

*Adolescence and Young
Adulthood/English Language
Arts*

**Component 2:
Differentiation
in Instruction**

**PORTFOLIO INSTRUCTIONS
AND SCORING RUBRIC**

NATIONAL BOARD
for Professional Teaching Standards®

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Overview

This document provides information about the Adolescence and Young Adulthood/English Language Arts (AYA/English Language Arts) Component 2 portfolio entry, instructions on how to develop and submit your evidence, and the scoring rubric used to assess your work.

Component 2: Differentiation in Instruction

This portfolio entry provides you with the opportunity to highlight your ability to evaluate learning strengths and needs for individual students; plan and implement appropriate differentiated instruction for those students; and analyze and modify instructional strategies and materials based on ongoing assessment. The tasks for all components and the rubrics used to assess candidate work have been developed in accordance with the Five Core Propositions and the certificate area Standards.

AYA/English Language Arts Component 2 Portfolio Entry

In the AYA/English Language Arts Component 2 portfolio entry:

- You select four student work samples from two students. Two samples are responses to print and nonprint text, and two samples are responses to writing prompts.
- You provide the assignments/prompts as well as the rubrics or scoring criteria you used to evaluate the student work.
- You submit a Written Commentary with your analysis of the submitted student responses that shows how you support and analyze students' growth and development as readers/interpreters of text and as writers.

AYA/English Language Arts Standards Measured by Component 2

Because the purpose of the tasks in the portfolio components is to measure your teaching practice, the overall focus of the portfolio entry and rubrics is on your pedagogical knowledge and skills and how successfully you are able to apply these knowledge and skills to advance student learning.

The portfolio entry for this component, "Differentiation in Instruction," measures the following AYA/English Language Arts Standards, and your submission will be evaluated based on these standards through the scoring rubric:

- I. Knowledge of Students
- II. Fairness, Equity, and Diversity
- IV. Instructional Design and Implementation
- V. Reading and Viewing
- VI. Writing and Producing
- X. Assessment

For the complete AYA/English Language Arts Standards, refer to **www.nbpts.org/national-board-certification/candidate-center**.

The AYA/English Language Arts Component 2 scoring rubric defines the level of accomplished teaching that you must demonstrate. The wording in the rubric reflects levels of performance within the Component 2 tasks.

You should read the Standards and rubric while developing your portfolio entry to understand how the rubric guides assessors in evaluating your work.

Inside This Document

This document includes the following two sections: "[Portfolio Instructions for AYA/English Language Arts Component 2](#)," which describes how to develop and submit your evidence, and "[Scoring Rubric for AYA/English Language Arts Component 2](#)," which provides the scoring rubric used to assess your work.

Portfolio Instructions

The AYA/English Language Arts Component 2 portfolio instructions provide the following:

- Directions for developing and submitting your evidence of accomplished teaching.
- Forms required for this entry. As you prepare your portfolio, keep in mind some forms contain directions that are not repeated elsewhere; follow these directions carefully.
- An Electronic Submission at a Glance chart listing the materials you are required to collect and/or prepare as well as the release forms to keep for your records. Use this chart to complete and submit the appropriate materials to ensure proper scoring of your portfolio entry.

For more information about developing and submitting your portfolio entry, please refer to the *General Portfolio Instructions* and the *Guide to Electronic Submission* available at **www.nbpts.org/national-board-certification/candidate-center**.

Scoring Rubric

The AYA/English Language Arts Component 2 scoring rubric is provided to assist you in understanding how your portfolio materials will be assessed. For more information about understanding and interpreting your scores, please refer to the *Scoring Guide* available at **www.nbpts.org/national-board-certification/candidate-center**.

Portfolio Instructions for AYA/English Language Arts Component 2

This section contains the directions for developing and submitting the Component 2 AYA/English Language Arts portfolio entry and assembling it for submission. Entry directions include

- suggestions for planning your portfolio entry and choosing evidence of your teaching practice;
- questions that must be answered as part of your Written Commentary;
- an explanation of how to format, assemble, and submit your portfolio entry.

What Do I Need to Do?

Although accomplished English language arts teachers integrate reading and writing, this entry separates the two (reading, then writing) for the purpose of discussion and analysis, to give assessors a clear picture of your approach to both reading and writing.

