

Scoring Guide

Understanding Your Scores

For candidates who began the certification process in 2014–15 and later.

Scoring Guide: Understanding Your Scores describes the National Board’s Standards-based assessment scoring process. You will learn how National Board assessors are trained and how they determine scores. In addition, you will learn how to interpret your score report, how to make informed decisions about whether to retake any of your portfolio components or any part of the assessment center component, and what the grounds are for filing an appeal of your scores.

Inside this document:

- How the Five Core Propositions and Standards Inform the Assessments and Scoring Process
- Interpreting Your Scores
- Your Score Report
- Evaluating Your Performance
- Preparing for the Next Assessment Cycle
- Next Steps

*National Board Certification
Promotes Better Teaching,
Better Learning, Better Schools*

Your Score Report

Your official score report will be available to you through a password-protected online service, the National Board Candidate Management System (NBCMS). You may access this service through your account on the National Board website (www.nbpts.org/sign-in). The National Board will release scores no later than December 31 each year.

Contents of Your Score Report

You can expect your score report to include the following information:

- **Your Certification Status:**
 - A status of Certification In Progress will be shown on your score report because at least one component(s) has not been attempted and/or because not all components are available.
 - Achieved or Not achieved status will be available 2017 and later.
- **Score Requirements:**
 - The Required Minimum Score section shows your scores on the assessment center and portfolio sections, your total weighted score, and whether or not you have met the minimum score requirement. If all three components of the portfolio section have not been submitted, your portfolio section average score will be N/A. If all four components have not been submitted, your total weighted score will be N/A.
- **Your Scores:**
 - Your highest rubric scores on each part of the assessment center section and your highest unweighted average score on the assessment center section are listed in this section. **Your highest rubric score carries forward.**
 - Your highest rubric scores on each portfolio component and your highest unweighted average score on the portfolio section after completing all three components are listed in this section. **Your highest rubric score carries forward.**
 - Your highest total weighted score after you have attempted all the components.
- **Feedback Statements:**
 - Feedback statements are provided if your score is less than 3.75 on a portfolio component. These statements reflect the Five Core Propositions and can guide you in general areas in which you may want to evaluate your performance. Refer to the "Understanding the Standardized Feedback Statements for Portfolio Components" section in this document for a list of feedback statements.

IMPORTANT: If you receive a not scorable (NS) due to disqualification or due to a portfolio component overlap with a previous submission, the NS replaces the previous score, and the highest rubric score does not carry forward.

Use the following information to help you evaluate your results.

Each rubric level is represented by a range of scores. You may match your score to the appropriate level to identify possible performance characteristics for your portfolio components and constructed response items.

The table below lists the rubric level, score ranges, and associated qualities of evidence:

Rubric Level	Score Range	Quality of Evidence
Level 4	3.75–4.25	Clear, consistent, and convincing
Level 3	2.75–3.25	Clear
Level 2	1.75–2.25	Limited
Level 1	0.75–1.25	Little or no

To understand how to potentially strengthen your retake portfolio component or response to a constructed response item, read the Level 4 and Level 3 performance characteristics of the rubrics in your certificate-specific *Sample Items and Scoring Rubrics* for Component 1 and your certificate-specific *Portfolio Instructions and Scoring Rubric* for Components 2, 3, and 4, available at the National Board website (www.nbpts.org/national-board-certification). These rubric levels state the qualities of evidence needed to meet the performance standard for accomplished teaching. Using the language of these two rubric levels, ask yourself what evidence you must provide to demonstrate that your portfolio component or response to a constructed response item meets the performance standard.

Evaluating Your Performance on Component 1: Content Knowledge

Evaluate your performance on the exam using the following questions provided as a guide:

- Did you study the Standards in your certificate area before attending the assessment center?
- Did you analyze your strengths and weaknesses in relation to the Standards?
- Did you review the information published in *Sample Items and Scoring Rubrics* for Component 1?
 - How did you prioritize your time while taking the exam?
 - Were you able to make solid connections in your responses to the Standards described in the rubric?
 - If you were asked to review student work samples, how well were you able to comment on the characteristics of those work samples?
 - If you were asked to design instruction, how well were you able to plan and articulate appropriate instruction or intervention for the stated teaching and learning or counseling goal(s)?
 - If you were asked to review a scenario, how well were you able to comment on the issues, challenges, or student needs presented in those scenarios?
 - Did you consult other resources relevant to the content area assessed?
 - Did you use the web tutorial, available at the Pearson VUE website (www.pearsonvue.com/nbpts/), to prepare for the assessment center experience?

After you complete your three constructed response items and leave the assessment center, take a few minutes to write some notes about your responses. Record as much information as you can recall about the content, focus, and organization of your work for your personal records (**remember that you signed an ethics clause not to disclose any information to anyone or share your information electronically**). This documentation may help you interpret your scores. You can then evaluate your scores as follows:

- Read the scoring rubrics in your certificate-specific *Sample Items and Scoring Rubrics* for Component 1, paying close attention to the information corresponding to your scores.
- Read the rubric for each constructed response item's Level 3 performance, which underscores the characteristics of a response needed to demonstrate clear evidence of meeting the Standards. For each of the descriptive statements, consider what evidence would have demonstrated that you met the Standards for the constructed response item.
- Review the description of each constructed response item in *Sample Items and Scoring Rubrics* for Component 1.
- Review your notes on the content of the constructed response item.

Evaluating Your Portfolio Component Performance for Component 2

To understand the strengths and weaknesses of your performance on any of the portfolio components refer to the tables on the following pages, which illustrate the connection between your assigned scores and the quality of evidence at each performance level.

