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There are 18 sets of standards specific to the varying content and developmental specialties of educators. The standards are comprehensive and written holistically by teachers, for teachers. Common themes, based on the Five Core Propositions, are embedded in every set of standards. Conversations and professional learning based on common themes in the standards can be a rich activity and entry point into the full standards. These documents were created to support the facilitation of such professional learning and should not be used by candidates as a substitute for the standards in their certificate area. For the standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit nbpts.org.

**National Board
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**STANDARDS
STUDY**

Assessment

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Abbreviation	Definition	Age range
AYA	Adolescence through Young Adulthood	14-18+ years old
EC	Early Childhood	3-8 years old
EA	Early Adolescence	11-15 years old
EAYA	Early Adolescence through Young Adulthood	11-18+ years old
ECYA	Early Childhood through Young Adulthood	3-18+ years old
EMC	Early and Middle Childhood	3-12 years old
MC	Middle Childhood	7-12 years old

ART (EAYA) <i>Early Adolescence through Young Adulthood</i>	NOTES
STANDARD VI: Assessment, Evaluation, and Reflection on Student Learning	
OVERVIEW: Accomplished art teachers understand the design, principles, and purposes of assessment; they regularly monitor, analyze, and evaluate student progress to inform their own practice.	
<p>Accomplished teachers realize that the primary purpose for assessment and evaluation is to support and inform teaching and learning processes. Although assessment can focus on student demonstrations of past knowledge, teachers know that assessment of students in the act of learning provides more opportunities to make a difference in their education. For gathering evidence of both past and current learning, teachers use a variety of assessment and evaluation methods and formats, encourage self and peer assessments, and report assessment and evaluation results effectively to students, families, colleagues, policymakers, and the public. (See Standard II—Knowledge of Students as Learners and Standard V—Curriculum and Instruction.)</p> <p>Gauging student knowledge, understanding, and progress is essential to accomplished teaching. Consequently, regular observation and assessment of students are important guides to short- and long-term decision making about instruction. Teachers assess students on an ongoing basis but without undue disruption of the teaching process. They are adept at using a range of evaluation methods to examine and interpret student performance and work. The information they gather about the progress of individuals and the class as a whole allows them to evaluate the relative success of their instruction and serves as a guide for refining practice and programs in order to improve student learning. Such analysis is key to sound reflective practice. (See Standard X—Reflective Practice.)</p> <p>Teachers Understand Assessment Purposes and Principles</p> <p>Accomplished teachers use a variety of assessments for different purposes in collecting, analyzing, and communicating information about their students. They know how to select, construct, design, and adapt various assessment methodologies and instruments to use in collecting data, diagnosing, and evaluating student learning. Their evaluation methods provide students with opportunities to demonstrate knowledge through a variety of modes and by means of multiple measures. They clearly understand what students should know and be able to do; how to make good choices in delivering instruction; what types of assessments best determine how well students have learned; and how to analyze assessment data in various ways to decide what revisions, adaptations, or adjustments in curriculum and instruction must occur to promote additional learning. (See Standard V—Curriculum and Instruction.)</p>	

<p>Aware of the increasing demands for accountability in all areas of education, accomplished teachers are careful to employ a range of appropriate formative (ongoing, informal, supportive) and summative (final, formal, evaluative) methods to address the different kinds of information sought about student learning.</p> <p>Assessment—the process of using formal and informal methods for gathering data to determine the growing artistic literacy of students—is a critical, ongoing component in the accomplished pedagogy of art teachers. Before beginning a new unit, teachers might assess students’ prior knowledge and skills regarding the concepts to be delivered. In some programs, assessments are used for diagnostic or placement purposes. The general stages or levels of artistic development can serve as guidelines or expectations for student progress. In some systems, district and state assessments are administered to evaluate overall student achievement; to compare classroom, school, or district results; to determine merit or the need for remediation; and to determine graduation or promotion. Regardless of policies or contexts, accomplished art teachers know when and how to use various assessment methodologies to acquire information about student achievement and to improve instruction. They thoughtfully evaluate student learning, their instructional strategies, and their visual arts programs. (See Standard II—Knowledge of Students as Learners, Standard V—Curriculum and Instruction, and Standard X—Reflective Practice.)</p> <p>Accomplished teachers know how to distinguish between evaluation and assessment. They understand that an evaluation is making a judgment about something, such as student learning outcomes, the curriculum, or their own teaching practice. On the other hand, assessment is a means to that end, namely, a strategy or a tool to help make evaluations. Assessment, as opposed to testing, suggests a wide variety of possibilities for types or kinds, especially qualitative examples or judgments. Assessment informs the practice of accomplished teachers and provides data upon which to make decisions for improvement; evaluation makes a judgment or assigns value.</p> <p>Accomplished teachers know that good assessment is also a didactic tool for new learning. They use assessments that are instructional in nature and that enhance learning, such as performance tasks, portfolios, journals, or class presentations. They understand that quality assessment involves the dynamic interaction of student and teacher as they approach teaching and learning together. They use assessments as a means to increase student understanding. They are aware that later information about student progress is more significant than earlier data, and they weigh the latest and best knowledge about their students more heavily.</p> <p>In valuing a variety of fair and equitable practices for different functions of assessment, responding to different types of knowledge and student learning styles when crafting assessment tasks, and collaborating with students on assessment issues, accomplished teachers have internalized a set of sound assessment principles. These assessment principles guide their teaching practice and improve its effectiveness. (See Standard III—Equity and Diversity.)</p>	
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Teachers Assess Student Understanding and Growth

Teachers know that reflection often deepens insight into, understanding of, and appreciation for artwork and processes. Therefore, teachers help students reflect on their own art learning and monitor their own progress in creating and studying works of art. As educators, teachers foster reflective skills that enable students to manage their work in art independently. Teachers understand that creating art involves complex, recursive thinking processes that manifest themselves differently from one individual to the next. As a result, teachers realize that assessment of art learning must be flexible, and they stand ready with a range of effective strategies for evaluating student progress.

Teachers use most classroom assessments to gain perspective on the ability of students to understand and apply art concepts. Teachers monitor each student's engagement with various processes and techniques and the relative success of their products. Teachers also assess students' knowledge of art history and their ability to apply aesthetic criteria to their own work and the work of others. They gauge the abilities of students to ask probing questions, challenge assumptions, take risks, and initiate projects and learning experiences. Through assessment, teachers identify both strengths and areas for continued development. Teachers examine the affective and expressive characteristics of student work in order to determine both the quality and craftsmanship of the work and evidence of social and emotional growth on the part of the students; teachers also note the way peer interactions and personal development are reflected in each student's work. The broad range of assessment information teachers gather facilitates their overall evaluation of each student by multiple means.

Teachers provide immediate, substantive, and constructive feedback to all students. They know that when praise is given appropriately it can increase motivation and boost self-esteem and confidence, and they look for ways to celebrate the accomplishments of each student. When providing correction, they do so in a manner that does not diminish a student's sense of self-worth; they focus on progress toward a goal rather than on deficiencies. Teachers make sure that each student realizes that difficulties in understanding or performing at the expected level may be temporary and that the remedy might be a different approach, not resignation or acceptance of low achievement. They use data from various assessments to help students understand and to guide them as they progress. Teachers use all types of evidence to help them evaluate student growth and development. (See Standard IV—Content of Art.)

Teachers Use a Range of Assessment Tools

Accomplished teachers have a broad repertoire of assessment techniques, and they know how, when, and for what purposes to use them. They establish clear criteria for assessing student achievement. They understand the advantages and limitations of various assessment techniques—both formal and informal—and seek good matches among methods of assessment, instructional goals, and student abilities, considering the relative strengths and weaknesses of the procedures as well as the timing, focus,

<p>and purpose of the evaluation. They clearly understand the necessity for aligning of curriculum, instruction, and assessment. (See Standard V— Curriculum and Instruction.) Because they know that students have skills that will not emerge in certain settings or during the course of a single assessment, they use multiple methods for evaluation over time. Their knowledge of assessments includes rubrics or scoring guides, checklists, graphs, rating scales, questionnaires, surveys, journals, performance tasks, videotapes, demonstrations, exhibitions, and portfolios. They may also use more traditional methods, such as selected-response, short-answer, and essay or extended-response methods. Formal and informal critiques also provide valuable information. Additionally, accomplished teachers have numerous quick and easy formative strategies to elicit meaningful and immediate feedback about the performance of the class as a whole. They know that observations of students through formal and informal assessments, including writing, talking, demonstrating techniques and processes, and sharing knowledge and skills with other students, can show evidence of growth.</p> <p>Teachers ask incisive questions and listen carefully during group discussions and individual conversations with students in order to assess how well students understand the central concepts being studied. They know how to formulate the types of probing or guiding questions that will enable students to talk reflectively and critically about their own artwork. Formal and informal critiques also provide valuable information. Teachers use all types of evidence to help them evaluate student growth and development.</p> <p>Teachers Address Validity and Reliability Issues</p> <p>Teachers recognize that validity and reliability issues affect their classroom assessment practices. They strive for goodness of fit of selected tasks for their assessment purposes and can defend their choices with sound reasons. They select assessment strategies that not only are authentic to the content area being assessed but also are direct measures of the behaviors being examined. They value assessment formats that are meaningful to students, yet challenging and cognitively complex, and they seek student involvement as well as that of colleagues in the design of such formats.</p> <p>Teachers know that all assessments need to be straightforward and clear and that no student should be unsuccessful because of a lack of understanding about what is required. Accomplished teachers consider the intended and unintended consequences of an assessment prior to its implementation; that is, what tacit message does the assessment say about their art programming to students, families, and the field at large? How might the assessment influence or change future programming positively or negatively? Teachers constantly adhere to issues of equity and fairness in selecting, designing, and implementing assessments. They take the time to analyze and reflect on assessment results to see whether certain groups of students have performed differently from the rest and why. Accomplished teachers know how and when to strike an appropriate balance between depth and breadth of content in assessment preparation. Teachers recognize the importance of reliable assessment results and</p>	
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have developed strategies for ensuring that derived assessment scores are accurate and consistent. They value clear and understandable scoring criteria and levels of achievement, multiple measures for assessing the same material, and periodic rechecking of scores during the scoring process. They seek out a second judge to verify assessment results when problems arise. If assessment outcomes are to be translated into grades, teachers know that their grading policies must be clearly understood by students and their parents. Accomplished teachers help students and parents interpret the results of standardized tests and other high-stakes assessments, emphasizing that these results represent only one type of data that can be used to evaluate student performance. (See Standard II—Knowledge of Students as Learners and Standard III—Equity and Diversity.)

Teachers Promote Student Self-Assessment

Knowledge of the backgrounds and unique abilities of their students helps accomplished teachers support students as they learn to recognize their own accomplishments. (See Standard II—Knowledge of Students as Learners.) They also draw on their knowledge of subject matter to determine where misconceptions and gaps in student knowledge might have occurred, and they work with students to determine a course of action for improvement that focuses on a manageable number of areas. (See Standard IV—Content of Art.) They use the results of informal and formal assessments to help students understand the characteristics of their work and to encourage each student's commitment to learning. Being sensitive to the special needs of students with exceptionalities, students for whom English is a new language, or students with different learning styles, teachers seek methods that will maximize success and build on individual strengths. Accomplished teachers ensure that students know where they are on the continuum of growth over time and help them understand their own achievement and progress toward goals. (See Standard I—Goals of Art Education, Standard III—Equity and Diversity, and Standard X—Reflective Practice.)

Accomplished teachers help students become proficient in assessing their own progress in all aspects of art learning. Teachers help students learn to be active participants in assessing their own progress because they know that the ability to self-assess is an important element in fostering the growth of independent lifelong learners. They also involve students in the creation of assessment criteria. When students know what will be measured—the criteria and levels of achievement against which their work will be judged—this information helps guide them through the learning process. Teachers recognize the long-term importance of students' assuming responsibility for their own learning; therefore, they encourage students to set high personal goals and teach them how to evaluate their own progress toward these goals.

Teachers also engage students in assessing the work of their peers—a strategy that can provide individuals with new perspectives on their own work. Knowing the disparate characteristics of students at various stages of development, accomplished teachers adapt strategies to ensure that constructive peer assessments assist students rather

<p>than discourage or demean them. Positive, meaningful feedback targeted toward learning goals is essential to student success. (See Standard II— Knowledge of Students as Learners and Standard V—Curriculum and Instruction.)</p> <p>Teachers Enable Students to Apply Concepts of Assessment to Art in Their Lives</p> <p>Through assessment, students learn to examine their own progress with respect to the entire content of art, as well as significant issues central to their lives. They may also assess their understanding of how contemporary artists grapple with different issues, such as ethics, justice, prejudice, and ecology. Alternatively, students may assess their understanding of how artists of different periods and cultures have addressed such concepts as beauty, gender, compassion, struggle, conflict, or oppression. Through critical examination of their own work and the work of other artists, students come to understand more fully the creative process and their connection to artists and human experience throughout time. (See Standard IV— Content of Art.)</p> <p>Teachers Communicate Assessment Results</p> <p>To support students throughout their learning, accomplished teachers meaningfully discuss assessment results with parents and others. They communicate clearly, promptly, and regularly to parents and other caregivers the kind and quality of progress that students are making and the processes used to evaluate that progress. They make certain that they explain information and interpret data in ways that all concerned can understand. They find ways to include parental insight in the assessment process. In addition, they communicate achievement results to colleagues and administrators, working collaboratively as members of the whole school team to support students throughout the curriculum. (See Standard IX— Collaboration with Colleagues, Schools, Families, and Communities.)</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early Adolescence through Young Adult Art Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-ART.pdf>

ART (EMC) <i>Early and Middle Childhood</i>	NOTES
Standard IX: Assessment, Evaluation, and Reflection on Teaching and Learning	
OVERVIEW: Accomplished teachers understand the design, principles, and purposes of assessment; they regularly monitor, analyze, and evaluate student progress, their own teaching, and their programs.	
<p>Accomplished art teachers are reflective; they regularly monitor, analyze, and evaluate their teaching and student progress in order to expand their knowledge and strengthen their practice. They use a variety of assessment and evaluation methods, encourage student self- and peer assessments, and effectively report assessment and evaluation results to students, families, colleagues, policy makers, and the public.</p>	
<p>Gauging student knowledge, understanding, and progress is essential to accomplished teaching. Consequently, regular observation and assessment of students is an important guide to short- and long-term decision making. Teachers assess students on an ongoing basis and are adept at using a range of evaluation methods to examine and interpret student performance and work. The information they gather about the progress of individuals and the class as a whole allows them to evaluate the relative success of their instruction and serves as a guide for refining practice and programs in order to improve student learning. Such analysis is key to sound reflective practice.</p>	
<p>Teachers Understand the Design, Principles, and Purposes of Assessment</p>	
<p>On the basis of a sound knowledge of measurement theory and principles, accomplished teachers use a variety of assessments for different purposes in collecting and communicating information about their students, their instruction, and their programs in general. They know how to select, construct, design, and adapt various assessment methodologies to use in diagnosing and evaluating student learning. They constantly adhere to principles of equity, fairness, validity, reliability, and equal opportunity in assessment situations. Their evaluation methods provide students opportunities to demonstrate knowledge through a variety of modes and by means of multiple measures. They clearly understand what students should know and be able to do, how to make good choices in delivering instruction, what types of assessments will best determine how well students have learned, and how to analyze data in various ways to decide what revisions, adaptations, or adjustments in instruction must occur to promote additional learning.</p>	
<p>Aware of the increasing demands for accountability in all areas of education, accomplished teachers are careful to employ a range of appropriate formative (ongoing, informal, supportive) and summative (final, formal, evaluative) methods for various purposes. Before beginning a new unit, teachers might assess students' prior knowledge about the concepts to be delivered. In some programs, assessments are used for diagnostic or placement purposes. The general stages or levels of artistic</p>	

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development can serve as guidelines or expectations for student progress. In some systems, district and state assessments are administered to determine overall student achievement; to compare classroom, school, or district results; to determine merit or the need for remediation; and for graduation or promotion. Regardless of policies or contexts, accomplished art teachers know when and how to use assessments to acquire information about student achievement and to improve instruction. Their primary goal in the use of assessments is to improve the effectiveness of their teaching practice.

