

***Early Adolescence through
Young Adulthood/English as
a New Language***

**Component 1:
Content Knowledge**

**SAMPLE ITEMS
AND SCORING RUBRICS**

NATIONAL BOARD
for Professional Teaching Standards®

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Overview

This document provides information about the Early Adolescence through Young Adulthood/English as a New Language (EAYA/English as a New Language) Component 1 computer-based assessment. It includes sample assessment center selected response items and answer key, constructed response exercises, and the scoring rubric used to assess each constructed response exercise.

Note: This document is intended for EAYA/English as a New Language candidates who selected Path 2: English Language Development Specialist. If you selected Path 1, you must refer to the Component 1: Content Knowledge Sample Items and Scoring Rubrics for the path you selected (Early Adolescence or Adolescence and Young Adulthood Mathematics, Science, or Social Studies–History).

Component 1: Content Knowledge

Component 1: Content Knowledge is a computer-based assessment requiring candidates to demonstrate knowledge of and pedagogical practices for their teaching content area. Candidates must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of the chosen certificate area.

EAYA/English as a New Language Component 1 Computer-Based Assessment

In the EAYA/English as a New Language Component 1 computer-based assessment, content knowledge is assessed through the completion of approximately 45 selected response items and three constructed response exercises.

EAYA/English as a New Language Standards Measured by Selected Response Items

The EAYA/English as a New Language selected response items focus on the following Standards:

Standards Content	Approximate Percentage of Selected Response Item Section*
Knowledge of Culture and Diversity (Standard II) <ul style="list-style-type: none">• Knowledge and Understanding of Culture and Diversity• Culturally Responsive Learning Environments• Student Advocacy	20%

<p>Knowledge of the English Language (Standard IV)</p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Phonology • Vocabulary • Grammar • Discourse • Social English Language • Academic English Language 	<p>25%</p>
<p>Knowledge of English Language Acquisition (Standard V)</p> <ul style="list-style-type: none"> • Language Exposure • Language Awareness • Interaction and Practice • Interdependence of Language and Content • Interdependence of Reading, Writing, Speaking, Listening, and Visual Literacy • Explicit Instruction • Instructional Feedback • Language Transfer • Educational Background • Culture and Socioeconomic Variables • Age and Length of Time in the United States • Other Factors Affecting Language Development • Myths and Misconceptions about English Language Acquisition 	<p>40%</p>
<p>Assessment (Standard VII)</p> <ul style="list-style-type: none"> • Variety in Assessment Techniques • Initial Placement Assessment 	<p>15%</p>

* These percentages are an approximation only.

For the complete EAYA/English as a New Language Standards, refer to www.nbpts.org/national-board-certification/candidate-center/.

EAYA/English as a New Language Constructed Response Exercises

The EAYA/English as a New Language constructed response exercises assess the following:

- **Exercise 1: Domains of English Language Development**
In this exercise, you will use your knowledge of domains of English language development to identify four strategies and/or activities that would enhance proficiencies in four of five domains (listening, speaking, reading, writing, and visual literacy). You will be asked to respond to one prompt.

- **Exercise 2: Linguistic Structure of English**
In this exercise, you will use your knowledge of the linguistic structure of the English language to analyze errors in a student work sample and to describe appropriate strategies for addressing the identified errors with the student described. You will be asked to respond to one prompt.
- **Exercise 3: English Language Acquisition**
In this exercise, you will use your knowledge of English language acquisition to analyze a description of an English language learner and to describe appropriate strategies for enhancing the English language acquisition of the learner. You will be asked to respond to one prompt.

Each constructed response exercise will be assessed using a scoring rubric. Each EAYA/English as a New Language Component 1 scoring rubric is derived from the EAYA/English as a New Language Standards and defines the levels of accomplished teaching that you must demonstrate.

You should read the rubric while preparing to take Component 1 to understand how the rubric guides assessors in evaluating your responses to the constructed response exercises.

Inside This Document

This document includes the following two sections: [“Sample Selected Response Items and Answer Key for EAYA/English as a New Language Component 1”](#) and [“Sample Constructed Response Exercises and Scoring Rubrics for EAYA/English as a New Language Component 1.”](#)

Selected Response Section

This section includes the following:

- sample selected response items
- answer key

Constructed Response Section

This section includes the following:

- three sample constructed response exercises
- associated scoring rubric for each exercise

Other Important Information

Refer to the National Board website for the following:

- For information about scheduling and taking your test at the assessment center, please refer to the *Assessment Center Policy and Guidelines*.
- For a link to an online tutorial, please refer to the *Assessment Center Testing* page.
- For more information about how the assessment is scored, please refer to the *Scoring Guide*.