In this entry, you

- demonstrate how you use differentiated, individualized instruction when teaching your students to read, to respond to various kinds of texts, and to write;
- describe the goals for your teaching, the teaching context or assignment (prompt) that led to your students' responses, and your analysis of your students' growth and development as individuals who can interact with texts and effectively communicate in writing;
- explain how the entire entry, taken together, is indicative of your ability to use specific knowledge about students' individual, intellectual, and social development to advance student achievement and to support students' growth both as interpreters of text and as writers.

What Do I Need to Submit?

For this entry, you must submit the following:

- **Completed Contextual Information Sheet (no more than 1 page)** that describes the broader context in which you teach (refer to the "[Component 2 Forms](#)" section of this document).
- **Written Commentary (no more than 13 pages)** that analyzes four responses from two students. These students might be members of the same class or might be drawn from two different classes that you teach.
- **Student work samples** (two packets—one for each of two students, each packet totaling **no more than 20 pages**). Each packet contains
 - one student's responses to four assignments/prompts—two reading assignments and two writing assignments (no more than 3 pages each for a total of no more than 12 pages combined);
 - four assignments/prompts (no more than 1 page each for a total of no more than 4 pages combined);
 - four rubrics or scoring criteria you used to score the student's responses (no more than 1 page each for a total of no more than 4 pages combined).

Originality Requirements. It may be helpful to have a colleague review your work before you submit it. However, all of the work you submit as part of your response to this portfolio component must be yours and yours alone. The written analyses and other evidence you submit must feature teaching that you did and work that you oversaw. For more detailed information, see the ethics and collaboration section in the [General Portfolio Instructions](#) and the [National Board's ethics policy](#). If you submit materials and/or evidence which are in whole or in part substantially identical to those of another candidate, both of you could be disqualified from the certification process

Before beginning to work on this entry, read the following directions for developing each element. Refer to the "[Component 2 Forms](#)" section of this document for the forms you will need to submit your materials. Word-processing files of these forms are also available to download from www.nbpts.org/national-board-certification/candidate-center.

The student work submitted for Component 2 and one of the two video recordings submitted for Component 3 may be from the same unit of instruction, but must be from different lessons that have unique lesson goals and objectives.

Selecting Student Work Samples

In this entry, you choose two students' responses to texts and writing prompts. There are two texts (one print and one nonprint) and two writing prompts.

Selecting Two Students

Select two students to feature. These students should represent different instructional challenges to you as a teacher. It is important to choose students whose responses give you an opportunity to discuss your practice. Remember, the focus of this entry is on your ability to provide students with instruction that supports their growth and development both as readers/interpreters of texts and as writers. For this reason, the best-performing students in the class may not be the best choices for this entry. The focus is on your practice, not on the level of student performance.

To prepare for this entry, you may want to select several students as potential cases and collect or keep copies of their work over a period of time. As you collect the work, you may want to record your reasons for selecting that particular student and his or her work, and the details that might be helpful in completing your analysis. For example, you may want to take notes on your learning goals, what came before and after the assignment, and how you assessed the assignment and responded to the student.

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from www.nbpts.org/national-board-certification/candidate-center. Retain completed student release forms for your records; do not submit them with your evidence.

Selecting the Texts and the Writing Prompts

Text is defined as any media that can be interpreted, analyzed, and evaluated. For the **Reading Component**, select a print text and a nonprint text that will prompt the student responses you choose to feature in this entry. One text must be a printed literary text, such as a book, short story, or poem. The other text must be presented to students through a nonprint medium, such as a film, work of art, photograph, recording, or staged production. **The two texts must be different from each other**, regardless of the medium in which they are presented. For example, submitting a student's response to the film version of a text

along with a response to the print version of the same text would not meet this requirement. The texts that you select, however, may be related to each other in an instructional sequence.

It is important to select texts that provide students with opportunities to demonstrate their abilities to read, think critically about, and interpret text. As such, the selected text should be appropriately engaging and challenging for your students.

You may submit responses to the same two texts for both students, or you may submit responses to up to four different texts for both students. **Note:** One response from each student must be in nonprint mode (e.g., a drawing, film, speech, presentation, newscast, collage, graph, computer-generated product, or other appropriate technology). Students' nonprint responses can be to the print or nonprint text.