Most classroom assessments are used to gain perspective on the ability of students to understand and apply art concepts. Teachers monitor each student's engagement with various processes and techniques and the relative success of their products. Teachers also assess students' knowledge of art history and their ability to apply aesthetic criteria to their own work and the work of others. Through assessment, teachers identify both strengths and areas for continued development. Accomplished teachers know that good assessment is also a tool for learning. They use assessments that are instructional in nature and that enhance learning, such as performance tasks, portfolios, journals, projects, or class presentations. They gauge students' ability to ask good questions, challenge assumptions, take risks, and initiate projects and activities. They understand that good assessment involves the dynamic interaction of student and teacher as they approach teaching and learning together.

Teachers Use a Range of Assessment Tools

Accomplished teachers have a broad repertoire of assessment techniques and know how, when, and for what purposes to use them. They establish clear criteria for assessing student achievement. They understand the advantages and limitations of various assessment techniques—both formal and informal—and seek good matches among methods of assessment, instructional goals, and student abilities, considering the relative strengths and weaknesses of the procedures as well as the timing, focus, and purpose of the evaluation. They clearly understand the necessity for the alignment of curriculum, instruction, and assessment. (See Standard V— Curriculum and Instruction.) Because they know that students have skills that will not emerge in certain settings or during the course of a single assessment, they use multiple methods of evaluation over time. Their knowledge of assessments includes rubrics or scoring guides, checklists, rating scales, questionnaires, surveys, journals, performance tasks, portfolios, videotapes, demonstrations, and exhibitions. Teachers also utilize more traditional methods such as selected-response, short-answer, and essay or extended-response methods, among others. They know that observations of students through formal and informal assessments, including writing, talking, demonstrating techniques and processes, and sharing knowledge and skills with other students, can show evidence of growth.

Teachers ask incisive questions and listen carefully during group discussions and individual conversations with students in order to assess how well students understand the central concepts being studied. They know how to formulate the types

of questions that will enable students to talk reflectively about their own artwork. They ask the same kinds of probing questions as they talk individually with students who are working independently. Formal and informal critiques also provide valuable information. Teachers use all types of evidence to help them evaluate student growth and development.

Teachers Assess Student Understanding and Growth

Teachers know that reflection often deepens insight, understanding, and appreciation of artwork and processes. Therefore, teachers help students reflect on their own art learning and monitor their own progress in creating and studying works of art. As educators, teachers foster reflective skills that enable students to manage their work in art independently. Teachers understand that creating art involves complex, recursive thinking processes that manifest themselves differently from one individual to the next. Therefore, they realize that assessment of art learning must be flexible, and they stand ready with a range of effective strategies for evaluating student progress.

Teachers examine the affective and expressive characteristics of student work in order to determine both the quality of the work and evidence of social and emotional growth on the part of the students; teachers also note the way peer interactions and personal development are reflected in the work. The broad range of assessment information teachers gather facilitates their overall evaluation of each student by multiple means.

Teachers provide immediate, substantive, constructive feedback to all students. They know that praise given appropriately can increase motivation and boost self-esteem and confidence; therefore, they look for ways to celebrate each student's accomplishments. When providing correction, they do so in a manner that does not diminish a student's sense of self-worth; they focus on progress toward a goal rather than on deficiencies. They use data from various assessments to help students understand and to guide them as they progress. Teachers make sure that each student realizes that difficulties in understanding or performing at the expected level may be temporary and that the remedy might be a different approach, not resignation or acceptance of low achievement.

Teachers draw on their knowledge of students' backgrounds and unique abilities to help students learn to recognize their own accomplishments. (See Standard II— Knowledge of Students as Learners.) They also draw on their knowledge of subject matter to determine where misconceptions and gaps in student knowledge might have occurred, and they work with students to determine a course of action for improvement that focuses on a manageable number of areas. (See Standard IV— Content of Art.) They use the results of informal and formal assessments to help students understand the characteristics of their work and to encourage each student's commitment to learning. Accomplished teachers ensure that students know where they are in the continuum of growth over time and help them to understand their own

achievement and progress toward goals. (See Standard IX—Assessment, Evaluation, and Reflection on Teaching and Learning and Standard I—Goals of Art Education.)

To support students throughout their learning, accomplished teachers meaningfully communicate with parents and others. They communicate clearly, promptly, and regularly to parents and guardians about the progress students are making and the processes used to evaluate that progress. They make certain that they explain information and interpret data in ways that all concerned can understand. They find ways for including parental insight in the assessment process. (See Standard VIII—Collaboration with Families, Schools, and Communities.)

Teachers Promote Student Self-Assessment

Accomplished teachers help students become adept at self-assessment. Teachers help students learn to be active participants in assessing their own progress. Teachers clearly communicate their expectations so students can judge how their work meets those criteria. They also involve students in the creation of assessment criteria. When students know what will be measured—the criteria against which their work will be judged—this information helps guide them through the learning process. Teachers recognize the long-term importance of students’ assuming responsibility for their own learning; therefore, they encourage students to set high personal goals and teach them how to evaluate their own personal progress toward these goals. Teachers also engage students in assessing the work of their peers—a strategy that can provide individuals with new perspectives on their own work. Knowing the disparate characteristics of children at various stages of development, accomplished teachers adapt strategies to ensure that constructive peer assessments assist students rather than discourage or demean them. Positive, meaningful feedback targeted toward learning goals is essential to student success.

Through assessment, students learn to examine their own progress with respect to the entire content of art, as well as significant issues central to their lives. They may also assess their understanding of how contemporary artists grapple with different issues such as race, ethics, justice, and ecology. Alternatively, students may assess their understanding of how artists of different periods and cultures have addressed concepts of gender, beauty, or compassion. Through critical examination of their own work and the work of other artists, students come to understand more fully the creative process and their connection to artists and human experience throughout time.

Teachers Are Reflective and Examine Their Practice Systematically

In order to extend their knowledge, perfect their teaching, and refine their evolving philosophies and goals of art education, accomplished art teachers consider reflection on their practice central to their responsibilities as professionals. (See Standard I—Goals of Art Education.) For such teachers, every class and each individual learning

experience provide opportunities for reflection and improvement. When things go well, they try to determine why the class succeeded and how to adapt the lessons learned to other units of instruction. When things go poorly, they assess how to avoid such results in the future. In the way they assess work in progress and the final products of their students, teachers evaluate themselves as well. They analyze the effects of various teaching strategies and judge the relative merits of these strategies in relation to their own particular circumstances. They regularly examine their strengths and weaknesses and employ this knowledge in their planning. (See Standard V—Curriculum and Instruction.)

Accomplished teachers distinguish themselves with their capacity for ongoing, objective self-examination; their openness to innovation; their willingness to experiment with new pedagogical approaches; and their readiness to change in order to strengthen and improve their teaching. Reflecting on one's practice is not only a salient feature of accomplished teaching, it is a cornerstone of the art process itself.

In their quest to improve their practice, teachers consult a variety of sources of information, assistance, and ideas. Conversations with students about the quality and climate of the classroom and interactions within it provide teachers with insight and direction. Teachers assess classroom climate by monitoring interactions of various kinds or through observations, discussions, and the use of tools such as surveys or inventories. They carefully analyze input received from formal and informal interactions with parents, guardians, students, colleagues, and others. These observations and discussions influence them as they reflect on their planning, monitoring, assessment, and instructional techniques.

Teachers participate in a wide range of reflective methods. They might keep a journal of how their own personal biases affect their teaching, conduct research in their classrooms, or collaborate with educational researchers to examine their practice critically. Such reflection heightens awareness, reinforces teacher creativity, stimulates personal growth, and enhances professionalism. Accomplished teachers are models of educated individuals, regularly sharpening their judgment, expanding their repertoire of teaching methods, and deepening their knowledge. They exemplify high ideals and embrace the highest professional standards in assessing their students, practice, curricula, and programs. Ultimately, self-reflection contributes to the depth of teacher knowledge and skills and adds dignity to their practice.

Teachers Evaluate Their Programs

In order to understand fully their effectiveness as teachers, accomplished art educators evaluate their overall programs. Not only do they want to continuously monitor the alignment and effectiveness of curriculum, instruction, and assessment; they are interested in feedback regarding classroom management and climate, collaborations, and success in general. They adapt their evaluations to serve program or school-wide goals in order to meet the more general goals of education. (See Standard I—Goals of Art Education.) They know how to communicate assessment

<p>information to administrators, school board members, and others in the community who have an interest in their schools. They understand the importance of such communication not only for clear demonstration of student progress but also to educate others about the breadth and depth of art content, a rigorous body of disciplinary content knowledge that can be taught, learned, and evaluated with validity and reliability. Teachers skillfully interpret and present data, whether summative or formative, and always take care to ensure that all information is valid, meaningful, understandable, and well connected to their instructional goals and the goals of the school.</p> <p>When appropriate, accomplished art teachers evaluate student progress in relation to school, district, or state data to determine how well they are progressing toward achievement of content standards. They also view external assessments such as the <i>National Assessment of Education Progress (NAEP) 1997 Arts Report Card</i>¹ as valuable resources for use in examining their programs and as rich sources of different assessment models. They honor the ethical and legal responsibilities of keeping student information confidential and model and encourage similar professional behavior among their colleagues.</p> <p>Teachers Continually Refine Their Practice through Study and Self-Examination</p> <p>Teachers stay abreast of current research, trends, processes, and information through activities such as reading professional journals, actively participating in related organizations, continuing their professional development through graduate coursework and other means, observing other accomplished teachers and accomplished artists, and collaborating with colleagues and other professionals.</p> <p>Accomplished teachers stay abreast of significant developments, new findings, and debates in their field. They know it is essential for art professionals to be knowledgeable about issues pertinent to their discipline. Teachers consider the prevailing research findings about learning and intelligence. They evaluate the relevance of theories, emerging practices, current debates, and promising research findings to improve their teaching. They understand the major controversies in their field and know where they stand on these issues. Teachers have cogent reasons for what they do—reasons that can be explained clearly to students, parents, guardians, colleagues, administrators, local artists, and community and school board members. (See Standard I—Goals of Art Education and Standard VIII—Collaboration with Families, Schools, and Communities.)</p> <p>Accomplished teachers take responsibility for their own professional growth. They explore topics in which they have limited expertise and experiment with alternative materials, approaches, instructional strategies, technologies, and assessment techniques. Ongoing study provides support for the instructional decisions they make and for their abilities to articulate a cogent rationale for their actions. Continuous</p>	
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¹ Persky, Hilary A., Brent A. Sandene, and Janice M. Askew. *The NAEP 1997 Arts Report Card: Eighth-Grade Findings from the National Assessment of Educational Progress*. Washington, D.C.: National Center for Education Statistics, 1998.

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learning also contributes to their ability to be consistent and aggressive in seeking solutions to issues and problems in their practice.	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early and Middle Childhood Art Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EMC-ART.pdf>

CAREER AND TECHNICAL EDUCATION (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD V: Assessment	
OVERVIEW: Accomplished teachers design and implement a variety of valid and reliable assessments that allow students to provide an authentic demonstration of their knowledge and skills and help them establish goals to guide their technical and professional development.	
<p>Accomplished career and technical education (CTE) teachers utilize a variety of assessment methods, both quantitative and qualitative, to obtain meaningful information about students’ prior experiences and current knowledge. Educational assessments help instructors gauge student progress and evaluate where students are in the learning process. To support the demonstration of student achievement, teachers review their assessments carefully and provide their students with accommodations as required. Cognizant of their students’ learning styles as well as their needs and interests, teachers select, design, and modify assessments based on the skills and behaviors they are measuring and the educational purpose for gathering these data. Accomplished teachers formulate strong rationales regarding how, when, and why to administer assessments in the CTE learning environment. They use assessment data to assist students as they reflect on their academic progress, to refine teaching practices based on their students’ changing needs, and to advocate for their programs.</p> <p>Designing Valid and Reliable Assessments</p> <p>Accomplished CTE teachers are adept at using different types of assessments, integrating ready-made and teacher-developed examinations meaningfully throughout the learning process. Formative evaluations help them measure their students’ prior knowledge and track their students’ progress within a unit of study, as learning takes place. Accomplished teachers know how to maximize the diagnostic potential of these assessments to determine the changing status of student ability and knowledge. They use baseline assessments, or “pre-tests,” to gauge student understanding prior to instruction, employing these evaluations to survey students quickly and confirm the best starting point for a course. Teachers administer other instruments as well to make formative judgments during any phase of instruction. For instance, a teacher may observe students to determine misconceptions taking place in the classroom or to gauge shifts in conceptual understanding while students work in the lab; the teacher may also apply a rubric or scoring guide to the assignments that students submit so she can identify ideas requiring further discussion in future class sessions. Accomplished teachers assess student learning continuously and purposefully to determine when and how they should remediate or accelerate instruction to support student achievement. Instructors do so both informally, during</p>	

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<p>classroom observation and discussion, and formally, when reviewing their students' completed work. At the end of units and other milestones throughout the year, teachers utilize summative measurements such as student portfolios, semester projects, and industry certification or licensure examinations to evaluate the cumulative impact of instruction on their students' content knowledge and technical competency.</p> <p>By using assessments that connect academic instruction with real-world experience, accomplished teachers support the curricular goals of the CTE learning environment. For example, a health educator might administer a performance-based assessment that requires students to check patients' vital signs so he can evaluate his students' higher order critical thinking skills as they resolve a problem-based scenario in an authentic medical context. CTE teachers select the assessment method that best suits their purpose given the skills, abilities, and outcomes they are evaluating and the business demands of the workplace. Instructors align the content of their measurements with relevant educational and professional learning objectives and standards. For example, an automotive technology teacher who wants students to demonstrate proficiency replacing brake discs, or rotors, may design a performance-based test requiring them to complete this task; to evaluate his students' theoretical understanding of the brake system, the teacher may later choose to administer an essay exam asking students to explain design principles and their impact on practical automotive maintenance. CTE instructors ensure there is a strong conceptual match between the structure of the assessments they use and the content being measured.</p> <p>Accomplished CTE teachers understand the importance of selecting, designing, and administering valid and reliable tests. They use valid assessments to make decisions related to targeted outcomes, ensuring that the content and construction of their measurements can support their evaluation of student skills and behaviors. For instance, a culinary arts teacher who has students demonstrate their ability to prepare sauces may observe them deglazing a pan to incorporate fond in a pan sauce or may watch them thickening a roux to make a béchamel; to provide her students with useful feedback about sauces, the instructor would focus her attention on techniques like these rather than methods to achieve specific meat temperatures or strategies for measuring flour. Accomplished CTE teachers review examinations to make sure they meet their pedagogical purpose in the learning environment. Instructors analyze their feedback methods as well, basing them on professional standards to characterize performance as reliably as possible across student groups. For example, an accomplished CTE instructor might use industry mandated guidelines to make a rubric more objective so a team of qualified teachers can reach scoring consensus and compare student performance on an examination administered in different classes. CTE teachers carefully monitor issues related to the validity and reliability of their classroom assessments.</p> <p>When selecting and designing assessments, accomplished CTE teachers obtain stakeholder input to confirm they are measuring content in accordance with industry</p>	
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and academic guidelines. Instructors actively engage advisory boards, educational and professional colleagues, and postsecondary college and business partners as necessary and appropriate. For example, a high school drafting instructor might communicate with partners at the college level while developing tests that evaluate his students’ ability to produce paper-and-pencil and computer-assisted designs. Similarly, a dance teacher might work with a physical education instructor to create an examination about the computation of body mass index and its significance. CTE teachers recognize that external and internal stakeholders can help them align assessments with industry expectations and school curricula while measuring student proficiency within career areas. Instructors use their networks of educational and business partners to vet the assessments they administer in the learning environment and guarantee that their examinations are based on the most current and authoritative professional knowledge possible.

