

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*

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How the Five Core Propositions and Standards Inform the Assessments and Scoring Process

What Are the Five Core Propositions?

The Standards and the assessments for all certificate areas are founded on the following Five Core Propositions that clearly state the commitment, knowledge, skills, and dispositions demonstrated by National Board Certified Teachers (NBCTs):

- 1. Teachers are committed to students and their learning.** NBCTs believe all students can learn. They recognize the individual differences that distinguish their students from one another, and they take account of these differences in their practice while treating students equitably. NBCTs understand how students develop and learn and are dedicated to making knowledge accessible to all students.
- 2. Teachers know the subjects they teach and how to teach those subjects to students.** NBCTs have mastery over the subjects they teach and have skill and experience in teaching them. They are able to use diverse instructional strategies to teach for understanding.
- 3. Teachers are responsible for managing and monitoring student learning.** NBCTs know how to engage students to ensure a disciplined learning environment. They move fluently through a range of instructional techniques, keeping students motivated and focused. NBCTs know how to assess the progress of individual students as well as that of the class as a whole.
- 4. Teachers think systematically about their practice and learn from experience.** NBCTs model what it means to be an educated person: They read, they question, they create, and they are willing to try new things. They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.
- 5. Teachers are members of learning communities.** NBCTs collaborate with others to improve student learning. They actively know how to seek and build partnerships with community groups and businesses. They also know how to work collaboratively with parents to engage them productively in the work of the school.

What Are the Standards and Their Role?

The National Board Standards for each certificate area represent a professional consensus on the unique aspects of practice that distinguish accomplished teachers in that field. Cast in terms of actions that teachers take to advance student learning, these Standards are grounded philosophically in the Five Core Propositions. Each Standards document is developed by a national committee that is broadly representative of accomplished professionals in that field—primarily practicing classroom teachers. Other members are typically professors, experts in child development, teacher educators, and other professionals.

You are encouraged to read the Standards, available at the National Board website (www.boardcertifiedteachers.org), to prepare for your National Board assessment.

The Standards for each certificate area are the sole basis for the assessment specifications that frame both the assessment center component and the portfolio components. The National Board develops Standards-based assessments and awards certification to teachers who demonstrate an accomplished level of knowledge and practice in relation to the Standards for each certificate area.

Who Are the Assessors?

The assessors are NBCTs or other teaching professionals in your certificate area who have met minimum eligibility and experience requirements and who have successfully completed an intensive training program rooted in the National Board's Standards and scoring guidelines. Measurement experts rate National Board assessor reliability among the highest reported for such a complex performance assessment, which is a direct result of the focused and rigorous training National Board assessors undergo.

How the Assessors Use the Standards

The assessors evaluate and score your responses through the lens of the rubrics, which are derived from the Standards. As assessors identify the evidence in your responses, they are trained to judge your performance solely on the basis of the criteria established by the Standards and embodied in the rubrics.

Your response to each constructed response item and the evidence you submit for your portfolio components are scored holistically, in that an assessor must look at the response as a total work and award a score based on the best overall match with a level of the rubrics.

The Standards also serve as the basis for the following materials used in the scoring process:

- instructions for each portfolio component and constructed response item
- answer keys for the selected response items
- scoring rubrics for each portfolio component and constructed response item that describe performance characteristics at four levels
- benchmarks for each portfolio component and constructed response item that are actual candidate performances selected to demonstrate the characteristics described in each level of the rubrics
- standardized feedback statements assigned to portfolio components that receive a score less than 3.75

Assessor Training

The training regimen begins with a careful study of the Architecture of Accomplished Teaching. This framework of how teachers think about teaching illustrates that teachers do not make decisions in a linear process but that teachers move in and out of each stage as needed to make decisions that impact student learning. Next, assessors review the instructions for the particular constructed response item or portfolio component. After understanding what candidates are asked to do, assessors focus on the Standards, and then examine and discuss the rubric and benchmarks (a set of specially selected, expert-scored cases designed to exemplify each score level that assessors use as a standard set of references throughout training and scoring). Assessors are trained to score holistically, looking at the response for its overall quality and evaluating the work as a whole.

