

Scoring Guide

Understanding Your Scores

NATIONAL BOARD
for Professional Teaching Standards[®]

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

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

The National Board Certification process is designed to collect standards-based evidence of accomplished practice. In all 25 certificate areas, candidates for National Board Certification must complete four components:

Assessment Center Section

- Component 1: Content Knowledge

Portfolio Section

- Component 2: Differentiation in Instruction
- Component 3: Teaching Practice and Learning Environment
- Component 4: Effective and Reflective Practitioner

The Five Core Propositions

The essence of the National Board’s vision of accomplished teaching is captured in the enduring document *What Teachers Should Know and Be Able to Do* (www.accomplishedteacher.org), at the heart of which are the Five Core Propositions. The National Board 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.** Accomplished teachers base their practice on the fundamental belief that all students can learn and meet high expectations. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and understanding of their students’ interests, abilities, skills, knowledge, language, family circumstances, and peer relationships. They view students’ varied backgrounds as diversity that enriches the learning environment for every student.

Accomplished teachers understand how students develop and learn. They consult and incorporate a variety of learning and development theories into their practice, while remaining attuned to their students’ individual contexts, cultures, abilities, and circumstances. They are committed to students’ cognitive development as well as to students’ ownership of their learning. Equally important, they foster students’ self-esteem, motivation, character, perseverance, civic responsibility, intellectual risk taking, and respect for others.

2. **Teachers know the subjects they teach and how to teach those subjects to students.** Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines, and applied to real-world settings. While maintaining the integrity of disciplinary methods, content, and structures of organization, accomplished teachers develop the critical and analytical capacities of their students so that they can think for themselves.

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and draw on pedagogical and subject matter understandings to anticipate challenges, modify their practice, and respond to students’ needs. They also demonstrate a commitment toward learning about new

strategies, instructional resources, and technology that can be of assistance. Their instructional repertoire and professional judgment allow them to generate multiple paths to knowledge in the subjects they teach, and they are adept at teaching students how to pose and solve their own problems so that they can continue exploring and advancing their understanding.

3. Teachers are responsible for managing and monitoring student learning.

Accomplished teachers view themselves as facilitators of student learning within dynamic instructional settings. They create, enrich, maintain, and alter learning environments while establishing effective ways to monitor and manage those environments and the student learning that occurs within them. They possess a comprehensive knowledge of instructional methods, know when each is appropriate, and can implement them as needed. They use instructional time constructively and efficiently, customizing physical layout, resources, and instructional methods. They enlist the knowledge and support of a wide range of stakeholders to provide their students with enriched opportunities to learn. They understand the strengths and weaknesses of pedagogical approaches they may take, as well as the suitability of these approaches for particular students.

Accomplished teachers know how to engage students in varied settings and group configurations. They create positive and safe learning environments that guide student behavior and support learning, allowing the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students and value student engagement, supporting them as they face and learn from challenges.

Accomplished teachers assess the progress of individual students as well as that of the class as a whole. They apply their knowledge of assessment to employ multiple methods for measuring student growth and understanding. They use the information they gather from monitoring student learning to inform their practice, and they provide constructive feedback to students and families. They collaborate with students throughout the learning process and help students engage in self-assessment.

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

Accomplished teachers possess a professional obligation to become perpetual students of their craft. Committed to reflective learning, they are models of educated persons. They exemplify the virtues they seek to inspire in students—curiosity, honesty, fairness, respect for diversity and appreciation of cultural differences—and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives, to be creative and take risks, and to adopt an experimental and problem-solving orientation.

Accomplished teachers draw on their knowledge of human development, subject matter, and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in established theories, but also in reason born of experience. They engage in lifelong learning, which they seek to encourage in their students. Accomplished teachers seek opportunities to cultivate their learning. Striving to strengthen their teaching and positively impact student learning, teachers use feedback and research to critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment, and adapt their teaching to new findings, ideas, and theories.

5. Teachers are members of learning communities. Accomplished teachers participate actively in their learning communities to promote progress and achievement. They contribute to the effectiveness of the school by working collaboratively with other professionals on policy decisions, curriculum development, professional learning, school instructional programs, and other functions that are fundamental to the development of highly productive learning communities. They work collaboratively and creatively with families and the community, engaging them productively in the work of the school and cultivating students' connections with the opportunities, resources, and diversity they afford.

Accomplished teachers can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives and their knowledge of student needs. They are knowledgeable about and can advocate for specialized school and community resources that can be engaged for their students' benefit and are skilled at employing such resources as needed.

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 and developmental level. 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 committee that is broadly representative of accomplished professionals in that field and from across the country—primarily practicing classroom teachers. Other members are typically university professors, experts in child development, and teacher educators.

The Standards are available on the National Board website ([www.nbpts.org/certification/standards/ five-core-propositions](http://www.nbpts.org/certification/standards/five-core-propositions)).

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 National Board Certified Teachers or other teaching professionals in your certificate area who have met required 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 scoring rubrics, which are derived from the Standards and made available to you in your component instructions. 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 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, found in the Standards and also at www.accomplishedteacher.org. 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, without sharing the awarded scores. Assessors then independently score these cases. During 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 candidate responses fairly and accurately, using the Standards and scoring rubrics as their criteria. Trainers evaluate the assessors' work on the practice and qualifying cases. Those who successfully complete the training and meet the qualifying criteria move on to scoring candidate 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 written responses/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.

How Is the Assessment Scored?

Certification Components and Sections

In all certificate areas, candidates for National Board Certification are required to complete four components categorized into two sections: the assessment center section (which is made up of the selected response item part and the three constructed response items of Component 1) and the portfolio section (which is made up of Components 2, 3, and 4).

- *Component 1: Content Knowledge* 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. The parts of Component 1 make up the assessment center section.
- *Component 2: Differentiation in Instruction, Component 3: Teaching Practice and Learning Environment, and Component 4: Effective and Reflective Practitioner* are the portfolio components that make up the portfolio section.

Scoring 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, the rubric score scale. The conversion standardizes the meaning of performance across certificate areas and across all four components of the assessment. The National Board has a policy not to release the conversion tables.

Scoring 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) using a 12-point rubric score scale that ranges from 0.75 to 4.25. The score scale is based on four primary levels of performance (Levels 4, 3, 2, and 1), with plus (4+, 3+, 2+, 1+) and minus (4-, 3-, 2-, 1-) variations at each level as shown below.

	Rubric Level	Score Range	Quality of Evidence	
Scores in Levels 3 and 4 Represent Accomplished Teaching Practice	Level 4	3.75–4.25	Clear, consistent, and convincing	
	Level 3	2.75–3.25	Clear	
<hr/>				
	Level 2	1.75–2.25	Limited	Scores in Levels 1 and 2 Represent Not-Yet-Accomplished Teaching Practice
	Level 1	0.75–1.25	Little or no	

- The highest and lowest assigned rubric scores for a constructed response item or a portfolio component are 4.25 (4+) and 0.75 (1–), respectively; however, a score designation of zero is possible (see “[Score Designations of ‘0’ \(Zero\)](#)” in this document).
- Scores in Level 3 and Level 4 represent accomplished teaching practice.
- **A score of 2.75 is the lowest rubric score in the range of clear evidence of accomplished teaching practice.**
- Scores in Level 1 and Level 2 represent not-yet-accomplished teaching practice.

IMPORTANT: A Level 3 or Level 4 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 all of the score requirements are met. There are three distinct score requirements all candidates must meet in order to earn certification. These are described in more detail in the “[Score Requirements for Achieving Board Certification](#)” section of this document.

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. 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.

Note: If you do not follow the rules and guidelines for developing, formatting and submitting component materials, it could have a negative impact on your score by limiting the evidence that assessors have to score. For example, video recordings should represent different units, not have any non-allowed edits, and clearly show interactions between you and the students as well as among the students. Also, component materials should follow formatting specifications.

Scoring Procedure 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. 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.
- All unweighted and weighted scaled scores for each portfolio component as well as the selected response item part and each constructed response item in Component 1 are rounded to three decimal places.

Situations That May Result in Scores of “0” (Zero)

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, the response you submitted 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 written commentaries, the student work samples, the video recordings, or other critical materials.
 - your video recording(s) were not viewable.
 - your submission contained student work, video-recorded footage, and/or assessment data 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 videos included edits beyond those allowed as specified in the video editing rules (see your certificate-specific *Portfolio Instructions and Scoring Rubric* and *General Portfolio Instructions* for the rules).
 - your written commentary did not describe the evidence in your video(s) or student work samples.