You will be scored on your strategies for teaching students to read and respond to a variety of texts. Selecting two different texts for each student may give you a good opportunity to show your range of teaching strategies to foster students' development as readers and interpreters of text. However, one or more of the texts may be used for both students if doing so allows you to demonstrate how you use differentiated, individualized instruction. Either approach meets the requirements of this entry.

For the **Writing Component**, writing prompts should provide students with opportunities to communicate their ideas effectively for multiple purposes and audiences.

You may submit responses to the same two writing prompts for both students, or you may submit responses to up to four different writing prompts for both students. You will be scored on your strategies for teaching students to communicate their ideas effectively in writing. Selecting two different kinds of prompts for each student may give you a good opportunity to show the range of teaching strategies you use to foster students' development as writers. However, one or more of the prompts may be used for both students if doing so allows you to demonstrate how you use differentiated, individualized instruction. Either approach meets the requirements of this entry.

For both the **Reading** and **Writing Components**, each student response must be accompanied by its assignment/prompt. Each assignment/prompt must be no more than **1 page**.

Selecting Four Responses for Each Student

Choose **two responses to texts and two writing samples for each student**. Each student response must be **no more than 3 pages**.

For the **Reading Component**, one of the two texts must be a print-based literary text, and the other text must be of any genre in a nonprint medium. One student response must be written and the other in nonprint mode (e.g., a drawing, film, speech, collage, graph, computer-generated product, or other appropriate technology). Remember, the focus for the Reading Component is on the student's analysis and interpretation of text, **not** on the quality of the work sample.

For the **Writing Component**, choose samples that allow you to show the range of writing instruction in your classroom. Remember, the focus for the Writing Component is on the decisions you make regarding the student's growth as an effective writer and communicator.

Select samples that demonstrate your understanding of the writing process and your ability to convey that understanding to students. The samples you choose should illustrate different challenges, problems, or topics in the teaching and learning of writing. Be certain to select samples, both literature and prompts, that are substantial enough to support the level of analysis required in the Written Commentary.

You do not need to include multiple drafts for each response. Carefully selected pages from each draft or writer-response forms—such as peer conference and self-editing forms—can provide effective evidence.

For both the **Reading** and **Writing Components**, each student response must be accompanied by the rubric or scoring criteria you used to evaluate it. Each rubric or scoring criteria must be **no more than 1 page**.

How to Format and Submit Your Student Responses and Work Samples

- For the Reading Component, complete a new Student Response Form for each student response. For the Writing Component, complete a new Student Writing Sample Form for each writing sample. (For the necessary forms, refer to the "[Component 2 Forms](#)" section of this document.) Include the associated assignment/prompt, student response/writing sample, and rubric after each form in your file for submission.
- Submit no more than **20 pages total** of responses/student work samples, assignments/prompts, and rubrics for each student. Additional pages will not be scored. Forms do not count toward this total.
- Each student response/work sample must
 - represent a student's original work. The original electronic file or scanned image of student work is acceptable.
 - come from students who are in the class that is the basis for your Written Commentary.
 - be from two different students, responding to the four activities that you are featuring in this entry.
- Be sure that your student responses/work samples are legible and refer to people and places in ways that preserve anonymity. Follow the "Guidelines for Referring to People, Institutions, and Places" section in General Portfolio Instructions.
- Place your candidate ID number in the upper right corner of the first page of each electronic file you submit. Clearly label evidence as "Student A" or "Student B."
- Format your student responses/work samples to fit onto an 8.5" × 11" page. If student responses/work samples contain Web pages, each 8.5" × 11" Web page print out or PDF counts as **1 page** toward your page total. Note, however, the following exceptions:
 - If student responses/work samples were created in a multimedia software program, you may format up to six slides on one 8.5" × 11" page, which counts as **1 page** toward your page total.
 - If submitting a smaller item such as a photograph, you may insert a digitized image into a word-processing program document. Several smaller items can be grouped on a single page as long as they are readable.

- Do **not** submit video or audio recordings. If a student creates such a product or a three-dimensional product, have **the student** write a **1-page** description of the assignment and what the student made. You may include photograph(s) or student-made drawings to accompany the description, if appropriate. The **1-page** description counts toward your page total.

Refer to the "[Component 2 Electronic Submission at a Glance](#)" chart in this document for file types acceptable for submission, page totals for each piece of evidence, and how to assemble Student A and Student B packets for submission.

