

Early and Middle Childhood/ Literacy: Reading-Language Arts

Component 1: Content Knowledge

SAMPLE ITEMS AND SCORING RUBRICS

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Contents

Overview	1
Component 1: Content Knowledge	1
EMC/Literacy: Reading-Language Arts Component 1 Computer-Based Assessment	1
Inside This Document	3
<u>Sample Selected Response Items and Answer Key for EMC/Literacy: Reading-Language Arts Component 1</u>	4
Sample Selected Response Items	4
Answer Key to Sample Selected Response Items	7
<u>Sample Constructed Response Exercises and Scoring Rubrics for EMC/Literacy: Reading-Language Arts Component 1</u>	8
Sample Exercise 1 and Scoring Rubric	9
Sample Exercise 2 and Scoring Rubric	14
Sample Exercise 3 and Scoring Rubric	18

Overview

This document provides information about the Early and Middle Childhood/Literacy: Reading-Language Arts (EMC/Literacy: Reading-Language Arts) 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.

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.

EMC/Literacy: Reading-Language Arts Component 1 Computer-Based Assessment

In the EMC/Literacy: Reading-Language Arts Component 1 computer-based assessment, content knowledge is assessed through the completion of approximately 45 selected response items and three constructed response exercises.

EMC/Literacy: Reading-Language Arts Standards Measured by Selected Response Items

The EMC/Literacy: Reading-Language Arts selected response items focus on the following Standards:

Standards Content	Approximate Percentage of Selected Response Item Section*
<p>Knowledge of Learners and Collaborating with Families (Standards I, XII)</p> <ul style="list-style-type: none">• Knowing Each Student as an Intellectual, Social, Emotional, Cultural, and Language Learner• Understanding Learning and Child Development Theories• Assisting Families in Supporting Their Children's Learning Development	20%
<p>Equity, Fairness, and Diversity; the Learning Environment; and Literacy Assessment (Standards II, III, IV, V)</p> <ul style="list-style-type: none">• Promoting Fairness and Equity• Establishing the Intellectual Environment• Selecting Resources• Knowledge of Assessment and Selecting and Administering Assessments	25%

<p>Reading and Writing (Standards VI and VII)</p> <ul style="list-style-type: none"> • Knowledge and Instruction of Reading • Knowledge and Instruction of Writing • Connections of Reading and Writing to the Other Language Arts and to Other Disciplines 	<p>20%</p>
<p>Listening and Speaking; Viewing and Visual Literacy (Standards VIII and IX)</p> <ul style="list-style-type: none"> • Knowledge and Instruction of Listening and Speaking • Knowledge and Instruction of Viewing and Visual Literacy 	<p>35%</p>

* These percentages are an approximation only. Following field testing and review of data, the final assessment will be created. The final assessment content may vary from these estimates.

For the complete EMC/Literacy: Reading-Language Arts Standards, refer to www.boardcertifiedteachers.org.

EMC/Literacy: Reading-Language Arts Constructed Response Exercises

The EMC/Literacy: Reading-Language Arts constructed response exercises assess the following:

- **Exercise 1: Analyzing Student Reading**
 In this exercise, you will analyze a transcript of a student’s oral reading, identify two significant patterns with respect to reading miscues and/or fluency, and discuss an appropriate teaching strategy to address one of the identified patterns. You will be asked to respond to one prompt.
- **Exercise 2: Writing Development**
 In this exercise, you will identify one area of strength and one area of need in a student’s writing sample and describe a developmentally appropriate teaching strategy to address each of them. You will be asked to respond to one prompt.
- **Exercise 3: Literacy Across the Curriculum**
 In this exercise, you will demonstrate your ability to integrate literacy and content-area learning. Using the grade-level content-area text provided, you will create a learning experience that effectively supports students’ development of literacy strategies and content knowledge. You will be asked to respond to one prompt.

Each constructed response exercise will be assessed using a scoring rubric. Each EMC/Literacy: Reading-Language Arts Component 1 scoring rubric is derived from the EMC/Literacy: Reading-Language Arts 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 EMC/Literacy: Reading-Language Arts Component 1](#)" and "[Sample Constructed Response Exercises and Scoring Rubrics for EMC/Literacy: Reading-Language Arts Component 1](#)."

Selected Response Section

This section includes the following:

- five 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

For information about scheduling and taking your test at the assessment center, please refer to the *Assessment Center Policy and Guidelines*. For more information about how the assessment is scored, please refer to the *Scoring Guide*.