Sample Selected Response Items and Answer Key for EAYA/English as a New Language Component 1

This section includes

- **sample selected response items** to help you become familiar with the content and format of the items on an actual computer-based assessment.

Although this section illustrates some of the types of items that appear on the assessment, note that these sample items do not necessarily define the content or difficulty of an entire actual assessment.

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

- an **answer key**.

Sample Selected Response Items

Standard II. Knowledge of Culture and Diversity

1. As part of a writing assignment, an ENL student was asked by an ELA teacher to write a persuasive paragraph on the use of school uniforms. The student instead turned in a paragraph describing the school's uniforms. The ELA teacher is perplexed because the instructions to give an opinion were very clear. The ENL teacher is going to ask the student to redo the assignment. The best advice the ENL teacher can give the ELA teacher in this situation is to:
 - A. teach the student the definition of persuasion through direct instruction.
 - B. provide the student with sentence frames with persuasive language forms.
 - C. ask the student to look at another student's work as an example.
 - D. have the student complete a brainstorming web before writing.

Standard II. Knowledge of Culture and Diversity

2. An ENL teacher works with a tenth-grade newly arrived ENL student. The student comes from a culture that defines boundaries related to personal space differently than those of the teacher and classmates. Consequently, the teacher notices that peers are hesitant to engage in conversations with the student. When lining up, peers are reluctant to stand next to the student. Which step would be most important for the ENL teacher to take to respond to this situation with sensitivity?
- A. ensuring that the student maintains cultural traditions by explaining to peers in the class that personal space boundaries differ across cultures
 - B. teaching the student self-awareness related to the concept of personal space in a U.S. school setting
 - C. pairing the student with empathetic peers during group tasks so that the student may develop awareness of personal space issues over time
 - D. notifying the student's parents/guardians of the situation so they can serve as role models for acceptable personal space

Standard IV. Knowledge of the English Language

3. A beginning-level ENL student whose native language is Spanish produces the following response to a prompt on soccer.
- At my old school, I had a good team of soccer. It hurted me too much to leave them. One time the ball hited me in the face. It was painful.
- What is the probable cause of the grammatical errors in the student's response?
- A. no knowledge of the rule for past tense verbs in English
 - B. native-language interference from Spanish past tense verbs
 - C. overgeneralization of the regular form of past tense verbs
 - D. faulty perception of how past tense verbs sound in English

Standard IV. Knowledge of the English Language

4. In order to teach discourse structures associated with various disciplinary genres, a high school ENL teacher identifies for students how each discipline tends to organize information in texts. Which set of adverbs best characterizes how information in social studies texts is primarily organized?
- A. descriptively, sequentially, or logically
 - B. chronologically, comparatively, or causally
 - C. deductively, inductively, or spatially
 - D. objectively, persuasively, or thematically

Standard V. Knowledge of English Language Acquisition

5. A twelfth-grade, intermediate-level ENL student is talking to the teacher about her grandmother. She tells the teacher, "She go with me to the store on Saturdays." The best way to respond to this statement would be to:
- A. ignore the error since this is a common grammatical error that will sort itself out over time.
 - B. explicitly correct the error by telling the student that she should have said "goes" instead of "go."
 - C. tell the student that she just made an error and that she would need to work on it in class the next day.
 - D. model the correct language form by replying, "Oh, she goes with you to the store on Saturdays?"

Standard V. Knowledge of English Language Acquisition

6. A high school ENL teacher teaches in a community with a new, but growing, ENL population. One of her ENL colleagues, a first-year teacher, has approached her with concerns about some of his students. On the English Language Development Assessment (ELDA), these students' scores show beginning levels of English proficiency even though they have been in the United States for many years. He states that they seem perfectly capable of conversing with their peers, but they are struggling in their content-area classes. What is the most likely reason for this seeming contradiction?
- A. The ELDA scores are not always reliable, so the students may actually have a higher level of English proficiency.
 - B. The students must not be paying attention in class or doing their homework, which is reflected in the ELDA scores.
 - C. The students have mastered social language, but they are still developing cognitive academic language.
 - D. The first-year teacher lacks the experience of interpreting assessment scores and may be misreading the results.