Composing Written Commentary

In this entry, you submit a Written Commentary with your analysis of the submitted student responses that shows how you support and analyze students' growth and development as readers/interpreters of text and as writers/producers.

How to Organize and Present Your Written Commentary

- Create a word-processing document to compose your commentary. Enter the following section headings in the document:
 1. **Instructional Context**
 2. **Analysis of Student Work**
 3. **Reflection**
- Address the italicized questions in the following section entitled "[What to Include in Your Written Commentary](#)." Provide your analysis under the appropriate section heading in your document.
- Refer to the "Writing about Teaching" section in *General Portfolio Instructions* for advice on developing your commentary and to see Written Commentary examples.
- When writing your commentary, refer to people and places in ways that preserve anonymity. Follow the "Guidelines for Referring to People, Institutions, and Places" section in *General Portfolio Instructions*.
- Place your candidate ID number in the upper right corner of the first page of your commentary document.
- Use the following language and format specifications when writing your commentary:
 - Write in English.
 - Use double-spaced 11-point Arial font.
 - Format 1-inch margins on all sides of the document.

Refer to the "[Component 2 Electronic Submission at a Glance](#)" chart in this document for complete submission requirements.

- Your commentary will be scored based on the content of your analysis; however, proofread your writing for spelling, mechanics, and usage.
- Submit a document for your commentary of **no more than 13 pages**. If you submit a longer document, only the first 13 pages will be scored.

What to Include in Your Written Commentary

Your Written Commentary must address the italicized questions provided below for each section. Statements in plain text that immediately follow an italicized question help you interpret the question. It is not necessary to include the italicized questions within the body of your response. Use the suggested page lengths in parentheses after each section heading as a guideline when addressing the questions in each section.

1. Instructional Context (Suggested length: 1 page)

Provide the following information in addition to the context that you supply on the Contextual Information Sheet, which focuses on the school or district at large. In this section, address the following questions about your selected class or classes:

- *What are the number, ages, and grades of the students in the class featured in this entry and the subject matter of the class?* (Example: 21 students in grades 9 and 10, ages 14 through 16, American literature)
- *What are the relevant characteristics of this class that influenced your instructional strategies for this lesson: ethnic, cultural, and linguistic diversity; the range of abilities of the students; the personality of the class? What are the strengths and instructional challenges represented by these particular students?*
- *What are the relevant characteristics of the students with exceptional needs and abilities that influenced your planning for this instruction (for example, the range of abilities and the cognitive, social/behavioral, attentional, sensory, and/or physical challenges of your students)?* Give any other information that might help the assessor “see” this class.
- *What are the relevant features of your teaching context that influenced the selection of this instruction?* This might include other realities of the social and physical teaching context (e.g., available resources such as technology, scheduling of classes, room allocation—own classroom or shared space) that are relevant to your response.

2. Analysis of Student Work (Suggested length: 10 pages; 5 pages for each of 2 students)

Answer the following questions in separate sections labeled **The Student as Reader** and **The Student as Writer**. Within each of these sections, be sure to identify the students as Student A or Student B as you write about them. Cite specific examples from the students’ responses to illustrate points in your analysis.

The Student as Reader. In this section, address the following questions as they relate to the student responses to your reading assignments. Be sure to address the questions for each student.

- *What about the student as an individual (experiences, skills, interests) provides insight into his or her work samples and your analysis of them?*
- *What are your instructional goals to promote growth for this student as a reader and interpreter of text in a variety of media? What texts, assignments, and strategies did you use to accomplish these goals?*
- *What characteristics of the selected work samples demonstrate the student’s ability to understand and interpret text in a variety of media?*
- *How did your assessment and feedback to the student promote growth as a reader and interpreter of text in a variety of media? Explain how your assessment approach(es) and any related feedback connect with your instructional goals.*

- *Given this student's responses, what will you do as a teacher to build on what the student has already accomplished as a reader/interpreter of text in a variety of media?*

The Student as Writer. In this section, address the following questions as they relate to the student responses to your writing assignments. Be sure to address the questions for each student.