Sample Selected Response Items and Answer Key for EMC/Literacy: Reading-Language Arts 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.

- **reference material**, as appropriate, provided as part of the assessment, such as formula and constants pages and the periodic table.
- an **answer key**.

Sample Selected Response Items

1. Studies show that most teachers have efficient structures in place (e.g., newsletters, Web sites, blogs) for getting learning information to parents/guardians. Which of the following additional activities would more thoroughly foster a parent-teacher relationship to help students achieve goals?
 - A. asking parents/guardians to visit the classroom to observe tasks students are completing as well as to provide assistance with class activities
 - B. encouraging parents/guardians to attend an event at a community facility that allows them to read and interact with their children using reading strategies learned in class
 - C. requiring parents/guardians to sign a weekly work folder contract stating they reviewed their children's completed work and helped them finish homework
 - D. e-mailing parents/guardians weekly about student progress and recommending activities both in and out of school that would help meet their child's individual needs

2. A fourth-grade teacher would like to utilize community resources to enhance student learning. Which of the following activities would be most appropriate for this purpose?
- A. having students view political ads and hold a mock election
 - B. inviting a local meteorologist to share duties of the job and knowledge with students during a unit on weather
 - C. asking students to tour a radio station and write a news story of their own
 - D. helping students use a directory of local government officials to identify different civic occupations

3. For a guided reading lesson, a first-grade teacher chooses the text below.

A starfish lives in the sea. Most starfish have five arms. When an arm is lost, the starfish will grow another one.

Which of the following groups of categories is this teacher most likely considering when selecting this text?

- A. author's purpose, text structure, and connections
- B. decodable patterns, sight words, and reader interest
- C. word formation, new science concept, and cause-and-effect relationship
- D. vocabulary level, sentence complexity, and reader's background knowledge

4. Students completing kindergarten should be able to demonstrate effective communication using organizational skills. During which of the following activities is a student illustrating mastery of this type of skill?

- A. sequencing events and using a story map when retelling a story
- B. describing a favorite character from a book using complete sentences
- C. performing short rhymes and plays for an audience of older students
- D. identifying and pointing to letters of the alphabet in order

5. A fourth-grade teacher is planning a persuasive writing unit. The students' final project will be an editorial piece with accompanying supporting visuals. Although students have written persuasively in past units, they have not focused on visual persuasion. Which of the following visual literacy skills should the teacher highlight *initially* for this age level and topic?
- A. classifying the type of emotion and response a visual is likely intended to provoke in the viewer
 - B. analyzing the ways in which visuals can extend and reinforce the message of the written text
 - C. comparing the similarities and differences between written and visual persuasive pieces
 - D. recognizing visual cues such as color palette and facial expressions in photographs

Answer Key to Sample Selected Response Items

Item Number	Correct Response
1	B
2	B
3	B
4	A
5	D

Sample Constructed Response Exercises and Scoring Rubrics for EMC/Literacy: Reading-Language Arts 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

Exercise 1: Analyzing Student Reading - Candidate Name		 Time Remaining 29:31
Analyzing Student Reading <u>Introduction</u>		
<p>In this exercise, you will analyze a transcript of a student's oral reading, identify two significant patterns with respect to reading miscues and/or fluency, and discuss an appropriate teaching strategy to address one of the identified patterns. 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">• a thorough analysis of two significant patterns with respect to reading miscues and/or fluency in a transcript of a student's oral reading;• examples from the student's transcript that are detailed and strongly support the identified patterns;• an in-depth description of an appropriate teaching strategy that you would use to address one of the identified patterns; and• a detailed and sensible explanation of how this strategy will promote the student's reading development.		
<u>Directions</u>		
<p>You may view the prompt by clicking the Next button. Compose your response in the space provided.</p>		
? Help	⦿ Navigator	Next →

Exercise 1: Analyzing Student Reading - Candidate Name

🕒 Time Remaining
29:31

Stimulus

You are working one-on-one with a **fourth-grade** student. You have provided this student with a passage of unfamiliar text to read aloud. Below is the transcript of the student's oral reading.
Excerpt from *The Hot and Cold Summer* by Johanna Hurwitz.