Accomplished CTE teachers modify their assessments to accommodate individual learners and ensure that all students have the opportunity to demonstrate the skills and abilities measured in the learning environment. For example, an instructor might have a student with a learning deficiency in written communication respond orally to an essay test if composition is not the technical skill she is evaluating. Or a teacher may create alternative versions of an examination to target students at different reading levels while retaining the rigorous quality of the test content across all versions. To reduce bias and promote fair testing, CTE teachers avoid situations that might disadvantage students based on linguistic or cultural differences. For instance, a construction technology teacher may change the word “stoop” to “porch” on a test to accommodate her students’ regional dialect and ensure that word choice does not impede their demonstration of technical understanding in relation to house design. Accomplished CTE teachers adapt assessments based on their knowledge of students’ exceptional needs and cultural backgrounds, as well as their learning styles. Educators provide students with various opportunities to exhibit their proficiency based on their learning modalities. For example, an automotive technology instructor may ask students to assess engine performance based on software diagnostics versus physical examination and anecdotal discussion with a customer. Similarly, a family and consumer science instructor who teaches culinary arts may have students dice or chop fruits and vegetables in a range of sizes to demonstrate their knife skills—and then have students evaluate their classmates’ performance in relation to the uniformity of their cuts. Assessing students in different manners, with sensitivity to their educational experience and individual characteristics, allows accomplished teachers to attain the fullest appreciation of their students’ skills and abilities.

Utilizing Assessment Data

Accomplished CTE teachers maintain a strong focus on the educational purpose of assessment—to provide students with detailed information regarding what they know and how they may extend the breadth and depth of that knowledge. Instructors therefore sequence assessments based on their students’ prior knowledge and future learning goals. Teachers analyze the assessment data they collect, interpreting it so

they can engage students in substantive discussions about their strengths and weaknesses as well as strategies to enhance their learning. For example, a teacher may design a baseline assessment to measure a range of technical skills that potential employers would value in order to map student knowledge, discuss teaching goals, and plot the course of future learning in collaboration with students; the teacher may then return to this assessment throughout the semester to keep students involved in the measurement of their own growth. CTE instructors compare current and historical data to determine trends in student achievement. They take this information into consideration when conferring with students and reviewing the pace, sequence, and delivery of instruction for current and subsequent school years. By making constructive use of assessments, CTE teachers adopt a fair and balanced approach to student learning that demonstrates a genuine desire to help students do well in the spirit of teamwork.

Accomplished CTE teachers empower their students to engage in the type of self-reflection that leads to self-efficacy. To this end, they discuss every aspect of the assessment process with their students, clarifying methods of evaluation and criteria for analyzing performance. Educators provide their students with clear, concise feedback and thoughtful, supportive guidance regarding how students can improve their skill sets. During these discussions, teachers listen carefully to students, taking their views into consideration to devise intervention strategies that complement their learning styles, assessment experiences, and career goals. Accomplished teachers show students how they can use classroom assessments to evaluate their progress toward academic and professional goals such as meeting higher education admission requirements, pursuing postsecondary credits, satisfying job licensing requirements, earning industry certifications, and obtaining employment. By making students participants in the analysis and interpretation of assessment data, CTE teachers provide them with the tools they need to take charge of their growth across all subject areas.

Accomplished CTE teachers know that assessment data can provide valuable feedback to teachers as well as their students. They analyze this information and use it to evaluate their pedagogical approaches, formulate instructional responses, and plan future professional development. For instance, a broadcasting instructor may analyze the news recordings his students submit to reevaluate the structure of the assignment and its location within the syllabus. Or an accounting teacher may decide to reinforce certain concepts within a spreadsheet lesson due to the results of an assessment that indicate her students need more time reviewing the use of multiple formulas. Finally, a business technology teacher who has identified web page design as an area requiring improvement based on her classroom experience may attend a workshop on current scripting languages. Teachers modify and adapt their practice based on this type of analysis, comparing classroom goals with student outcomes so they can identify gaps and determine how they can address any shortcomings to improve student learning. (See Standard X—Reflective Practice.)

<p>Importantly, accomplished CTE instructors also use assessment data to strengthen advocacy efforts and communicate with stakeholders on behalf of their students. For example, a teacher might employ winning results at a career and technical student organization competition to convince business and community partners that their financial investment has proven successful and that additional resources would allow students to become even more productive. Instructors publicize examples of high performance on industry-recognized assessments to validate stakeholder grants and attract further resources for CTE programs. Teachers use the data they gather about student performance to support articulation and dual credit agreements as well. For instance, a teacher may share aggregated assessment results and student outcomes with postsecondary institutions to help demonstrate that instruction in his class meets the same challenging requirements as a comparable college course. Educators utilize assessment data to foster their students’ educational goals by advancing the continued growth and improvement of CTE programs.</p> <p>While districts and states may mandate specific assessments, accomplished CTE instructors select, modify, and design their own examinations as well. As with all aspects of their teaching practice, CTE instructors collaborate with internal and external stakeholders to enhance their students’ educational experience. Teachers implement a variety of assessment methods based on the attributes of the content being measured and the characteristics of the students taking the measurements. Educators evaluate student learning carefully and consistently to help students gain insight into their skills and abilities in relation to industry guidelines and academic standards. Accomplished teachers utilize measurements to nurture student learning, analyze their teaching practices, and advocate for their programs. Most importantly, CTE instructors use assessments to achieve productive educational outcomes, ensuring that the assessments they administer serve their students well by helping them attain their postsecondary goals.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Career and Technical Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-CTE.pdf>

<p>ENGLISH AS A NEW LANGUAGE (EMC) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD VII: Assessment</p>	
<p>OVERVIEW: Accomplished teachers of English language learners employ a variety of practices to assess their students appropriately. They use assessment results to shape instruction, to monitor student learning, to assist students in reflecting on their own progress, and to report student progress.</p>	
<p>Accomplished teachers of English language learners view assessment as an integral part of instruction benefiting both the student and the teacher. While recognizing an obligation to prepare students for high-stakes assessments, teachers know that assessment of student understanding and progress is a daily, informative process at the heart of student-centered teaching, and they are adept at using multiple evaluation methods to interpret student understanding and use of language. Teachers employ assessments for a variety of purposes. For example, teachers use assessments to determine appropriate placements of students in an English language proficiency level for instruction. They use content-based assessments and students’ self-assessments to monitor students’ learning and to inform instruction. In addition, teachers use assessments to determine appropriate services for students who may have special needs, including those identified as gifted and talented. As appropriate, teachers communicate assessment results clearly and regularly to students, families, professional colleagues, and community members.</p> <p>Variety in Assessment Techniques</p> <p>Accomplished teachers understand the advantages and limitations of a wide range of assessment methods and strategies, both formal and informal, and use them to gauge students’ progress. Teachers know that linguistically and culturally diverse students often have skills that will not emerge in unfamiliar or uncomfortable settings or during certain evaluations. Teachers address the potential for cultural bias in assessment materials and practices when evaluating their validity. Teachers, therefore, do not rely on any single method of measuring student achievement. They frequently give students opportunities to demonstrate progress in a variety of ways that traditional assessments might inhibit. Teachers understand, for example, that performance-based assessments may have special utility for linguistically and culturally diverse learners. Teachers might provide students with opportunities to display their knowledge through authentic assessments that measure student progress in real-world contexts. Teachers know under what circumstances to assess students in their primary language, and they secure the appropriate resources to do so. Teachers also recognize that students at beginning levels of proficiency are sometimes hesitant to respond verbally to questions posed in the classroom, and</p>	

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therefore, at times, arrange for students to confirm their understanding in ways that do not require public oral responses. For example, teachers might ask students to point to depictions of objects or scenes teachers describe, draw pictures indicating their understanding of words, or follow verbal directions while writing on the board. When appropriate, teachers create their own tools for assessment that might incorporate students' daily class work, artwork, or exhibits, and might feature a wide range of technological enhancements. Assessments for elementary school students, for instance, might include dramatic performances in which students interpret or reenact stories. A teacher might ask high school students studying media to examine propaganda in television commercials, discuss similarities and differences among advertisements analyzed by classmates and, as a group, write and film a new commercial showcasing specific propaganda techniques. Teachers seek good matches among students' abilities, instructional goals, and assessment methods, considering the relative strengths and weaknesses of the procedures as well as the timing, focus, and purpose of each evaluation.

Initial Placement Assessment

Accomplished teachers know how to analyze and interpret assessment data, teacher observations, and other information to determine students' appropriate placement in an English language proficiency level and to ensure that students receive instructional services that meet their needs. Teachers work with other professionals to confirm that English language learners are placed in appropriate content-area courses that enable them to succeed in school and allow high school students to earn credits toward graduation. Teachers pay particular attention to students' development in each of the five language domains. Teachers may recommend additional assessments to confirm a student's proficiency level, and, as necessary, may recommend changes in instructional services.

Accomplished teachers understand the value of assessing students in their primary languages at the time of their initial enrollment in school. Even if they do not speak the student's primary language, teachers know that assessment data in the primary language can provide valuable information regarding a student's literacy level. When no formal primary language assessment is available, teachers devise informal ways to ascertain a student's level of reading and writing in the primary language, such as having the student write about a picture. Teachers may advocate for students to be assessed in their primary language in such areas as mathematics to verify proper placement in content classes based on students' knowledge of the subject rather than solely on proficiency in English.

Assessment to Guide Instructional Practice

Accomplished teachers, sometimes with the assistance of students, set high yet realistic goals using assessments meaningful to the academic, social, and motivational needs of their students. To achieve these goals, teachers construct formative and summative assessments. Informal, formative assessments can be as

simple as comprehension checks or listening and reading comprehension tests, whereas summative assessments include end-of-unit tests or cumulative projects. Teachers might incorporate online quizzes that are automatically graded and provide immediate feedback to allow students and teachers to reflect on student progress and plan future lessons. Student portfolios might serve simultaneously as formative and summative assessments. As a formative assessment, a portfolio might help both the teacher and the student determine how to strengthen the learning process; as a summative assessment, a portfolio could establish insight about a student's language proficiency over time. Teachers analyze assessment results and make purposeful adjustments to curriculum and instruction consistent with their findings.

Accomplished teachers regularly assess students' language performance to gain perspectives on their ability to apply newly learned language skills in a variety of settings and to guide decisions about how to proceed with instruction. Teachers may tailor assessments to the linguistic needs of varied populations of English language learners. They monitor students' readiness to grasp new ideas and their ability to use language fluently and accurately to communicate understanding. Teachers note and analyze both the form and content of students' responses and the processes by which they approach tasks, solve problems, and synthesize and evaluate knowledge. When appropriate, teachers assess students' knowledge of the foundational components of English and content-specific language, and they use assessment data to help students access content-area information. Teachers evaluate the willingness of their English language learners to take risks with new vocabulary, grammar, and discourse structures. In assessing students' writing, for example, teachers might evaluate students' ability to use complex clauses, academic word families, transition words, and larger rhetorical structures. Accomplished teachers might collaborate with content teachers to create or use available content-area assessments, both formal and informal, to assess English language learners at diverse proficiency levels. They might also encourage the use of primary language assessments, as appropriate. On the basis of their findings, teachers anticipate how to proceed with individual students as well as with groups as a whole.

The information teachers gather through assessment allows them to reflect on the effectiveness of their instruction; teachers design, implement, and assess their instructional programs in a cycle of instruction, review, modification, and evaluation. Effective assessments indicate when teachers should move forward with instruction, when they should refine instruction or re-teach, and when they should provide students with additional exposure to language and opportunities to use language meaningfully. This continual examination of instruction enables teachers to maximize student learning.

Assessment of Student Progress in the Five Language Domains

Accomplished teachers develop and use appropriate instruments to assess students' facility with specific language features in the five language domains of listening, speaking, reading, writing, and visual literacy. Teachers then monitor students'

ability to incorporate these features into their language use, and they routinely provide feedback to students about their progress. Teachers implement specific techniques to evaluate students' work and performance and to record assessment information.

Listening

Accomplished teachers select and implement listening assessments appropriate to students' English proficiency levels. Teachers assess the ability of students at beginning levels of English proficiency to understand sounds and spoken words and phrases; to understand reduced forms of daily speech such as gonna, wanna, or kinda; to answer inferential questions; and to recognize important facts and take notes from short discussions on a variety of topics. At more advanced levels, students respond to listening passages of increasing length and complexity. Teachers might use texts that ask students with beginning levels of English proficiency to recognize pictures that correspond to spoken words or phrases, to respond physically to directions, and to listen to narratives with accompanying illustrations and then retell what occurs. Teachers might ask students at advanced levels of English language proficiency to listen to a range of topical materials, such as broadcasts of great speeches by United States presidents or other popular leaders, as well to listen to debates and political forums.

Speaking

Accomplished teachers systematically assess students' oral language development through structured conversations or formal assessments. Examples of appropriate assessments for students with beginning levels of English language proficiency might include oral cloze tasks or picture-sequencing activities which ask students to discuss the arrangement of pictures portraying a sequence of actions. Appropriate assessments at intermediate levels of English language proficiency might have students explain the steps to a familiar process or describe the events of a significant occurrence. To determine the language proficiency of students who have developed oral fluency, teachers might use a class-created rubric to assess students' knowledge and use of word prefixes, inflectional endings, modal auxiliaries, pronoun references, and transition words in skits or presentations.