Assessors practice applying scores at each rubric level. Trainers present responses that expert assessors have previously scored and awarded true scores. Assessors then independently score these cases. After each training session, trainers collect and log assessors' scores, announce the overall results to the group, and lead a group discussion to calibrate assessors to award scores to the appropriate rubric levels.

The training process for assessors is extensive and rigorous. This training includes a qualifying step in which potential assessors must demonstrate their ability to evaluate your responses fairly and accurately, using the Standards and rubrics as their criteria.

Through this process of training, practice, and discussion, assessors must demonstrate the ability to apply the rubric fairly and accurately. Trainers evaluate the assessors' work on the practice cases. Those who successfully complete the training and meet the qualifying criteria move on to scoring candidates' performances. Assessors are evaluated and monitored carefully throughout the scoring process.

Bias-Prevention Training

National Board assessors are trained to recognize and minimize factors that might cause bias in scoring decisions. Assessors participate in bias-prevention training that highlights issues such as potential personal biases, professional preferences about teaching practices, and stylistic biases. Throughout the training process, assessors are reminded that scoring must be based on the evidence presented in the candidates' submissions and responses. Assessors, aware of the effort and commitment involved in this assessment and of the high stakes for candidates, score candidates' constructed response items and portfolio components based solely on the evidence submitted.

It is important to note that the National Board does not advocate any one particular approach to teaching. All candidates who achieve National Board Certification must show evidence of strong analytical skills and ongoing reflection in their teaching practice.

The National Board for Professional Teaching Standards is dedicated to continually evaluating its assessments and the assessment process. Before an assessment becomes nationally available to candidates, the National Board conducts field tests in which constructed response items, selected response items, and portfolio components are completed and scored. This process supports the National Board's commitment to developing, administering, and scoring assessments in a manner that is reliable, accurate, and fair.

Interpreting Your Scores

Key Aspects of the Scoring Process

In all certificate areas, candidates for National Board Certification are required to complete four components:

- Component 1 is the computer-based assessment center component that consists of three constructed response items and 45 selected response items. Forty of the 45 selected response items are scorable and contribute to your score, and five interspersed items are field test items that do not contribute to your score.
- Components 2, 3, and 4 are the portfolio components.

Various quality controls are built into the National Board's scoring system to ensure that the scoring process is reliable, accurate, and fair. Following is a description of key aspects of the scoring process.

Scores for Selected Response Items

Selected response items are machine scored. One point is awarded for a correct answer and zero points for an incorrect answer. (Note that there are five interspersed field test items that do not contribute to your score.) For the selected response items, the number of scorable items answered correctly will be converted to and reported as a score between 0 and 4.25. For this conversion, the total number correct will be multiplied by 0.10625. The converted score is rounded to 3 numbers after the decimal point. Answering 0 items correctly will convert to a score of 0.000 and answering 40 items correctly will convert to a score of 4.250. The converted selected response score will be used when calculating the assessment center section average score (see description in "[Minimum Section Average Score Requirements](#)" in this document) and total weighted scaled score. The Selected Response Item Conversion Table can be found in [Appendix A](#).

Scores for Constructed Response Items and Portfolio Components

Assessors will score your responses on the Component 1 constructed response items and all the portfolio components (Components 2, 3, and 4). The National Board uses a 12-point score scale for all constructed response items and portfolio components. The score scale is based on four primary levels of performance (Levels 4, 3, 2, and 1), with plus (+) and minus (-) variations at each level. The assigned scores correlate to the performance standard for National Board Certification as follows:

- The highest assigned score for a constructed response item or a portfolio component is 4.25 (4+).
- The lowest assigned score for a constructed response item or a portfolio component is 0.75 (1-); however, a score of zero is possible (see "[Score Designations of '0' and 'NS'](#)" in this document).
- Level 4 and Level 3 performances represent accomplished teaching practice.
- Level 2 and Level 1 performances represent less-than-accomplished teaching practice.

IMPORTANT: A Level 4 or Level 3 performance is not required for each component and constructed response item. An accomplished performance on one component may compensate for a less-than-accomplished performance on another component as long as both the minimum average score of the selected response part and three constructed response items is met and the minimum average score of Components 2, 3, and 4 is met.