Portfolio Component Score Range: 3.75–4.25

If your score on a portfolio component is between 3.75 and 4.25 inclusive, your performance has characteristics of the Level 4 performance. You have engaged in teaching and learning activities that exceeded the Standards for the component, and you submitted clear, consistent, and convincing evidence overall of having done so.

<p>Differentiation in Instruction</p>	<p>You provided clear, consistent, and convincing evidence to demonstrate that you:</p> <ul style="list-style-type: none"> ■ have a thorough knowledge of students as individual learners and set high, worthwhile, and attainable goals for student growth; ■ use varied, rich, and appropriate assignments and instructional resources; ■ are able to accurately and thoughtfully describe and analyze student work in ways that recognize students’ progress and offer means for students to build on their accomplishment; ■ engage in detailed and effective communication with students that directs their attention to the salient features of their work and encourages them to reflect upon how their work can be improved; ■ are able to describe your practice fully and accurately and reflect insightfully on its effectiveness in meeting the challenges of teaching.
<p>Teaching Practice and Learning Environment</p>	<p>You provided clear, consistent, and convincing evidence to demonstrate that:</p> <ul style="list-style-type: none"> ■ you established a safe, fair, equitable, and challenging environment that promotes self-directed learning and active student engagement with the teacher, other students, and the content (as demonstrated through the video recordings, provided with your Written Commentary); ■ you created a student-centered learning environment that is based on trust and mutual respect, facilitates the inquiry process, and equips students with skills that support collaboration; ■ you effectively monitored student learning during the lessons, made instructional adjustments, and provided regular constructive feedback to students; ■ you effectively supported students in developing the dispositions and proficiencies necessary to explore significant content topics and skills; ■ you were able to communicate persuasively about your pedagogical decisions and reflect insightfully on your practice and implications for future teaching.

Portfolio Component Score Range: 2.75–3.25

If your score on a portfolio component is greater than 3.25 and less than 3.75, your performance has characteristics of the Level 4 and Level 3 performances. While you may have engaged in teaching and learning activities that exceeded the Standards for the component, and submitted some clear, consistent, and convincing evidence, the preponderance of the evidence is that of a Level 3 performance; that is, the component contains clear evidence of having met the Standards.

If your score on a portfolio component is between 2.75 and 3.25 inclusive, your performance has characteristics of the Level 3 performance. You have engaged in teaching and learning activities that met the Standards for the component, and you submitted clear evidence overall of having done so.

Evaluate the evidence from your portfolio component to identify which of the component areas you can strengthen. Use the table below in conjunction with the standardized feedback statements specified on your score report, the component instructions, the Five Core Propositions, your Standards, and the scoring rubric to help you focus on improving your performance.

<p>Differentiation in Instruction</p>	<p>You provided clear evidence to demonstrate that you:</p> <ul style="list-style-type: none"> ■ have a knowledge of students as individual learners and set appropriate goals for student growth; ■ use varied and appropriate assignments and instructional resources; ■ are able to accurately describe and analyze student work in ways that recognize students’ progress and offer means for students to build on their accomplishments; ■ engage in effective communication with students that directs their attention to the salient features of their work and encourages them to reflect upon how their work can be improved; ■ are able to describe your practice and reflect on its effectiveness in meeting the challenges of teaching.
<p>Teaching Practice and Learning Environment</p>	<p>You provided clear evidence to demonstrate that:</p> <ul style="list-style-type: none"> ■ you established a safe, fair, equitable, and challenging environment that promotes self-directed learning and active student engagement with the teacher, other students, and the content (as demonstrated through the video recordings, provided with your Written Commentary); ■ you created a student-centered learning environment that is based on trust and mutual respect, facilitates the inquiry process, and equips students with skills that support collaboration; ■ you monitored student learning during the lessons, made instructional adjustments, and provided regular constructive feedback to students; ■ you supported students in developing the dispositions and proficiencies necessary to explore significant content topics and skills; ■ you were able to communicate effectively about your pedagogical decisions and reflect on your practice and implications for future teaching.

Portfolio Component Score Range: 1.75–2.25

If your score on a portfolio component is greater than 2.25 and less than 2.75, your performance has characteristics of the Level 3 and Level 2 performances. While you may have engaged in teaching and learning activities that met the Standards for the component and submitted some clear evidence, the preponderance of the evidence is that of a Level 2 performance; that is, the component contains limited evidence of having met the Standards.

If your score on a portfolio component is between 1.75 and 2.25 inclusive, your performance has characteristics of the Level 2 performance. While you may have engaged in teaching and learning activities that would have met the Standards for the component, you submitted limited evidence overall of having done so.

Evaluate the evidence from your portfolio component to identify which of the component areas you can strengthen. Use the table below in conjunction with the standardized feedback statements specified on your score report, the component instructions, the Five Core Propositions, your Standards, and the scoring rubric to help you focus on improving your performance.

<p>Differentiation in Instruction</p>	<p>You may need to provide clear evidence to demonstrate that you:</p> <ul style="list-style-type: none"> ■ have a knowledge of students as individual learners and set appropriate goals for student growth; ■ use varied and appropriate assignments and instructional resources; ■ are able to accurately describe and analyze student work in ways that recognize students’ progress and offer means for students to build on their accomplishments; ■ engage in effective communication with students that directs their attention to the salient features of their work and encourages them to reflect upon how their work can be improved; ■ are able to describe your practice and reflect on its effectiveness in meeting the challenges of teaching.
<p>Teaching Practice and Learning Environment</p>	<p>You may need to provide clear evidence to demonstrate that:</p> <ul style="list-style-type: none"> ■ you established a safe, fair, equitable, and challenging environment that promotes self-directed learning and student engagement with the teacher, other students, and the content (as demonstrated through the video recordings, provided with your Written Commentary); ■ you created a student-centered learning environment that facilitates the inquiry process and equips students with skills that support collaboration; ■ you monitored student learning during the lessons, made instructional adjustments, and provided feedback to students; ■ you supported students in developing the dispositions and proficiencies necessary to explore content topics and skills; ■ you were able to communicate effectively about your pedagogical decisions and reflect on your practice and implications for future teaching.