Situations That May Result in Scores of “NS” (Not Scorable)

If the space on your score report for a score displays the “NS” (not scorable) designation, then one of the following may apply:

- For the assessment center responses,
 - you did not schedule or attend your assessment center testing appointment.
 - you did not open the selected response item 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.
 - your portfolio component submission revealed that the age range requirement was not met; i.e., the class or groups featured did not include at least 51% of students within the defined age parameters of your selected certificate area.
 - your portfolio component submission featured content that did not fall within the scope of your selected certificate area.
 - your portfolio component submission featured classes and/or students and evidence that did not fall within the allowable time frame specified in the *Portfolio Instructions and Scoring Rubric* and *General Portfolio Instructions*.
 - you and your students could not be seen and heard in your video recording.
 - your retake of a portfolio component did not adhere to the retake rules in the *General Portfolio Instructions*.
 - you were suspected of plagiarism or cheating.

Score Requirements for Achieving Board Certification

The Three Score Requirements

To achieve National Board Certification you must meet **each** of the following three distinct score requirements:

1. assessment center section average score of at least 1.75
2. portfolio section average score of at least 1.75
3. total weighted scaled score of at least 110

IMPORTANT: You must meet each of the above three score requirements to achieve National Board Certification. **Remember, a score of 2.75 is the lowest rubric score in the range of clear evidence of accomplished teaching practice.** Meeting the section requirements of 1.75 is necessary but does not ensure you will have the scores required to meet the total weighted scaled score requirement of 110. Section average score requirements of 1.75 do not reflect accomplished teaching; the purpose of the section score requirements is to ensure that candidates *demonstrate at least limited evidence* of what each section measures in order to be eligible for certification at the overall assessment level. That is, you could earn an unweighted average score of at least 1.75 on both the assessment center section and the portfolio section and not earn a total weighted scaled score of 110, and you would not achieve certification. Additionally, in rare cases, you could earn a total weighted scaled score of at least 110 and not meet one of the section's unweighted average score requirement, and therefore you would not achieve certification.

What You Need to Know about the Three Score Requirements

Here is what you need to know about the score requirements you must meet in order to achieve National Board Certification.

- **You must earn an average score of at least 1.75 on the assessment center section** (i.e., the average of the unweighted scores from the three constructed response items and the selected response item part in *Component 1: Content Knowledge*). The score requirement on this section is based on the average of your highest unweighted, or rubric, scores (HUS). It is not based on weighted scaled scores. All unweighted and weighted scaled scores are rounded to three decimal places.

NOTE: The number of scorable selected response items answered correctly (0–40) will be converted to a 0–4.25 score scale before reporting and averaging.

- **You must earn an average score of at least 1.75 on the portfolio section** (i.e., the average of the unweighted scores from Component 2: Differentiation in Instruction, Component 3: Teaching Practice and Learning Environment, and Component 4: Effective and Reflective Practitioner). The score requirement on this section is based on the average of your highest unweighted, or rubric, scores (HUS). It is not based on weighted scaled scores. All unweighted and weighted scaled scores are rounded to three decimal places.
- **You must earn a total weighted scaled score of at least 110.** The total weighted scaled score is the sum of your weighted scaled scores from the four parts of Component 1 and three weighted scaled scores from Components 2–4. Weighted scaled scores are obtained by multiplying your highest unweighted score (HUS) by its scaling weight (SW) and rounding to 3 decimal places. The total weighted scaled score is rounded to the nearest integer.

How Were the Three Score Requirements Determined?

All score requirements are rooted in the National Board scoring rubrics that were developed and reviewed by National Board Certified Teachers and other professionals. The scoring rubrics are derived from the Standards, and they define the levels of content and pedagogical expertise that must be demonstrated to achieve each rubric score point level. While each component is scored with a unique rubric, the overarching statement that describes the overall quality of the evidence at each score level is the same across all components, with a score of 2.75 representing the lowest score in the range of clear evidence of accomplished teaching.

Section average score requirements indicate to both candidates and policymakers that the National Board values the aspects of teaching that both of these sections assess. The institution of section average score requirements was not designed to be a performance standard indicative of accomplished teaching. Rather, the purpose of the minimum average scores 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.

The intention of the assessment redesign was not to raise or lower the previously established performance standard, or score requirement, on the assessment as a whole for teachers to achieve certification. Candidates need to demonstrate the same overall level of accomplished teaching practice to achieve certification that was required to achieve certification on the previous assessment. However, the score scale changed. On the current assessment, the total weighted scaled score to achieve is 110.

The National Board's Certification Council and Board of Directors reviewed and approved all score requirements.

World Languages Requirement

Read the following important note for World Languages candidates only.

IMPORTANT: In addition to the requirements described above, World Languages candidates must also meet the National Board World Languages Standards for language proficiency by providing official American Council on the Teaching of Foreign Languages (ACTFL) Speaking and Writing Proficiency Certificates with a rating at or above the required level. For information about the ACTFL requirement, please consult the *Guide to National Board Certification* on the National Board website (www.nbpts.org/certification/candidate-center/).

Understanding Your Score Report

Accessing Your Score Report

Your official score report will be available to you through a password-protected online service, the National Board's Candidate Management System. You may access this service through your account on the National Board website (**nbpts.useclarus.com/login?forward_url=%2F**). The National Board will release scores no later than December 31 each year.

Understanding Your Score Report

Your National Board score report provides your highest scores (applicable for retake candidates) and whether you achieved National Board Certification or not, or whether your certification is still in progress.

See the sample score report on the following pages and click the letters and numbers in the gold circles to learn about the information provided in each section. To return to the score report after clicking a letter or number, click "ALT+Left Arrow."

NATIONAL BOARD

for Professional Teaching Standards

Score Report for

Candidate ID:

Certification Area:

Generalist-Middle Childhood

Assessment Cycle:

2016 - 2017

A Your Status: Achieved Certification

B Score Requirements

This section shows whether or not you met all three score requirements. If there is a Yes displayed for each score requirement, you achieved National Board Certification.

1 Score Requirements	2 Your Highest Score	3 Met Score Requirement?
Assessment Center Section Average Score of at least 1.75	2.716	Yes
Portfolio Section Average Score of at least 1.75	2.708	Yes
Total Weighted Scaled Score of at least 110	114	Yes

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

Score Information:

- For information on interpreting your scores and important retake considerations, please see the [Scoring Guide: Understanding Your Scores](#).
- If your score was less than 3.75 on a portfolio entry, your score report includes standardized feedback tailored to your individual performance. Feedback statements were developed based on the Five Core Propositions and intended to guide you in the general area in which you might want to reflect and improve on your performance.

For more information, visit www.nbpts.org.

NATIONAL BOARD

for Professional Teaching Standards

C Your Scores

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

Assessment Center Section					
	Component 1: Content Knowledge	Assessment Cycle	Highest Unweighted Score (HUS)	Scaling Weight (SW)	Weighted Scaled Score (HUS x SW)
	Exercise 1	2016 - 2017	2.750	2.788	7.667
	Exercise 2	2016 - 2017	2.500	2.788	6.970
	Exercise 3	2016 - 2017	2.750	2.788	7.667
	Selected Response Items	2016 - 2017	2.863	8.365	23.949
10	Assessment Center Section Average Score:		2.716		
Portfolio Section					
	Component Name	Assessment Cycle	Highest Unweighted Score (HUS)	Scaling Weight (SW)	Weighted Scaled Score (HUS x SW)
	Component 2: Differentiation in Instruction	2016 - 2017	3.125	6.274	19.606
	9 Component 2 Feedback Statements: 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. You may wish to provide more consistent and convincing evidence that you give appropriate individual feedback and next steps to each student.				
	Component 3: Teaching Practice and Learning Environment	2016 - 2017	2.750	12.548	34.507
	Component 3 Feedback Statements: You may wish to provide more consistent and convincing evidence of insight on your future instructional practices.				
	Component 4: Effective and Reflective Practitioner	2016 - 2017	2.250	6.274	14.117
	Component 4 Feedback Statements: You may wish to provide more consistent and convincing evidence of your ability to assess the progress of a class as a whole, as well as individual students, and to adjust instruction as needed to improve student learning.				
11	Portfolio Section Average Score:		2.708		
				12	114
				Total Weighted Scaled Score	

A. Your Status

Your Status displays whether you achieved National Board Certification or not, or whether your certification is still in progress. Below is a table with the four possible statuses, what each means, and what the next steps are.