Assessors adhere to the scoring rubrics that describe the characteristics of the four levels of performance to score your three constructed response items and three portfolio components. Each level of the rubric summarizes the quality of evidence, as shown in the table below. By reading the overarching statement for each level of the rubric, you can see the gradations between responses that meet the National Board performance standard and those that do not. To review the complete set of rubrics for your certificate area, refer to 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.

Rubric Levels	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

Scoring Process for Constructed Response Items and Portfolio Components

- For first attempt:
 - Constructed response items are scored by two independent assessors (i.e., they are double scored).
 - Portfolio components are randomly selected for double scoring. First attempt certification candidates will have at least one of their three portfolio components double scored.
- For retake:
 - Each constructed response item and portfolio component from a second or third attempt are scored by two independent assessors (i.e., they are double scored).
- In the case of double scoring, if the two scores for a response differ by more than 1.25 points, the trainer or supervisor of the assessors provides the third score, and the third score is the final score. If the two scores do not differ by more than 1.25, the two scores are averaged and the averaged score is the final score.
- Raw and average scores, weights, and weighted scaled scores for each portfolio component as well as the selected response part and each constructed response item in Component 1 are all rounded to three decimal places.

Score Designations of "0" and "NS"

If the space on your score report for a score assigned to a constructed response item or a portfolio component displays a "0" (zero), then one or more of the following applies:

- For a constructed response item, your submitted response did not meet the requirements to receive the minimum score of 0.75 on a constructed response item.
- For the portfolio components,
 - you did not submit a major piece of evidence such as the Written Commentary, the student work samples, or the video recording.
 - you were not visible in the submitted video recording.
 - your video recording was not viewable.
 - your submission contained student work and/or video-recorded footage that was in a language other than English (and/or the target language for World Languages) and did not include an explanation or a translation.
 - your video was edited outside of the editing rules (see your certificate-specific *Portfolio Instructions and Scoring Rubric* for the rules).
 - your video did not correspond to your Written Commentary.

If the space on your score report for a score assigned to a constructed response item or a portfolio component displays the "NS" (not scorable) designation, then one of the following may apply:

- For a constructed response item,
 - you did not schedule or attend your assessment center testing appointment.
 - you did not open the selected response part of the exam and did not attempt any of the items.
 - you did not open a constructed response item and did not view any prompts in the item.
 - you were suspected of plagiarism or cheating.
- For the portfolio components,
 - you did not submit a portfolio component.
 - you registered your portfolio component in the online system, but did not submit any artifacts to be scored.
 - your portfolio component submission revealed that you taught students who did not fall within the defined age parameters.
 - your portfolio component submission featured content that did not fall within the scope of your selected certificate.
 - you were suspected of plagiarism or cheating.

Minimum Section Average Score Requirements

For the purposes of scoring, the assessment required for National Board Certification is split into two sections: the assessment center section (which is made up of the selected response

part and the three constructed response items of Component 1) and the portfolio section (which is made up of Components 2, 3, and 4).

Minimum average scores on the assessment center section and the portfolio section are new requirements beginning in the 2014–2015 cycle. These requirements indicate to both candidates and policymakers that the National Board values the aspects of teaching that both of these sections assess. In addition, a minimum average score does not allow a candidate to be eligible for certification if he/she received high scores on one section and very low scores on the other section.

The institution of a minimum average score was not designed to be a performance standard indicative of accomplished teaching. Rather, the purpose of the minimum average score is to ensure that candidates *must demonstrate at least limited evidence* (scoring rubric Level 2 core definition of which 1.75 is the lower bound) of what each section measures in order to be eligible for certification at the overall assessment level.

IMPORTANT: Achieving the minimum average score on both the assessment center section and the portfolio section does not ensure that you will meet the overall standard score required for certification. In other words, there are three score requirements to meet in order to achieve National Board Certification:

1. You must earn a minimum unweighted average score of 1.75 on Component 1 (i.e., the assessment center section). **The minimum score requirement on this section is based on unweighted raw rubric scores, not weighted scores.**

The unweighted average score for the assessment center section is based on averaging the raw rubric scores from the three constructed response items and the selected response part converted score. **NOTE:** The number of scorable items answered correctly (0–40) will be converted to a 0–4.25 score scale before averaging. Raw and average scores are all rounded to three decimal places.