Reading

Accomplished teachers assess students' reading abilities at frequent, designated intervals. Early in the school year, for example, teachers might administer assessments to determine young students' knowledge of how to use printed materials, of beginning and ending sounds, of rhyming words, and of word concepts. For older students, teachers might assess students' decoding skills; oral fluency; knowledge of vocabulary, including morphology; and reading comprehension. Assessment of reading comprehension might include students' knowledge of the structure of diverse types of texts, both fiction and nonfiction, and of literary

elements such as metaphor, as well as their ability to understand complex sentences and pronoun referents; to identify main and supporting ideas; to contrast fact and opinion; and to use inferences, summary, and analysis.

Writing

Accomplished teachers assess students' writing to help English language learners produce their best writing and gain language proficiency. To assess the writing skills of English language learners and support their writing development, for instance, teachers might incorporate tasks that include prompts as well as relevant grammatical reminders, word banks to help students with lexical choices, discourse suggestions providing tips on rhetorical structure, or cloze activities that require students to fill in blanks with words that have been deleted from stories or other texts. Accomplished teachers, often along with their students, are adept at creating and using both holistic and analytic rubrics to evaluate students' writing. Teachers interpret writing assessment data in the context of their understanding of each individual student and their evaluations of the accomplishments of the class as a whole and adjust their instructional plans, pace, and objectives accordingly.

Visual Literacy

Accomplished teachers assess students' ability to understand, analyze, and evaluate visuals for meaning, relevance, and context. They assess students' vocabulary, grammar, and discourse in speech and in writing when interpreting the visual, and their ability to produce or use visuals appropriate to purpose and audience. Teachers are mindful of students' English language proficiency when assessing visual literacy. During a shared reading lesson, for example, early childhood teachers might invite students to choose illustrations from a story to predict what happens next. To assess students' personal and critical responses to visual representations, secondary teachers might ask students to view a series of images and use a concept map to communicate the underlying meaning and intent of the images.

Substantive Feedback to Students

Because accomplished teachers know that well-stated and appropriate feedback can boost students' confidence and inspire their commitment to learning, they provide clear, timely, and constructive feedback to students, reinforcing students' growth, highlighting their improvements, and celebrating their accomplishments. Teachers affirm for students that feedback is both helpful and necessary to learning a new language. Teachers who identify misconceptions and gaps in students' knowledge of academic language, for example, might work with students to determine a course of action for improvement that incorporates a logical progression of manageable instructional steps. In the teaching of writing, rather than addressing a wide spectrum of tasks, a teacher might stress specific skills on which a student needs to focus, such as subject-verb or pronoun-referent agreement, the proper placement of adjectives and use of articles, or the construction of plurals and question forms.

Teachers acknowledge the benefits of the judicious use of well-structured peer evaluations and instruct students on how to assist classmates with assessment and feedback. For example, a teacher might acquaint students with the purposes and practices of peer feedback by showing a video of students working in collaborative groups, asking students to analyze the language skills they observe, and introducing rubrics or checklists students then use constructively to critique their classmates' language learning. Teachers recognize that purposeful feedback, one component of a range of effective assessment strategies, provides students with important perspectives on their own language learning.

Student Self-Assessment

Accomplished teachers encourage students to set high goals for themselves and teach them how to evaluate their own progress toward English language acquisition. Teachers know that developing their students' capacity for self-assessment enhances students' decision-making skills; promotes their ability to discern connections between classroom activities and real-world experiences; and fosters their growth as independent, reflective learners of English. Knowing that student self-assessment elicits valuable information that teachers can use to make instructional decisions regarding students' English language development, accomplished teachers provide individual and group feedback that models language skills students need to self-assess and self-correct and guides them in adjusting their learning strategies. Teachers, for example, might instruct students in creating their own rubrics to evaluate specific aspects of English. Teachers clearly communicate their expectations for students' language learning so that students can judge how well their work meets those expectations. Teachers therefore help students define and understand their linguistic progress and motivate students to take responsibility for their own language learning.

English Language Proficiency Assessment

Accomplished teachers understand the purpose of proficiency assessments with regard to current local, state, and federal guidelines for monitoring the progress of students' English language development. Teachers collect and analyze data from formal sources. They know how to examine such assessment instruments critically and understand their uses and limitations in the practice of informed teaching. Teachers are knowledgeable about the psychometric properties of standardized tests when administered to English language learners, including large-scale, content-based assessments; academic language proficiency assessments; reading placement tests; and formative instructional assessments. Teachers are also involved in interpreting language proficiency assessment results as they pertain to the reclassification of students' English language proficiency. Aware of which students may be ready to exit language support programs, teachers carefully monitor these students' language proficiency assessment results. Teachers collaborate with content teachers, guidance counselors, and others to share current information when students are reclassified as no longer in need of language support. If

reclassified, students are eligible for

accommodations on state content-area tests; as necessary, teachers advocate for these students to receive appropriate accommodations.

Standardized Content Assessment

Accomplished teachers work collaboratively with school staff to confirm the eligibility of English language learners to participate in content-area assessments and ascertain that students are assessed fairly. Teachers understand test validity and reliability and are able to explain to colleagues how these concepts relate to the unique features of evaluating English language learners. Additionally, teachers examine content-area assessments in collaboration with content teachers to determine where students might have difficulties and to identify key words that English language learners need to know.

Understanding the influence accommodations have on student outcomes and on test reliability, teachers of English language learners collaborate with content-area teachers, educational specialists, counselors, and others to ensure that students have accommodations that address their needs without compromising an assessment’s validity. Teachers are aware of current research on the efficacy and appropriateness of accommodations on assessments as well as state and local policies regarding accommodations available to their students. Teachers therefore collaborate with colleagues to select testing accommodations. For example, they recognize the inappropriateness of providing bilingual dictionaries as an accommodation for students not literate in their primary language and suggest other appropriate accommodations.

Assessment for Special Purposes

Accomplished teachers make certain that English language learners receive appropriate assessment and identification for a variety of programs and services and advocate for the proper assessment and placement of all students. Teachers ensure that they are part of the early intervention process when a student is in need of academic intervention. In advocating for appropriate referrals for English language learners, teachers adhere to local, state, and federal guidelines concerning the assessment of students with special needs. Teachers help administer and monitor the efficacy of interventions for students at risk of academic difficulties. After academic interventions are fully administered and monitored, teachers work as part of a team to determine whether students should be assessed for special services, recommending assessment in primary languages as appropriate. They advocate for the fair assessment of their students regarding placement in special education and ensure that the analysis of assessment results reflects their students’ status as English language learners.

Furthermore, teachers advocate for their students to receive access to gifted and talented programs. Accomplished teachers realize that English language learners may be underrepresented in gifted and talented education, and they assist in identifying potential students for such programs, helping colleagues recognize when an English language learner makes extraordinary academic progress that might not be immediately noticed because of limited language proficiency. When students are considered for special needs placement, including gifted education, teachers collaborate with other professionals at their school to provide insights on students' progress in the acquisition of English. They advise colleagues about such background variables as the student's level of proficiency in the primary language, amount of prior formal education, and cultural factors that might affect learning. In all cases, teachers advocate for appropriate actions to meet their students' needs as English language learners.

Substantive Assessment Information for Families and Others

Accomplished teachers are skilled at presenting, summarizing, and interpreting assessment data from a range of evaluative tools in meaningful and valid ways to various audiences, ensuring that all information is clear, understandable, and connected to instructional goals. Teachers use assessment results to provide frequent, specific information to professional colleagues, families, school officials, and other decision makers about each learner's progress and performance. To that end, teachers employ appropriate methods—including the most current technology—for collecting, summarizing, and reporting assessment data to demonstrate that learning occurs. Teachers communicate assessment information to families, for instance, about students' accomplishments, successes, and needs for improvement as well as ways to attain higher goals. They elicit parents' insights about their children's interests and ways to motivate them, and teachers respond thoughtfully and thoroughly to parents' concerns. Teachers know that such efforts encourage involvement and promote family input into the educational process by providing families with opportunities to evaluate program effectiveness and to help determine future directions for improved instruction. (See Standard III—Home, School, and Community Connections.)

Reflection

Accomplished teachers reflect on their strong foundation in assessment, as it applies to language testing, and their use of all available assessment data to inform daily classroom activities and provide students with access to content and educational opportunities. Teachers reflect on multiple evaluation methods to interpret student understanding and use of language and choose those evaluation methods that provide the most valuable information about students' learning and English language development. Teachers reflect on the effectiveness of their instructional decisions, using information gathered from students' progress and from lessons to set high,

<p>worthwhile goals for student language and content learning and to design instructional strategies appropriate to students' needs. Accomplished teachers think carefully about the best ways to provide clear communication to students, parents, colleagues, and the educational community regarding the purposes and results of assessments.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the English as a New Language Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-ENL.pdf>

<p>ENGLISH LANGUAGE ARTS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD X: Assessment</p>	
<p>OVERVIEW: Accomplished English language arts teachers create and select valid assessment tools as part of an ongoing process of monitoring and evaluating student learning. Teachers use assessment results to provide meaningful feedback to students, engage students in self-assessment, shape instructional decisions, and communicate to various stakeholders.</p>	
<p>Accomplished English language arts teachers firmly believe that the ultimate goal of assessment is to improve student learning, and they expertly use assessment results to guide instruction. Teachers know that assessment can take many forms and serve multiple purposes, and they are skilled at creating, selecting, and analyzing appropriate assessments as well as sensitively communicating the results to students, parents, and other stakeholders. Teachers understand that valid, high-quality assessments are a powerful resource for teachers to use when reflecting on student progress in order to improve instruction and student learning.</p> <p>Accomplished English language arts teachers use a variety of assessment tools to identify the strengths and needs of individual students as well as the overall range of abilities and background knowledge of all the students in a class. Accomplished teachers continuously monitor what students know and are able to do. They understand that assessment is never simply something that is done at the end of a unit of teaching, but rather a method of determining what students know at any given moment, what students are ready to learn next, and how teachers need to differentiate instruction for small groups and individuals.</p> <p>Accomplished English language arts teachers empower students to use assessment as a tool that they can use to take responsibility for their own learning. Accomplished teachers also help students perceive how assessment functions in real life, in both physical and digital environments. They help students see that the number of hits or postings on a website can be interpreted as an evaluation of the success of that site, and that a job interview is a type of assessment.</p> <p>Types and Purposes of Assessment</p> <p>Accomplished English language arts teachers understand that although assessment is often associated primarily with high-stakes tests, assessment actually incorporates a broad range of formative and summative tools that are applied and interpreted over time. Accomplished teachers realize that both basic types of assessment are necessary</p>	

for sound instructional decision making. Accomplished teachers recognize that assessment is a recursive process that involves identifying initial learning goals, matching assessments to those goals, administering assessments, analyzing results, and setting new learning goals. (See Standard IV— Instructional Design and Implementation.)

Accomplished English language arts teachers know that formative assessment takes place during student learning and that it may include such tools as teacher observations, questioning for understanding, exit slips, journal entries, quizzes, checklists, homework assignments, and student self-assessments. The primary purposes of this type of assessment are to gather information to make instructional adjustments and provide regular feedback to students.

Accomplished English language arts teachers understand that summative assessments generally come at the end of a unit, term, or year. These assessments can include products such as tests, portfolios, polished essays, formal speeches, and multimedia projects as well as district benchmark tests. Accomplished teachers understand that the purpose of summative assessment is to determine student proficiency in achieving established learning goals to correct misunderstandings and extend learning.

Accomplished English language arts teachers understand that the purpose of local, state, and national assessments is to measure students' acquisition of knowledge and skills in relation to established standards and norms. Teachers realize that these tests often have high stakes; they may be used to rate teacher and school performance or rank students in terms of college eligibility, and may even determine whether students can graduate from high school.

Selecting and Administering Assessments

Accomplished English language arts teachers make fairness a high priority in assessment. They realize that fairness in assessment is based on the clarity and consistency of learning goals, the validity of assessment techniques, the soundness of feedback and evaluation criteria, and the clarity of communication about assessment. Fairness also involves matching assessment tools to students and conducting assessments over a period of time to obtain an accurate determination of students' knowledge and skills. (See Standard II—Fairness, Equity, and Diversity.)

Accomplished English language arts teachers translate curriculum standards and expectations into clear student learning progressions because they know that students thrive when directed by comprehensible learning goals and assessment criteria. Accomplished teachers begin the assessment cycle by identifying expected student learning outcomes and by considering how students will demonstrate mastery of those goals. Accomplished teachers initiate the assessment cycle at the beginning of a course, unit, or area of study to determine where students are as individual learners. A teacher might, for instance, ask students to complete reading or writing surveys to determine their interests and attitudes. Additionally, teachers may administer

diagnostic tests or examine national or state test scores as ways of gauging the range of student ability within a particular class. If data is available, teachers might look at expected growth models for students to set individual student goals.

Once desired learning outcomes have been identified, accomplished English language arts teachers design or select valid formative and summative assessments and determine when and how to administer these assessments. Teachers understand that assessments inform deliberate planning, ensuring that all the activities and instructional strategies lead to the desired goals. Accomplished teachers understand that teacher-designed assessments, student self-assessments, and mandated, external assessments together provide a clear picture of student learning; therefore, teachers do not rely on only one form but rather balance various types of assessments. Accomplished teachers consistently collaborate with students and colleagues to design and select valid assessments for specific purposes and needs.

Because they command a wide range of assessment instruments, accomplished English language arts teachers know how to align appropriate assessment tools with the goals of the English language arts curriculum. For example, a teacher may use selected-response items to determine whether students can identify literary devices, but extended-response items to determine whether students can interpret the way the devices are used in a particular poem or novel. Accomplished teachers also use their knowledge of assessment tools to give students choice in how they exhibit their learning. For example, to demonstrate proficiency in argument, a student might be given the choice of creating a public service announcement, writing a letter to the editor, or delivering a speech. Accomplished teachers offer strategic choices based on their knowledge of their students' needs and the diverse ways of meeting those needs. (See Standard II—Fairness, Equity, and Diversity.)

Accomplished English language arts teachers apply clear criteria for success to both individual and group performance. Assessment criteria such as rubrics, models, and checklists can be used to monitor progress toward a goal and evaluate whether a student has reached that goal. Whether they are assessing skills or products, accomplished teachers develop criteria that lucidly and concisely communicate to students the expectations for quality and proficiency. To familiarize students with the nature and use of assessment criteria, teachers might provide samples that represent a range of performance levels and ask students to develop and apply appropriate criteria to score and then rank the products or performances. For example, teachers could provide sample essays for students to score in order to calibrate their understanding of the scoring criteria. Accomplished teachers understand the special issues of fairness related to assessing student performances or products that have been created collaboratively, and teachers balance the need for individual assessment against the performance of the group.

Accomplished teachers assess student engagement in the midst of a lesson, gauging student learning and looking out for teachable moments. Teachers phrase questions that uncover student understanding or confusion, then build on understanding and

clarify confusion, and subsequently follow up with more questions. Teachers monitor group work by listening to conversations and posing questions to help students clarify their thinking. Teachers use evidence from their observations to modify instruction in the moment and plan for the future.