Portfolio Component Score Range: 0.75–1.25

If your score on the portfolio component is greater than 1.25 and less than 1.75, your performance has characteristics of the Level 2 and Level 1 performances. While you may have engaged in teaching and learning activities that would have met the Standards for the component, the preponderance of the evidence is that of a Level 1 performance; that is, the component contains little or no evidence of having met the Standards.

If your score on a portfolio component is between 0.75 and 1.25 inclusive, your performance has characteristics of the Level 1 performance. While you may have engaged in teaching and learning activities that would have met the Standards for the component, you submitted little or no evidence overall of having done so.

Evaluate the evidence from your portfolio component to identify which of the component areas you can strengthen. Use the table below in conjunction with the standardized feedback statements specified on your score report, the component instructions, the Five Core Propositions, your Standards, and the scoring rubric to help you focus on improving your performance.

<p>Differentiation in Instruction</p>	<p>You will need to provide clear evidence to demonstrate that you:</p> <ul style="list-style-type: none"> ■ have a knowledge of students as individual learners and set appropriate goals for student growth; ■ use varied and appropriate assignments and instructional resources; ■ are able, through ongoing monitoring, to accurately describe and analyze student work in ways that recognize students’ progress and offer means for students to build on their accomplishments; ■ engage in effective communication with students that directs their attention to the salient features of their work and encourages them to reflect upon how their work can be improved; ■ are able to describe your practice and reflect on its effectiveness in meeting the challenges of teaching.
<p>Teaching Practice and Learning Environment</p>	<p>You will need to provide clear evidence to demonstrate that:</p> <ul style="list-style-type: none"> ■ you established a safe, fair, equitable, and challenging environment that promotes self-directed learning and student engagement with the teacher, other students, and the content (as demonstrated through the video recordings, provided with your Written Commentary); ■ you created a student-centered learning environment that facilitates the inquiry process and equips students with skills that support collaboration; ■ you monitored student learning during the lessons, made instructional adjustments, and provided feedback to students; ■ you supported students in developing the dispositions and proficiencies necessary to explore content topics and skills; ■ you were able to communicate effectively about your pedagogical decisions and reflect on your practice and implications for future teaching.

Understanding the Standardized Feedback Statements for Portfolio Components

If you achieve a score less than 3.75 on a portfolio component, feedback statements appear on your score report. These statements

- reflect the Five Core Propositions and guide you in the general areas in which you might want to reevaluate your performance(s).
- are component specific. A separate set of feedback statements will be developed for each portfolio component.
- are score-point specific. You may receive multiple statements for a portfolio component; assessors assign all statements specific to a performance to provide the most helpful feedback.

Reviewing Feedback Statements on Your Score Report

Feedback statements appear on your score report below the score for each portfolio component on which you received a score less than 3.75. Refer to "[Standardized Feedback Statements for Your Portfolio Component](#)" in this document for a list of feedback statements.

How Feedback Statements Are Assigned

Assessors are given intensive training on the purpose of standardized feedback and how to assign feedback statements. They are trained to score supportively, looking for and rewarding instances when sufficient evidence is provided. When evaluating portfolio components, assessors first use the rubric and the Standards to assign a holistic score to a component. Then, if it is necessary, they assign the most appropriate and helpful feedback statements associated with a performance. You could receive from one to all feedback statements for the score level based on the assessor's evaluation of your component.

How to Use Feedback Statements

Feedback statements provide insight about the quality of your portfolio components. Assessors assign feedback statements to highlight points of weakness in a portfolio component to enable you to target areas for improvement.

Read the standardized feedback statements on your score report; then examine your copy of your portfolio component. Reread the Five Core Propositions, your Standards, and the scoring rubric to identify where your original portfolio component could have been strengthened. Based on each feedback statement, reflect on how you can provide clear, consistent, and convincing evidence as you prepare your retake component.

You may also wish to solicit feedback from colleagues on your portfolio component. Ask a mentor, fellow candidate, or an NBCT to provide constructive criticism on your portfolio component and assist you in determining how identified areas can be strengthened. Ask this person to review the Standards, the scoring rubric provided in the instructions, and your response.

Standardized feedback statements are one of several tools you can use to determine whether to retake a portfolio component in support of continuing your path to National Board Certification. Refer to "[Preparing for the Next Assessment Cycle](#)" in this document for information to assist with your retake decision.

Component 2: Differentiation in Instruction—Score Level 2

1. Teachers are committed to students and their learning
 - A You may wish to provide clearer evidence of your insight into student learning through your recognition of students' individual learning differences.
 - B You may wish to provide clearer evidence of your knowledge of individual students.
2. Teachers know the subjects they teach and how to teach those subjects to students
 - C You may wish to provide clearer evidence of your own knowledge of the subject through instruction and assignments that develop individual student's abilities.
 - D You may wish to provide clearer evidence that demonstrates your ability to differentiate and apply appropriate pedagogy to develop individual student's understanding of key concepts.
3. Teachers are responsible for managing and monitoring student learning
 - E You may wish to provide clearer evidence that you set appropriate goals for student learning and connect those goals to differentiated instruction and individual student needs.
 - F You may wish to provide clearer evidence that you give appropriate individual feedback and next steps to each student.
 - G You may wish to provide clearer evidence of your ability to accurately describe, analyze, and evaluate student work.
4. Teachers think systematically about their practice and learn from experience
 - H You may wish to provide clearer evidence of your ability to engage in reflective thinking about how your instruction is differentiated to meet the needs of individual students.
 - I You may wish to provide clearer evidence of insight on your future instructional practices.
5. Other
 - J You may wish to review the instructions to ensure you followed the directions for developing and submitting the entry.