Standard VII. Assessment

7. An ENL teacher works with content-area teachers in a middle school to help them plan differentiated assessments for ENL students that are based on students' levels of English language proficiency. To best achieve this goal, the content-area teachers should be aware of each student's relative strengths and needs in which areas?
- A. receptive and expressive vocabulary knowledge
 - B. nonverbal and verbal cognitive skills
 - C. speaking, listening, reading, and writing domains
 - D. oral and silent reading fluency

Standard VII: Assessment

8. Initial English language proficiency testing on a new student shows that she is at the beginning level of language development in all domains. However, after two weeks in class, the teacher observes that the student has some more advanced language skills. What is the best action for the teacher to take in order to gather further information on this student's language skills?
 - A. collecting language samples or student work samples that demonstrate ability level in each domain
 - B. giving the student the same language proficiency test again to confirm the original scores
 - C. asking the student to describe what level of English she feels comfortable using within each domain
 - D. asking the family for information on the educational history of the student, including prior exposure to English

Answer Key to Sample Selected Response Items

Item Number	Correct Response
1	B
2	B
3	C
4	B
5	D
6	C
7	C
8	A

Sample Constructed Response Exercises and Scoring Rubrics for EAYA/English as a New Language Component 1

This section includes

- **sample constructed response exercises** to help you become familiar with the content and format of the exercises on an actual computer-based assessment. These exercises include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses.

Although this section illustrates some of the types of exercises that appear on the assessment, note that these sample exercises do not necessarily define the content or difficulty of the exercises on an actual assessment.

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

- **scoring rubrics** that are used by assessors in evaluating your responses to help you understand how your responses are assessed.

Sample Exercise 1 and Scoring Rubric

Sample Exercise 1

Standard IV. Knowledge of the English Language / Standard VI. Instructional Practice

Exercise 1: Domains of English Language Development - Candidate Name	⌚ Time Remaining 29:31
<p style="text-align: center;">Domains of English Language Development</p> <p style="text-align: center;"><u>Introduction</u></p> <p>In this exercise, you will use your knowledge of domains of English language development to identify four strategies and/or activities that would enhance proficiencies in four of five domains (listening, speaking, reading, writing, and visual literacy). You will be asked to respond to one prompt.</p> <p style="text-align: center;"><u>Criteria for Scoring</u></p> <p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p> <ul style="list-style-type: none">• an accurate identification and thorough explanation of four strategies and/or activities that would support the development of students' proficiencies in four of five domains (listening, speaking, reading, writing, and visual literacy); and• an appropriate rationale for each strategy and/or activity. <p style="text-align: center;"><u>Directions</u></p> <p>You may view the prompt by clicking the Next button. Compose your response in the space provided.</p>	
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Exercise 1: Domains of English Language Development -		 Time Remaining
Candidate Name		29:31
Scenario		
<p>In their world history class, your tenth-grade English as a New Language (ENL) students are studying a unit titled “The Dawn of Early Man.” The current chapter of their text focuses on <i>Homo sapiens</i>.</p>		
Text		
<p>Many scientists believe <i>Homo erectus</i> eventually developed into <i>Homo sapiens</i>—the species name for modern humans. <i>Homo sapiens</i> means “wise men.” While they physically resembled <i>Homo erectus</i>, <i>Homo sapiens</i> had much larger brains. Scientists have traditionally classified Neanderthals and Cro-Magnons as early groups of <i>Homo sapiens</i>. However, in 1997 DNA tests on a Neanderthal skeleton indicated that Neanderthals were not ancestors of modern humans.</p>		
<p>You must address each of the following in your response.</p> <ul style="list-style-type: none">• Given the scenario, identify and explain four strategies and/or activities that would support the development of students' proficiencies in four of the following five domains: listening, speaking, reading, writing, and visual literacy. Be sure to identify one strategy and/or activity for each of the four domains you have chosen, making specific reference to the text provided in this exercise.• For each of your chosen domains, give a rationale that supports the use of the identified strategy and/or activity.		
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Scoring Rubric for Exercise 1

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate has knowledge of four of five domains of English language development (listening, speaking, reading, writing, and visual literacy) and is able to identify strategies and/or activities that would enhance proficiencies in four of the domains.

Characteristics:

- An accurate identification and thorough explanation of four strategies and/or activities that would support the development of students' proficiencies in listening, speaking, reading, writing, and/or visual literacy.
- An appropriate and thoughtful rationale for each strategy and/or activity.

The **LEVEL 3** response shows *clear* evidence that the candidate has knowledge of four of five domains of English language development (listening, speaking, reading, writing, and visual literacy) and is able to identify strategies and/or activities that would enhance proficiencies in four of the domains.

Characteristics:

- An accurate identification and explanation of four strategies and/or activities that would support the development of students' proficiencies in listening, speaking, reading, writing, and/or visual literacy.
- An appropriate rationale for each strategy and/or activity.