- *What about the student as an individual (experiences, skills, interests) provides insight into his or her writing samples and your analysis of them?*
- *What are your instructional goals to promote growth for the student as a writer/producer? What assignments and strategies did you use to accomplish these goals?*
- *What characteristics of these writing samples demonstrate the student's growth and development as a writer/producer?*
- *How did your assessment and feedback to the student promote growth as a writer? Explain how your assessment approach(es) and any related feedback connect with your instructional goals.*
- *Given this student's responses, what will you do as a teacher to build on what the student has already accomplished as a writer/producer?*

3. Reflection (Suggested length: 2 pages)

Using the four student responses you have submitted to illustrate your discussion, address the following questions:

- *To what extent did you achieve the goals you set?*
- *Taken in total, what do all of these student responses say about your ability to use specific knowledge about students' individual, intellectual, and social development to advance their achievement and to support their growth as both interpreters of text and as writers? Consider the four student responses together with the teaching context that shaped them.*

Component 2 Electronic Submission at a Glance

Submit your evidence of accomplished teaching using the electronic portfolio management system (see the *Guide to Electronic Submission*). Use the following chart to determine how to group your evidence and submit it electronically. Forms are available as word-processing files that you can download from www.nbpts.org/national-board-certification/candidate-center as well as on the following pages of this document.

Adolescence and Young Adulthood/English Language Arts Component 2: Differentiation in Instruction				
What to Submit	Supported File Types	Number of Files to Submit	Response Length	Additional Information
Contextual Information Sheet(s) (form provided)	doc, docx, odt, or pdf	1	No more than 1 page	<ul style="list-style-type: none"> • Use 11-point Arial font • Single space
Written Commentary	doc, docx, odt, or pdf	1	No more than 13 pages	<ul style="list-style-type: none"> • Use 11-point Arial font • Double space with 1" margins on all sides
Student Packets (forms provided)	doc, docx, odt, or pdf	2	<p>No more than 20 pages combined for each packet—forms do not count in page totals</p> <p>Page totals for each piece of evidence within a packet:</p> <ul style="list-style-type: none"> • Assignments/Prompts: No more than 1 page each for a total of up to 4 pages maximum combined • Student responses/writing samples: No more than 3 pages each for a total of up to 12 pages maximum combined • Rubrics: No more than 1 page each for a total of up to 4 pages maximum combined 	<p>Submit 1 packet each for 2 students:</p> <ul style="list-style-type: none"> • Student A Packet <ul style="list-style-type: none"> • Student Response Form with associated prompt, student response to print-based text, and rubric • Student Response Form with associated prompt, student response to nonprint-based text, and rubric • Student Writing Sample Form with associated prompt, writing sample #1, and rubric • Student Writing Sample Form with associated prompt, writing sample #2, and rubric • Student B Packet <ul style="list-style-type: none"> • Student Response Form with associated prompt, student response to print-based text, and rubric • Student Response Form with associated prompt, student response to nonprint-based text, and rubric • Student Writing Sample Form with associated prompt, writing sample #1, and rubric • Student Writing Sample with associated prompt, writing sample #2, and rubric

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from www.nbpts.org/national-board-certification/candidate-center. **Retain completed student release forms for your records; do not submit them with your evidence.**

Component 2 Forms

This section contains forms required for Component 2. You may complete these forms in two ways depending on the content of the form:

- For forms that require descriptions or explanations of evidence, you must download the word-processing files available at **www.nbpts.org/national-board-certification/candidate-center**, fill them out electronically, and then upload the electronic file or scanned image with the associated evidence to the electronic portfolio management system.

OR

- For forms that do not require descriptions or explanations of evidence and that are used solely to identify submitted evidence, you may print out the forms on the following pages, fill them out by hand, scan the completed forms with the associated evidence, and then upload the electronic file to the electronic portfolio management system.

As you prepare your portfolio, keep in mind some forms contain directions that are not repeated elsewhere; follow these directions carefully.

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from **www.nbpts.org/national-board-certification/candidate-center**.

AYA/English Language Arts Contextual Information Sheet

Directions: Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

This form asks you to describe the broader context in which you teach:

- **If you teach in different schools that have different characteristics, and this portfolio entry features students from more than one school**, please complete a separate sheet for each school associated with this portfolio entry.
- In this component, you are asked to provide specific information about the students in the class you have featured in the portfolio entry. This is *in addition* to the information requested here.
- For clarity, please avoid the use of acronyms.

