating and sustaining a community climate of mutual respect that is sensitive to the diversity of the class.

THE LEVEL 2 performance provides *limited* evidence that the teacher is able to use integrative experiences, knowledge of students, and the environment of the classroom to help children to develop social skills to understand concepts from the arts and social studies while creating and sustaining a community climate of mutual respect that is sensitive to the diversity of the class.

The Level 2 performance provides *limited* evidence:

- that the teacher has established a social skill/concept and related learning goal(s) and justified them as appropriate to demonstrate knowledge of students with different developmental characteristics and levels of knowledge of concepts. The integration may be ineffective or weak.
- that the teacher establishes the social studies topic/concept/theme and related learning goal(s) and justifies them as appropriate for her or his students.
- that the teacher is able to establish the arts concept(s) and related goal(s) and to justify them as appropriate for her or his students. The goals for student learning may be vague, of minimal significance, or only loosely related to instruction.
- that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate.
- that the teacher is able to help build children's sensitivity to diversity, and to support their social and emotional development so they can display mutual respect, resolve conflicts, develop social skills, and function as a community.
- that the teacher is able to implement varied and effective approaches to building a classroom community. The approaches may be simplistic or not well focused on building a community.
- that the teacher demonstrates a deep knowledge of students and child development by including a strong rationale linking the goals and objectives used in this lesson to building children's sensitivity to diversity.
- that the teacher engages students in meaningful discussion/activities that are clearly linked to the stated goals. The teacher's engagement of students in discussion may be unconvincing or tangential.
- that the teacher demonstrates specific procedures, teaching strategies, and rationales that support student learning.
- that the teacher is able to facilitate children's active participation in this discussion/activity in order to promote a rich exchange of ideas and opinions.
- that the teacher engages in reflective thinking in which she or he describes her or his practice accurately, analyzes it fully and thoughtfully, and evaluates ways to refine it. The reflection may be global or sketchy and shows partial understanding of implications 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 use integrative experiences, knowledge of students, and the environment of the classroom to help children to develop social skills to understand concepts from the arts and social studies while creating and sustaining a community climate of mutual respect that fosters appreciation of diversity.

THE LEVEL 1 performance provides *little or no* evidence that the teacher is able to use integrative experiences, knowledge of students, and the environment of the classroom to help children to develop social skills to understand concepts from the arts and social studies while creating and sustaining a community climate of mutual respect that is sensitive to the diversity of the class.

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

- that the teacher has established a social skill/concept and related learning goals(s) and justified them as appropriate to demonstrate knowledge of students with different developmental characteristics and levels of knowledge of concepts. The integration may be ineffective or missing.
- that the teacher establishes the social studies topic/concept/theme and related learning goal(s) and justifies them as appropriate for her or his students.
- that the teacher is able to establish the arts concept(s) and related goal(s) and to justify them as appropriate for her or his students. The goals for student learning may not be goals at all, but rather activities. When stated, goals are trivial, inappropriate, or not connected to instruction.
- that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate.
- that the teacher is able to help build children's sensitivity to diversity, and to support their social and emotional development so they can display mutual respect, resolve conflicts, develop social skills, and function as a community.
- that the teacher is able to implement varied and effective approaches to building a classroom community. The approaches may be simplistic or absent.
- that the teacher demonstrates a deep knowledge of students and child development by including a strong rationale linking the goals and objectives used in the lesson to building children's sensitivity to diversity.
- that the teacher engages students in meaningful discussion/activities that are clearly linked to the stated goals. The teacher's engagement of students in discussion may be unconvincing or not there.
- that the teacher demonstrates specific procedures, teaching strategies, and rationales that support student learning.
- that the teacher is able to facilitate children's active participation in this discussion/activity in order to promote a rich exchange of ideas and opinions.
- that the teacher engages in reflective thinking in which she or he describes her or his practice accurately, analyzes it fully and thoughtfully, and evaluates ways to refine it. The reflection may be missing or not connected to the instructional evidence and shows vague understanding of implications for future teaching.

Overall, the Level 1 performance provides *little or no* evidence that the teacher is able to use integrative experiences, knowledge of students, and the environment of the classroom to help children to develop social skills to understand concepts from the arts and social studies while creating and sustaining a community climate of mutual respect that fosters sensitivity to the diversity of the class.

Entry 3: Integrating Mathematics and Science

In this entry: You submit a 15-minute video recording of an integrative lesson designed to deepen children's understanding of mathematics and science concepts through a "Big Idea" in science and develop skills in using mathematical and scientific ways of observing, thinking, and communicating. You provide a Written Commentary analyzing the video recording and instructional materials.