Accomplished English language arts teachers understand that students, teachers, and schools are accountable for student performance on districtwide and statewide tests, and accomplished teachers meet this responsibility in creative and innovative ways. They understand the formats of all mandated tests, and they ensure that the process of preparing students for external assessments provides opportunities for significant learning. Accomplished teachers analyze released tests for the skills that are being assessed and ensure that those skills are addressed in a variety of learning contexts. Accomplished teachers know how to prepare students for mandated assessments. They integrate test preparation with their regular instruction and learning goals by teaching important content and skills along with testing strategies. For instance, teachers may have students work in pairs or groups to analyze and then respond to a test prompt for an on-demand writing assessment, thus incorporating listening, speaking, and critical-thinking skills with writing skills. Students might read, discuss, and score model essays and compare their scores with the scored benchmark. Students might then draft their own responses to the same prompts and compare their essays with the models. Accomplished teachers are sensitive to the effects that high-stakes testing can have on early adolescents and young adults. Teachers work to keep testing anxiety at a healthy level by helping students understand that the pressure to perform tasks is a part of life beyond middle and high schools and by teaching them ways to control and use stress productively. Teachers realize that their students need to perform proficiently on high-stakes assessments, but accomplished teachers seek to provide enriched instruction that goes beyond mandated requirements and that promotes the growth of the whole student. (See Standard XI—Collaboration and Standard XII—Advocacy.)

Interpreting and Using the Results of Assessment

Accomplished English language arts teachers communicate explicitly to students and parents about the ways in which students will be assessed, including the expectations for proficiency. Clear feedback and evaluation then help teachers and students adjust their approaches to improve student learning. Accomplished teachers understand and help others see that assessment is an important step in building a solid foundation for learning.

Accomplished English language arts teachers realize that an assessment provides insight into student performance at a given moment; therefore, they collect, analyze, and compare data over time, looking for significant patterns and trends. Teachers also know that assessment of student learning takes many forms, and they do not make judgments about students on the basis of any single assessment. Rather, teachers analyze data from many different assessments to build a comprehensive, multidimensional picture of each student's abilities, achievements, and needs.

Teachers frequently compare their assessment findings, employing the results of one method to cross-check the accuracy and validity of another. Accomplished teachers analyze data across the class to determine whether individual students and the class as a whole mastered the skills and knowledge being assessed. Accomplished teachers realize the importance of engaging in continuous reflection, alone and with colleagues, about the data collected from assessment. (See Standard XI— Collaboration.)

Accomplished English language arts teachers know how to analyze and interpret data from standardized testing programs, and they know how to use that information to design, evaluate, and modify their English language instruction. When possible, teachers work with specialists outside the classroom to ensure that mandated evaluations are consistent with the vision that frames instruction and assessment in the classroom.

Accomplished teachers communicate regularly with students about assessments and their results. They may discuss how to interpret a variety of assessment results and how to understand rubrics, checklists, scores on standardized tests, and other assessment tools. Accomplished teachers provide clear, descriptive feedback to students about their performance. They understand the motivational benefits of acknowledging students' strengths, and they ask thoughtful questions to prompt students' thinking about how to improve or expand their work. When appropriate, teachers allow students to respond to feedback by revising, retesting, or rethinking. Teachers allow students structured opportunities to reflect on their work, such as writing letters explaining what they accomplished on an assignment and identifying areas for growth.

Accomplished English language arts teachers understand that the process of converting formal and informal assessment data into grades involves complex judgments. They have sound and consistent rationales for their grading systems, which they can clearly convey to students, parents, and other stakeholders. To create a more nuanced picture of student achievement than a single grade can convey, accomplished English language arts teachers prepare reports of their evaluations that clearly communicate to students, parents, other teachers, and administrators the kind and quality of progress that students are making. Teachers use a range of communications technologies to provide parents with meaningful feedback about students' English language arts progress. This feedback includes showcasing and examining student work in light of clearly defined performance standards. Accomplished teachers can articulate to students, parents, and community members the meanings of standardized tests results, and teachers assist students and parents in seeing academic growth from year to year.

Reflection

Accomplished English language arts teachers reflect on their effectiveness in assessing students because it is key to understanding what their students know and can do. They

understand the need for consistency in the goals and forms of assessment and the need for varied assessments for different purposes, and they recognize when their assessments do or do not match their instructional goals. Teachers make sure that their assessments effectively communicate student understanding and performance to multiple audiences. Teachers seek out different avenues to keep various stakeholders well informed about the purposes, methods, and results of assessment.

Accomplished English language arts teachers question whether an assessment was appropriate for a given purpose. They systematically reflect on their ability to design appropriate spontaneous and preplanned assessments and collect assessment data. Accomplished teachers reflect on the instincts they rely on to notice and capitalize on a teachable moment. They might use data collected from videotaped lessons, peer observations, teacher or student logs, or quick checks for student understanding, such as head nods, individual whiteboards, or student-response systems, to evaluate the extent to which in-the-moment decisions positively impact student learning. Accomplished teachers also scrutinize their summative assessments to make sure they measure intended outcomes and accurately portray what students know and can do.

Accomplished English language arts teachers review available evidence to determine the extent to which assessments are appropriate, fair, and able to yield rich information about students. For example, if most of the students in a class missed a particular question on a test or scored poorly on a given domain in a rubric, an accomplished teacher would examine the problematic item or domain for clarity and validity. If the teacher determined that the problem lay in the assessment, the teacher would revise or replace it. If the assessment was clear, the teacher would consider how best to address the related skill or knowledge in instruction so that students could be successful in the future. In some cases, an accomplished English language arts teacher might notice that a subgroup of students did not perform as well as the rest of the class. The group might not have completed a part of an essay or might have completed it with poor or mediocre results. An accomplished teacher might respond to this situation by pulling students together in a small group for additional instruction or by tailoring the assignment directions to the group of students who experienced difficulty to help them do better on the next assessment.

Accomplished English language arts teachers do not just reflect about negative assessment results. When assessment shows that students are successful, teachers reflect on how to celebrate and build on this success. Teachers ponder whether to stay the course, increase the pace of instruction, or raise the level of challenges posed by instruction.

Accomplished English language arts teachers critically examine their practice on a regular basis to evaluate how their assessment practices can be improved. They participate in professional development and other educational experiences to improve their understanding of assessment. They seek out ways to organize and interpret data from a variety of assessments, at the state and national levels and in the classroom.

Accomplished teachers reflect on ways to improve assessment practices, such as engaging in discussions and advocacy to promote effective assessments.	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the English Language Arts Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-ELA.pdf>

<p>EXCEPTIONAL NEEDS SPECIALIST (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD V: Assessment</p>	
<p>OVERVIEW: Accomplished teachers of students with exceptional needs design, select, and use a variety of assessments to obtain accurate, useful, and timely information about student learning and development and to help students reflect on their own progress.</p>	
<p>Accomplished teachers recognize that the assessment and evaluation of student progress must be a continuous process, not an occasional event. They have a comprehensive view of assessment that encompasses a range of formal and informal evaluation methods, such as screening and pre-assessment services, progress monitoring, observation, and remediation and outcome assessments.</p> <p>Teachers Use Diverse Assessment Methods for a Variety of Purposes</p> <p>Accomplished teachers view assessment as a tool for measuring progress, defining realistic goals, determining appropriate placement options, and helping students understand their strengths and needs. Their emphasis on student growth requires the knowledge and use of a wide range of assessments, such as norm- and criterion-referenced assessments, formative and summative assessments, and formal and informal assessments. Through such assessments, teachers establish the student’s baseline performance by which progress can be monitored over time. As part of a team, teachers determine student eligibility for special services and evaluate student access to and participation in the general education curriculum. Teachers draw conclusions about student needs as they interpret assessment results and align the student’s individual goals and learning objectives with the data collected. Teachers recognize that assessment instruments and procedures serve different purposes and are careful to use the appropriate data when making decisions regarding students. Teachers adeptly use multiple evaluation methods, both formal and informal. Where appropriate, teachers select and use standardized assessment instruments and interpret the results clearly and accurately. Teachers also evaluate student progress through observation and questioning and frequently develop their own informal assessment tools, which might include journals, portfolios, demonstrations, exhibitions, or oral presentations. For students in early childhood, for example, a playtime assessment might be effective. To measure learning for some students, performance-based assessments, such as writing a play or creating a piece of music might be appropriate. In using assessment data as a basis for decisions about instruction, teachers view their findings not only as indicators of student understanding and progress, but also as a means of reflecting on their own practice.</p>	

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Teachers establish clear and succinct criteria for instructional goals, thus enabling students to understand assessment norms. They help students learn to judge their own work, and in some cases, the work of others. Where appropriate, teachers allow students to participate in the process of choosing assessments that best display the students' skills and accomplishments. They encourage students to set high and attainable goals for themselves, and they select strategies that help students reach those goals, teaching them to develop the habit of self-assessment as they evaluate their own progress and practice making decisions on the basis of their conclusions. Teachers, for instance, might instruct students to transfer rubrics used to guide their writing in an English course to writing assignments in other disciplines.

Teachers support student achievement in a range of assessments, including those for classroom, school, district, and state accountability purposes, as well as post-secondary training and college entrance examinations. When possible, teachers encourage students to advocate for themselves in identifying and securing modifications and accommodations that fit their needs. A teacher might encourage a student who has oral articulation problems but strong writing skills, for example, to use technology that permits communication with others in writing while the student works to develop clearer articulation. To ensure that students who have exceptional needs access high-stakes assessments, teachers evaluate students to recommend appropriate accommodations, carefully following guidelines that uphold a test's validity. By doing so, teachers enhance opportunities for student success in the face of heightened academic accountability. Affirming that assessments must reflect the high standards they set for students, teachers encourage the implementation of appropriate, unbiased, and necessary tests and testing programs.

Teachers acknowledge the limitations of certain evaluative instruments that may reflect linguistic, cultural, or economic bias and therefore make appropriate choices for accurate and realistic assessments. Students who are learning English as a new language may need diagnostic materials in their native language. For students whose exceptionality dictates a mode of communication other than spoken English, assessment strategies may require modification or the use of alternative instruments, and results may require special interpretation. A student who is deaf, for example, might need assistance in clarifying the meaning of a written response structured in the phraseology of American Sign Language. A student who is visually impaired might require environmental accommodations and modifications. A student with limited verbal communication skills may need to be assessed using a nonverbal instrument. When appropriate tests or other assessment instruments are not available, teachers employ creative strategies to derive valid measurements of student achievement.

Accomplished teachers measure student progress when students move from one instructional environment to another to determine whether the settings support student achievement. Assessments over diverse learning contexts range from informal observations that result in immediate adjustments to formal diagnostic

measurements that teachers consider in light of long-term goals. Teachers document learning and growth within the varied contexts of academic, social, and work environments. They conduct assessments as students move from early intervention programs to school, from elementary to middle school, from special to general education, or from school to work-related environments. Secondary teachers continue appropriate assessments to help students succeed beyond school environments into vocational programs, community-based and job settings, or institutions of higher learning. Teachers anticipate how students may respond to changes in learning environments and provide assessment information to help students, all service providers, and families achieve successful transitions.

Teachers Collaborate in the Assessment Process

To evaluate student progress across various settings, teachers receive, analyze, and interpret assessment data from numerous sources, such as general education teachers, school personnel, families, psychologists, private clinicians, counselors, speech pathologists, bilingual educators, reading specialists, medical and professional agencies, and others. Teachers ask incisive questions to gauge how others view their students. Understanding that accurate and thorough assessment information is vital to accomplished teaching, they use this information to select appropriate curriculum and design instruction. A teacher of young children, for example, might devise a checklist to measure a student's progress in multiple skills over several environments and from that data create curriculum and determine instructional strategies specific to that student's needs. In helping students achieve success in educational and career goals after leaving high school, teachers might work with transition assessment specialists to match courses of study, accommodations, self-determination skills, and community and vocational resources to students' needs.

Teachers work collaboratively with a full range of school personnel and other professional colleagues on issues of student assessment to ensure that students with exceptionalities access curriculum and achieve success. Aware of accommodations available for assessments in various contexts and focusing on the specific needs of their students, teachers assist general education colleagues in creating, accommodating, and modifying assessment tools that ensure access to the curriculum and accurately reflect the progress of students with exceptional needs. To measure achievement in the general education curriculum, teachers evaluate how well accommodations and modifications function for particular students.

Familiar with the benefits and limitations of different instruments and procedures of evaluation, these teachers carefully match assessment techniques to students' developmental levels and to the particular attributes being assessed and then judge the appropriateness of the techniques in the context of students' educational goals. Teachers of students who are blind and visually impaired, for example, might collaborate with diagnosticians and school psychologists to plan assessments of developmental skills and academic functioning that yield useful, meaningful

<p>information specific to students’ exceptionalities. When diagnostic assessments have been concluded they participate in meetings with appropriate staff members, family members, students, and others to interpret the results and explain their implications. They may also conduct workshops and training sessions to keep staff abreast of advances in student and program assessments. In such ways accomplished teachers fulfill their role as specialists or consultants in purposeful assessment.</p> <p>Accomplished teachers welcome and include students and families in the assessment process. Families and teachers work together to develop and monitor individual plans for students and to assess student progress toward mastery of particular goals or objectives. Family involvement is important in helping teachers understand how students function at home and in the community. Teachers join with families to create effective communication systems to provide each other frequent and substantive information about student progress. Such options as regular meetings, telephone appointments, electronic communications, daily journals, home visits, video conferences, and other strategies mutually reinforce learning at school, at home, and in the community.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Exceptional Needs Specialist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-ENS.pdf>

GENERALIST (EC) <i>Early Childhood</i>	NOTES
STANDARD V: Assessing Children’s Development and Learning	
OVERVIEW: Accomplished early childhood teachers use assessment to support and guide young children’s development and learning.	
<p>Accomplished early childhood generalists assess and document young children’s development and subject matter knowledge. Assessment is a process through which teachers learn about children’s social, cognitive, linguistic, physical, and emotional development by gathering and interpreting information. They ensure that assessment practices fairly and equitably focus on children’s emerging capabilities. Teachers set clear purposes for assessment, systematically and efficiently employ a variety of developmentally appropriate assessment tools, and accurately interpret assessment data. They use assessment results to guide teaching and learning, a process which includes communicating assessment results in meaningful ways to children, families, and colleagues, and includes setting instructional goals.</p> <p>Accomplished early childhood teachers make assessment a daily, ongoing activity that is embedded in the routines of teaching and learning. They know that assessment draws on insights from beyond the classroom. Teachers observe children throughout the educational environment and incorporate the observations of families and colleagues such as school psychologists, nurses, occupational therapists, social workers, and counselors. Teachers use what they learn from assessment as they plan and implement instruction.</p> <p>Setting Clear Assessment Purposes</p> <p>Accomplished early childhood teachers clearly articulate their purposes for assessment. They ensure that assessments capture information about the whole child for an array of educational purposes such as documenting children’s achievement, evaluating the curriculum, and improving instruction. Teachers collaborate with young children and families when articulating learning goals and following the child’s development in light of those goals, and they use well-defined purposes as a foundation for the assessment process.</p> <p>Accomplished early childhood teachers purposefully focus on young children’s development and their emerging subject matter knowledge. To develop a comprehensive picture of a child’s social relationships, modes of learning, use of language, family priorities and resources, strengths, and any possible concerns, teachers collaborate with the child’s family and other professionals in addition to relying on their own data. Because they know that children’s development is not</p>	

linear, teachers attend to changes in the ways children think and behave over time. They trace the ways in which children engage in cross-disciplinary practices such as experimentation, problem solving, and using primary and secondary sources. Teachers stay informed about changing national, state, and local subject-matter standards, and they use these standards in combination with developmental milestones as lenses for analyzing children's progress. Accomplished teachers advocate for subject matter goals that are developmentally appropriate and meaningful.