Component 2: Differentiation in Instruction—Score Level 3

1. Teachers are committed to students and their learning
 - A You may wish to provide more consistent and convincing evidence of your insight into student learning through your recognition of students' individual learning differences.
 - B You may wish to provide more consistent and convincing evidence of your knowledge of individual students.
2. Teachers know the subjects they teach and how to teach those subjects to students
 - C You may wish to provide more consistent and convincing evidence of your own knowledge of the subject through instruction and assignments that develop individual student's abilities.
 - D You may wish to provide more consistent and convincing evidence that demonstrates your ability to differentiate and apply the appropriate pedagogy to develop individual student's understanding of key concepts.
3. Teachers are responsible for managing and monitoring student learning
 - E You may wish to provide more consistent and convincing evidence that you set appropriate goals for student learning and connect those goals to differentiated instruction and individual student needs.
 - F You may wish to provide more consistent and convincing evidence that you give appropriate individual feedback and next steps to each student.
 - G You may wish to provide more consistent and convincing evidence of your ability to accurately describe, analyze, and evaluate student work.
4. Teachers think systematically about their practice and learn from experience
 - H You may wish to provide more consistent and convincing evidence of your ability to engage in reflective thinking about how your instruction is differentiated to meet the needs of individual students.
 - I You may wish to provide more consistent and convincing evidence of insight on your future instructional practices.

Component 3: Teaching Practice and Learning Environment—Score Level 1

1. Teachers are committed to students and their learning
 - A You may wish to provide evidence that you understand child development and have insight into student differences and learning motivations.
 - B You may wish to provide evidence that you foster an equitable setting that provides a safe, intellectually challenging environment for the students.
2. Teachers know the subjects they teach and how to teach those subjects to students
 - C You may wish to provide evidence of your knowledge of the subject as you appropriately design and deliver your classroom lessons.
 - D You may wish to provide evidence that demonstrates your ability to apply the appropriate pedagogy to facilitate classroom and/or small-group engagement between students and with you.
 - E You may wish to provide evidence that you develop and deliver relevant learning sequences and use diverse instructional strategies to engage all students.
3. Teachers are responsible for managing and monitoring student learning
 - F You may wish to provide evidence of your ability to foster a supportive, stimulating, and productive learning environment in which all students are encouraged to participate.
 - G You may wish to provide evidence of your ability to set worthwhile goals for student learning and connect instruction to those goals.
 - H You may wish to provide evidence that you are able to assess student progress, explain student performance, and make adjustments to instruction where needed.
4. Teachers think systematically about their practice and learn from experience
 - I You may wish to provide evidence that you are able to describe your own teaching practice and reflect on instructional decisions.
 - J You may wish to provide evidence of insight on your future instructional practices.
5. Other
 - K You may wish to review the instructions to ensure you followed the directions for developing and submitting the entry.

Component 3: Teaching Practice and Learning Environment—Score Level 2

1. Teachers are committed to students and their learning

A You may wish to provide clearer evidence that you understand child development and have insight into student differences and learning motivations.

B You may wish to provide clearer evidence that you foster an equitable setting that provides a safe, intellectually challenging environment for the students.

2. Teachers know the subjects they teach and how to teach those subjects to students

C You may wish to provide clearer evidence of your knowledge of the subject as you appropriately design and deliver your classroom lessons.

D You may wish to provide clearer evidence that demonstrates your ability to apply the appropriate pedagogy to facilitate classroom and/or small-group engagement between students and with you.

E You may wish to provide clearer evidence that you develop and deliver relevant learning sequences and use diverse instructional strategies to engage all students.

3. Teachers are responsible for managing and monitoring student learning

F You may wish to provide clearer evidence of your ability to foster a supportive, stimulating, and productive learning environment in which all students are encouraged to participate.

G You may wish to provide clearer evidence of your ability to set worthwhile goals for student learning and connect instruction to those goals.

H You may wish to provide clearer evidence that you are able to assess student progress, explain student performance, and make adjustments to instruction where needed.

4. Teachers think systematically about their practice and learn from experience

I You may wish to provide clearer evidence that you are able to describe your own teaching practice and reflect on instructional decisions.

J You may wish to provide clearer evidence of insight on your future instructional practices.

5. Other

K You may wish to review the instructions to ensure you followed the directions for developing and submitting the entry.

Component 3: Teaching Practice and Learning Environment—Score Level 3

1. Teachers are committed to students and their learning

- A You may wish to provide more consistent and convincing evidence that you understand child development and have insight into student differences and learning motivations.
- B You may wish to provide more consistent and convincing evidence that you foster an equitable setting that provides a safe, intellectually challenging environment for the students.

2. Teachers know the subjects they teach and how to teach those subjects to students

- C You may wish to provide more consistent and convincing evidence of your knowledge of the subject as you appropriately design and deliver your classroom lessons.
- D You may wish to provide more consistent and convincing evidence that demonstrates your ability to apply the appropriate pedagogy to facilitate classroom and/or small-group engagement between students and with you.
- E You may wish to provide more consistent and convincing evidence that you develop and deliver relevant learning sequences and use diverse instructional strategies to engage all students.

3. Teachers are responsible for managing and monitoring student learning

- F You may wish to provide more consistent and convincing evidence of your ability to foster a supportive, stimulating, and productive learning environment in which all students are encouraged to participate.
- G You may wish to provide more consistent and convincing evidence of your ability to set worthwhile goals for student learning and connect instruction to those goals.
- H You may wish to provide more consistent and convincing evidence that you are able to assess student progress, explain student performance, and make adjustments to instruction where needed.