THE LEVEL 4 performance provides *clear, consistent, and convincing* evidence that the teacher is able to engage students in scientific and mathematical ways of thinking, observing, reasoning, and communicating by planning and implementing a science learning sequence that integrates mathematical applications.

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

- that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate in this early childhood learning experience.
- that the teacher uses appropriate science and mathematical instructional materials, including technology, to enhance student learning about early childhood mathematics and science.
- that the teacher selects and effectively uses a "big idea" from science to explore the selected disciplinary theme.
- of the teacher's ability to plan a learning sequence that fosters the development and integration of clearly delineated scientific and mathematical concepts as an integral part of the activities.
- that the teacher develops a learning sequence that is directly relevant to the scientific and mathematical concepts as stated in the overall goals for student learning and that taps children's natural curiosity and interests.
- that the teacher uses various assessment methodologies in order to improve her or his work with children.
- of the teacher's ability to demonstrate a strong command of mathematical and scientific knowledge linked to this learning sequence.
- that the teacher encourages the children to be engaged intellectually as they actively participate in scientific and mathematical inquiry and are encouraged to pose questions and to formulate and discuss ideas.
- that the teacher engages in reflective thinking about children's learning, her or his instructional practice, and her or his role in fostering engagement and learning, while identifying areas of improvement.

Overall, the Level 4 performance provides *clear, consistent, and convincing* evidence that the teacher is able to engage students in scientific and mathematical ways of thinking, observing, reasoning, and communicating by planning and implementing a science learning sequence that integrates mathematical applications.

THE LEVEL 3 performance provides *clear* evidence that the teacher is able to engage students in scientific and mathematical ways of thinking, observing, reasoning, and communicating by planning and implementing a science learning sequence that integrates mathematical applications.

The Level 3 performance provides *clear* evidence:

- that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate in this early childhood learning experience.
- that the teacher uses appropriate science and mathematical instructional materials, including technology, to enhance student learning about early childhood mathematics and science. The instructional materials may not be as appropriate as in a Level 4 response.
- that the teacher selects and effectively uses a “big idea” from science to explore the selected disciplinary theme.
- that the teacher plans a learning sequence that fosters the development and integration of clearly delineated scientific and mathematical concepts as an integral part of the activities. The integration may not be as strong as in a Level 4 response.
- that the teacher develops a learning sequence that is directly relevant to the scientific and mathematical concepts as stated in the overall goals for student learning and that taps children’s natural curiosity and interests.
- that the teacher uses various assessment methodologies in order to improve her/his work with children. The assessment methodologies may not be as substantive as in a Level 4 response.
- that the teacher demonstrates a strong command of mathematical and scientific knowledge linked to this learning sequence.
- that the teacher encourages children to be engaged intellectually as they actively participate in scientific and mathematical inquiry and are encouraged to pose questions and to formulate and discuss ideas. The engagement of children may not be as effective as in a Level 4 response.
- that the teacher engages in reflective thinking about children’s learning, her/his instructional practice, and her/his role in fostering engagement and learning, while identifying areas of improvement. However, the reflection may not be as insightful as in a Level 4 response.

A Level 3 performance may show imbalance in the evidence. One part of the response may be more indicative of accomplished practice than the other, but overall, there is *clear* evidence that the teacher is able to engage students in scientific and mathematical ways of thinking, observing, reasoning, and communicating by planning and implementing a science learning sequence that integrates mathematical applications.

THE LEVEL 2 performance provides *limited* evidence that the teacher is able to engage students in scientific and mathematical ways of thinking, observing, reasoning, and communicating by planning and implementing a science learning sequence that integrates mathematical applications.

The Level 2 performance provides *limited* evidence:

- that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate in this early childhood learning experience.
- that the teacher uses appropriate science and mathematical instructional materials, including technology, to enhance student learning about early childhood mathematics and science. The instructional materials may be ineffective or inappropriate.
- that the teacher selects and effectively uses a “big idea” from science to explore the selected disciplinary theme.
- of the teacher’s ability to plan a learning sequence that fosters the development and integration of clearly delineated scientific and mathematical concepts as an integral part of the activities. The integration may be weak or tangential.
- that the teacher develops a learning sequence that is directly relevant to the scientific and mathematical concepts as stated in the overall goals for student learning and that taps children’s natural curiosity and interests.
- that the teacher uses various assessment methodologies in order to improve her/his work with children. The assessment methodologies may be ambiguous or trivial.
- of the teacher’s ability to demonstrate a strong command of mathematical and scientific knowledge linked to this learning sequence.
- that the teacher encourages the children to be engaged intellectually as they actively participate in scientific and mathematical inquiry and are encouraged to pose questions and to formulate and discuss ideas. The engagement of children may be unconvincing or limited in scope.
- that the teacher engages in reflective thinking about children’s learning, her/his instructional practice, and her/his role in fostering engagement and learning, while identifying areas of improvement. The reflection may be global or sketchy and shows partial understanding of implications 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 engage students in scientific and mathematical ways of thinking, observing, reasoning, and communicating by planning and implementing a science learning sequence that integrates mathematical applications.

THE LEVEL 1 performance provides *little or no* evidence that the teacher is able to engage students in scientific and mathematical ways of thinking, observing, reasoning, and communicating by planning and implementing a science learning sequence that integrates mathematical applications.

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

- that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate in this early childhood learning experience.
- that the teacher uses appropriate science and mathematical instructional materials, including technology, to enhance student learning about early childhood mathematics and science. The instructional materials may be ineffective or missing.
- that the teacher selects and effectively uses a “big idea” from science to explore the selected disciplinary theme.
- that the teacher is able to plan a learning sequence that fosters the development and integration of clearly delineated scientific and mathematical concepts as an integral part of the activities. The integration may be weak or absent.
- that the teacher develops a learning sequence that is directly relevant to the scientific and mathematical concepts as stated in the overall goals for student learning and that taps children’s natural curiosity and interests.
- that the teacher uses various assessment methodologies in order to improve her/his work with children. The assessment methodologies may be ambiguous or not there.
- of the teacher’s ability to demonstrate a strong command of mathematical and scientific knowledge linked to this learning sequence.
- that the teacher encourages the children to be engaged intellectually as they actively participate in scientific and mathematical inquiry and are encouraged to pose questions and to formulate and discuss ideas. The engagement of children may be unconvincing or absent.
- that the teacher engages in reflective thinking about children’s learning, her/his instructional practice, and her/his role in fostering engagement and learning, while identifying areas of improvement. The reflection may be missing or not connected to the instructional evidence and shows vague understanding of implications for future teaching.

Overall, the Level 1 performance provides *little or no* evidence that the teacher is able to engage students in scientific and mathematical ways of thinking, observing, reasoning, and communicating by planning and implementing a science learning sequence that integrates mathematical applications.

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 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.
- the communications with families are interactive. There may be frequent communications home but these may rely primarily on one-way media, such as notes home or newsletters. The evidence may suggest that parents are well informed about what is going on in the classroom, but there is limited evidence of two-way dialogue with families.
- regarding meaningful communications between the students and the wider community for the purpose of enhancing teaching and learning.
- that the teacher has strengthened his or her own teaching practice through professional development; even if the teacher has engaged in extensive professional development activities, it may be unclear how these activities relate to the knowledge, skills, and abilities that are relevant to his or her teaching and learning context.
- that the teacher has shared what he or she has learned with colleagues by working with them in a role as a partner, collaborator, or leader.

The evidence in a Level 2 response may indicate that the teacher is an accomplished practitioner within his or her own classroom, but that he or she has not shared his or her expertise with others in a significant way through professional development of other teachers, improving instructional practices, or advocating for positive change in educational policy.

The evidence may suggest that the preponderance of the teacher’s activities outside of the classroom has been to fulfill job requirements, as opposed to being a conscious and deliberate effort to impact student learning and improve teaching and learning.

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

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

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

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

- that the teacher treats parents and other interested adults as partners in the child’s education, and uses appropriate strategies for reaching out to the families of his or her students. The rationale for the selected strategies may be very vague, unclear, or absent.
- that the strategies are effective in engaging parents and other interested adults. There may be evidence that some families are overlooked or ignored.
- 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 response may contain negative or disparaging comments about parents, community, or professionals with little or no evidence of the teacher’s efforts to improve the situation.

- that the teacher has strengthened his or her own teaching practice through professional development. If professional development activities are cited, they may be very sketchy or weak or of little or no relevance to the teacher’s context.
- that the teacher has worked with colleagues as a partner, collaborator, or leader. If school projects are cited, there may be little or no evidence of their impact on teaching and learning, or the teacher’s role in the project may be very unclear or very passive.