Selecting and Using Different Assessments

Accomplished early childhood teachers draw on a professional knowledge base that includes research, standards, theory, and best practices related to assessment in order to achieve familiarity with the full range of available assessments. They judiciously select the appropriate tool for a given purpose based on a deep understanding of child development, their observations of specific children, and knowledge of the data that the assessment generates. Teachers know when to employ standardized assessments and when to use performance-based assessments. They understand the differences between formative and summative assessments and know when to employ each type. They use pre-assessments to determine a child's baseline knowledge or developmental level and post-assessments to determine whether a child has met a desired goal. Accomplished teachers collect samples of children's learning and development over time with tools such as anecdotal records and portfolios. They may use conversations as a way to gain invaluable information from a child or parent. They know how to develop meaningful and comprehensive checklists to observe specific skills, and they employ rubrics that clearly and comprehensively reflect the criteria for evaluating a specific task. Accomplished teachers ensure that assessments validly assess the skills they purport to measure; for example, a mathematics assessment may require a child to identify or draw shapes rather than merely asking questions about shapes. Accomplished teachers employ multiple assessments to discover valuable information about the whole child and to define and prioritize teaching, learning, and developmental goals.

Accomplished early childhood teachers do more than select the most appropriate assessments; they know the most effective ways to administer them. Teachers modify assessments for different learning modalities and developmental levels in ways that ensure individualization while preserving the integrity of the assessment. For example, a teacher might visually administer parts of a test to a child who is hard of hearing or might modify instructions for a child whose native language is not English. Teachers attend to equity not only in the selection of assessment tools but in the assessment environment; they understand that the context in which young children are assessed has an enormous impact on children's ability to demonstrate their knowledge and potential. When appropriate, teachers strive to elicit what a child knows by prompting, probing, and rephrasing.

Accomplished early childhood teachers ensure that their assessment practices are equitable and fair and that they meet the needs of diverse learners. Teachers construct, select, and tailor assessments so that every child has an equal opportunity to show what she or he knows and is able to do. Teachers allow for flexibility, giving children choice in how they demonstrate what they know. For example, children might be allowed to role play, draw, write, or make models to demonstrate their knowledge of the plant cycle. Teachers schedule assessments in ways that ensure all children have had substantial and differentiated opportunities to learn targeted skills before they are assessed.

Interpreting Assessment Data

Accomplished early childhood teachers are able to efficiently analyze, interpret, and summarize assessment data, including data from mandated, standardized, and performance-based assessments. When applicable, teachers use technological tools to organize and analyze data, and they collaborate with other professionals if they have difficulty interpreting certain data. When interpreting assessment results, teachers actively seek to determine whether the data present an accurate picture of a child's knowledge or development. They make this determination by applying different lenses, including their knowledge of planned learning outcomes and typical patterns of child development, plus their accumulated data on the individual child and that child's family and community.

Accomplished early childhood teachers are well informed about the nature of all early childhood assessments and the types of inferences that can validly be drawn from them. Teachers do not draw unjustified conclusions or over-generalize based on limited assessment results; rather, they make only those claims for which there is sufficient data. They evaluate their own assessments and remove any instances of bias that they identify. Early childhood teachers receive information from outside assessments, such as speech evaluations, and they critically interpret the results. To the extent possible, accomplished teachers rigorously appraise all assessment information that is used to determine a child's strengths and needs.

Communicating Assessment Data

Accomplished early childhood teachers know how to communicate assessment results clearly and meaningfully. They sensitively and accurately explain assessment results to children, families, and colleagues, providing evidence that supports their findings. For example, a teacher might share with parents that a child's gross-motor skills have advanced from hopping to skipping and would explain the significance of this developmental trajectory. Accomplished teachers frame their interpretations in positive language, emphasizing children's strengths and then explaining what next steps are needed. They document pertinent information and convey it as appropriate to other stakeholders such as next year's teacher or an occupational therapist. They understand the usefulness and limitations of results from mandated tests, and they help children and parents understand the purpose, results, and meaning of such

assessments. When in doubt, accomplished teachers seek guidance from colleagues on how best to communicate assessment results.

Accomplished early childhood teachers understand that assessment is a collaborative process. Communication among members of the educational team is essential for determining goals, planning for children's transitions from one setting to the next, developing educational plans, monitoring and revising these plans, and determining the need for additional services or supports. Good communication about assessment data is essential. Families need to understand the significance and limitations of test data, and children can use assessment data to evaluate their work and then set expectations based on their strengths and needs.

Using Assessment Data to Inform Teaching and Learning

Accomplished early childhood teachers view assessment data as the starting point for informing their teaching practices. They review assessment data critically and use the data as a basis for selecting instructional goals and objectives, organizing learning environments, selecting teaching and learning materials, creating flexible instructional groups, and planning and implementing instruction.

Accomplished early childhood teachers use assessment data to identify children whose development is outside the expected range. They can determine the nature of the necessary intervention, ranging from modifying the environment to referring the children for further evaluation. Teachers know how to implement an educational plan by including its functional goals and objectives into daily lesson plans and by making modifications and adaptations as necessary.

Accomplished early childhood teachers effectively participate in all team discussions about using assessment results in planning; they contribute insights based on observations of children's classroom behavior. They communicate with colleagues who are also currently working with the children, and those who will work with the children the following year. Teachers share documented information on children's behaviors, abilities, interests, and responsiveness to different instructional strategies.

Accomplished early childhood teachers encourage children to evaluate their own work as a way to take responsibility for their own learning and behavior. Teachers model for children how to design rubrics and use them to judge their performances on given tasks. Teachers provide opportunities for children to use self-assessment to set goals. A teacher might help younger children contrast their drawings of people made in September with drawings made in January and then decide how to develop their drawing skills in the coming months. A teacher might help older children select a piece of writing to reflect on, articulate the reasons behind the selection of that particular example, elaborate on the strengths and weaknesses of the writing, and use the results to determine the next writing goal.

<p>Addressing Issues of Mandated Assessments</p> <p>Accomplished early childhood teachers know the value and limitations of mandated assessments, which may or may not be standardized. Accomplished teachers understand that mandated tests, like all assessments, have specific purposes and that it is problematic to use them for purposes beyond those for which they were intended. Teachers realize that mandated tests may have minimal relevance for day-to-day instruction, but can be useful when a teacher is thinking cumulatively across years and across classes about the effectiveness of the curriculum. Accomplished teachers are aware of the controversies surrounding high-stakes tests, including using test data as the sole determinant for retaining young children in their current grade, and they assume an analytic stance toward the data that mandated tests provide. Accomplished teachers are able to draw on their knowledge of the test and their interpretation of the data to share well-warranted information with children and families.</p> <p>Accomplished early childhood teachers may find themselves in situations in which a program, school district, or state mandates tests that fail to reflect the full range of children’s learning and development or that are flawed in some other way. Teachers do their best to mitigate the detrimental effects of such practices. Teachers also stay informed about positive trends in the development of more comprehensive, meaningful, and constructive forms of observational and performance-based assessments for young children, and they actively advocate for changes in assessment policy so that testing practices are aligned with effective instructional practices.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early Childhood Generalist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EC-GEN.pdf>

GENERALIST (MC) <i>Middle Childhood</i>	NOTES
STANDARD V: Instructional Decision Making	
OVERVIEW: Accomplished teachers are effective instructional decision makers. They use a process of assessing, planning, implementing, and reflecting to guide teaching and learning.	
<p>Introduction</p> <p>Accomplished middle childhood generalists engage students within their schools and communities to build an awareness of their learning needs and determine how instruction can support these needs. The more teachers learn about their students, the more they can tailor the social, emotional, and intellectual components of their instruction to inspire students. The broad knowledge of curricula and pedagogy that middle childhood generalists have provides them with a number of resources and strategies. As they differentiate instruction and maximize students’ learning, they ensure that they honor the ways students make meaning. Accomplished teachers motivate and empower students so they can become confident and independent thinkers using multiple pathways to success.</p> <p>Accomplished teachers routinely use formal and informal assessments to gather information about what their students are learning and how they are learning it. They use data to evaluate the effectiveness of their instructional decisions and adjust their practice as needed for the success of all students. Teachers share feedback with students and their families to help students take ownership of their education and establish appropriate goals for learning. Accomplished teachers know that thoughtful reflection sets the stage for the advancement of their students’ growth and their own professional growth.</p> <p>Engaging Students</p> <p>Accomplished teachers engage students to construct meaning and build an understanding of subject matter. They help students realize that what they learn in one context may transfer to others and can extend beyond traditional subject, disciplinary, or classroom boundaries. Teachers achieve this goal by planning learning experiences that include multiple forms of representation, varied interpretation, critical reasoning, and personal reflection. These learning tasks broaden students’ inquiry, questioning, and deliberation skills so that they consider the world they live in with a greater level of insight and engagement. This type of meaningful, student-centered learning occurs when teachers guide students through experiences that challenge their perspectives, knowledge, abilities, understandings, and</p>	

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dispositions.

Accomplished teachers are adept at using responsive instruction to address the diverse needs of students in their classrooms. They make purposeful efforts to become acquainted with students and their families. These teachers also share their own interests and motivations, modeling active involvement in learning while building trust and personal connections with their students. Attuned to each student's uniqueness, teachers design activities with careful consideration of students' strengths, interests, and individual learning preferences to support the learning needs of all students. (See Standard I—Knowledge of Students.)

Accomplished teachers make learning interactive, challenging, and enjoyable by providing the accommodations and support systems that students need to be successful. They adapt their lessons to address unforeseen developments or to pursue the enriching, rewarding paths opened by class discussion. They vary their instructional approach based on students' dialogue, performances, or understandings and misconceptions; they adjust the pace, structure, and focus of instruction according to the needs of students. For example, an accomplished teacher may determine that a question posed by a student about a subject being discussed, while not directly related to the discussion, could present an opportunity to expand the topic in a meaningful way; that teacher may allow the discussion to shift in this new, unanticipated direction. An accomplished teacher purposefully incorporates learning activities that allow students to move around when they have been sitting for a lengthy period of time. The flexibility generated by varied approaches creates a classroom climate that empowers students to think about how they learn and what they can do to improve how they synthesize the knowledge that they gain. These experiences also help students take ownership of their learning and become independent thinkers who know what they must do to grow and thrive.

Accomplished teachers provide students with opportunities to confront and solve challenging instructional tasks. They foster problem solving, creative thinking, and open-mindedness to help students understand that finding the answer to a problem, correct or otherwise, is not always as important as the process of reaching the solution. These experiences stimulate thinking by requiring students to extend and expand their knowledge and reasoning.

Accomplished teachers make instructional decisions based on their assessment of the social, physical, emotional, and intellectual needs of their students. They gain knowledge and understanding of their students that informs the content they teach and the pedagogical approaches they use to motivate students. Teachers employ various approaches to topics, themes, concepts, and skills to change the pace of instruction and modify it in response to students' needs and performances. They continuously adjust their instruction to expand opportunities for students and establish learning that nurtures and supports students' individual strengths. By respecting the uniqueness of their students and establishing high expectations, accomplished teachers increase the engagement of all students in the learning process.

Planning and Implementing Instruction

Accomplished teachers plan and implement instruction to meet the needs of all students, including students with exceptional needs or English language learners. They consider learning goals; the use of appropriate instructional resources; the selection of worthwhile, engaging, and challenging topics; and the employment of effective instructional strategies to develop students' skills and dispositions.

Accomplished teachers are skilled at selecting instructional resources thoughtfully from the wide variety available. When choosing materials, they seek instructional contexts that reflect the diversity of their classrooms while making connections between their students' lives and those of people in local and global communities. Teachers select materials that vary in several ways, including form, style, content, and point of view, to appeal to students with different backgrounds, abilities, and interests. Teachers adapt these resources as needed or seek new ones to engage all their students. They explore current and available technology as well. For instance, a teacher might display a virtual manipulative to provide a visual representation of fractions as part of a region, set, array, area model, or number line. Teachers integrate technology to investigate topics with their students in a broad manner that extends instruction in exciting and interesting ways.

Accomplished teachers share their talents and resources as they collaborate with colleagues and stakeholders in instructional planning, design, and delivery. Other educators with specific areas of expertise may serve as consultants, sharing information about a particular content area or insights on the personal histories of students, or by providing suggestions for other types of resources and strategies. For example, a middle childhood generalist may work with an exceptional needs teacher to determine the most effective teaching strategies and text modifications for a child with a learning disability. Accomplished teachers are adept at managing additional classroom personnel, such as instructional assistants and volunteers, to provide students with more individualized attention and meet the needs of all learners. Viewing the local community as an extension of the classroom, teachers may invite families and community members, agencies, colleges and universities, or businesses to help enrich curricula and enhance student learning. For example, a teacher may collaborate with the school library/media specialist or community librarian to instruct students in the use of primary sources during research; the teacher may also invite local veterans or senior citizens to share their experiences so that students can conduct interviews and create digital artifacts for future projects. Teachers understand the power of collaboration to extend teaching and learning beyond their classrooms and to build capacity in their colleagues as well as in their students. (See Standard VI—Partnership and Outreach.)

Accomplished teachers select worthwhile topics for study based on their students' needs and interests, as well as curricular expectations. Teachers do not view curricula as limiting to their practice; they instead incorporate related topics and issues to

extend their students' thinking, knowledge, and understanding of how the curricular goal or expectation relates to the world beyond the classroom. Middle childhood generalists understand that meaningful learning occurs when students delve deeply into relevant topics that draw on their conceptual understandings, skills, and experiences with different content areas. They plan cross-curricular learning experiences that help students understand the interconnectedness of various disciplines. Teachers may present authentic opportunities for students to experience working as, and with, artists, scientists, or other experts. For example, a teacher might link a scientist's study of current environmental challenges to particular concepts, skills, and understandings in science, mathematics and social studies. This type of curricular integration develops students' capacities to think critically and analytically while extending their knowledge and understanding of the world. Accomplished teachers consider the needs and abilities of students so that the topic of study becomes meaningful for each student. For instance, during a unit on woodland forests, a teacher recognizing the differing interests and abilities of students in the classroom may have the class identify and describe plant life in the forest while allowing one student to research the impact of acid rain on the forest ecosystem and share this study with the class. Accomplished teachers recognize the enriching opportunities that this type of differentiated instruction offers all students.