Candidate ID#: []

1. Briefly identify the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.).

[]

2. Briefly identify.

Grades: []

Age Levels: []

Number of Students Taught Daily: []

Average Number of Students in Each Class: []

Courses: []

3. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entry? Be brief and specific.

Note: You might include details of any state or district mandates, information regarding the type of community, and access to current technology.

[]

AYA/English Language Arts Student Response Form

Directions: Use a new form for each student response.

Indicate your Candidate ID, the student (A or B), and the type of response (print-based or nonprint-based) below.

Include the associated assignment/prompt (no more than 1 page), student response (no more than 3 pages), and rubric (no more than 1 page) after this completed form in your file for submission. Label the evidence as "Student A" or "Student B."

Candidate ID#: []

Student: A [] B []

Response: Print-based Text [] Nonprint-based Text []

AYA/English Language Arts Student Writing Sample Form

Directions: Use a new form for each student writing sample.

Indicate the student (A or B) and the writing sample (1 or 2) below.

Include the associated assignment/prompt (no more than 1 page), student writing sample (no more than 3 pages), and rubric (no more than 1 page) after this completed form in your file for submission. Label the evidence as "Student A" or "Student B."

Candidate ID#: []

Student: A [] B []

Writing Sample: 1 [] 2 []

Scoring Rubric for AYA/English Language Arts Component 2

Level 4

The **LEVEL 4** performance provides *clear, consistent, and convincing* evidence that the teacher successfully uses specific knowledge about students' individual, intellectual, and social development to advance student achievement and uses analysis and assessment of student responses to a variety of texts and student writing to support students' growth as both interpreters of text and as writers and producers.

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

- that the teacher has a thorough knowledge of students as individual learners and sets high, worthwhile, and attainable goals for growth.
- that the teacher encourages active exploration and critical interpretation of print and nonprint text and recognizes multiple interpretations while requiring them to be grounded in the text.
- that the teacher understands the complex, recursive, individual nature of the writing process and provides a context that encourages students' active exploration of their own writing processes.
- that students engage in writing for multiple purposes and audiences.
- that the teacher employs varied, rich, and appropriate instructional resources, including print and nonprint media formats.
- that the teacher supports students' growth as interpreters of text and as writers and encourages students' self-assessment and self-reflection upon how their work can be improved.
- that the teacher is able to accurately and thoughtfully describe and analyze student work in ways that recognize students' progress and offers means for students to build on their accomplishments.
- that the teacher uses appropriate assessment methods (formal or informal) on an ongoing basis to monitor student progress.
- that the teacher engages 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.
- that the teacher is able to describe his or her practice fully and accurately and reflect insightfully on its effectiveness in meeting the challenges of teaching texts and writing.

Overall, there is *clear, consistent, and convincing* evidence that the teacher successfully uses specific knowledge about students' individual, intellectual, and social development to advance student achievement and uses analysis and assessment of student responses to a variety of texts and student writing to support students' growth as both interpreters of text and as writers and producers.

Level 3

The **LEVEL 3** performance provides *clear* evidence that the teacher successfully uses specific knowledge about students' individual, intellectual, and social development to advance student achievement and uses analysis and assessment of student responses to a variety of texts and student writing to support students' growth as both interpreters of text and as writers and producers.

The Level 3 performance provides *clear* evidence:

- that the teacher has a knowledge of students as individual learners and sets appropriate goals for growth.
- that the teacher encourages active exploration and critical interpretation of print and nonprint text and recognizes multiple interpretations while requiring them to be grounded in text.
- that the teacher understands the complex, recursive, individual nature of the writing process and provides a context that encourages students' exploration of their own writing processes though the evidence may not be fully developed.
- that students engage in writing for multiple purposes and audiences.
- that the teacher employs appropriate instructional resources, including print and nonprint media formats.
- that the teacher supports students' growth as interpreters of text and as writers and encourages students' self-assessment and self-reflection upon how their work can be improved.
- that the teacher is able to accurately describe and analyze student work in ways that recognize students' progress and offers means for students to build on their accomplishments.
- that the teacher uses appropriate assessment methods (formal or informal) on an ongoing basis to monitor student progress.
- that the teacher engages 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.
- that the teacher is able to describe his or her practice and reflect on its effectiveness in meeting the challenges of teaching texts and writing.