4. Teachers think systematically about their practice and learn from experience

- I You may wish to provide more consistent and convincing evidence that you are able to describe your own teaching practice and reflect on instructional decisions.
- J You may wish to provide more consistent and convincing evidence of insight on your future instructional practices.

Identifying Your Strengths and Weaknesses

After reviewing your scores, identify the portfolio components and items on which you attained your highest scores. Do these scores reflect a level of performance with which you are comfortable, or would you like to strengthen your performance? If you are satisfied, identify the strongest elements of your work. Consider how you can facilitate the continued evolution of your teaching.

- What can you do to ensure that your teaching and learning activities positively affect student learning?
- How can you further engage students' families and the community in these teaching and learning activities?
- How can you share your professional expertise with colleagues?

You should also identify those portfolio components and items on which you attained your lowest scores. If you would like to improve your work, consider taking the following steps:

- Consult other teachers and solicit feedback about your performance.
- Take additional coursework or workshops if you had problems with particular content areas.
- Prepare to retake portfolio components, the selected response part, or one or more constructed response items to raise your scores.

It is important to reflect on your experience with the National Board Certification process. Consider all you have learned and the ways in which you have advanced your teaching and your students' learning.

Preparing for the Next Assessment Cycle

This section includes information about retake rules, selecting the components you wish to retake, retaking the assessment center parts and portfolio components, and retake fees and deadlines.

Important Completion and Retake Rules

As a reminder, all components are available in the 2016–17 cycle, and the performance standard, or total weighted score for achieving certification, will be determined in late 2017.

Please be aware of the following rules and information:

- You must attempt each of the four components within the first three years of your candidacy.
- You have a five-year window to achieve certification. If you do not achieve certification within the five-year window, you may start the entire certification process again as a first-time candidate.
- There is no minimum or maximum score requirement to retake a component; you can elect to retake any component even if you have met the required minimum average score.
- You have up to two retake attempts for each component. You can retake at any time during the five-year window and retake years do not have to be consecutive. You can have a year when you take or retake no components; however, it does not extend your three-year window to initially attempt each of the four components or the five-year window within which certification can be achieved.
- For Component 1, you can elect to retake any combination of the three constructed response items (exercises) and/or the selected response part for each of the two retake attempts during the five-year window. **NOTE:** Although the topic of the constructed response items and/or selected response part you retake will be the same, you are likely to receive a different version of the item and/or selected response part than the one you took during your initial attempt.
- The highest numeric score received from all attempts of an individual component will be used for total score calculation.
- Portfolio components submitted in accordance with the National Board’s retake rules and by the appointed deadline will be scored during the next regularly scheduled scoring cycle; scoring cycles are typically scheduled between June 1 and August 31 of each year.
- For information on retake fees, please consult the *Guide to National Board Certification*, or visit the retake section of the National Board website (www.nbpts.org/national-board-certification).

Retake Considerations

As stated earlier, all components are available in the 2016–17 cycle (refer to the [rollout chart](#)). Until you have completed all of the components and the performance standard required for certification is confirmed in late 2017, you will not have all the information you need to definitively know if you should retake one or more constructed response item(s), the selected response part, and/or a portfolio component in order to increase your likelihood of achieving certification.

However, for the assessment center section (Component 1), **if you have not met the minimum average score of 1.75 required for the section, you will need to retake one or more parts of Component 1** in an attempt to earn a 1.75 or higher average assessment center section score.

You will not know whether you met the minimum score for the portfolio section until you take Components 2, 3, and 4. In addition, you will not know whether you have met the minimum total weighted score required for certification until you have completed all four components and the performance standard has been established in late 2017. **NOTE:** If you have taken a portfolio component, you may wish to wait to decide whether to retake it until you have completed all of the portfolio components and you have received a portfolio section average score. Waiting to complete all the portfolio components will allow you to determine how score increases on the portfolio components will affect the total weighted score.

Meeting the minimum average score requirement of 1.75 on the assessment center and portfolio sections is necessary but might not be sufficient to achieve certification. A minimum total weighted score (to be determined in 2017) is also required. If you earned an average score of higher than 1.75, you may eventually want to consider retaking a component to maximize the potential for meeting or surpassing the total weighted score performance standard. You will have a clearer picture of whether you need to retake components to meet the total weighted score required once the performance standard is determined.

If you have not met the minimum average score of 1.75 for either the assessment center section or the portfolio section after exhausting your two retake attempts per component, you will not be allowed to continue the certification process. For example, consider a candidate who has retaken Component 1 twice in the first three years of his/her candidacy, and on none of the three attempts (including the initial) has he/she met the minimum average section score of 1.75. He/she would not be allowed to attempt or retake other components since there is no probability of achieving certification because he/she did not meet the minimum average section score within the allowed number of retake attempts. The same applies to a candidate who took his/her two retake attempts on Components 2 through 4 and did not meet the minimum average portfolio score of 1.75; regardless of where he/she is on Component 1, he/she will not be allowed to continue since there is no probability of achieving certification because he/she did not meet the minimum average section score within the allowed number of retake attempts. Candidates in this situation can start the entire certification process again as a first-time candidate.

Selecting Your Retake Components

National Board resources are available to assist you as you evaluate your score report and choose which components and/or parts to retake. Please keep in mind that all components are available in the 2016–17 cycle, and the performance standard for achieving certification will be determined in late 2017.

Once you have received your scores for all four components, there are two major questions to consider when selecting the appropriate portfolio components and/or assessment center parts to retake:

1. How likely is it that your score on a given component/part will improve?
2. How much will any individual improved score(s) affect your total weighted score?