Your Certification Status: Definitions and Next Steps

Your Status	Definition	Next Steps
Achieved Certification	You attempted all four components and met all three score requirements. Congratulations!	Please stay engaged with the National Board. Update your contact information as needed on your account on the National Board website (www.nbpts.org/log-in). Consider serving as a mentor to candidates or as an assessor.
Certification In Progress	You have not attempted one or more components and you are within the first three years of your candidacy. NOTE: You must attempt each of the four components within the first three years of your candidacy. Your certification status cannot be determined until you have attempted all four components.	Thoroughly review your score report and this <i>Scoring Guide</i> . Be sure to attempt all four components within the first three years of your candidacy. Once you complete all four components, your certification status can be determined.
Not Yet Achieved	You have attempted all four components, but have not met all three score requirements, and you have one or two retake attempts available. NOTE: You have up to two retake attempts for each component or parts. You can retake at any time during the five-year window, and retake years do not have to be consecutive.	Thoroughly review your score report and this <i>Scoring Guide</i> to: <ul style="list-style-type: none"> ▪ Review "Important Completion and Retake Rules" ▪ evaluate your performance and prepare to retake components or parts before the end of your five-year window
Did Not Achieve Certification	You have attempted all four components, but have not met all three score requirements, and you have used your two retakes for one or more components and/or you completed your fifth and last year of candidacy.	Thoroughly review your score report and this <i>Scoring Guide</i> . Consider continuing your pursuit of Board certification by starting the process anew.

B. Score Requirements

This section shows whether or not you met all three score requirements. If there is a “Yes” displayed for all three score requirements, you achieved National Board Certification! If you have not attempted or did not earn a valid score on one or more components, N/A will be displayed.

1. Score Requirements

This column displays the three score requirements you must meet in order to achieve National Board Certification (see [“Score Requirements for Achieving Board Certification”](#) earlier in this document):

- assessment center section average score of at least 1.75
- portfolio section average score of at least 1.75
- total weighted scaled score of at least 110

2. Your Highest Score

This column displays your highest scores for each of the three score requirements:

- The assessment center section average score is the average of your highest unweighted scores for Component 1. This score must be at least 1.75 to meet the assessment center section average score requirement. If you have not attempted Component 1 or if your highest score is NS for any of the four parts of Component 1, your average score for that section will display “N/A.”
- The portfolio section average score is the average of your highest unweighted score for Components 2, 3, and 4. This score must be at least 1.75 to meet the portfolio section average score requirement. If you have not attempted one or more portfolio components or if your highest score is NS for any of the three portfolio components, your average score for that section will display “N/A.”
- The total weighted scaled score is the sum of your weighted scaled scores for each of the components. This score must be at least 110 to meet the total weighted scaled score requirement. If you have not attempted one or more components or if you have received an NS for any component, your total weighted scaled score will display “N/A.”

3. Met Score Requirement?

This column displays if you met the score requirement. A “Yes” must be displayed for each of the three score requirements to achieve Board Certification.

- If a “Yes” is displayed for a score requirement, you met that score requirement.
- If a “No” is displayed for a score requirement, you did not yet achieve certification. You will need to review your performance, determine whether you have retake attempts available, and choose which portfolio components and/or parts of Component 1 to retake.
- If “N/A” is displayed for the assessment center section and/or portfolio section, you have not attempted one or more of the components in that section(s).
- If “N/A” is displayed for the total weighted scaled score, you have not attempted all four components.

C. Your Scores

This section displays your highest scores (applicable for retake candidates) on each component you have taken along with any associated feedback statements for portfolio components. Your score transcript displays all of your component scores by assessment cycle and can be accessed from the Scores page of your National Board account.

1. Component Name/Component Part Name

This column displays the full name of the component and/or the name of the parts of *Component 1: Content Knowledge*. The components are split in two sections: the assessment center section and the portfolio section.

2. Assessment Cycle

This column displays the cycle in which you earned your highest score for that part of the assessment (applicable for retakes.)

3. Highest Unweighted Score (HUS)

This column displays your highest unweighted score, or rubric score, on each part of the assessment. The highest and lowest scores are 4.25 (4+) and 0.75 (1-), respectively; however, a score of zero is possible. If you have retaken a part, your highest score carries forward. This score is based on the scoring rubric and is sometimes called a raw score.

- If the space on your score report for a score assigned to a constructed response item or a portfolio component displays an "NS" or a "0" (zero), a reason will be displayed under feedback statements.

4. Scaling Weight (SW)

This is the number used to transform your highest unweighted score to a weighted scaled score.

5. Weighted Scaled Score (HUS x SW)

This score is your highest unweighted score multiplied by the corresponding scaling weight.

6. Feedback Statements

Feedback statements will be displayed for a portfolio component if your unweighted score is less than 3.75 on that portfolio component. These statements reflect the Five Core Propositions and can guide you in general areas in which you may want to reflect on your performance. Refer to the "[Understanding the Standardized Feedback Statements for Portfolio Components](#)" section in this document for a list of feedback statements.

7. Assessment Center Section Average Score

This score is the average of your highest unweighted scores for Component 1. This score is the total of your highest unweighted scores on the four parts of Component 1 divided by 4, i.e., the number of Component 1 parts. If you have not attempted Component 1 or if your highest score is NS for any of the four parts of Component 1, your average score for that section will display "N/A."

8. Portfolio Section Average Score

This score is the average of your highest unweighted score for Components 2, 3, and 4. This score is the total of your highest unweighted scores displayed below for Components 2, 3, and 4 divided by 3 (the number of portfolio components). If you have not attempted one or more of the portfolio components or if your highest score is NS for any of the three portfolio components, your average score for that section will display "N/A."

9. Total Weighted Scaled Score

Your total weighted scaled score is calculated by adding together all seven weighted scaled scores (four scores from the assessment center section and three scores from the portfolio section) and rounding to the nearest integer. Valid scores on this scale range from a minimum of about 30 to a maximum of 178. If you have not attempted one or more of the components or if you have received an NS for any component, your total weighted scaled score will display "N/A."

A Note about Scores and Weights

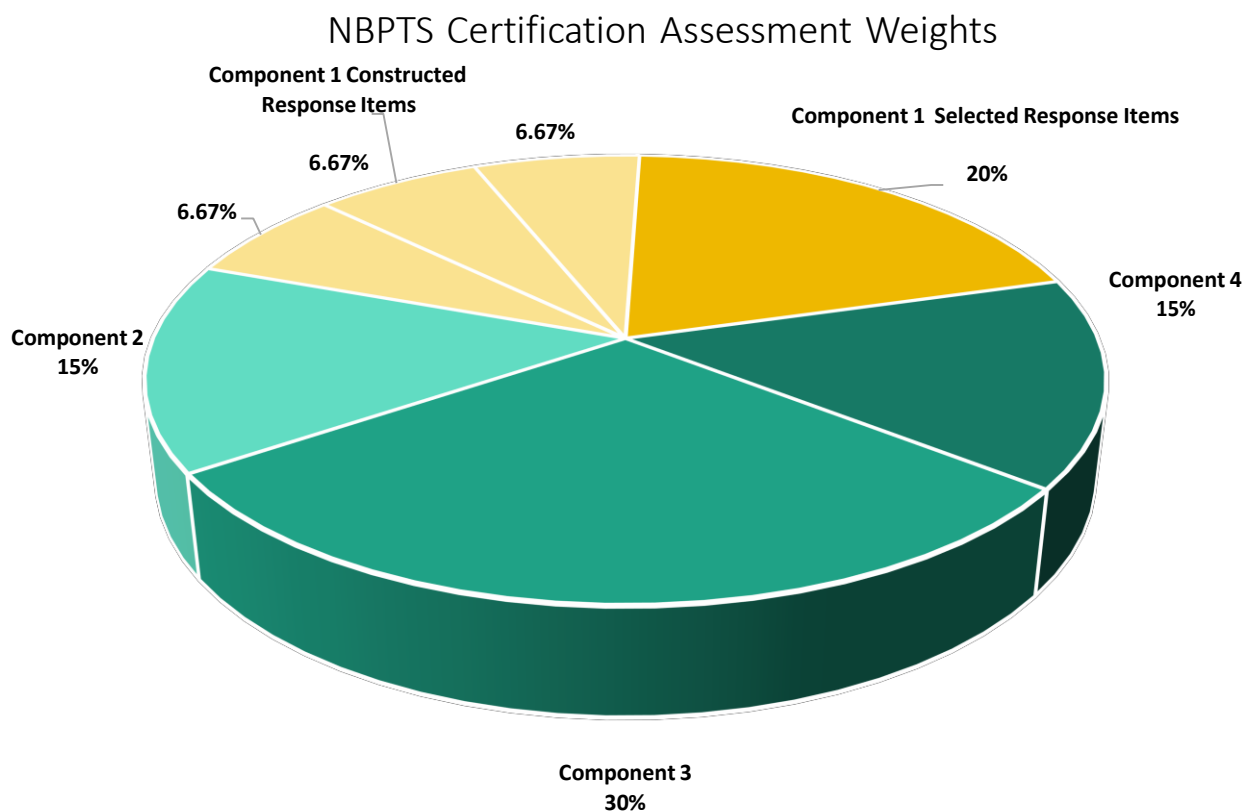
Your unweighted scores are multiplied by scaling weights and then added together and rounded to the nearest integer to create your total weighted scaled score. The following section describes the process to create the formula that is used to transform your unweighted rubric scores into the total weighted scaled score. This process involves three design elements that were determined by the National Board: the component weights, the performance standard, and a number that represents the performance standard on the weighted score scale.