Rō-rē long backy-yard
Rory sat on the lounge chair in his backyard, hurting in
pieces
two places. His poor toes hurt him because he (had) forgot(en)
and stepped down hard on them a few minutes ago. The other
hurt was in the pit of his stom stomach. It wasn't a stom hächet
exactly. It was the queasy feeling he had before (an) arithmetic
test. But that was silly because it was (still) summer vāk
and Rō-rē didn't have to wō-rē a rhythm
worry about arithmetic tests for weeks.
What he was worried about was that Dirk would (be)
returning home in a few minutes. The boys hadn't even
spoken to each other for two days before Dirk left for camp.
And even though Dirk (had) sent him a poster (right) at the
beginning, perhaps he (had) changed his mind. Or maybe he
had (made) so many new fries friends since then that he wouldn't
need Rō-rē Rory anymore.

Key:
○ omission | short pause ← repetition
^ insertion || long pause cat substitution
⊙ self-correction cow

? Help

⊙ Navigator

Next →

Exercise 1: Analyzing Student Reading - Candidate Name		 Time Remaining 29:31
<p>You must address each of the following in your response.</p> <ul style="list-style-type: none">• Analyze the student's reading transcript and identify two significant patterns with respect to reading miscues and/or fluency.• Provide specific examples from the transcript of the student's reading of the passage to support your response.• Describe a developmentally appropriate teaching strategy that you would use to address one of the identified patterns.• Explain how this strategy will promote the student's reading development.		
? Help	⦿ Navigator	Next →

Scoring Rubric for Exercise 1

The **LEVEL 4** response provides *clear, consistent, and convincing* evidence of analysis of a student's oral reading transcript, identification of two significant patterns with respect to reading miscues and/or fluency, and description of an appropriate teaching strategy to thoughtfully address one of the identified patterns.

Characteristics:

- Analysis of two significant patterns with respect to reading miscues and/or fluency in a student's oral reading is thorough.
- Examples from the student's transcript are detailed and strongly support the identified patterns.
- An appropriate teaching strategy to address one of the identified patterns is described in-depth.
- An explanation of how the strategy will promote the student's reading development is detailed and sensible.

The **LEVEL 3** response provides *clear* evidence of analysis of a student's oral reading transcript, identification of two significant patterns with respect to reading miscues and/or fluency, and description of an appropriate strategy to thoughtfully address one of the identified patterns.

Characteristics:

- Analysis of two significant patterns with respect to reading miscues and/or fluency in a student's oral reading is solid.
- Examples from the student's transcript support the identified patterns.
- A teaching strategy to address one of the identified patterns is appropriate.
- An explanation of how the strategy will promote the student's reading development is logical.

The **LEVEL 2** response provides *limited* evidence of analysis of a student’s oral reading transcript, identification of two significant patterns with respect to reading miscues and/or fluency, and description of an appropriate strategy to thoughtfully address one of the identified patterns.

Characteristics:

- Described patterns with respect to reading miscues and/or fluency may be trivial, incomplete, or vague.
- Examples from the student’s transcript are only tangentially connected to the patterns identified.
- The teaching strategy may only vaguely address one of the identified patterns or may be inappropriate.
- Explanation of how the strategy will promote the student’s reading development is vague.

The **LEVEL 1** response provides *little or no* evidence of analysis of a student’s oral reading transcript, identification of two significant patterns with respect to reading miscues and/or fluency, and description of an appropriate strategy to thoughtfully address one of the identified patterns.

Characteristics:

- Described patterns with respect to reading miscues and/or fluency may be incorrect or missing.
- Examples from the student’s transcript are not connected to the identified patterns.
- The teaching strategy may not address one of the identified patterns or may be missing.
- An explanation of how the strategy will promote the student’s reading development is incomplete or illogical.

Sample Exercise 2 and Scoring Rubric

Sample Exercise 2

Exercise 2: Writing Development - Candidate Name		⌚ Time Remaining 29:31
Writing Development		
<u>Introduction</u>		
<p>In this exercise, you will identify one area of strength and one area of need in a student's writing sample and describe a developmentally appropriate teaching strategy to address each of them. 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 and insightful identification of one area of strength with a supporting example from the student's writing sample and a description of a thoughtful and targeted teaching strategy that you would use to build upon that area of strength; and• a detailed and thoughtful identification of one area of need with a supporting example from the student's writing sample and an in-depth description of a teaching strategy that you would use to address that area of need.		
<u>Directions</u>		
<p>You may view the prompt by clicking the Next button. Compose your response in the space provided.</p>		
? Help	⦿ Navigator	Next →

Exercise 2: Writing Development - Candidate Name

 Time Remaining
29:31

Stimulus

Read the following student prompt and **sixth-grade** student's written response. The writing sample is a first draft.