To determine which portfolio components and/or assessment center parts to retake, consider the steps described below:

- Step 1: Determine how many points you need to increase your score for each eligible component/part.
- Step 2: Use the National Board’s online retake calculator to measure the impact of possible new scores.
 - A calculator is currently available to compute the unweighted average scores for the assessment center section and the portfolio section. The calculator will not reflect the weighting of scores until the new performance standard is established in late 2017.
 - A calculator to measure the impact of new scores on the total weighted score will be available late 2017.
- Step 3: Assess your personal strengths and weaknesses relative to each eligible component/part.
- Step 4: For portfolio components, read any standardized feedback statements on your score report to gain insight about how to improve your performance (see “[Understanding the Standardized Feedback Statements for Portfolio Components](#)” in this document for more information).
- Step 5: Solicit feedback on your portfolio components.
- Step 6: Consider other personal factors that may affect your choice about which components and/or parts to retake.

Example Retake Scenarios

The following section is based on the sample score report presented below and outlines two possible retake scenarios. As you review this sample score report, you should also refer to your own score report, which lists your scores. For information on how to review your score report, see "[Your Score Report](#)" in this document.

Score Report

Name: Assessment Cycle: **2015 - 2016**
 Candidate ID: Certification Area: **Exceptional Needs Specialist-Early Childhood through Young Adulthood-Mild/Moderate Disabilities (ages 5-21+)**
 Your Certification Status: **Certification In Progress**

Score Requirements

Required Minimum Score	Your Score	Met Minimum Requirement?
Assessment Center Section Average Score of at least 1.75	1.722	No
Portfolio Section Average Score of at least 1.75	N/A	N/A
Total Scaled Score (to be determined in 2017)	N/A	N/A

N/A = not available because a component(s) has not been attempted or a valid score is not available.

Your Score:

This section displays your highest score with any associated feedback statements for each component you have taken. Your Score Transcript, which can be accessed from the Scores page of your National Board account, displays all of your component scores by assessment cycle.

Assessment Center Section: Component 1 Content Knowledge	Assessment Cycle	Score
Exercise 1: Numeracy	2015 - 2016	1.125
Exercise 2: Assessment	2015 - 2016	1.000
Exercise 3: Collaboration	2015 - 2016	2.000
Selected Response Items	2015 - 2016	2.763
Assessment Center Section Average Score:		1.722

Portfolio Section: Components 2, 3, and 4	Assessment Cycle	Score
Component 2: Differentiation in Instruction	2015 - 2016	3.000
Feedback Statements: • You may wish to provide more consistent and convincing evidence that you give appropriate individual feedback and next steps to each student.		
Component 3: Teaching Practice and Learning Environment	2015 - 2016	3.000
Feedback Statements: • You may wish to provide more consistent and convincing evidence of insight on your future instructional practices.		
Portfolio Section Average Score:		N/A

The rubric scores from the three constructed response items and the selected response part converted score are averaged to compute the unweighted average score for the assessment center section. The candidate earned an assessment center section average score of 1.722 and did not meet the minimum unweighted average score of 1.75 required on the assessment center section. The candidate must retake one or more parts of Component 1. **NOTE:** For Component 1, candidates can elect to retake any combination of the three constructed response items and/or the selected response part for each of the two retake attempts allowed at any time during the five-year window.

To determine which assessment center parts to retake, the candidate would consider the steps described below:

Step 1: Determine how many points you need to increase your assessment center section average score to the minimum required score of 1.75.

In order to achieve a 1.75 average score, you need to earn a total of 7.000 points on the four parts of the assessment center section ($7.000/4 = 1.75$).

Example: This candidate earned a total assessment center section score of 6.888 (1.125 + 1.000 + 2.000 + 2.763). This candidate would need to earn at least 0.112 points ($7.000 - 6.888 = 0.112$) to achieve the minimum average score of 1.75 required on the assessment center section. This candidate would likely benefit from banking the higher score received on the selected response items and retaking one to three exercises.

Step 2: Use the National Board’s online retake calculator to measure the impact of possible new scores.

Use the online calculator to compute the scores needed to achieve National Board Certification. **The link to the calculator is located in your score report.** This hands-on tool can help you to develop your own strategy for retaking constructed response items, the selected response part, and/or portfolio components. Once you receive your scores, you are encouraged to test out various scenarios using the online retake calculator. Insert new numbers in the rubric score column to see the effect on the assessment center section unweighted average, the portfolio section unweighted average, and the total weighted score when weighted scores are available. Click “Reset” to test new scenarios. Make your calculations using only estimates of reasonable score increases.

The calculator will not reflect the weighting of scores until the new performance standard is established in late 2017.

You can determine a *reasonable* score increase only after careful consideration of your original performance and a realistic assessment of how much you can improve the qualities of evidence to meet the Standards measured by the constructed response items and selected response items (SRIs).

Example Retake Scenario: Using the National Board’s online retake calculator, the candidate decides to measure the impact of an increased score on Exercise 1 and Exercise 2.

Score Calculator ×

Assessment Center Section: Component 1	Score
Exercise 1	2.125
Exercise 2	3.000
Exercise 3	2.000
Selected Response Items (SRIs)	2.763
Assessment Center Section Average Score:	2.472
Portfolio Section: Component 2, 3, & 4	Score
Component 2	0.000
Component 3	0.000
Component 4	0.000
Portfolio Section Average Score:	0.000

[Reset](#)
[Close](#)

- Exercise 1 had a rubric score of 1.125. The candidate estimates a reasonable score increase of 1.000 for Exercise 1, which will raise the rubric score to 2.125.
- Exercise 2 had a rubric score of 1.000. The candidate estimates a reasonable score increase of 2.000 for Exercise 2, which will raise the rubric score to 3.000.
- If the candidate achieves this increase, the assessment center section average score will increase to 2.472, which exceeds the minimum score requirement of 1.750 and increases the potential for meeting or surpassing the overall performance standard.