The **LEVEL 2** response shows *limited* evidence that the candidate has knowledge of four of five domains of English language development (listening, speaking, reading, writing, and visual literacy) and is able to identify strategies and/or activities that would enhance proficiencies in four of the domains.

Characteristics:

- A sketchy identification and explanation of four strategies and/or activities; strategies and/or activities may be unlikely to support the development of students' proficiencies in listening, speaking, reading, writing, and/or visual literacy.
- Rationales are loosely related to the strategies and/or activities.

The **LEVEL 1** response shows *little or no* evidence that the candidate has knowledge of four of five domains of English language development (listening, speaking, reading, writing, and visual literacy) and is able to identify strategies and/or activities that would enhance proficiencies in four of the domains.

Characteristics:

- An ineffective identification and explanation of four strategies and/or activities; strategies and/or activities are unlikely to support the development of students' proficiencies in listening, speaking, reading, writing, and/or visual literacy.
- Rationales, if provided, are unrelated to the strategies and/or activities.

Sample Exercise 2 and Scoring Rubric

Sample Exercise 2

Standard IV. Knowledge of the English Language / Standard VI. Instructional Practice / Standard VII. Assessment

Exercise 2: Linguistic Structure of English - Candidate Name	 Time Remaining 29:31
Linguistic Structure of English	
<u>Introduction</u>	
In this exercise, you will use your knowledge of the linguistic structure of the English language to analyze errors in a student work sample and to describe appropriate strategies for addressing the identified errors with the student described. You will be asked to respond to one prompt.	
<u>Criteria for Scoring</u>	
To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:	
<ul style="list-style-type: none">• an accurate identification of linguistic errors in a student response across the following four categories: phonology, vocabulary, grammar, and discourse; and• a detailed description of specific strategies for addressing the identified errors with the student described.	
<u>Directions</u>	
You may view the prompt by clicking the Next button. Compose your response in the space provided.	
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Exercise 2: Linguistic Structure of English - Candidate Name	 Time Remaining 29:31
Definitions of Linguistic Terms	
For the purpose of this exercise, these are the definitions of the linguistic terms:	
Phonology refers to the structure and systematic patterning of sounds in human language, the relationships between those sounds, and how those sounds correspond to graphemes.	
Vocabulary refers to word meaning and usage, including semantic features of individual words and groups of words, meanings of morphological parts of words, and semantic and pragmatic uses of words in specific discourse contexts.	
Grammar refers to the internal structure of words (morphology) and sentences (syntax) and the interrelationships among the internal parts of words and sentences.	
Discourse refers to language usage in extended communication, including pragmatic functions of language and features of spoken and written genres.	
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Exercise 2: Linguistic Structure of English - Candidate		 Time Remaining
Name		29:31
Scenario		
<p>This response is from a 15-year-old Spanish-speaking student. He has been identified as an entry-level English as a New Language (ENL) student. His teacher has asked the students to write about roles they play in their lives.</p> <p>I am studen. I am studen in CHS. I am good student because I do write all day in class. I am good student. I am good brother. I clean up my hom. Some times clean my room and that grass. I will have more opourtunits later. I am good son some times I think so. I all day have that are in my home. My mather are happy to me.</p>		
<p>You must address each of the following in your response.</p> <ul style="list-style-type: none">• In the student response cited, identify a total of six linguistic errors across the following four categories: phonology, vocabulary, grammar, and discourse. Be sure to identify at least one error in each of the categories.• For each of the six linguistic errors you have identified, describe a specific instructional strategy that you would use with the student described in the scenario to address the identified errors.		
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Scoring Rubric for Exercise 2

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence of a broad knowledge of the linguistic structure of English and of the ability to analyze student errors and describe appropriate strategies for developing the student's English proficiency.

Characteristics:

- An accurate identification of linguistic errors in the student response across the following four categories: phonology, vocabulary, grammar, and discourse.
- A detailed description of strategies that are specifically targeted to the identified errors and the needs of the given student.

The **LEVEL 3** response shows *clear* evidence of a broad knowledge of the linguistic structure of English and of the ability to analyze student errors and describe appropriate strategies for developing the student's English proficiency.

Characteristics:

- An accurate identification of linguistic errors in the student response across the following four categories: phonology, vocabulary, grammar, and discourse.
- An accurate description of strategies that would address the identified errors and are appropriate for the given student, though the connection to the given student may not be explicitly stated.

The **LEVEL 2** response shows *limited* evidence of a broad knowledge of the linguistic structure of English and of the ability to analyze student errors and describe appropriate strategies for developing the student's English proficiency.