The **component weights** are:

- The assessment center section (*Component 1: Content Knowledge*) makes up 40% of your total weighted scaled score:
 - The three constructed response items weight is 50% of the assessment center section. Each constructed response item is weighted 6.67%¹ of the total weighted scaled score.
 - The selected response item part is 50% of the assessment center section. The section is weighted 20% of the total weighted scaled score.
- The portfolio section (Components 2, 3, and 4 combined) makes up 60% of your total weighted scaled score:
 - *Component 2: Differentiation in Instruction* weight is 25% of the portfolio section total. The component is weighted 15% of the total weighted scaled score.
 - *Component 3: Teaching Practice and Learning Environment* weight is 50% of the portfolio section total. The component is weighted 30% of the total weighted scaled score.
 - *Component 4: Effective and Reflective Practitioner* weight is 25% of the portfolio section total. The component is weighted 15% of the total weighted scaled score.

¹ More precisely, each CRI is weighted one-third of 20%, which rounds to 6.67%. The unrounded weight was used in creating the scaling formula listed in this section.

The pie chart below represents the assessment component weights.



The **performance standard** is the minimum total weighted scaled score that you must achieve in order to be eligible for certification. It is one of three requirements that you must meet in order to be certified (see the "[Score Requirements for Achieving Board Certification](#)" section of this document for all three score requirements). The National Board has defined the number that represents the overall performance standard as **110**. This is the total weighted scaled score that would be achieved if a hypothetical candidate earned an unweighted score of 2.63 on every part of the assessment.

The total weighted scaled score formula incorporates these design elements into a scaling system that has valid scores that range from a minimum of about 30 to a maximum of 178. This formula was created using the following steps:

1. Calculate the **scaling factor** by dividing the target total weighted scaled score for the performance standard by the hypothetical unweighted score for the minimally qualified candidate:

$$\text{Scaling Factor} = 110 / 2.63 = 41.8250951$$

2. Multiply the percentage weight for each part by the scaling factor to obtain the **scaling weights** for each part. Note that the percentage weight is first converted to a proportion; the product is then rounded to the nearest thousandth.

The table below provides the percentage weights and scaling weights for each component. The column on the far right demonstrates how the scaling weights are applied to obtain the performance standard of 110 for a hypothetical candidate who scores 2.63 on every part of the assessment².

National Board Total Weighted Scaled Score Formula and Performance Standard

Component	Percentage Weight	Scaling Weight	Value at Score of 2.63
Component 1			
Exercise 1	6.67	2.788	7.332
Exercise 2	6.67	2.788	7.332
Exercise 3	6.67	2.788	7.332
Selected Response Items	20.00	8.365	22.000
Component 2	15.00	6.274	16.500
Component 3	30.00	12.548	33.000
Component 4	15.00	6.274	16.500
Total	100.00	41.825	110
NOTE: The total weighted scaled score is rounded to the nearest integer.			

Accessing Your Score History

You will be able to access your score history, which includes all scores, associated feedback statements, and weighted scores from current and previous attempts, by accessing your account at the National Board website

(nbpts.useclarus.com/login?forward_url=%2Flog-in).

² Candidates need to demonstrate the same level of accomplished teaching practice to achieve certification that was required to achieve certification on the previous assessment.

Evaluating Your Performance

Use the following information to help you evaluate your results.

Using the Rubric to Evaluate Your Performance

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/exercises.

The graphic below shows the rubric levels, score ranges, and associated qualities of evidence.

	Rubric Level	Score Range	Quality of Evidence	
Scores in Levels 3 and 4 Represent Accomplished Teaching Practice	Level 4	3.75–4.25	Clear, consistent, and convincing	
	Level 3	2.75–3.25	Clear	
<hr/>				
	Level 2	1.75–2.25	Limited	Scores in Levels 1 and 2 Represent Not-Yet-Accomplished Teaching Practice
	Level 1	0.75–1.25	Little or no	

To understand how to potentially strengthen your response to a constructed response item or retake a portfolio component, read the Level 4 and Level 3 performance characteristics of the rubrics in your certificate-specific *Sample Items and Scoring Rubrics for Component 1* and your certificate-specific *Portfolio Instructions and Scoring Rubric for Components 2, 3, and 4*, available at the National Board website (www.nbpts.org/certification/candidate-center/). 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/exercise meets the performance standard.

IMPORTANT: A Level 4 or Level 3 performance is not required for each constructed response item and portfolio component. An accomplished performance on one component may compensate for a less-than-accomplished performance on another component as long as all of the score requirements are met. There are three distinct score requirements all candidates must meet in order to earn certification. These are described in more detail in the “Score Requirements for Achieving Board Certification” section of this document.

Evaluating Your Performance on Component 1: Content Knowledge

You may consider evaluating your performance on Component 1 using the following guiding questions:

- 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 Performance for Portfolio Components 2–4

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.

Component 2: Differentiation in Instruction

You provided clear, consistent, and convincing evidence to demonstrate that you:

- 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.

Component 3: Teaching Practice and Learning Environment

You provided clear, consistent, and convincing evidence to demonstrate that 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);
- 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;
- effectively monitored student learning during the lessons, made instructional adjustments, and provided regular constructive feedback to students;
- effectively supported students in developing the dispositions and proficiencies necessary to explore significant content topics and skills;
- were able to communicate persuasively about your pedagogical decisions and reflect insightfully on your practice and implications for future teaching.

Component 4: Effective and Reflective Practitioner

You provided clear, consistent, and convincing evidence to demonstrate that you:

- apply in-depth knowledge gathered about your students in planning effective and fair instruction and assessment;
- understand that assessment is a recursive process that involves setting initial learning goals, administering assessments that are appropriate to measure students' progress toward those goals, evaluating student progress, and setting new learning goals to improve student learning;
- select or create assessments that measure what you intend to measure and understand how to use assessments for formative and summative purposes to gain information about student progress and to inform and modify instruction;
- help students effectively apply feedback from assessments in ways that positively impact the students' learning, skillfully enabling students to use assessment as a tool to take responsibility for their own learning;
- methodically expand your own professional knowledge by participating in professional development and engaging in advocacy to contribute measurably to student learning and growth.

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.

Component 2: Differentiation in Instruction
<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.
Component 3: Teaching Practice and Learning Environment
<p>You provided clear evidence to demonstrate that you:</p> <ul style="list-style-type: none"> ■ 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); ■ 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; ■ monitored student learning during the lessons, made instructional adjustments, and provided regular constructive feedback to students; ■ supported students in developing the dispositions and proficiencies necessary to explore significant content topics and skills; ■ were able to communicate effectively about your pedagogical decisions and reflect on your practice and implications for future teaching.