NOTE: The candidate may want to consider retaking an *additional* Component 1 exercise/part to maximize the potential for meeting or surpassing the performance standard. You will have a clearer picture of whether you need to retake components to meet the total weighted score required once the performance standard is determined.

Step 3: Assess your personal strengths and weaknesses relative to each of the components and/or parts you are eligible to retake.

Identifying your personal strengths and weaknesses will allow you to make informed choices about the retake process. When engaging in a self-evaluation, consider the following questions:

- Do you feel more comfortable responding to constructed response items (exercises) or selected response items?
- Have you identified strategies to help you prepare for a timed assessment?
- What areas within your content do you feel you need to improve upon? Do you feel confident about your content knowledge across the entire developmental level for the chosen certificate area?
- When comparing your portfolio responses to the rubric for the portfolio component, do you understand why your response received the score it did? If you readily recognize what evidence was not presented in your response, this component may be a good retake choice.
- Have you compared the standardized feedback statements on your score report to the Five Core Propositions, your certificate area Standards, and the scoring rubrics for your certificate area to identify aspects of your performance that could be improved?
- Do you have strategies for improving your level of performance on portfolio components based on your understanding and evaluation of the rubrics?

REMINDER: There are three score requirements to meet in order to achieve National Board Certification. Achieving the minimum average score on both the assessment center section and the portfolio section does not ensure that a candidate will meet the total weighted score required for certification. Additionally, a Level 4 or Level 3 performance is not required for each component and item; an accomplished performance on one component may compensate for a less-than-accomplished performance on another component as long as the minimum average score is met on both the assessment center section and the portfolio section.

Step 4: For portfolio components, read any standardized feedback statements on your score report to gain insight about how to improve your performance.

Feedback statements identify aspects of your component that may be improved with evidence that better demonstrates the Five Core Propositions, your Standards, and the scoring rubric. See "[Understanding the Standardized Feedback Statements for Portfolio Components](#)" in this document for more information.

Step 5: Solicit feedback from colleagues on your portfolio components.

You may want to have a mentor, fellow candidate, or National Board Certified Teacher provide constructive criticism on your portfolio components and assist you in determining which component or components to retake.

The information presented in this *Scoring Guide* is intended to help you gain insight into your performance. National Board assessors, particularly National Board Certified Teachers, may be willing to provide supportive, constructive feedback on portfolio components before candidates submit those portfolios for scoring. However, you should not rely on the opinions of support providers, professional colleagues, or others who may have served as assessors. When reviewing candidate performances outside of formal scoring sessions, assessors are not permitted to predict what scores those performances might receive.

Step 6: Consider other personal factors that may affect your choice of which components and/or parts to retake.

Ask yourself the following questions to help make a considered decision:

- *Are you still teaching in the same certificate area?*

If your teaching assignment has changed since your initial certification attempt and you are retaking a portfolio component, you will need to borrow a class that falls within the age range for the certificate area.

- *Are your professional and personal obligations likely to increase, decrease, or remain the same across the five-year window?*

Consider your time commitments over the next five years, including personal, social, professional, and household responsibilities. Understanding your time commitments can help you determine when you will have enough time to work on preparing to retake constructed response items, and/or the selected response part, and/or the portfolio components in addition to preparing for other components you may be taking for the first time.

- *Should you retake more than one component in a single year?*

You must attempt each of the four components within the first three years of your candidacy. You should consider the time commitment that is needed compared with your obligations. If your obligations will be especially heavy during the current school year, it might be better to wait until the following year to apply to take/retake one or more components. Cost is another factor to consider. If you apply and pay the fees for multiple components but don't have time to complete them all during the cycle in which you apply, you will forfeit the fee for the uncompleted component(s).

Retaking Portfolio Components

If you choose to retake a portfolio component, you will need to review the instructions located at www.boardcertifiedteachers.org. Keep in mind the following retake rules for preparing and submitting a classroom-based portfolio component:

- The **Contextual Information Sheet** may remain the same if it accurately describes your current teaching context.
- **Descriptive aspects of your teaching context** in the Written Commentary and some forms associated with the component may remain the same; therefore, your retake submission may have some similarities to the Written Commentary and forms you previously submitted in the area of instructional context.
- **Descriptive aspects of your lesson or assignment** in the Written Commentary and some forms associated with the component may remain the same because you may use the same lesson or assignment you previously submitted. However, if you do submit the same lesson or assignment, all work must be completed within the 12 months prior to the opening of the ePortfolio Submission Window as described in the *Guide to National Board Certification*. You should carefully consider whether this lesson or assignment allows you to provide evidence that meets the performance standards for this component. You also need to consider whether using the same lesson or assignment will permit you to develop the required **new and original analyses and reflections on your teaching practice** and provide clear, consistent, and convincing evidence.
- **Analysis and reflection aspects of your teaching practice** in the Written Commentary **must be completely new and original**, not identical or amended versions from any component previously submitted. Consequently, a classroom-based retake component with cutting and pasting or rearranging of sentences and paragraphs from your previously submitted analyses and reflections would be an amended version that does not adhere to this rule. If you do not adhere to this rule, you will **receive a not scorable (NS) for the component on your score report**, and your previous score will not carry forward.
- **The student work samples or video recordings** contained in a retake component **must be completely new and original** and have occurred within the 12 months preceding the opening of the portfolio submission window, not identical or amended versions from any component previously submitted. If you do not adhere to this rule, you will **receive a not scorable (NS) for the component on your score report**, and your previous score will not carry forward.