Accomplished teachers choose from a wide repertoire of pedagogical strategies to plan instruction that addresses a range of classroom needs. They provide learning activities that address the breadth, depth, novelty, and complexity of subject area content and become more challenging as students gain confidence, reach expected levels of proficiency, and mature. Further, teachers differentiate content, process, and product in ways that are appropriate to subject matter as well as to students' strengths and needs. Teachers may lead the class as a whole or encourage small groups and individuals to explore on their own at times. They alter their instructional approach based on their students' current progress toward their learning goals. For example, teachers may use demonstrations to inspire new ways of thinking; they may use direct instruction to facilitate skill learning; or they may use cooperative group work and discussion to foster creative thinking and open-mindedness.

Accomplished teachers plan for and structure learning tasks that encourage inquiry and require students to explain their thinking. They address students' confusion and misconceptions as they build their students' capacity to construct important ideas. To promote independence and help students gain confidence in their ability to solve problems, teachers encourage them to challenge assumptions, take risks, initiate projects and activities, share insights, explore the use of unfamiliar technologies, and persist in the exploration of new or challenging material. Teachers provide students with opportunities to reflect on their thinking and learning by giving them feedback gained from a number of sources, including rubrics, peer review, and personal commentaries from stakeholders and educators. These types of responses allow students to measure their work against established criteria in, and beyond, the classroom, helping them improve their future efforts. Accomplished teachers model learning as a life-long process and encourage students when they are on unfamiliar

ground. They not only plan for and teach important concepts, skills, and ideas, but also demonstrate thinking processes, problem solving, and creative thinking.

Using Assessment to Inform Instruction

Data and related information generated from formal and informal assessments represent an integral component of instructional decision making. Accomplished teachers use information from a variety of pre-assessments, as well as formative and summative assessments, to monitor students' learning and guide planning and instruction. They use assessments to analyze students' readiness, evaluate students' performances, interpret students' understandings, determine students' progress, and inform their professional practice in general. Knowing that each assessment provides different kinds of information about students, accomplished teachers carefully match the type of assessment to the knowledge and skills being assessed and to the purpose of the assessment, bearing in mind the abilities and developmental needs of their students.

Accomplished teachers analyze the assessment data they collect based on the instructional needs of their students and classes. They study assessment results and related data independently and collaboratively within and across grade levels, with students, teaching colleagues, team leaders, school administrators, and, where appropriate, with family members. This layered analysis helps teachers identify issues for individuals and groups of students to recognize trends in the data and support the educational choices they make in the classroom. They also may use assessment results to identify students with previously unrecognized learning or language problems or students with a high aptitude for learning while simultaneously monitoring the progress of all students. They develop instructional plans to improve student learning and modify those plans as needed. Accomplished teachers know the benefits and limitations of different methods of assessment and can justify the assessments and assessment procedures they select for their classes, including those employed for students with exceptional needs.

Accomplished teachers recognize the important role of formative assessment in their daily instruction, carefully monitoring students' progress and modifying instruction as needed. For example, a teacher may pre-assess students' knowledge and skills at the beginning of a unit of study or instructional period when making instructional decisions appropriate for the class. Observation of students as they engage in the learning process constitutes another critical opportunity for formative assessment.

Accomplished teachers use observation to determine students' involvement in lessons, the level of success they attain, and whether an intervention should be employed to address misconceptions or lack of prerequisite skills. Classroom conversations and interviews in which individual students or groups of students discuss their thinking also offer valuable forms of formative assessment. Accomplished teachers recognize that formal and informal conversations with families are significant components of the assessment process, while routine classroom activities such as homework, student

notebooks and journals, quizzes, portfolios, projects, and digitally-created artifacts provide other options for assessing students' understanding, expressiveness, and progress in relation to learning behaviors and curricular expectations.

Accomplished teachers assess as they teach. They observe students and ask different types of questions, noting when some children are more engaged than others. Teachers analyze multiple indicators of their students' behavior to track the success of lessons and modify instruction as needed. Teachers know students, content, and pedagogy well enough to appreciate when a lesson is not working or when students do not understand a concept; these teachers will modify or adjust instruction and approach concepts in a different manner to generate greater student success. Middle childhood generalists also show students how to use evidence generated from each learning experience to determine what they need or how they might adjust their own approaches to learning to experience greater success. In short, accomplished teachers know that formative assessment generates evidence that guides their instructional paths and their students' learning daily. The data and related information they gather on the progress of individuals, groups of students, and the class as a whole allows them to evaluate the relative success of their students and their instructional strategies and serves as a guide for improving their practice.

Accomplished teachers know, understand, and appreciate the benefits and limitations of using formative and summative assessment to assist in planning and instruction. This knowledge allows them to engage in informed discussions with students, colleagues, and families. Teachers know the importance of providing prompt constructive feedback and explicit evaluation criteria so that students can learn about their growth, development, and progress. For example, an accomplished teacher may involve students in developing the criteria for a scoring guide and review assessment data with them as well to help students establish learning goals. Teachers recognize that students who reflect on their own learning are better able to set manageable goals and develop habits that help them become more successful learners.

Formative and summative data can support an understanding of individual student performance and curricular decision making, as well as careful reflection on instructional practice. If, for example, over half the students in a grade level were unsuccessful on a state summative assessment item measuring the comparison of fractions using a number line, it would be helpful to discuss the types and amount of instruction that students received on using the number line, what changes might be needed, and the extent to which they were, and may currently be, comfortable using this representation to compare fractions. Accomplished teachers analyze data by examining how their students, schools, or districts fare from a comparative perspective; by identifying targets for improving students' progress; and by determining strategies that can be implemented to assist students. They use the analysis of assessment data to gauge students' achievement, recognizing that assessments are tools created not only for measuring students' learning, but also for guiding and supporting instruction.

Accomplished teachers help develop and implement individualized education and Section 504 plans, working cooperatively with various staff members to provide accommodations and modifications for students with exceptional needs. Teachers realize that students’ needs differ and that accommodations for assessments are essential, though standardized and modified tests may be assessing similar skills. For example, an accomplished teacher may create a mathematics word problem for use as a formative assessment, then realize that a student with a reading disability may encounter difficulties demonstrating proficiency in the mathematical skill being measured. The teacher would then modify the mathematical problem by lowering its readability to the student’s instructional level so that the question measures the student’s mathematical skills rather than reading skills. When modifying assessments or providing additional accommodations to meet students’ needs, accomplished teachers may seek additional resources from other staff members.

Reflecting on Instructional Decision Making

Accomplished teachers appreciate the value of reflection, recognizing that a deliberate study of their practice optimizes their instructional decision making. These teachers know that by undertaking this purposeful and highly individual process of self-analysis, they gain greater insight into the significance of their choices and the impact that these choices have on students’ learning. Teachers recognize that their in-depth and focused efforts to review and refine their practice before, during, and after instruction help them make informed decisions about their teaching. These decisions take into consideration the engagement of students, the planning and delivery of instruction, and the utility of different assessments. Careful reflection helps accomplished teachers improve students’ performances and the quality of learning experiences.

Accomplished teachers are adept at analyzing and evaluating how well-selected events and planned interactions meet their intended purposes. They are skilled at determining the degree to which their decisions sustain and support progress in students’ learning by creating rich and effective educational experiences. Middle childhood generalists contemplate methods to improve upon their successes, continually considering how additional resources, knowledge, or support could further enhance each student’s learning experience and each lesson’s usefulness. They reflect with purpose to determine the effectiveness of their instructional decision making and to identify steps they might take to maintain success and promote their students’ development. Through reflection, teachers identify, analyze, and evaluate decisions they make about learning experiences. Accomplished teachers know that their actions, whether implicit or explicit, influence their students’ classroom experiences and ability to learn.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Middle Childhood Generalist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/MC-GEN.pdf>

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<p>HEALTH EDUCATION (EAYA) <i>Early Adolescence through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD VII: Assessment</p>	
<p>OVERVIEW: Accomplished health education teachers are knowledgeable about and are able to select, design, and implement assessment instruments to evaluate student learning and improve teaching.</p>	
<p>Teachers view assessment as an integral part of their instruction that benefits both the teacher and the student, not just as a process by which to determine grades. Every student assessment evolves from the goals and directives of the instructional program. Accomplished teachers of health education employ a variety of valid and reliable assessment strategies appropriate to both the curriculum and the learner, and they use assessment results to monitor student learning, assist students in reflecting on their own achievements, shape instruction, and report student progress.</p> <p>Assessment is a continuous process guiding teachers’ decisions. Depending on class needs and instructional requirements, teachers of health education command a wide range of assessment methods and strategies within their teaching repertoires. Teachers identify the essential knowledge and skills to be assessed in relation to health education standards, and they effectively incorporate opportunities for assessing students in daily instruction. They reshape their instructional planning to meet students’ needs, set high yet realistic goals for students, and fulfill program objectives. The assessment strategies that health educators develop emphasize organization, inquiry, concept building, and problem solving and therefore allow teachers to enhance higher-order thinking skills and creativity. Students’ abilities to apply, analyze, synthesize, and evaluate information and then to communicate an understanding of that information depends on their making connections and recognizing relationships among a range of ideas. Systematic, purposeful assessment on the part of accomplished teachers enhances achievement and facilitates a student’s ability to effectively use the knowledge and skills of health literacy.</p> <p>Familiar with the most current research and information available on assessment strategies, health education teachers understand the advantages and limitations of numerous assessment methods and tools. Teachers match methods to instructional goals and students’ abilities, considering the relative strengths and weaknesses of the procedures as well as the timing, focus, and purpose of each evaluation. Teachers design assignments that are fair and free from bias and that give students opportunities to succeed in a variety of tasks that allow learners to demonstrate their</p>	

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ability to apply health knowledge skills. Accomplished health education teachers sometimes employ diagnostic assessments to gauge where students are in the learning process, as indicators to determine what students already know.

Accomplished health education teachers employ formative and summative evaluations that take both formal and informal forms. Formal instruments might include competency tests; informal assessments might be as simple as quick, oral comprehension checks. Teachers select the form of an assessment primarily on the basis of how well it relates to classroom instruction. Thus, assessments indicate when to modify, when to revisit, when to refine, when to move forward, and when to apply learning; this continuing modification improves instruction, enabling teachers to maximize learning for all students.

Accomplished teachers utilize a variety of assessments. They might use portfolios, oral reports, projects, or examinations. They may use authentic assessments that focus on performance within the context of real-life experiences and enable students to show what they know and can do by requiring them to fulfill real-world tasks. Students, for example, might be asked to create a year's household budget for a family of two teens with a child, indicating how to allocate limited resources to serve the health needs of each family member. When appropriate, teachers use student-generated projects for assessment, such as videotapes, demonstrations, and exhibitions. Other assessments might include role-playing, in which students demonstrate specific refusal and conflict-resolution skills when placed in scenarios where they imaginatively confront difficult situations likely to occur in their lives.

In leading students to become self-reliant learners, teachers provide regular opportunities for students to define and reflect on what they have learned. Accomplished health educators identify student learning goals, share these expectations with students, and engage students in self-assessment activities. To make assessment meaningful, teachers often seek student involvement in designing methods of assessment; they might, for example, give students opportunities to select from among a number of assessments and to design personal assessment instruments and rubrics. Teachers understand that developing their students' ability to assess their own progress fosters their growth as independent, reflective learners; enhances their personal assessment of healthy behaviors; and contributes to healthy lifestyle choices.

Teachers may use technology to assess student learning and classroom instruction. For example, through electronic simulations they can evaluate the problem-solving skills of students as well as students' ability to achieve a lesson's goals. Students may use a number of health-risk computerized rating systems that process information about physical traits and eating habits to determine dietary and nutritional guidelines.

Accomplished health education teachers are skilled and efficient at managing assessment. Teachers employ appropriate methods for collecting, summarizing, and reporting assessment data to demonstrate that learning has occurred. Those with

access to computer technology understand how that technology can facilitate assessment, record keeping, and the reporting of assessment results. Teachers use assessment results to provide specific information to students, parents, ² other educators, and school officials about each learner’s progress.	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Health Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-HEALTH.pdf>

² *Parents* is used in this document to refer to the people who are the primary caregivers and guardians of children.

<p>LIBRARY MEDIA (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>Assessment is included throughout the Library Media Standards. Sections from the following standards are included: STANDARD I: Knowledge of Students STANDARD II: Teaching and Learning STANDARD III: Knowledge of Library and Information Studies STANDARD V: Administration STANDARD VI: Integration of Technologies STANDARD X: Reflective Practice</p>	
<p>OVERVIEW: The accomplished library media specialist incorporates student self-reflection and self-accountability into the learning process and enhances instruction by incorporating technology, access, ethics, and organization of resources throughout the learning community. <i>Introduction section, p. 13</i></p>	
<p><i>From Standard I: Knowledge of Students</i> <i>From the Section Knowledge of the Student within the School</i></p> <p>Accomplished library media specialists may employ a variety of assessment strategies and exercise their skills as active observers to analyze the school climate. Specialists draw from this knowledge of the school environment and culture to make informed decisions to provide resources to meet students’ needs and interests. For example, after a recent increase in student suspensions related to bullying at the middle school level, the specialist may initiate a lunch discussion about a novel in which bullying is the theme. Accomplished specialists may also volunteer to mentor a student dealing with a behavioral challenge and encourage the student to work as an assistant in the library.</p> <p><i>From Standard II: Teaching and Learning</i> Designing and Developing Instruction</p> <p>Accomplished library media specialists’ knowledge of design, development, assessment, resources, and information access enables them to collaborate effectively as instructional partners with teachers. Specialists create and administer programs that improve the learning environment, address higher-level thinking, deepen students’ subject-matter knowledge, and enhance learners’ abilities to access and understand information.</p> <p>Accomplished library media specialists co-teach in a number of subject areas. They provide instruction in critical thinking, information seeking and use, and emerging technologies for learners with diverse needs. (See Standard VI— Integration of</p>	

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Technologies.) Specialists provide opportunities for students to become independent lifelong learners and to engage in self-assessment. For example, after students complete research projects, the library media specialist provides them with self-reflective questions so they become skilled in using meta-cognitive strategies. Specialists are adept at employing effective teaching methods and strategies to engage students. For instance, in collaboration with teachers who wish to conduct virtual field trips to art museums, accomplished library media specialists would select appropriate Web sites and co-design strategies to enrich this learning opportunity.

Specialists provide purposeful and focused explanations and demonstrations and work with teachers to evaluate student performance. In a group project for upper level elementary students to create a digital resource on the fall of the Berlin Wall, a history teacher might evaluate students' final products, while the library media specialist might evaluate their research process, the quality of their references, and their use of technology in creating the product. Specialists recognize and take advantage of teachable moments. Accomplished library media specialists inspire students and teachers to approach assignments from unique perspectives by using creative channels and advanced information skills.

From Standard III: Knowledge of Library and Information Studies
From the Section Knowledge of Effective Organization and Practice

Accomplished library media specialists recognize research as a guide to practice. Specialists know how to employ evidence to guide decision making and policy formation within their learning communities. With a solid grounding in research techniques and an appreciation for conducting their own research, specialists strive to build programs that are innovative and progressive. For example, the accomplished library media specialist may use research on cognitive processing to design meaningful student self-assessments.