Component 4: Effective and Reflective Practitioner

You provided clear evidence to demonstrate that you:

- adequately apply knowledge gathered about your students in planning instruction and assessment;
- understand that assessment is a recursive process that involves setting initial learning goals, administering assessments that are appropriate to measure students' progress toward those goals, evaluating student progress, and setting new learning goals to improve student learning;
- select or create assessments that measure what you intend to measure and understand how to use assessments for formative and summative purposes to gain information about student progress and to inform and modify instruction;
- help students adequately apply feedback from assessments in ways that positively impact the students' learning, routinely enabling students to use assessment as a tool to take responsibility for their own learning;
- expand your own professional knowledge by participating in professional development and engaging in advocacy to contribute to student learning and growth.

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.

Component 2: Differentiation in Instruction
<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.
Component 3: Teaching Practice and Learning Environment
<p>You may need to provide clear evidence to demonstrate that you:</p> <ul style="list-style-type: none"> ■ 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); ■ created a student-centered learning environment that facilitates the inquiry process and equips students with skills that support collaboration; ■ monitored student learning during the lessons, made instructional adjustments, and provided feedback to students; ■ supported students in developing the dispositions and proficiencies necessary to explore content topics and skills; ■ were able to communicate effectively about your pedagogical decisions and reflect on your practice and implications for future teaching.

Component 4: Effective and Reflective Practitioner

You may need to provide clear evidence to demonstrate that you:

- adequately apply knowledge gathered about your students in planning instruction and assessment;
- understand that assessment is a recursive process that involves setting initial learning goals, administering assessments that are appropriate to measure students' progress toward those goals, evaluating student progress, and setting new learning goals to improve student learning;
- select or create assessments that measure what you intend to measure and understand how to use assessments for formative and summative purposes to gain information about student progress and to inform and modify instruction;
- help students adequately apply feedback from assessments in ways that positively impact the students' learning, routinely enabling students to use assessment as a tool to take responsibility for their own learning;
- expand your own professional knowledge by participating in professional development and engaging in advocacy to contribute to student learning and growth.

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.

Component 2: Differentiation in Instruction
<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.
Component 3: Teaching Practice and Learning Environment
<p>You will need to provide clear evidence to demonstrate that you:</p> <ul style="list-style-type: none"> ■ 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); ■ created a student-centered learning environment that facilitates the inquiry process and equips students with skills that support collaboration; ■ monitored student learning during the lessons, made instructional adjustments, and provided feedback to students; ■ supported students in developing the dispositions and proficiencies necessary to explore content topics and skills; ■ were able to communicate effectively about your pedagogical decisions and reflect on your practice and implications for future teaching.

Component 4: Effective and Reflective Practitioner

You will need to provide clear evidence to demonstrate that you:

- adequately apply knowledge gathered about your students in planning instruction and assessment;
- understand that assessment is a recursive process that involves setting initial learning goals, administering assessments that are appropriate to measure students' progress toward those goals, evaluating student progress, and setting new learning goals to improve student learning;
- select or create assessments that measure what you intend to measure and understand how to use assessments for formative and summative purposes to gain information about student progress and to inform and modify instruction;
- help students adequately apply feedback from assessments in ways that positively impact the students' learning, routinely enabling students to use assessment as a tool to take responsibility for their own learning;
- expand your own professional knowledge by participating in professional development and engaging in advocacy to contribute to student learning and growth.

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 has been 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.

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 a National Board Certified Teacher 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.

Feedback Statements Not Related to the 5 Core Propositions (“Other”)

For the portfolio components, you must follow the directions in the *General Portfolio Instructions* as well as the component-specific portfolio instructions and scoring rubric. Failure to do so could result in your submission being scored as zero or not scorable (NS), or you may receive a Score Level 1 or 2. For Score Levels 1 and 2, you may receive feedback suggesting you review the instructions for the portfolio component. This feedback may refer to one or more of the following deficiencies in your portfolio submission (this list does not include every possible irregularity):

- fewer students or instructional activities than required
- irregularities (too many pages due to reduced size of scanned pages, reduced font size, decreased margins, reduced spacing, or simply exceeding the specified page limit; non-allowed edit in video)
- missing evidence (missing instructional context; missing forms; missing assignments/prompts; minimal commentary; missing key part of commentary; missing assessment, professional learning need, or student need)
- wrong student work samples or lesson types
- use of two formative assessments or two summative assessments instead of one of each
- videos from the same lesson or instructional unit
- videos feature mirrored approaches or content, as opposed to showing breadth of content and different instructional formats and teaching strategies.

Standardized Feedback Statements for Your Portfolio Components

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.

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 31. 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.

Component 4: Effective and Reflective Practitioner—Score Level 1

1. Teachers are committed to students and their learning
 - A** You may wish to provide evidence of knowledge of your students through analysis and discussion of prior-year student assessment data, collected observational data, and relevant information obtained from families and colleagues.
2. Teachers know the subjects they teach and how to teach those subjects to students
 - B** You may wish to provide evidence that you apply knowledge gathered about the students when establishing learning goals and when planning instruction.
 - C** You may wish to provide evidence that you select or create assessments for formative and summative purposes that are appropriate to your subject, your students, and the defined instructional goals.
3. Teachers are responsible for managing and monitoring student learning
 - D** You may wish to provide evidence that student use of feedback and class assessment data impact your instructional approach as students work toward defined instructional goals.
 - E** You may wish to provide evidence of your ability to assess the progress of a class as a whole, as well as individual students, and to adjust instruction as needed to improve student learning.
 - F** You may wish to provide evidence that you use multiple methods for measuring student growth and understanding and that you can explain student performance to others.
4. Teachers think systematically about their practice and learn from experience
 - G** You may wish to provide evidence of your ability to engage in reflective thinking about your assessment practices and how they are informed by student learning.
 - H** You may wish to provide evidence that you critically examine your practice to deepen your knowledge, expand your repertoire, and incorporate new findings.
 - I** You may wish to provide evidence that the professional learning in which you engage enables you to improve your ability to support student growth.
5. Teachers are members of learning communities
 - J** You may wish to provide evidence that you collaborate in learning communities to build upon your teaching practice and improve student learning.
6. Other
 - K** You may wish to review the instructions to ensure you followed the directions for developing and submitting the entry.

Component 4: Effective and Reflective Practitioner—Score Level 2

1. Teachers are committed to students and learning
 - A** You may wish to provide clearer evidence of knowledge of your students through analysis and discussion of prior-year student assessment data, collected observational data, and relevant information obtained from families and colleagues.
2. Teachers know the subjects they teach and how to teach those subjects to students
 - B** You may wish to provide clearer evidence that you apply knowledge gathered about the students when establishing learning goals and when planning instruction.
 - C** You may wish to provide clearer evidence that you select or create assessments for formative and summative purposes that are appropriate to your subject, your students, and the defined instructional goals.
3. Teachers are responsible for managing and monitoring student learning
 - D** You may wish to provide clearer evidence that student use of feedback and class assessment data impact your instructional approach as students work toward defined instructional goals.
 - E** You may wish to provide clearer evidence of your ability to assess the progress of a class as a whole, as well as individual students, and to adjust instruction as needed to improve student learning.
 - F** You may wish to provide clearer evidence that you use multiple methods for measuring student growth and understanding and that you can explain student performance to others.
4. Teachers think systematically about their practice and learn from experience
 - G** You may wish to provide clearer evidence of your ability to engage in reflective thinking about your assessment practices and how they are informed by student learning.
 - H** You may wish to provide clearer evidence that you critically examine your practice to deepen your knowledge, expand your repertoire, and incorporate new findings.
 - I** You may wish to provide clearer evidence that the professional learning in which you engage enables you to improve your ability to support student growth.
5. Teachers are members of learning communities
 - J** You may wish to provide clearer evidence that you collaborate in learning communities to build upon your teaching practice and improve student learning.
6. Other
 - K** You may wish to review the instructions to ensure you followed the directions for developing and submitting the entry.