Characteristics:

- Identification of linguistic errors in the student response may be inaccurate or incomplete and may fail to address the following four categories: phonology, vocabulary, grammar, and discourse.
- A sketchy description of specific strategies that would address the identified errors and the needs of the given student.

The **LEVEL 1** response shows *little or no* evidence of a broad knowledge of the linguistic structure of English and of the ability to analyze student errors and describe appropriate strategies for developing the student's English proficiency.

Characteristics:

- Identification of linguistic errors in the student response contains inaccuracies and/or is incomplete, failing to address the following four categories: phonology, vocabulary, grammar, and discourse.
- A description of specific strategies that would address the identified errors is absent or of minimal significance, and/or the strategies are inappropriate for the given student.

Sample Exercise 3 and Scoring Rubric

Sample Exercise 3

Standard I. Knowledge of Students / Standard V. Knowledge of English Language Acquisition / Standard VI. Instructional Practice

Exercise 3: English Language Acquisition - Candidate Name		 Time Remaining 29:31
English Language Acquisition		
<u>Introduction</u>		
<p>In this exercise, you will use your knowledge of English language acquisition to analyze a description of an English language learner and to describe appropriate strategies for enhancing the English language acquisition of the learner. You will be asked to respond to one prompt.</p>		
<u>Criteria for Scoring</u>		
<p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p>		
<ul style="list-style-type: none">• an accurate identification of factors that influence a learner's English language acquisition;• an insightful and detailed explanation of the factors influencing the English language learner described; and• a detailed description of appropriate strategies specifically targeted to the English language learner described, with thorough explanations of how these strategies will enhance the learner's English language acquisition.		
<u>Directions</u>		
<p>You may view the prompt by clicking the Next button. Compose your response in the space provided.</p>		
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Exercise 3: English Language Acquisition - Candidate Name		 Time Remaining 29:31
Student Profile		
<p>This student is 16 years old, but since he has no credits to transfer to his new high school, he is in ninth grade. He just arrived in the United States from Liberia, where he lived in a remote village. The student has had interrupted schooling due to times of war in his area and has the equivalent academic skills of a third-grade student. He has basic literacy skills in Liberian English and fluent communicative skills in Twi. His language assessment identified him as Level 1 in English proficiency. His family moved here because his aunt lives here. The English skills of his aunt and her children are low. He is not excited about attending school but agrees for his parents.</p>		
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Exercise 3: English Language Acquisition - Candidate		 Time Remaining
Name		29:31
Preparation		
<p>Multiple factors—cognitive, social, physical, and psychological—influence the readiness of an English language learner to acquire a second language.</p> <p>A school's program type (bilingual, dual-language, inclusion, pull-out or push-in, sheltered content instruction, or others) will also influence a learner's readiness. Additional specific school-based factors include class size, number of grade levels in the group, grade-level placement, general school population, and immigrant population.</p> <p>As appropriate, you may consider these factors as you construct your response to the prompt in this exercise.</p>		
<p>You must address each of the following in your response.</p> <ul style="list-style-type: none">• Identify three critical factors that help explain the current proficiency level of the student described.• Explain why the three identified factors are critical in influencing English language acquisition for this student. Make specific reference to the student profile.• Describe three strategies that are likely to enhance this student's English language acquisition. Relate your response directly to the factors you identified above and explain how these strategies will enhance this student's English language acquisition.		
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Scoring Rubric for Exercise 3

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to analyze a description of an English language learner, and to describe appropriate strategies to enhance the learner's English language acquisition.

Characteristics:

- An accurate identification of factors that influence English language acquisition.
- An insightful and detailed explanation of the factors affecting the English language learner described.
- Detailed description and thorough explanation of appropriate strategies specifically targeted to the given student.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to analyze a description of an English language learner, and to describe appropriate strategies to enhance the learner's English language acquisition.

Characteristics:

- An accurate identification of factors that influence English language acquisition.
- A logical explanation of the factors affecting the English language learner described.
- Reasonable description and logical explanation of appropriate strategies for the given student.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to analyze a description of an English language learner, and to describe appropriate strategies to enhance the learner's English language acquisition.

Characteristics:

- A somewhat inaccurate identification of factors that influence English language acquisition.
- A weak, inaccurate, or incomplete explanation of the factors affecting the English language learner described.
- Vaguely described and weakly explained strategies; strategies may be less than appropriate for the given student.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to analyze a description of an English language learner, and to describe appropriate strategies to enhance the learner's English language acquisition.

Characteristics:

- An inaccurate identification of factors that influence English language acquisition.
- A misinformed explanation of the factors affecting the English language learner described.
- Minimally described and poorly explained strategies; explanation may be missing or inappropriate for the given student.

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