2. You must earn a minimum unweighted average score of 1.75 on Components 2 through 4 (i.e., the portfolio section). **The minimum score requirement on this section is based on unweighted raw rubric scores, not weighted scores.**

The unweighted average score for the portfolio section is based on averaging the raw rubric scores from each of the three portfolio components. Raw and average scores are all rounded to three decimal places.

3. You must earn a total weighted scaled score at or above the performance standard total weighted scaled score (to be determined in 2017 after standard setting).
 - **Once the performance standard is determined, your raw scores will be weighted and converted into a total weighted scaled score.** The rigorous process of setting the performance standard for certification involves examining candidate work on all four components of the assessment. That comprehensive candidate work won't be available until all components are available and scored in late 2017. In the meanwhile, continue to interpret your scores in light of the scoring rubrics.

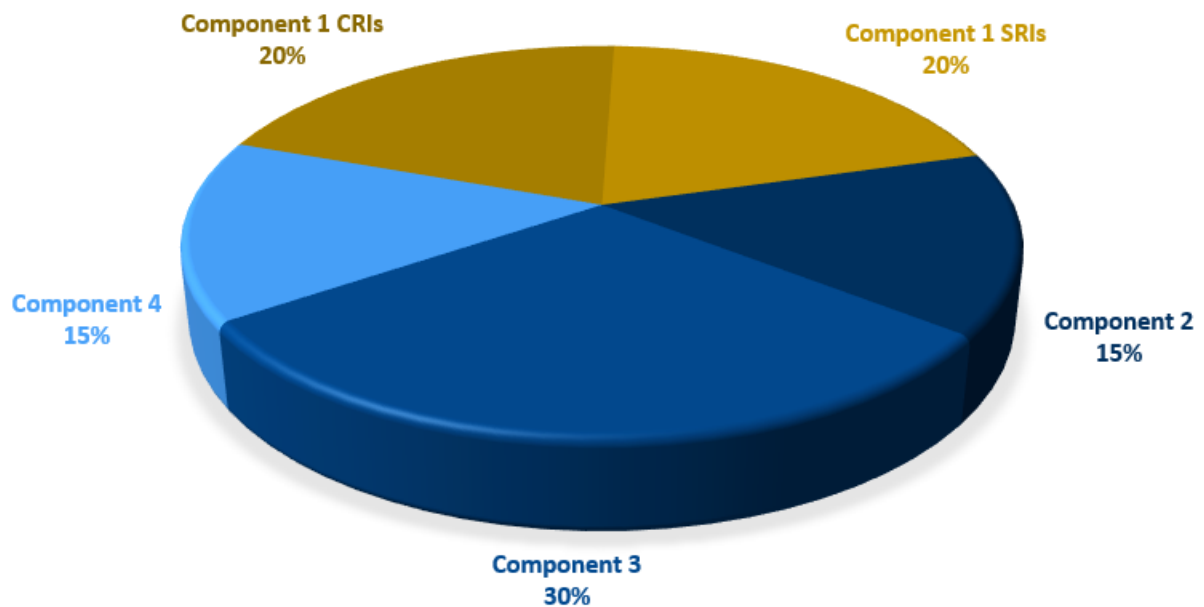
Component Weighting

Once the performance standard is determined, your raw scores will be weighted and converted into a total weighted scaled score. The following lists the assessment center section and the portfolio section percentages and the percentage weight of components within the sections:

- The assessment center section (Component 1: Content Knowledge) makes up 40% of your total weighted scaled score:
 - The three constructed response items are weighted 50% (16.67% for each constructed response item; 20% of the total weighted scaled score).
 - The selected response part is 50% of the assessment center section (20% of the total weighted scaled score).
- The portfolio section (Components 2, 3, and 4 combined) makes up 60% of your total weighted score:
 - Component 2: Differentiation in Instruction weight is 25% of the portfolio section total (15% of the total weighted scaled score)
 - Component 3: Teaching Practice and Learning Environment weight is 50% of the portfolio section total (30% of the total weighted scaled score)
 - Component 4: Effective and Reflective Practitioner weight is 25% of the portfolio section total (15% of the total weighted scaled score)

The pie chart below represents the assessment weights.

