

*Early and Middle Childhood/
English as a New Language*

**Component 1:
Content Knowledge**

SAMPLE ITEMS

AND SCORING RUBRICS

NATIONAL BOARD
for Professional Teaching Standards®

Contents

Overview	1
Component 1: Content Knowledge	1
EMC/English as a New Language Component 1 Computer-Based Assessment	1
Inside This Document	3
Other Important Information	3
<u>Sample Selected Response Items and Answer Key for</u>	
EMC/English as a New Language Component 1	4
Sample Selected Response Items	4
Answer Key to Sample Selected Response Items	8
<u>Sample Constructed Response Exercises and Scoring Rubrics for</u>	
EMC/English as a New Language Component 1	9
Sample Exercise 1 and Scoring Rubric	10
Sample Exercise 2 and Scoring Rubric	14
Sample Exercise 3 and Scoring Rubric	18

Overview

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

Note: This document is intended for EMC/English as a New Language candidates who selected Path 2: English Language Development Specialist. If you selected Path 1, you must refer to the Component 1: Content Knowledge Sample Items and Scoring Rubrics for the path you selected (Early or Middle Childhood Generalist).

Component 1: Content Knowledge

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

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

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

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

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

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

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

* These percentages are an approximation only.

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

EMC/English as a New Language Constructed Response Exercises

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

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

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

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

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

Inside This Document

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

Selected Response Section

This section includes the following:

- sample selected response items
- answer key

Constructed Response Section

This section includes the following:

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

Other Important Information

Refer to the National Board website for the following:

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

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

This section includes

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

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

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

- an **answer key**.

Sample Selected Response Items

Standard II. Knowledge of Culture and Diversity

1. At the beginning of the school year, an ENL teacher is assigned to a new elementary school with students from a variety of cultures. The teacher wants to learn as much as possible about students' backgrounds. The teacher would best accomplish this goal by asking each student to:
 - A. label his or her place of birth on a class map.
 - B. create an identity collage to share with the class.
 - C. complete a graphic organizer with facts about his or her country of origin.
 - D. bring a favorite traditional family dish to share with the class.

Standard II. Knowledge of Culture and Diversity

2. Which of the following scenarios best reflects an ENL teacher who establishes a culturally responsive learning environment?
- A. An ENL teacher allows ENL students' choice in various instructional settings, such as self-selecting group members and research topics, so that she minimizes the risk of causing students to violate social or religious taboos.
 - B. An ENL teacher reads about nuances between cultures and understands that learning styles may be culturally influenced, so he applies different academic learning standards to students from different cultures.
 - C. An ENL teacher carefully regulates student interactions because she recognizes that ENL students will most likely succeed academically if they can learn the behaviors and customs associated with the school culture.
 - D. An ENL teacher regularly makes mixed-gender learning groups because he believes it will benefit some ENL students who did not have opportunities to work with peers of the opposite gender in their home countries.

Standard IV. Knowledge of the English Language

3. A sixth-grade ENL teacher wants to help beginning-level students improve their listening comprehension skills. The most effective strategy to accomplish this objective would be to:
- A. teach students different ways to ask the speaker for clarification.
 - B. give students an electronic translator to look up unknown phrases.
 - C. instruct students to maintain eye contact with the speaker.
 - D. give students a written transcript of daily class lessons.

Standard IV. Knowledge of the English Language

4. An elementary ENL teacher provides training to classroom teachers in the difference between everyday conversational vocabulary and academic vocabulary, including providing them with lists of general academic vocabulary that students are typically expected to know by various grade levels. The ENL teacher's actions are likely to promote the classroom teachers' ability to support the ENL students in their classrooms primarily by helping the teachers:
- A. determine whether ENL students are meeting grade-level content-area learning standards.
 - B. identify which words in a lesson are most likely to require differentiated instruction for ENL students.
 - C. recognize whether a new academic word has a cognate in the ENL students' primary languages.
 - D. decide which vocabulary-learning strategies to demonstrate for ENL students.

Standard V. Knowledge of English Language Acquisition

5. A fourth-grade ENL student is struggling to read and comprehend the text in a social studies class. Which of the following strategies would help lessen the language demand while building background knowledge so that the student can experience greater success in this class?
- A. designating a peer who is a native speaker of English with strong reading skills to read the text out loud to the student
 - B. providing the student with a graphic organizer, such as a five senses chart, to complete while reading the text
 - C. assigning supplemental reading to the student that relates to the text, such as a magazine or newspaper article
 - D. providing the student with a chapter summary in simplified English to read at home the day before introducing a new chapter in class

Standard V: Knowledge of English Language Acquisition

6. An ENL teacher wants to teach the fifth-grade intermediate-level Spanish-speaking students the vocabulary term "lunar phases" when teaching a unit about the moon. What is the best approach to begin teaching this vocabulary term to the class?
- A. telling the class that they are going to talk about "phases of the moon," or "lunar phases"
 - B. having the students make a drawing of all the phases of the moon with the words "lunar phases" written at the top
 - C. teaching the class a song that includes all of the terms for the different lunar phases
 - D. writing the Spanish words "fase lunar" on the white board and "lunar phase" below it to show the class how they are similar.