Student Prompt

Write a persuasive letter to the principal asking him or her to use extra funds to buy classroom sets of laptops for students at the middle school. Pay specific attention to your audience, purpose, and structure.

Student Response

Dear Principal Moss,

Isn't the academic growth of students here at Brown Middle School our first priority? Of course it is! That is why each classroom should be equipped with laptops for us students!

Students need the latest technology to be able to keep up with the world and students in other school districts as well. Don't you want us to have a competitive advantage?

Also, having laptops to use in class, will allow us internet options. We can use technology to have online lessons, use modern options like blogging and online publications to further our classroom lessons.

With laptops in each classroom, teachers can expand our minds with technology and modern teaching methods. We will be competitive with other school districts, and grow academically. Please consider this, not only for our school's future, but for the future of the students!

Sincerely,

A Student

You must address each of the following in your response.

- Identify **one** area of strength in this student's writing sample. Support your identification with a specific example from the student sample.
- Describe an effective and developmentally appropriate teaching strategy that you would use to build upon the identified strength to further the student's writing development.
- Identify **one** area of need in this student's writing sample. Support your identification with a specific example from the student sample.
- Describe an effective and developmentally appropriate teaching strategy that you would use to address the identified area of need and to further the student's writing development.

? [Help](#)

 [Navigator](#)

[Next](#) →

Scoring Rubric for Exercise 2

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate demonstrates knowledge of student writing development by thoughtfully analyzing a writing sample to accurately identify one area of strength and one area of need with supporting examples, and to describe a teaching strategy to address each of them in detail.

Characteristics:

- The identification of one area of strength in a student's writing sample is accurate and insightful with supporting examples and the teaching strategy described to build upon that area of strength is thoughtful and targeted.
- The identification of one area of need in a student's writing sample is detailed and thoughtful with supporting examples and the teaching strategy to address that area of need is effective and is described in-depth.

The **LEVEL 3** response shows *clear* evidence that the candidate demonstrates knowledge of student writing development by thoughtfully analyzing a writing sample to accurately identify one area of strength and one area of need with supporting examples, and to describe a teaching strategy to address each of them in detail.

Characteristics:

- The identification of one area of strength in a student's writing sample is accurate with supporting examples and the teaching strategy described to build upon that area of strength is appropriate.
- The identification of one area of need in a student's writing sample is detailed with supporting examples and the teaching strategy to address that area of need is sensible.

The **LEVEL 2** response shows *limited* evidence that the candidate demonstrates knowledge of student writing development by thoughtfully analyzing a writing sample to accurately identify one area of strength and one area of need with supporting examples, and to describe a teaching strategy to address each of them in detail.

Characteristics:

- The identification of one area of strength in a student’s writing sample is sketchy with loosely connected examples and the teaching strategy described to build upon that area of strength is vague.
- The identification of one area of need in a student’s writing sample may be inaccurate with loosely connected examples lacking detail and the teaching strategy to address that area of need is loosely connected to the weakness or inappropriate.

The **LEVEL 1** response shows *little or no* evidence that the candidate demonstrates knowledge of student writing development by thoughtfully analyzing a writing sample to accurately identify one area of strength and one area of need with supporting examples, and to describe a teaching strategy to address each of them in detail.

Characteristics:

- The identification of one area of strength in a student’s writing sample is incorrect or missing, examples are not connected or missing, and the teaching strategy described to build upon that area of strength is inaccurate or missing altogether.
- The identification of one area of need in a student’s writing sample may be misinformed or missing, examples are not connected or missing, and the teaching strategy to address that area of need is not connected to the weakness, incorrect, or missing.

Sample Exercise 3 and Scoring Rubric

Sample Exercise 3

Exercise 3: Literacy Across the Curriculum - Candidate Name		⌚ Time Remaining 29:31
Literacy Across the Curriculum		
<u>Introduction</u>		
<p>In this exercise, you will demonstrate your ability to integrate literacy and content-area learning. Using the grade-level content-area text provided, you will create a learning experience that effectively supports students' development of literacy strategies and content knowledge. 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 features or characteristics of a content-area text that are likely to be challenging for students at a specified grade level, with appropriate specific examples from the text;• an in-depth description of strategies designed to guide students through reading and understanding the text; and• a detailed and reasoned explanation of how the identified strategies would help students with the text.		
<u>Directions</u>		
<p>You may view the prompt by clicking the Next button. Compose your response in the space provided.</p>		
? Help	⌚ Navigator	Next →

Exercise 3: Literacy Across the Curriculum - Candidate
Name

 Time Remaining
29:31

Stimulus

Students in a **fifth-grade** class will be reading the following passage as part of a health lesson.
Excerpt from *Why Exercise Is Cool* from KidsHealth.org.