NATIONAL BOARD CERTIFICATION ASSESSMENT WEIGHTS



Scaled Scores and Total Weighted Scaled Score Requirement

Although the National Board Standards are not changing, the revised assessment is different enough from the previous version to warrant a new score scale so that total scores on the two assessments are distinct. The purpose of scaled scores is to facilitate comparison of scores earned across test forms developed in parallel and across administrations/testing cycles.

After standard setting in late 2017, a new score scale will be developed and confirmed. The performance standard, or total weighted scaled score required in order to achieve certification, will also be determined in late 2017.

To achieve National Board Certification, you must have a numeric score on all of the following: portfolio components, constructed response items, and the selected response part. Your total weighted scaled score and/or weighted section scores will not be computed until you have completed/submitted all the components and met the minimum section average score requirements.

What Happens to Your Scores?

National Board will automatically bank your component scores as you work toward completing all components for certification. Note that your highest numeric score—whether it is the initial attempt score or a retake score other than a not scorable (NS) due to disqualification case or due to a portfolio component overlap with a previous submission—is used to compute your total weighted scaled score.

Filing an Appeal

Candidates who wish to file an appeal should review the appeal process found in [Appendix B](#).

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.boardcertifiedteachers.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 scaled 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 scaled score will be N/A.
- **Your Scores:**
 - Your current and 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 current and 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 scaled 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.

Sample Score Report

The score report is in the process of being updated for 2015-16 score release to include score history and highest score. Refer to the sample score report below to see the content and layout of the score report. It illustrates how the scores are averaged for the assessment center section (Component 1: Content Knowledge) and the portfolio section (Components 2, 3, and 4 combined). The report shows if the average score for each completed section meets the National Board score requirement of 1.75. It also displays feedback statements for the portfolio components that have a score of less than 3.75.

Score Report

Name: Assessment Cycle: 2014 - 2015
 Candidate ID: Certification Area: Science-Ages 11-15:
 Early Adolescence
 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	1.411	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 scores from this cycle and the highest score you earned on each part.

Assessment Center Section: Component 1 Content Knowledge	2014 - 2015 Score
Exercise 1: Literacy	1.000
Exercise 2: Analyzing Student work in Mathematics	1.500
Exercise 3: Children's play	1.125
Selected Response Items (SRIs)	2.019
Assessment Center Average Score:	1.411

Portfolio Section: Components 2, 3, and 4	2014 - 2015 Score
Component 2: Differentiation in Instruction	2.250
Feedback Statements: You may wish to provide clearer evidence of your insight into student learning through your recognition of students' individual learning differences. You may wish to provide clearer evidence of your own knowledge of the subject through instruction and assignments that develop individual student's abilities.	
Portfolio Average Score:	N/A

Accessing Your Score History

You will be able to access your score history, which includes all scores, associated feedback statements, and weighted scaled scores from current and previous attempts, by accessing your account at the National Board website (www.boardcertifiedteachers.org/sign-in) beginning in 2016.

Evaluating Your Performance

Meeting Minimum Score Requirements

Not all components will be available in 2014–15 and 2015–16, the first two years of the rollout (refer to the [rollout chart](#)). Therefore, until you have completed all of the components and the total weighted scaled score 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. You will need to carefully consider when, and if, you need to retake a component in order to achieve certification based on your strengths and weaknesses and information in “[Important Completion and Retake Rules](#)” in this document.

However, since the Component 1 assessment center section has been available since the 2014–15 cycle, once you receive your Component 1 score, you will know if you must retake part(s) of Component 1 based on whether or not you have met the minimum average score of 1.75 required for the section. If you have earned less than a 1.75 average on the assessment center section, you may retake one or more parts of Component 1.