Component 4: Effective and Reflective Practitioner—Score Level 3

1. Teachers are committed to students and learning
 - A** You may wish to provide more consistent and convincing evidence of knowledge of your students through analysis and discussion of prior-year student assessment data, collected observational data, and relevant information obtained from families and colleagues.
2. Teachers know the subjects they teach and how to teach those subjects to students
 - B** You may wish to provide more consistent and convincing evidence that you apply knowledge gathered about the students when establishing learning goals and when planning instruction.
 - C** You may wish to provide more consistent and convincing evidence that you select or create assessments for formative and summative purposes that are appropriate to your subject, your students, and the defined instructional goals.
3. Teachers are responsible for managing and monitoring student learning
 - D** You may wish to provide more consistent and convincing evidence that student use of feedback and class assessment data impact your instructional approach as students work toward defined instructional goals.
 - E** You may wish to provide more consistent and convincing evidence of your ability to assess the progress of a class as a whole, as well as individual students, and to adjust instruction as needed to improve student learning.
 - F** You may wish to provide more consistent and convincing evidence that you use multiple methods for measuring student growth and understanding and that you can explain student performance to others.
4. Teachers think systematically about their practice and learn from experience
 - G** You may wish to provide more consistent and convincing evidence of your ability to engage in reflective thinking about your assessment practices and how they are informed by student learning.
 - H** You may wish to provide more consistent and convincing evidence that you critically examine your practice to deepen your knowledge, expand your repertoire, and incorporate new findings.
 - I** You may wish to provide more consistent and convincing evidence that the professional learning in which you engage enables you to improve your ability to support student growth.
5. Teachers are members of learning communities
 - J** You may wish to provide more consistent and convincing evidence that you collaborate in learning communities to build upon your teaching practice and improve student learning.

Identifying Your Strengths and Weaknesses

After reviewing your scores, identify the portfolio components and parts of Component 1 on which you performed the strongest. 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 make effective use of information from a variety of assessments to inform and modify instruction to meet students' needs?
- How can you expand and share your professional expertise to improve your impact on student learning and growth?

You should also identify those portfolio components and parts of Component 1 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 or parts of Component 1. Refer to "[Preparing for the Next Assessment Cycle](#)" in this document.

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 parts of Component 1 and Components 2, 3, and 4; and retake fees and deadlines.

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—is used to compute your total weighted scaled score.

Important Completion and Retake Rules

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 may need to retake even if you have met both unweighted average score requirements on the assessment center and portfolio sections.
- 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 one or more of the three constructed response items/exercises and/or the selected response item part. Candidates have up to two retakes for each part of Component 1 at any time during the five-year window. (see "Maximum Number of Allowed Retake Attempts" in this document).

NOTE: Although the topic of the constructed response items and/or selected response item part you retake will be the same, you are likely to receive a different version of the item and/or a different selected response item part than the one you took during your initial attempt.

- The highest unweighted numeric score received from all attempts of an individual component will be used for total weighted scaled score calculation. A score designation of NS (not scorable) counts as an attempt.
- Portfolio components submitted and/or Component 1 parts attempted in accordance with the National Board's retake rules and by the appointed deadline will be scored during the next regularly scheduled scoring cycle; scoring cycles are typically scheduled between June 1 and August 31 of each year, with scores reported on or before December 31.
- For information on retake fees, please consult the *Guide to National Board Certification*, or visit the National Board website (www.nbpts.org/certification/candidate-center/certification).

IMPORTANT (World Languages only): World Languages candidates must meet the National Board World Languages Standards for language proficiency by providing official American Council on the Teaching of Foreign Languages (ACTFL) Speaking and Writing Proficiency Certificates with a rating at or above the required level. For information about ACTFL requirement and information about obtaining the certificates, please consult the *Guide to National Board Certification* on the National Board website (www.nbpts.org/certification/candidate-center/).

Retake Considerations

Until you have completed all four of the components and receive your scores, you will not have all the information you need to definitively know if you should retake any component or component part in order to meet all of the three distinct score requirements needed to achieve certification. Having scores for all of the components will help you determine what to retake and how score increases will affect the assessment center section and portfolio section unweighted average score requirement and the total weighted scaled score requirement.

- **A score of 2.75 is the lowest rubric score in the range of clear evidence of accomplished teaching practice.**
- If you have not met the assessment center section unweighted average score requirement of at least 1.75, you will need to retake one or more parts of Component 1 in an attempt to earn a higher score.
- If you have not met the portfolio section unweighted average score requirement of at least 1.75, you will need to retake one or more of the portfolio components. You will not know if you met the portfolio section until you have attempted Components 2, 3, and 4.
- Meeting the unweighted average score requirement of 1.75 on the assessment center and portfolio sections is necessary but does not ensure you will meet the total weighted scaled score requirement of 110, which is also necessary to achieve certification. You could earn an unweighted average score of at least 1.75 on both the assessment center section and the portfolio section and not meet the total weighted scaled score requirement, and you would not achieve certification. Additionally, in rare cases, you could earn a total weighted scaled score of at least 110 and not meet one of the section's average score requirement, and therefore you would not achieve certification.
- You will not know whether you met the total weighted scaled score of 110 until you have attempted and received numeric scores for all four of the components (i.e., Components 1–4).
- Consider how to maximize your retake opportunities for meeting or surpassing section average requirements *and* the performance standard of 110. Even if you have met the section average score requirements, if you do not meet the total weighted scaled score requirement of at least 110, you will need to retake one or more parts of Component 1 and/or one of the portfolio components.
- In rare cases, it is possible to earn a total weighted scaled score of at least 110 and not meet one of the section average score requirements.

Maximum Number of Allowed Retake Attempts

You have up to two retake attempts for each component. A score of NS (not scorable) counts as an attempt. If you have not met a section score requirement and have attempted all available retakes related to that score requirement, you will not be allowed to continue the certification process. For example, consider a candidate who has retaken Component 1 in its entirety twice in the first three years of their candidacy, and on none of the three attempts (including the initial) have they met the average section score of at least 1.75. There is no probability of achieving certification, and the candidate should not continue. Candidates in this situation can start the entire certification process again as a first-time candidate.

Score Calculator

You are encouraged to use the National Board’s online score calculator to measure the impact of possible new scores. The calculator will be located with your score report when scores are released. A version of the score calculator is located at

www.nbpts.org/certification/candidate-center/scorecalculator/. This hands-on tool can help you develop your strategy for retaking portfolio components and parts of Component 1.

Test out various scenarios. You will be able to insert new scores in the highest unweighted score column to see the effect of scores on the following:

- assessment center section average score
- portfolio section average score
- total weighted scaled score
- whether you met **each** of the three distinct score requirements. If you met the requirement, you will see “Yes” in the Met Score Requirement column. You will see “No” if the scores do not meet the requirement.

Make your calculations using only estimates of reasonable score increases on the scoring rubric, or unweighted, scale.

A screenshot of the online score calculator is presented below.

Assessment Center Section: Component 1	Highest Unweighted Score (HUS)	Scaling Weight (SW)	Weighted Scaled Score (HUS x SW)
Exercise 1	<input type="text" value="0"/>	2.788	0.000
Exercise 2	<input type="text" value="0"/>	2.788	0.000
Exercise 3	<input type="text" value="0"/>	2.788	0.000
Selected Response Items	<input type="text" value="0"/>	8.365	0.000
Assessment Center Section Average Score:			0.000

Portfolio Section: Components 2, 3, & 4	Highest Unweighted Score (HUS)	Scaling Weight (SW)	Weighted Scaled Score (HUS x SW)
Component 2	<input type="text" value="0"/>	6.274	0.000
Component 3	<input type="text" value="0"/>	12.548	0.000
Component 4	<input type="text" value="0"/>	6.274	0.000
Portfolio Section Average Score:			0.000
Total Weighted Scaled Score:			0

Score Requirements	Highest Score	Met Score Requirement?
Assessment Center Section Average Score of at least 1.75	0.000	No
Portfolio Section Average of at least 1.75	0.000	No
Total Weighted Scaled Score of at least 110	0	No

Selecting Your Retake Components

There are two major questions to consider when selecting the appropriate portfolio components and/or parts of Component 1 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?