Standard VII. Assessment

7. The kindergarten teachers in an elementary school use a formative phonemic awareness assessment at key points in the year to monitor student progress in this area. The ENL teacher has been asked to adapt the assessment for a group of ENL students who speak a variety of languages. Which is the most appropriate modification for the ENL teacher to make to accommodate this group of students?
- A. providing English stimulus words that have sounds common to both ENL students' primary languages and English
 - B. administering the assessment in the ENL students' primary languages
 - C. using tasks that require ENL students to blend sounds to make words rather than segment words into sounds
 - D. reducing the number of assessment items ENL students need to complete

Standard VII. Assessment

8. An elementary ENL teacher learns that a new ENL student has enrolled in school. The new student will be entering United States schools for the first time as a fourth grader. She has attended school in Honduras since kindergarten. The teacher would like to learn as much as possible about her academic knowledge and skills. Which of the following assessments would yield the most useful information about the student's academic strengths and weaknesses?
- A. an English proficiency assessment
 - B. a norm-referenced battery of content-area assessments in English
 - C. a Spanish proficiency assessment
 - D. a norm-referenced battery of content-area assessments in Spanish

Answer Key to Sample Selected Response Items

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

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

This section includes

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

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

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


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

Sample Exercise 1 and Scoring Rubric

Sample Exercise 1

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

Exercise 1: Domains of English Language Development - Candidate Name	⌚ Time Remaining 29:31
<p style="text-align: center;">Domains of English Language Development</p> <p style="text-align: center;"><u>Introduction</u></p> <p>In this exercise, you will use your knowledge of domains of English language development to identify four strategies and/or activities that would enhance proficiencies in four of five domains (listening, speaking, reading, writing, and visual literacy). You will be asked to respond to one prompt.</p> <p style="text-align: center;"><u>Criteria for Scoring</u></p> <p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p> <ul style="list-style-type: none">• an accurate identification and thorough explanation of four strategies and/or activities that would support the development of students' proficiencies in four of five domains (listening, speaking, reading, writing, and visual literacy); and• an appropriate rationale for each strategy and/or activity. <p style="text-align: center;"><u>Directions</u></p> <p>You may view the prompt by clicking the Next button. Compose your response in the space provided.</p>	
? Help	⦿ Navigator Next →

Exercise 1: Domains of English Language Development -		 Time Remaining
Candidate Name		29:31
Scenario		
In their literature class, your fourth-grade English as a New Language (ENL) students are studying the book <i>Little House in the Big Woods</i> . The current chapter of their book is called Two Big Bears.		
Text		
Two Big Bears		
In the Big Woods the snow was beginning to thaw. Bits of it dropped from the branches of the trees and made little holes in the softening snow banks below. At noon all the big icicles along the eaves of the little house quivered and sparkled in the sunshine, and drops of water hung trembling at their tips.		
Pa said he must go to town to trade the furs of the wild animals he had been trapping all winter. So one evening he made a big bundle of them. There were so many furs that when they were packed tightly and tied together they made a bundle almost as big as Pa.		
You must address each of the following in your response.		
<ul style="list-style-type: none">Given the scenario, identify and explain four strategies and/or activities that would support the development of students' proficiencies in four of the following five domains: listening, speaking, reading, writing, and visual literacy. Be sure to identify one strategy and/or activity for each of the four domains you have chosen, making specific reference to the text provided in this exercise.For each of your chosen domains, give a rationale that supports the use of the identified strategy and/or activity.		
? Help	⦿ Navigator	Next →

Scoring Rubric for Exercise 1

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

Characteristics:

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

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

Characteristics:

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

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

Characteristics:

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

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



Characteristics:



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


Sample Exercise 2 and Scoring Rubric

Sample Exercise 2

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

Exercise 2: Linguistic Structure of English - Candidate Name	 Time Remaining 29:31
Linguistic Structure of English	
<u>Introduction</u>	
In this exercise, you will use your knowledge of the linguistic structure of the English language to analyze errors in a student work sample and to describe appropriate strategies for addressing the identified errors with the student described. You will be asked to respond to one prompt.	
<u>Criteria for Scoring</u>	
To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:	
<ul style="list-style-type: none">• an accurate identification of linguistic errors in a student response across the following four categories: phonology, vocabulary, grammar, and discourse; and• a detailed description of specific strategies for addressing the identified errors with the student described.	
<u>Directions</u>	
You may view the prompt by clicking the Next button. Compose your response in the space provided.	
? Help	 Navigator Next →

Exercise 2: Linguistic Structure of English - Candidate Name	 Time Remaining 29:31
Definitions of Linguistic Terms	
For the purpose of this exercise, these are the definitions of the linguistic terms:	
Phonology refers to the structure and systematic patterning of sounds in human language, the relationships between those sounds, and how those sounds correspond to graphemes.	
Vocabulary refers to word meaning and usage, including semantic features of individual words and groups of words, meanings of morphological parts of words, and semantic and pragmatic uses of words in specific discourse contexts.	
Grammar refers to the internal structure of words (morphology) and sentences (syntax) and the interrelationships among the internal parts of words and sentences.	
Discourse refers to language usage in extended communication, including pragmatic functions of language and features of spoken and written genres.	
? Help	 Navigator Next →