You will not know whether you met the minimum score for the portfolio section until you take and receive scores for Components 2, 3, and 4 (Component 4 will be available in the 2016–17 cycle). You will not know whether you have met the minimum total weighted scaled score required for certification until you have submitted all four components and the performance standard has been established in 2017.

Rollout of Components by Year

The revised National Board Certification began to rollout with the 2014–15 cycle and will continue through the 2016–17 cycle.

2014–15	2015–16	2016–17
C1: Content Knowledge*	C1: Content Knowledge**	C1: Content Knowledge
C2: Differentiation in Instruction	C2: Differentiation in Instruction***	C2: Differentiation in Instruction
	C3: Teaching Practice and Learning Environment***	C3: Teaching Practice and Learning Environment
		C4: Effective and Reflective Practitioner

- * The Content Knowledge component will be delayed for Music until 2015–16.
- ** The Content Knowledge component will be delayed for World Languages (WL) until 2016–17.
- *** Due to the revision of the Career and Technical Education (CTE) certificate, the Differentiation in Instruction and Teaching Practice and Learning Environment components will be delayed for CTE until 2016–17.

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.boardcertifiedteachers.org). 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.

Standardized Feedback Statements for Your Portfolio Component

If your score was less than 3.75 on a portfolio component, you will receive standardized feedback on your score report. Feedback statements were developed to reflect the Five Core Propositions and to guide you in the general area in which you might want to re-evaluate your performance. Separate sets of feedback statements for Levels 1, 2, and 3 have been developed for each portfolio component and are listed in this section. Only Component 2 and Component 3 feedback statements are available during the 2015–16 candidate cycle.

Component 2: Differentiation in Instruction—Score Level 1

1. Teachers are committed to students and their learning
 - A You may wish to focus on providing evidence of your insight into student learning through your recognition of students' individual learning differences.
 - B You may wish to focus on showing greater 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 evidence of your own knowledge of the subject through instruction and assignments that develop individual student's abilities.
 - D You may wish to provide 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 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 evidence that you give appropriate individual feedback and next steps to each student.
 - G You may wish to provide 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 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 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 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, not all components will be available until the 2016–17 cycle, and the performance standard, or total weighted scaled 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 guidelines 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.boardcertifiedteachers.org).

Retake Considerations

As stated earlier, not all components will be available in 2014–15 and 2015–16, the first two years of the rollout (refer to the [rollout chart](#)). Therefore, 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 (Component 4 will be available in the 2016–17 cycle). In addition, you will not know whether you have met the minimum total weighted scaled score required for certification until you have submitted 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 scaled 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 scaled 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 scaled score performance standard. You will have a clearer picture of whether you need to retake components to meet the total weighted scaled 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 will not be available until 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 scaled 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 standard score scaling and performance standard is established in late 2017.
 - A calculator to measure the impact of new scores on the total weighted scaled 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: 2014 - 2015
 Candidate ID: Certification Area: Science-Ages 11-15:
 Early Adolescence
 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	1.411	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 scores from this cycle and the highest score you earned on each part.

Assessment Center Section: Component 1 Content Knowledge	2014 - 2015 Score
Exercise 1: Literacy	1.000
Exercise 2: Analyzing Student work in Mathematics	1.500
Exercise 3: Children's play	1.125
Selected Response Items (SRIs)	2.019
Assessment Center Average Score:	1.411

Portfolio Section: Components 2, 3, and 4	2014 - 2015 Score
Component 2: Differentiation in Instruction	2.250
Feedback Statements: You may wish to provide clearer evidence of your insight into student learning through your recognition of students' individual learning differences. You may wish to provide clearer evidence of your own knowledge of the subject through instruction and assignments that develop individual student's abilities.	
Portfolio Average Score:	N/A

The raw 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 1.411 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 5.644 (1.000 + 1.500 + 1.125 + 2.019). This candidate would need to earn at least 1.356 points ($7.000 - 5.644 = 1.356$) to achieve the minimum average score of 1.75 required on the assessment center section. This candidate would likely benefit from banking the higher scores received and retaking one to three exercises and/or the selected response part.

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 raw rubric score column to see the effect on the assessment center section unweighted average, the portfolio section unweighted average, and the total weighted scaled 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 standard score scaling and 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 1: Using the National Board’s online retake calculator, the candidate decides to measure the impact of an increased score on Exercise 1 and Exercise 3.