National Board resources are available to assist you as you evaluate your score report and choose which portfolio components and/or parts of Component 1 to retake. To determine which portfolio components and/or parts of Component 1 to retake, consider the steps described on the following pages:

- Determine how many points you need to increase your score to meet each of the three score requirements, keeping in mind that a score of 2.75 is the lowest rubric score in the range of clear evidence of accomplished teaching practice. The three score requirements you must meet in order to achieve National Board Certification are
 - assessment center section average score of at least 1.75,
 - portfolio section average score of at least 1.75, *and*
 - total weighted scaled score of at least 110.
- Estimate your possible unweighted rubric score increase for each portfolio component and/or parts of Component 1.
- Use the score calculator to measure the impact of possible new unweighted rubric scores and compute the scores needed to achieve National Board Certification. The link to the calculator is located in your score report. Remember to make your calculations using only estimates of reasonable score increases.
- Insert new numbers in the highest unweighted score column to see the effect on the assessment center section unweighted average, the portfolio section unweighted average, and the total weighted scaled score of 110.
- Assess your personal strengths and weaknesses relative to each eligible component/part.
- 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).
- Solicit feedback on your portfolio components.
- Consider other personal factors that may affect your choice about which components and/or parts of Component 1 to retake.

Example Retake Scenarios

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

Scenario 1

The example presented below represents a scenario where the assessment center section average score of at least 1.75 is not met.

Assessment Center Section				
Component 1: Content Knowledge	Assessment Cycle	Highest Unweighted Score (HUS)	Scaling Weight (SW)	Weighted Scaled Score (HUS x SW)
Exercise 1	2016 - 2017	1.125	2.788	3.137
Exercise 2	2016 - 2017	1.000	2.788	2.788
Exercise 3	2016 - 2017	2.000	2.788	5.576
Selected Response Items	2016 - 2017	2.763	8.365	23.112
Assessment Center Section Average Score:		1.722		

The candidate earned an assessment center section average score of 1.722, so 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: Candidates have up to two retakes for each part of Component 1 during the five-year window.

To determine which parts of Component 1 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 meet the requirement of at least 1.75, keeping in mind that a score of 2.75 is the lowest rubric score in the range of clear evidence of accomplished teaching practice.

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

Example: This candidate earned a total assessment center section score of 6.888 ($1.125 + 1.000 + 2.000 + 2.763$). This candidate would need to earn at least 0.112 points ($7.000 - 6.888 = 0.112$) to achieve the score requirement of at least 1.75 on the assessment center section. Keep in mind that 1.75 represents only *limited* evidence of accomplished teaching and is not necessarily sufficient to achieve certification. This candidate would likely benefit from banking the higher score received on the selected response items and retaking two or three exercises.

Step 2: Estimate your possible unweighted rubric score increase for each part of Component 1.

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.

- Exercise 1 had a rubric score of 1.125. The candidate estimates a reasonable score increase of 1.000 for Exercise 1, which will raise the rubric score to 2.125.
- Exercise 2 had a rubric score of 1.000. The candidate estimates a reasonable score increase of 2.000 for Exercise 2, which will raise the rubric score to 3.000.
- If the candidate achieves this increase, the assessment center section average score will increase to 2.472, which exceeds the minimum score requirement of 1.75 and increases the potential for meeting or surpassing the overall performance standard of 110.

NOTE: The candidate may want to consider retaking an *additional* Component 1 exercise/part to maximize the potential for meeting or surpassing the performance standard of 110.

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

Assessment Center Section: Component 1	Highest Unweighted Score (HUS)	Scaling Weight (SW)	Weighted Scaled Score (HUS x SW)
Exercise 1	2.125	2.788	5.924
Exercise 2	3	2.788	8.364
Exercise 3	2	2.788	5.576
Selected Response Items	2.763	8.365	23.112
Assessment Center Section Average Score:	2.472		

Portfolio Section: Components 2, 3, & 4	Highest Unweighted Score (HUS)	Scaling Weight (SW)	Weighted Scaled Score (HUS x SW)
Component 2	0	6.274	0.000
Component 3	0	12.548	0.000
Component 4	0	6.274	0.000
Portfolio Section Average Score:	0.000		
Total Weighted Scaled Score:			43

Score Requirements	Highest Score	Met Score Requirement?
Assessment Center Section Average Score of at least 1.75	2.472	Yes
Portfolio Section Average of at least 1.75	0.000	No
Total Weighted Scaled Score of at least 110	43	No

Scenario 2

The example presented below represents a scenario where the portfolio section average score of at least 1.75 is not met.

Portfolio Section				
Component Name	Assessment Cycle	Highest Unweighted Score (HUS)	Scaling Weight (SW)	Weighted Scaled Score (HUS x SW)
Component 2: Differentiation in Instruction	2016 - 2017	2.125	6.274	13.332
Component 2 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 that you set appropriate goals for student learning and connect those goals to differentiated instruction and individual student needs.				
You may wish to provide clearer evidence that you give appropriate individual feedback and next steps to each student.				
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.				
Component 3: Teaching Practice and Learning Environment	2016 - 2017	1.000	12.548	12.548
Component 3 Feedback Statements:				
You may wish to provide evidence that you understand child development and have insight into student differences and learning motivations.				
You may wish to provide evidence that you foster an equitable setting that provides a safe, intellectually challenging environment for the students.				
You may wish to provide evidence of your knowledge of the subject as you appropriately design and deliver your classroom lessons.				
Component 4: Effective and Reflective Practitioner	2016 - 2017	2.000	6.274	12.548
Component 4 Feedback Statements:				
You may wish to provide clearer evidence of knowledge of your students through analysis and discussion of prior-year student assessment data, collected observational data, and relevant information obtained from families and colleagues.				
You may wish to provide clearer evidence that you apply knowledge gathered about the students when establishing learning goals and when planning instruction.				
Portfolio Section Average Score:		1.708		

The candidate earned a portfolio section unweighted average score of 1.708 and did not meet the minimum unweighted average score of 1.75 required on the portfolio section. The candidate must retake one or more portfolio components.

To determine which portfolio components to retake, the candidate would consider the steps described below:

Step 1: Determine how many points you need to increase your portfolio section average score to meet the requirement of at least 1.75, keeping in mind that a score of 2.75 is the lowest rubric score in the range of clear evidence of accomplished teaching practice.

In order to achieve a 1.75 average score, you need to earn a total score of 5.25 on the three portfolio components ($5.25/3 = 1.75$).

Example: This candidate earned a total portfolio section score of 5.125 ($2.125 + 1.000 + 2.000$). This candidate would need to earn at least 0.125 points ($5.25 - 5.125 = 0.125$) to achieve the minimum average score of 1.75 required on the portfolio section. Keep in mind that 1.75 represents only *limited* evidence of accomplished teaching and is not necessarily sufficient to achieve certification. This candidate would likely benefit from banking the higher scores received on Components 2 and 4 and retaking Component 3.

Step 2: Estimate your possible unweighted rubric score increase for each component in the portfolio section.

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 portfolio components.

- Component 3 had a rubric score 1.000. The candidate estimates a reasonable score increase of 1.000, which will raise the rubric score to 2.000.
- If the candidate achieves this increase, the portfolio section average score will increase to 2.042, which exceeds the minimum score requirement of 1.750 and increases the potential for meeting or surpassing the overall performance standard of 110.

NOTE: The candidate may want to consider retaking an *additional* portfolio component to maximize the potential for meeting or surpassing the performance standard of 110.

Example Retake Scenario: Using the National Board's score calculator, the candidate decides to measure the impact of an increased score on Component 3.

Assessment Center Section: Component 1	Highest Unweighted Score (HUS)	Scaling Weight (SW)	Weighted Scaled Score (HUS x SW)
Exercise 1	0	2.788	0.000
Exercise 2	0	2.788	0.000
Exercise 3	0	2.788	0.000
Selected Response Items	0	8.365	0.000
Assessment Center Section Average Score:	0.000		

Portfolio Section: Components 2, 3, & 4	Highest Unweighted Score (HUS)	Scaling Weight (SW)	Weighted Scaled Score (HUS x SW)
Component 2	2.125	6.274	13.332
Component 3	2	12.548	25.096
Component 4	2	6.274	12.548
Portfolio Section Average Score:	2.042		
Total Weighted Scaled Score:			51

Score Requirements	Highest Score	Met Score Requirement?
Assessment Center Section Average Score of at least 1.75	0.000	No
Portfolio Section Average of at least 1.75	2.042	Yes
Total Weighted Scaled Score of at least 110	51	No

Scenario 3

The example presented below represents a scenario where the overall performance standard of 110 is not met. The candidate earned a total weighted scaled score of 103 and did not meet the performance standard of 110. The candidate met the assessment center and portfolio section requirements, but the candidate must still retake one or more parts of Component 1 and/or one or more portfolio components in order to increase the total weighted scaled score to meet the performance standard of 110.