Why Exercise Is Cool

Kids exercise all the time without even thinking of it. Just being active, like when you run around outside or play kickball at school, is a kind of exercise. What else counts as exercise? Playing sports, dancing, doing push-ups, and even reaching down to touch your toes.

When you exercise, you're helping build a strong body that will be able to move around and do all the stuff you need it to do. Try to be active every day and your body will thank you later!

Exercise Makes Your Heart Happy

You may know that your heart is a muscle. It works hard, pumping blood every day of your life. You can help this important muscle get stronger by doing aerobic (say: air-OH-bik) exercise.

Aerobic means "with air," so aerobic exercise is a kind of activity that requires oxygen. When you breathe, you take in oxygen, and, if you're doing aerobic exercise, you may notice you're breathing faster than normal. Aerobic activity can get your heart pumping, make you sweaty, and quicken your breathing.

When you give your heart this kind of workout on a regular basis, your heart will get even better at its main job—delivering oxygen (in the form of oxygen-carrying blood cells) to all parts of your body.

So you want to do some aerobic exercise right now? Try swimming, basketball, ice or roller hockey, jogging (or walking quickly), inline skating, soccer, cross-country skiing, biking, or rowing. And don't forget that skipping, jumping rope, and playing hopscotch are aerobic activities, too!

You must address each of the following in your response.

- Identify **two** features or characteristics of the content-area text that are likely to be challenging for **fifth graders**. Provide specific examples from the text.
- Describe **two** strategies to use with students to address these challenges.
- Explain why these strategies would be effective.

? Help

 Navigator

Next →

Scoring Rubric for Exercise 3

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate demonstrates knowledge of literacy across the curriculum by thoughtfully analyzing a content-area text to accurately identify challenging features or characteristics of the text for students in the given grade level, describing strategies to address these challenges, and explaining how the identified strategies would help students' understanding of the text.

Characteristics:

- Challenging features or characteristics of a content-area text are well described and accurately identified and supporting examples are well-chosen and specific.
- The strategies described demonstrate thorough understanding of how to guide students in reading and understanding the text.
- The explanation of how these strategies would be effective is detailed, well-reasoned, and clearly connected to the identified characteristics or challenges.

The **LEVEL 3** response shows *clear* evidence that the candidate demonstrates knowledge of literacy across the curriculum by thoughtfully analyzing a content-area text to accurately identify challenging features or characteristics of the text for students in the given grade level, describing strategies to address these challenges, and explaining how the identified strategies would help students' understanding of the text.

Characteristics:

- Challenging features or characteristics of a content-area text are clearly identified and supporting examples are appropriate.
- The strategies described demonstrate appropriate understanding of how to guide students in reading and understanding the text.
- The explanation of how these strategies would be effective is related to the identified characteristics or challenges.

The **LEVEL 2** response shows *limited* evidence that the candidate demonstrates knowledge of literacy across the curriculum by thoughtfully analyzing a content-area text to accurately identify challenging features or characteristics of the text for students in the given grade level, describing strategies to address these challenges, and explaining how the identified strategies would help students' understanding of the text.

Characteristics:

- Identification of challenging features or characteristics of a content-area text and supporting examples may be inaccurate. Examples may be loosely connected.
- The strategies described demonstrate limited understanding of how to guide students in reading and understanding the text.
- The explanation of how these strategies would be effective is vague, lacking in detail, or inappropriate.

The **LEVEL 1** response shows *little or no* evidence that the candidate demonstrates knowledge of literacy across the curriculum by thoughtfully analyzing a content-area text to accurately identify challenging features or characteristics of the text for students in the given grade level, describing strategies to address these challenges, and explaining how the identified strategies would help students' understanding of the text.

Characteristics:

- Identification of challenging features or characteristics of a content-area text is incorrect or missing and examples are not connected or missing.
- The strategies described are inaccurate or missing altogether.
- The explanation of how these strategies would be effective may be misinformed or not connected to characteristics or challenges identified, incorrect, or missing.

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