Score Calculator ×

Assessment Center Section: Component 1		Score
Exercise 1	<input type="text" value="2.000"/>	2.000
Exercise 2	<input type="text" value="1.500"/>	1.500
Exercise 3	<input type="text" value="2.125"/>	2.125
Selected Response Items (SRIs)	<input type="text" value="2.019"/>	2.019
Assessment Center Section Average Score:		1.911
Portfolio Section: Component 2, 3, & 4		Score
Component 2	<input type="text" value="0.000"/>	0.000
Component 3	<input type="text" value="0.000"/>	0.000
Component 4	<input type="text" value="0.000"/>	0.000
Portfolio Section Average Score:		0.000

- Exercise 1 had a raw rubric score of 1.000. The candidate estimates a reasonable score increase of 1.000 for Exercise 1, which will raise the raw rubric score to 2.000.
- Exercise 3 had a raw rubric score of 1.125. The candidate estimates a reasonable score increase of 1.000 for Exercise 3, which will raise the raw rubric score to 2.125.
- If the candidate achieves this increase, the **assessment center section average score** will increase to 1.911, which exceeds the minimum score requirement of 1.750 and increases the potential for meeting or surpassing the overall performance standard.

Example Retake Scenario 2: Using the National Board’s online retake calculator, the candidate decides to measure the impact of an increased score on Exercise 1, Exercise 3, and the selected response part.

Score Calculator ×

Assessment Center Section: Component 1	Score
Exercise 1	2.000
Exercise 2	1.500
Exercise 3	2.125
Selected Response Items (SRIs)	2.550
Assessment Center Section Average Score:	2.044
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

- Exercise 1 had a raw rubric score of 1.000. The candidate estimates a score increase of 1.000 for Exercise 1, which will raise the raw rubric score to 2.000.
- Exercise 3 had a raw rubric score of 1.125. The candidate estimates a score increase of 1.000 for Exercise 3, which will raise the raw rubric score to 2.125.
- Selected Response Items (SRIs) had a converted score of 2.019. The candidate estimates a score increase of 5 correct items, which will raise the converted score to 2.550. The Selected Response Item Conversion Table can be found in Appendix A.
- If the candidate achieves these increases, the **assessment center section average score** will increase to 2.044, which exceeds the minimum score requirement of 1.750 and increases the potential for meeting or surpassing the overall performance standard.

NOTE: In both examples, 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 scaled 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?
- 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 scaled 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.
- *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 information and guidelines 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 may remain the same; therefore, your retake submission may have some similarities to the Written Commentary you previously submitted in the area of instructional context.
- Descriptive aspects of your lesson or assignment in the Written Commentary 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, 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 guideline. If you do not adhere to this guideline, 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 guideline, you will receive a not scorable (NS) for the component on your score report, and your 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.boardcertifiedteachers.org**).

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.boardcertifiedteachers.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.boardcertifiedteachers.org/first-time-candidates**.
- Stay engaged with the National Board, visit **www.boardcertifiedteachers.org**, and check your email regularly for updates and information.
- If you have not already, go to **www.boardcertifiedteachers.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.boardcertifiedteachers.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: Selected Response Item (SRI) Score Conversion Table

SRI Total Original	SRI Converted
0	0.000
1	0.106
2	0.213
3	0.319
4	0.425
5	0.531
6	0.638
7	0.744
8	0.850
9	0.956
10	1.063
11	1.169
12	1.275
13	1.381
14	1.488
15	1.594
16	1.700
17	1.806
18	1.913
19	2.019
20	2.125
21	2.231
22	2.338
23	2.444
24	2.550
25	2.656
26	2.763
27	2.869
28	2.975
29	3.081
30	3.188
31	3.294
32	3.400
33	3.506
34	3.613
35	3.719
36	3.825
37	3.931
38	4.038
39	4.144
40	4.250

APPENDIX B: 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 scaled scores are derived, such as the weights ascribed to items, the computation of the total weighted scaled 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.boardcertifiedteachers.org).

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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