Assessment Center Section				
Component 1: Content Knowledge	Assessment Cycle	Highest Unweighted Score (HUS)	Scaling Weight (SW)	Weighted Scaled Score (HUS x SW)
Exercise 1: Analyzing Student Reading	2016 - 2017	2.125	2.788	5.925
Exercise 2: Writing Development	2016 - 2017	3.000	2.788	8.364
Exercise 3: Literacy Across the Curriculum	2016 - 2017	2.000	2.788	5.576
Selected Response Items	2016 - 2017	2.763	8.365	23.112
Assessment Center Section Average Score:		2.472		
Portfolio Section				
Component Name	Assessment Cycle	Highest Unweighted Score (HUS)	Scaling Weight (SW)	Weighted Scaled Score (HUS x SW)
Component 2: Differentiation in Instruction	2016 - 2017	2.125	6.274	13.332
Component 2 Feedback Statements:				
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.				
Component 3: Teaching Practice and Learning Environment	2016 - 2017	2.750	12.548	34.507
Component 3 Feedback Statements:				
You may wish to provide more consistent and convincing evidence of insight on your future instructional practices.				
Component 4: Effective and Reflective Practitioner	2016 - 2017	2.000	6.274	12.548
Component 4 Feedback Statements:				
You may wish to provide clearer evidence that you critically examine your practice to deepen your knowledge, expand your repertoire, and incorporate new findings.				
Portfolio Section Average Score:		2.292		
Total Weighted Scaled Score				103

To determine which components/part to retake, the candidate would consider the steps described below:

Step 1: Determine how many points you need to increase your total weighted scaled score to meet or surpass the requirement of at least 110.

Example: This candidate earned a total weighted scaled score of 103. This candidate would need to earn at least 7 more weighted scaled score points to achieve the performance standard of 110.

Step 2: Estimate your possible unweighted rubric score increase for each component.

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 components.

- Component 1 Exercise 3 had an unweighted rubric score of 2.000 that equaled a weighted scaled score of 5.576. Component 4 had an unweighted rubric score of 2.000 that equaled a weighted scaled score of 12.548.
- The candidate estimates a reasonable unweighted score increase of .750 for Component 1 Exercise 3 and an increase of .750 for Component 4, which will raise both the unweighted rubric scores to 2.750 and the weighted scaled scores to 7.667 and 17.253, respectively.
- If the candidate achieves both increases, the candidate's total weighted scaled score will increase to 110, achieving the total weighted scaled score requirements of at least 110.

NOTE: The candidate may consider retaking an *additional* Component 1 part and/or an additional portfolio component to maximize the potential for meeting or surpassing the performance standard of 110.

Example Retake Scenario: Using the score calculator, the same candidate measures the impact of an increased score on Component 3.

Assessment Center Section: Component 1	Highest Unweighted Score (HUS)	Scaling Weight (SW)	Weighted Scaled Score (HUS x SW)
Exercise 1	2.125	2.788	5.924
Exercise 2	3	2.788	8.364
Exercise 3	2.75	2.788	7.667
Selected Response Items	2.763	8.365	23.112
Assessment Center Section Average Score:	2.660		

Portfolio Section: Components 2, 3, & 4	Highest Unweighted Score (HUS)	Scaling Weight (SW)	Weighted Scaled Score (HUS x SW)
Component 2	2.125	6.274	13.332
Component 3	2.75	12.548	34.507
Component 4	2.75	6.274	17.254
Portfolio Section Average Score:	2.542		
Total Weighted Scaled Score:			110

Score Requirements	Highest Score	Met Score Requirement?
Assessment Center Section Average Score of at least 1.75	2.660	Yes
Portfolio Section Average of at least 1.75	2.542	Yes
Total Weighted Scaled Score of at least 110	110	Yes

For all retake decisions, consider these additional steps:

Step 3: Assess your personal strengths and weaknesses relative to each of the components and/or parts of Component 1.

Identifying your personal strengths and weaknesses will allow you to make informed choices about the retake process. The following questions may assist you when considering next steps:

- Do you feel more comfortable responding to constructed response items/exercises or selected response items?
- Have you identified strategies to help you prepare for a timed assessment?
- What areas within your content do you feel you need to improve upon? Do you feel confident about your content knowledge across the entire developmental level for the chosen certificate area?
- When comparing each of 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.
- 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 part of Component 1. An accomplished score of 2.75 or higher on one component may compensate for a less-than-accomplished performance on another component as long as all of the score requirements are met. The score requirements are described in more detail in the [“Score Requirements for Achieving Board Certification”](#) section of this document.

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 of Component 1 to retake.

Ask yourself the following questions to help make a decision:

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

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

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

Consider your time commitments, including personal, social, professional, and household responsibilities. Understanding your time commitments can help you determine when you will have enough time to retake components.

- *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).

Rules for Retaking Portfolio Components

If you choose to retake a portfolio component, you will need to review the *General Portfolio Instructions* and component instructions located at

www.nbpts.org/certification/candidate-center/ certification/candidate-center. Keep in mind the following retake rules for preparing and submitting a classroom-based portfolio component:

- The **Contextual Information Sheet** may remain the same if it accurately describes your current teaching context.
- **Descriptive aspects of your teaching context** in the Written Commentary and some forms associated with the component may remain the same; therefore, your retake submission may have some similarities to the Written Commentary and forms you previously submitted in the area of instructional context.
- **Descriptive aspects of your lesson or assignment** in the Written Commentary and some forms associated with the component may remain the same because you may use the same lesson or assignment you previously submitted. However, if you do submit the same lesson or assignment, all work must be completed within the 12 months prior to the opening of the ePortfolio Submission Window as described in the *Guide to National Board Certification*. You should carefully consider whether this lesson or assignment allows you to provide evidence that meets the performance standards for this component. You also need to consider whether using the same lesson or assignment will permit you to develop the required **new and original analyses and reflections on your teaching practice** and provide clear, consistent, and convincing evidence.

- **Analysis and reflection aspects of your teaching practice** in the Written Commentary **must be completely new and original**, not identical or amended versions from any component previously submitted. Consequently, a classroom-based retake component with cutting and pasting or rearranging of sentences and paragraphs from your previously submitted analyses and reflections would be an amended version that does not adhere to this rule. If you do not adhere to this rule, you will **receive a not scorable (NS) for the component on your score report**.
- **The student work samples, video recordings, or assessment data** contained in a retake component **must be completely new and original** and have occurred within the 12 months preceding the opening of the ePortfolio Submission Window, not identical or amended versions from any component previously submitted. If you do not adhere to this rule, you will **receive a not scorable (NS) for the component on your score report**.

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

Retake Fees and Deadlines

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

Filing an Appeal

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

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 (nbpts.useclarus.com/login?forward_url=%2F).
- If you have not already, go to www.nbpts.org/support-for-candidates/in-your-state/. Here you will find information about funding, incentives, and state/district contacts who can provide assistance.
- Access the *Guide to National Board Certification* for important information about registration, fees, deadlines, and additional resources at [www.nbpts.org/certification/candidate-center/ board-certification](http://www.nbpts.org/certification/candidate-center/board-certification).
- Stay engaged with the National Board, visit www.nbpts.org/certification/candidate-center/, and check your email regularly for updates and information.

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 (nbpts.useclarus.com/login?forward_url=%2F). 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: 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.

NOTE: Score verification does not involve rescoring a candidate's response and is only available for 30 days after score release.

Applying to Retake While Filing an Appeal

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

Establishing Good Cause

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

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

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

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

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

- Good cause will **not** be established if the appeal’s sole or primary basis is that the candidate or others disagree with or seek an exception from the performance standard, or do not agree with some component of the procedures by which weighted scores are derived, such as the weights ascribed to items, the computation of the total weighted 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.nbpts.org/certification/candidate-center/ certification](http://www.nbpts.org/certification/candidate-center/certification)).
- There are no circumstances under which a mere disagreement with the score given to a portfolio entry or assessment center exercise on an assessment will constitute good cause or result in the award of additional “points.”
- This policy applies regardless of how close a candidate comes to achieving certification.

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, as well as any supporting documentation. The letter and any supporting documentation should be specific, and only materials that are directly relevant to showing “good cause” should be included. 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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