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

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

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

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

Scoring Rubrics for Assessment Center Exercises

Exercise 1 : Literacy

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

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

Characteristics:

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

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

Characteristics:

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

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

Characteristics:

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

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

Characteristics:

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

Exercise 2: Mathematics

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

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

Characteristics:

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

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

Characteristics:

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

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

Characteristics:

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

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

Characteristics:

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

Exercise 3: Science

In this exercise: You exhibit your knowledge of a scientific concept as it relates to the “big ideas” in science and your application of this concept to the process of scientific inquiry. You are asked to plan an inquiry activity that would further scientific understanding, including a discussion and rationale for tools, technology, and/or materials needed to further the students’ understanding of the concept and its relation to the “big ideas in science.”

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

Characteristics:

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

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

Characteristics:

- Explanation of the scientific concept in relation to the “big idea” is detailed.
- Description of the planning of the inquiry activity to further student understanding of the scientific concept is in-depth.
- Inclusion of the learning goal, student and teacher activity, and the tools, technology, and/or materials is informed.
- Rationale for the choice of tools, technology, and/or materials is effective.

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

Characteristics:

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

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

Characteristics:

- Explanation of the scientific concept in relation to the “big idea” is simplistic or missing.
- Description of the planning of the inquiry activity to further student understanding of the scientific concept is partial or absent.
- Inclusion of the learning goal, student and teacher activity, and the tools, technology, and/or materials is misinformed or not there.
- Rationale for the choice of tools, technology, and/or materials is ineffective or missing.

Exercise 4: Social Studies

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

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

Characteristics:

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

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

Characteristics:

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

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

Characteristics:

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

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

Characteristics:

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

Exercise 5: Children's Play

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

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

Characteristics:

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

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

Characteristics:

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

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

Characteristics:

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

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

Characteristics:

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

Exercise 6: Physical Education, Health, and Safety

In this exercise: You demonstrate your knowledge of the major content components of a specific health, physical education, or safety topic. You also provide a learning goal, an instructional experience for a class that would enhance the understanding of one component of the topic identified, and a rationale for the goal.

THE LEVEL 4 response shows *clear, consistent, and convincing* evidence that the candidate is able to demonstrate a rich and detailed understanding of the fundamental health topic and of the methods needed to teach the topic at an appropriate developmental level, to provide a developmentally appropriate goal and a rich and detailed learning experience that is related to that goal, and to give a detailed and appropriate rationale that supports the stated goal.

Characteristics:

- Identification and description of the major content components that are developmentally appropriate for teaching the health topic are accurate and detailed.
- Description of a developmentally appropriate goal and learning experience to enhance the understanding of one component previously described is tightly connected and effective.
- Rationale for the selection of the goal for these students is appropriate and logical.

THE LEVEL 3 response shows *clear* evidence that the candidate is able to demonstrate a rich and detailed understanding of the fundamental concept and of the methods needed to teach the concept at an appropriate developmental level, to provide a developmentally appropriate goal and a rich and detailed learning experience that is related to that goal, and to give a detailed and appropriate rationale that supports the stated goal.

Characteristics:

- Identification and description of the major content components that are developmentally appropriate for teaching the health topic are accurate.
- Description of a developmentally appropriate goal and learning experience to enhance the understanding of one component previously described is tightly connected.
- Rationale for the selection of the goal for these students is appropriate.

THE LEVEL 2 response shows *limited* evidence that the candidate is able to demonstrate a rich and detailed understanding of the fundamental concept and of the methods needed to teach the concept at an appropriate developmental level, to provide a developmentally appropriate goal and a rich and detailed learning experience that is related to that goal, and to give a detailed and appropriate rationale that supports the stated goal.

Characteristics:

- Identification and description of the major content components that are developmentally appropriate for teaching the health topic are inaccurate or vague.
- Description of a developmentally appropriate goal and learning experience to enhance the understanding of one component previously described is loosely connected or ineffective.
- Rationale for the selection of the goal for these students is inappropriate or illogical.

THE LEVEL 1 response shows *little or no* evidence that the candidate is able to demonstrate a rich and detailed understanding of the fundamental concept and of the methods needed to teach the concept at an appropriate developmental level, to provide a developmentally appropriate goal and a rich and detailed learning experience that is related to that goal, and to give a detailed and appropriate rationale that supports the stated goal.

Characteristics:

- Identification and description of the major content components that are developmentally appropriate for teaching the health topic are inaccurate or missing.
- Description of a developmentally appropriate goal and learning experience to enhance the understanding of one component previously described is loosely connected or absent.
- Rationale for the selection of the goal for these students is inappropriate or not there.

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