Exercise 2: Linguistic Structure of English - Candidate		 Time Remaining
Name		29:31
Scenario		
<p>This response is from a nine-year-old Russian-speaking student. He has been identified as an intermediate-level English as a New Language (ENL) student. He has been asked to write a paragraph about what a gold miner does.</p> <p>The Gold Miner had a very ruff day lookin for gold? Ferst. he seeked more gold than other day. Latur he taked a shower aftur a hard day in the mine. Lest the miner finded a big meal at the dinur. "What a day! he yelld weth joy.</p>		
<p>You must address each of the following in your response.</p> <ul style="list-style-type: none">• In the student response cited, identify a total of six linguistic errors across the following four categories: phonology, vocabulary, grammar, and discourse. Be sure to identify at least one error in each of the categories.• For each of the six linguistic errors you have identified, describe a specific instructional strategy that you would use with the student described in the scenario to address the identified errors.		
? Help	<input checked="" type="radio"/> Navigator	Next →

Scoring Rubric for Exercise 2

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

Characteristics:

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

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

Characteristics:

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

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

Characteristics:

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

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



Characteristics:


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



Sample Exercise 3 and Scoring Rubric

Sample Exercise 3

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

Exercise 3: English Language Acquisition - Candidate Name		 Time Remaining 29:31
English Language Acquisition		
<u>Introduction</u>		
In this exercise, you will use your knowledge of English language acquisition to analyze a description of an English language learner and to describe appropriate strategies for enhancing the English language acquisition of the learner. You will be asked to respond to one prompt.		
<u>Criteria for Scoring</u>		
To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:		
<ul style="list-style-type: none">• an accurate identification of factors that influence a learner’s English language acquisition;• an insightful and detailed explanation of the factors influencing the English language learner described; and• a detailed description of appropriate strategies specifically targeted to the English language learner described, with thorough explanations of how these strategies will enhance the learner’s English language acquisition.		
<u>Directions</u>		
You may view the prompt by clicking the Next button. Compose your response in the space provided.		
? Help	 Navigator	Next →

Exercise 3: English Language Acquisition - Candidate Name		 Time Remaining 29:31
Student Profile		
This third-grade student is eight years old and attends a daily 30-minute pull-out English as a New Language program. He has always lived in the United States. His Mexican-born parents have a fifth-grade education and limited knowledge of English but help him with homework as much as they are able. The student’s 13-year-old brother, whom he was close to, recently passed away from cancer. The student speaks Spanish with his family. His computational math skills are good, but he struggles with reading. He can decode words at a second-grade level, but is far below grade level in fluency and comprehension. The student’s scores in all language areas of English proficiency tests have always been the lowest in his same-language peer group. The student wears his glasses inconsistently, and they are sometimes broken. The student gets along well with his classmates.		
? Help	 Navigator	Next →

Exercise 3: English Language Acquisition - Candidate		 Time Remaining
Name		29:31
Preparation		
<p>Multiple factors—cognitive, social, physical, and psychological—influence the readiness of an English language learner to acquire a second language.</p> <p>A school's program type (bilingual, dual-language, inclusion, pull-out or push-in, sheltered content instruction, or others) will also influence a learner's readiness. Additional specific school-based factors include class size, number of grade levels in the group, grade-level placement, general school population, and immigrant population.</p> <p>As appropriate, you may consider these factors as you construct your response to the prompt in this exercise.</p>		
<p>You must address each of the following in your response.</p> <ul style="list-style-type: none">• Identify three critical factors that help explain the current proficiency level of the student described.• Explain why the three identified factors are critical in influencing English language acquisition for this student. Make specific reference to the student profile.• Describe three strategies that are likely to enhance this student's English language acquisition. Relate your response directly to the factors you identified above and explain how these strategies will enhance this student's English language acquisition.		
? Help	 Navigator	Next →

Scoring Rubric for Exercise 3

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

Characteristics:

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

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

Characteristics:

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

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

Characteristics:

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

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

Characteristics:

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

Produced for

NATIONAL BOARD

for Professional Teaching Standards®

by



Pearson

© 2021 National Board for Professional Teaching Standards. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system, without permission in writing from the publisher.

The National Board for Professional Teaching Standards logo, National Board for Professional Teaching Standards, NBPTS, National Board Certified Teacher, NBCT, National Board Certification, Accomplished Teacher, and Profile of Professional Growth are registered trademarks or service marks of the National Board for Professional Teaching Standards. Other marks are trademarks or registered trademarks of their respective organizations.

The National Board for Professional Teaching Standards, Inc. has been funded in part with grants from the U.S. Department of Education. The contents of this publication do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the sponsors.

Prepared by Pearson for submission under contract with the National Board for Professional Teaching Standards®.

Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).