One part of the response may be more indicative of accomplished practice than another, but overall, there is *clear* evidence that the teacher successfully uses specific knowledge about students' individual, intellectual, and social development to advance student achievement and uses analysis and assessment of student responses to a variety of texts and student writing to support students' growth as both interpreters of text and as writers and producers.

Level 2

The **LEVEL 2** performance provides *limited* evidence that the teacher successfully uses specific knowledge about students' individual, intellectual, and social development to advance student achievement and uses analysis and assessment of student responses to a variety of texts and student writing to support students' growth as both interpreters of text and as writers and producers.

The Level 2 response provides *limited* evidence:

- that the teacher has a knowledge of students as individual learners and sets appropriate goals for growth. The goals may be general, of limited significance, or only loosely related to the instruction.
- that the teacher encourages active and critical interpretation of texts. The students' work may be only loosely grounded in the text, with little or no comment on this by the teacher.
- that the teacher understands the complex, recursive, individual nature of the writing process.
- that students engage in writing for multiple purposes and audiences.
- that the teacher employs appropriate instructional resources, including print and nonprint media formats. Instructional resources and activities may be formulaic, lacking a convincing rationale, or restricted to a single media format.
- that the teacher supports students' growth as interpreters of text and as writers and encourages students' self-assessment and self-reflection upon how their work can be improved. Support and encouragement may be infrequent and inconsistent.
- that the teacher is able to describe and analyze student work. The analysis may recognize students' progress but may not offer students ways to build on their accomplishment.
- that the teacher uses appropriate assessment methods to monitor student progress. Assessment may not be ongoing or may not be used by the teacher to plan future instruction.
- that the teacher communicates effectively with students about their work. Feedback may be too general to offer students ways to improve their work or may not promote student self-reflection.
- that the teacher is able to describe and analyze his or her practice; the reflection may be vague, general, or focused solely on the procedural aspects of teaching. The Level 2 performance may be characterized by evidence that hints at accomplished practice, but is too fragmented or uneven.

Overall, there is *limited* evidence that the teacher successfully uses specific knowledge about students' individual, intellectual, and social development to advance student achievement and uses analysis and assessment of student responses to a variety of texts and student writing to support students' growth as both interpreters of text and as writers and producers.

Level 1

The **LEVEL 1** performance provides *little or no* evidence that the teacher successfully uses specific knowledge about students' individual, intellectual, and social development to advance student achievement and uses analysis and assessment of student responses to a variety of texts and student writing to support students' growth as both interpreters of text and as writers and producers.

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

- that the teacher has a knowledge of students as individual learners and sets appropriate goals for growth in student learning. The goals for student learning may not be goals at all, but rather activities. When stated, the goals may be confused, trivial, inappropriate, or not connected to the instruction.
- that the teacher encourages active and critical interpretation of texts in different media; instead, students may be expected to simply recall elements of the text.
- that the teacher understands the complex, recursive, individual nature of the writing process and may even contain misconceptions about the writing process.
- that students engage in writing for multiple purposes and audiences.
- that the teacher employs appropriate instructional resources. Instructional resources, including print and nonprint media formats, may be inappropriate and/or completely unengaging to these students. Questions and/or prompts may be entirely closed-ended with "right" and "wrong" answers. There may be no recognition of nonprint media as text.
- that the teacher supports students' growth as interpreters of text and as writers and encourages students' self-assessment and self-reflection upon how their work can be improved.
- that the teacher is able to describe and analyze student work. The analysis may fail to recognize students' progress and instead focus on students' mistakes, or it may be so superficial that it misses important elements of the work that merit attention. There may be an exclusive emphasis on the grammar and mechanics of students' writing, as opposed to addressing students' thinking.
- that the teacher uses appropriate assessment methods to monitor student progress. Assessment methods may be infrequent and methods may be inappropriate.
- that the teacher communicates effectively with students about their work. Feedback may be superficial, infrequent, and may actually discourage students from reflecting about their work.
- that the teacher is able to describe and analyze his or her practice. The reflection may be missing or disconnected from the instructional evidence.

Overall, there is *little or no* evidence that the teacher successfully uses specific knowledge about students' individual, intellectual, and social development to advance student achievement or that the teacher uses analysis and assessment of student responses to a variety of texts and student writing to support students' growth as both interpreters of text and as writers and producers.

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