Retake portfolio components are compared to your previously submitted, corresponding portfolio components. If a retake portfolio component does not adhere to the retake rules, you will receive a not scorable (NS) for the component on your score report, and a previous score will not carry forward

Retake Fees and Deadlines

For information on retake fees and deadlines, please review the *Guide to National Board Certification* on the National Board website (www.nbpts.org/national-board-certification).

Ways to Prepare for the Next Assessment Cycle

Here is a list of suggestions to help you prepare for the next assessment cycle:

- Register for the next assessment cycle and keep your contact information updated by accessing your account on the National Board website (www.nbpts.org/sign-in).
 - You can also register now for new components you wish to complete.
 - If you need or want to retake a portfolio component and/or one of more parts of Component 1, you will be able to select components you wish to retake after the 2014–15 scores are released.
- Access the *Guide to National Board Certification* for important information about registration, fees, deadlines, and additional resources at www.nbpts.org/national-board-certification/candidate-center/first-time-candidates.
- Stay engaged with the National Board, visit www.nbpts.org/national-board-certification, and check your email regularly for updates and information.
- If you have not already, go to www.nbpts.org/in-your-state. Here you will find information about funding, incentives, and state/district contacts who can provide assistance.

Next Steps

As you move forward with the certification process and in your career, please stay engaged with the National Board. It is important that you update your contact information as needed on your account on the National Board website (www.nbpts.org/sign-in). The National Board will keep you updated with developments affecting the certification process and National Board Certified Teachers. Once you achieve National Board Certification, consider serving as a mentor to candidates or as an assessor.

If you have not yet achieved National Board Certification, we encourage you to continue with your commitment to this professional certification process.

APPENDIX A: Appeal Process

Filing an Appeal

Before releasing score reports to candidates, the National Board carefully reviews the assessment materials, the scoring system, and performance standards applied during the scoring process to ensure that all scoring decisions are valid, reliable, and accurate. If you determine there is good cause to believe that your score is inaccurate, you may appeal a scoring and/or certification decision.

Because the cost of filing an appeal is significant, it is important to disclose that most candidates who file an appeal do not establish good cause.

Candidates who wish to file an appeal should first consider the information below.

Using the Score Verification Service

The Score Verification Service offers candidates the option to have one or more scores verified. A fee of \$75 per score verified, which can be paid by credit card online, is charged to the candidate for this service. No explanation of the request is required and a response is guaranteed within 30 days. In the past, many candidates who filed an appeal could have first verified the accuracy of their results at a lower cost through score verification. The National Board strongly encourages candidates to make use of the Score Verification Service before deciding if an appeal is in their best interest. (Please note that score verification does not involve rescoring a candidate's response.)

Applying to Retake While Filing an Appeal

The National Board requires a minimum of three months to investigate and resolve an appeal. You will not learn of an appeal's outcome before the retake application deadline. If you choose to file an appeal and are eligible to retake, you are encouraged to simultaneously submit a retake application so as not to lose a year of retake eligibility.

Establishing Good Cause

The option to appeal a score or certification decision is complex. Under National Board policy, an appeal cannot be successful unless a candidate establishes good cause for reconsideration under the specific criteria established by the National Board.

Filing an appeal requires payment of a \$500 fee (by check or money order only), plus written documentation and supporting evidence from the candidate to justify the appeal.

To establish good cause, the candidate must identify some particular circumstance or condition that renders the certification decision fundamentally unfair.

The reasons presented below do **not** establish good cause to file an appeal:

- Good cause will **not** be established if the appeal's sole or primary basis is that the candidate or others disagree with either the certification decision and/or one or more portfolio component/constructed response item score(s). For example, it is not considered good cause if the candidate does not believe the score is accurate and/or that assessors overlooked or did not properly weigh evidence provided in a response.
- Good cause will **not** be established if the appeal's sole or primary basis is that the candidate or others disagree with or seek an exception from the performance standard, or

do not agree with some component of the procedures by which weighted scores are derived, such as the weights ascribed to items, the computation of the total weighted score, or the scale. For example, a candidate cannot establish good cause by challenging the Standards, the portfolio instructions, or scoring processes.

- Good cause will not be established if the appeal's sole or primary basis is that the candidate failed to understand or follow National Board policy and procedures, failed to understand or follow instructions published in the assessment materials, failed to submit required materials or documents, or failed to perform in a manner that would have best presented the candidate's qualifications for certification. Please note that this includes, but is not limited to, the failure to report assessment center problems within seven days of a testing session. Candidates will not establish good cause by citing assessment center problems that were not previously reported in accordance with the procedures outlined in the *Assessment Center Policy and Guidelines*, available at the National Board website (www.nbpts.org/national-board-certification).

The above rules hold true regardless of how close a candidate comes to achieving certification. They also hold true regardless of personal circumstances endured while seeking certification. Furthermore, there are no circumstances under which a mere disagreement with the score will result in the immediate award of additional points.

Procedure and Timeline

Candidates who wish to submit a letter of appeal must follow the instructions below:

- Send a letter with the filing fee of \$500 (personal check, institutional check, or money order payable to the National Board) to:
National Board for Professional Teaching Standards
Attention: Certification Appeals
1525 Wilson Blvd., Suite 700
Arlington, VA 22209
- Include in the letter all pertinent details supporting the appeal. Be specific. Enclose only materials that are directly relevant to substantiate "good cause." Keep in mind that the National Board will not return any materials or release the name of any assessor.
- The National Board receives appeals only once a year for a period not to exceed 60 days following the release of scores. During that period, a candidate can appeal only a score or certification decision that was rendered during that specific score release. The National Board will not consider appeals filed for scores or certification decisions rendered during previous score releases. If a candidate has not filed an appeal by the appeal deadline, scores are considered final and are closed to subsequent appeal.

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