From Standard V: Administration
Evaluating the Library Media Program

Accomplished library media specialists systematically evaluate the library media program. Specialists recognize that evidence-based assessments are tools to support improvements in instruction and learning. By analyzing program data and assessing student achievement, specialists ensure that programs meet their missions to enable learners to use information and ideas effectively and to become lifelong learners. Knowing that assessments are ongoing and do not occur in isolation, library media specialists seek feedback from all members of their learning communities, analyze it, and incorporate it into program revision. Specialists may use technologies to generate evidence that demonstrates the impact and relevance of library media programs. For instance, the accomplished library media specialist might use an online survey tool to collect data from students and staff on their perceptions of the library media program and subsequently incorporate this information into program goals for the following year.

From Standard VI: Integration of Technologies***From the Section Using Technologies for Teaching and Learning***

Accomplished library media specialists use technologies as primary tools for differentiating instruction. For example, specialists might use the results from learning inventories and assessments to help teachers select appropriate materials and formats to meet individual students' diverse learning needs. They work to ensure that all learners are comfortable with technology and are able to use it effectively and creatively. Specialists follow the requirements of the Americans with Disabilities Act and local codes to locate and use compliant resources. For example, accomplished specialists provide assistive technologies like adapted keyboards, speech-to-text software, and screen-text enlargers to improve access to information for students with visual impairments.

From Standard X: Reflective Practice***From the Section Reflection on the Library Media Program***

Accomplished library media specialists take pride in maintaining a positive outlook, which enables them to reflect on problems as opportunities for innovation. For instance, the library media specialist, reading teacher, and classroom teachers might notice that, on assessments, some students are struggling with informational text. The team identifies specific strategies students could use, and the library media specialist incorporates these strategies into the instruction and guidance that are provided to students during research projects. Library media specialists also reflect on their own instructional practices. For example, after an unsuccessful twenty-minute demonstration on the proper care of library books in which kindergarten students become restless, the specialist might recognize that the problem involved a mismatch between the activity and the attention span of the students. The accomplished library media specialist would make necessary adjustments and revise the lesson, perhaps by shortening the demonstration or incorporating songs or finger play.

The professional challenges of accomplished library media specialists in an evolving field require a continual search for improvement. This search is grounded in dedication to student achievement. Specialists strive to strengthen and expand their knowledge base and to stay current with new trends, technologies, literature, and materials. Specialists reflect on how well they attain and fulfill practices of the profession. By developing the habit of introspective self-assessment, accomplished library media specialists constantly challenge and reinvigorate themselves and take responsibility for their own professional growth and development.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Library Media Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-LM.pdf>

<p>LITERACY: READING-LANGUAGE ARTS (EMC) <i>Early and Middle Childhood</i></p>	<p>NOTES</p>
<p>STANDARD V: Assessment</p>	
<p>OVERVIEW: Accomplished early and middle childhood literacy: reading–language arts teachers use a range of ongoing formal and informal assessment methods and strategies to gather data in order to shape and drive instructional decisions; monitor individual student progress; guide student self-assessment; gather information to communicate to various audiences; and engage in ongoing reflection.</p>	
<p>Accomplished early and middle childhood literacy teachers assess what students bring to instruction, what they learn from instruction, and what they still need to learn. Literacy teachers understand that improving their teaching and student learning is the primary reason for assessing student performance. These early and middle childhood teachers continuously monitor their students’ literacy development through formal and informal assessments. Teachers’ assessment practices support and inform their instructional practices, continue throughout the school year, focus on authentic language tasks, and build on students’ literacy strengths. Teachers systematically assess student progress, using developmentally appropriate assessments and communicating their findings to students, parents, administrators, and community stakeholders.</p> <p>Accomplished teachers assess student progress jointly with the students themselves, collaborate with other professionals on assessment, and encourage parents’ active participation in the assessment process. Teachers use assessments as a way of providing students with the opportunity to monitor and reflect on their own literacy achievement. In the classrooms of accomplished teachers, students become aware of their progress in literacy development and come to think of themselves as independent learners who are capable of evaluating their own work as well as setting goals for future learning.</p> <p>Knowledge of Assessment</p> <p>Accomplished teachers understand that assessment is the process of discerning the breadth and depth of students’ skills and knowledge. They know that assessment must be an ongoing component of the accomplished literacy teacher’s routine and that assessment serves a variety of critical purposes. Teachers realize that sound, appropriate, and well-designed assessments have the power to lead to extensive and meaningful student learning. Teachers understand the difference between assessing and evaluating, and they know that grading is only one part of these processes. Accomplished teachers have a command of a wide range of valid and developmentally appropriate assessment methods and tools that align with the central goals of the language arts curriculum, and they know how to use assessment</p>	

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data to help students progress as readers, writers, listeners, speakers, and viewers. Teachers have thorough knowledge of the local, state, and national standards and benchmarks that indicate proficiency in literacy at various developmental levels.

Accomplished teachers understand the many purposes of assessment, including to evaluate student learning; to inform their own teaching practices; to provide feedback to students; to communicate with stakeholders about individual student progress and overall school performance; and to foster both teacher and student self-reflection. Teachers know the full range of assessment types. They understand the purposes and uses of both formative and summative assessments, and they understand that within these two broad groupings there are both formal and informal assessment tools. Literacy assessments may include classroom observation and documentation; records of reading; portfolio assessments; oral reading assessments; multiple-choice tests; teacher-student conferences; and mandated assessments. Accomplished teachers know the strengths and limitations of each type of assessment tool, and they understand that rich and robust educational plans require a multifaceted approach to assessment.

Accomplished teachers understand the value of encouraging students to take responsibility for their own intellectual, social, emotional, and ethical growth. Teachers know that by promoting metacognitive awareness in their students through self-assessment, teachers allow students to take responsibility for their learning and help them become more reflective thinkers. Literacy teachers recognize the importance that self-assessment plays in developing literacy learners. Teachers know that students who can make meaningful connections and pose self-generated questions are positioned to become active, engaged, and self-regulating. These teachers realize that teaching students how to self-assess and reflect on their learning may be particularly powerful for helping reluctant classroom learners find new connections between their curiosity and the school curriculum. Accomplished teachers also recognize that self-assessment can be valuable for English language learners, since collecting their work over time makes evident their progress in language acquisition. Furthermore, accomplished teachers understand that student self-assessment can provide an opportunity for the teacher to determine the efficacy of instruction.

Accomplished teachers know that they are accountable for student performance on local and national standardized tests. They familiarize themselves with the purposes, features, and learning outcomes of these assessments prior to administering them to their students. Teachers recognize their responsibility in regard to mandated assessments, meet their responsibility in creative and innovative ways, and ensure that preparations for these assessments provide opportunities for significant learning for students. Teachers know how to analyze and interpret data from standardized testing programs; and they know how to use that information to design, evaluate, and modify literacy curriculum and instruction. When possible, teachers work with those outside the classroom to ensure that mandated evaluations are consistent with the vision that frames instruction and assessment in the classroom.

Selecting and Administering Assessments

Accomplished teachers are constant and insightful observers of students at work and at play. In the classrooms of accomplished teachers, assessment is wholly integrated into daily instruction and is an ongoing process. Teachers continuously collect, examine, and interpret a variety of data about the ways students communicate, carry out learning tasks, and interact with peers.

Accomplished teachers know that effective assessment of literacy activities involves establishing a relationship of trust between student and teacher. Teachers work hard to build that sense of trust, and they strive to have daily, individual contact with each student as a way of staying abreast of students' development as individual language learners and as social beings.

Teachers continuously affirm students' language uses, and they provide appropriate measures of encouragement and constructive feedback before, during, and after assessment.

Accomplished teachers choose, design, and select assessments that are aligned with the curriculum, instructional practices, standards, and goals and that meet the needs of individual students, the class as a whole, the school and the district, and families. Literacy teachers take into account students' cultural and linguistic variations and are careful to assess students fairly and equitably, adapting assessments to meet the needs of specific populations. (See Standard II—Equity, Fairness, and Diversity.) Teachers design and select a variety of assessments to show both students' individual growth and their progress toward grade-level norms.

Accomplished teachers draw on the strengths and interests of their students in order to ensure that assessments accurately reveal what students know and can do. In some situations, teachers may offer students an array of assessment options. For example, when trying to determine students' comprehension of a given piece of literature, a teacher might allow students to write, create an oral presentation, or produce a work of art in response to the text. When constructing a writing portfolio, teachers may ask students to choose the piece of writing they wish to see included in the portfolio and then explain what it shows about the student as a writer.

Accomplished teachers consider each student's culture and background knowledge when selecting and administering assessments. When appropriate, teachers modify assessments according to their knowledge of students' schemas. For example, a teacher might use an assessment in a student's primary language to obtain a more accurate representation of the student's ability. A literacy teacher might also consider adapting test terminology to accommodate regional language differences, such as the fact that students living in the South may think of a toboggan as a hat, whereas people in other parts of the country are more likely to think of it as a sled.

Accomplished teachers guide students in assessing their own literacy progress and establishing their own learning goals; they provide models, criteria, benchmarks, and feedback so that students can make accurate and realistic decisions. Literacy teachers model strategies that students can use before, during, and after reading new or challenging texts. A teacher might provide students with a variety of self-assessment tools and invite students to make thoughtful selections and then use the tools appropriately. For example, a teacher might scaffold for students the process of evaluating portfolio selections. Accomplished teachers also facilitate peer discussions focused on assessment.

Accomplished teachers prepare their students appropriately for all types of assessments, providing practice in the particular skills needed to complete specific types of assessments, such as standardized tests, online assessments, or portfolios. For example, when preparing students who do not customarily take standardized tests in multiple-choice format, the teacher would first explain the format to students and then allow them practice in completing sample items. The teacher would also ensure that students are familiar with the types of directions and types of genres likely to appear on all tests. Literacy teachers help students emotionally and physically by creating a testing environment that is comfortable and conducive to concentration, using knowledge of the community and individual student needs to provide appropriate encouragement and preparation.

Teachers understand that parents and other adult caregivers have a tremendous store of relevant information that can help teachers learn about the whole child. This pool of knowledge includes the student's cultural and language history, likes and dislikes, work habits, goals, self-image, learning style, and personality. Accomplished teachers take steps to form alliances between home and school to select and refine their assessments. (See Standard I—Knowledge of Learners and Standard XII—Collaboration with Families and Communities.)

Accomplished teachers know how to select the most efficient and effective technology available for collecting assessment data, and they are adept at applying this technology. For example, a teacher might make an audio recording of a student reading a short passage and then analyze the reading for miscues or fluency. A teacher might use a computer program to calculate the readability level of a text used in a reading assessment. Accomplished teachers understand the challenges that some technological assessment tools may pose for students. For example, students who find it difficult to navigate texts in a screen-based format may need support in order to complete online assessments. Teachers also assess students' progress by providing opportunities for students to use technology to demonstrate literacy development. For example, teachers might allow students to use a Web tool to develop a class rubric or have students create a book review by making a short video.

Analyzing Assessment Data

Accomplished teachers realize the importance of engaging in continuous reflection, alone and with colleagues, about the data collected from assessment. Teachers also know that assessment of student learning takes many forms, and they do not make judgments about students on the basis of any single assessment. Rather, they analyze data from many different assessments to build a comprehensive, multidimensional picture of each student's abilities, achievements, and needs.

Accomplished teachers consider the purpose of each assessment and identify any nonacademic factors that may affect results, such as distractions in the environment, poor motivation on the part of students, or a lack of clarity in test directions. For example, if most students performed poorly on a given item, the accomplished teacher would take the next step to determine if students failed to master the relevant content or if the item was somehow flawed. Accomplished teachers examine individual test results and also analyze data across the class to determine whether both individual students and the class as a whole mastered the skills and knowledge being assessed.

Accomplished teachers realize that a given assessment provides insight into students at a given moment; therefore, they collect, analyze, and compare data over time, looking for significant patterns and trends. They frequently compare their assessment findings, employing the results of one method to cross-check the accuracy and validity of another. Teachers analyze and discuss results with colleagues. They keep systematic, comprehensive records of all students' progress across all domains of literacy. Literacy teachers know how to interpret the results of standardized tests. They understand the statistical analyses performed on results from such tests, and they carefully read published reports. Accomplished teachers carefully record and analyze data from informal assessments as well as from formal ones.

Accomplished teachers use technology to analyze the data they collect, making use of spreadsheets or other statistical analysis programs. They may use a database to aggregate and disaggregate data and to create graphic representations such as bar graphs or scatter plots in order to analyze students' progress and inform instruction. They look for patterns and trends in data and know how to account for such phenomena in data as outliers.

Communicating the Results of Assessment

Accomplished teachers clearly communicate assessment results to students, parents, administrators, colleagues, school board members, and other stakeholders, and they do so in a timely manner. Literacy teachers prepare reports of their evaluations that clearly communicate the nature and degree of the progress that students are making. These teachers use the public release of data about the school's performance on standardized tests as an opportunity to communicate with parents and stakeholders about ways in which teachers are striving to meet the needs of students. Teachers

provide parents with meaningful feedback on how their children are progressing in the acquisition of language processes. Accomplished teachers use feedback as a way to cultivate family support and celebrate student achievement.

Accomplished teachers communicate both quantitative and qualitative data and explain the significance of both types. They also explain to students, parents, and community members that numerical scores may obscure subtle differences in achievement. For example, if a student receives a 3 on a standardized test, the teacher needs to clarify the total scale (3 out of what possible total score?); the range of performance within the score (in other words, there may be high 3's or low 3's); and the difference in proficiency between a 3 achieved at one grade and the same score achieved at a higher grade. Accomplished teachers assist parents in recognizing academic growth from year to year. (See Standard XII—Collaboration with Families and Communities.)

Accomplished teachers communicate regularly with students about assessments and their results, and they help students understand the data so that students can reflect on their own learning. Teachers explain the value of multiple assessments and the ways that a variety of feedback can improve learning. They may discuss how to interpret a variety of assessment results and how to understand rubrics, checklists, the meanings of scores on standardized tests, and other assessment tools. Accomplished teachers make certain that students understand the relative strengths and weaknesses of various assessment tools for understanding their own literacy achievement in general and specific aspects of reading, writing, speaking, listening, and viewing in particular.

Accomplished teachers are adept at communicating the complexities involved in converting assessment data into grades. Teachers explain that, when grading, they take into consideration the student's motivation, effort, potential, and progress, as well as comparing the student's performance to grade-level expectations and developmental benchmarks. Literacy teachers communicate why it is important to avoid grade inflation, but they also demonstrate their understanding that grades can be demoralizing for individual students or populations of students whose scores may reflect a history of institutional and cultural challenges. Accomplished teachers clearly articulate the rationale for how they establish grades and help keep grades in perspective relative to other measures of student learning.

In talking with parents about a student's literacy progress, accomplished teachers maintain a two-way exchange of information to obtain the insights of parents and to offer their own constructive suggestions to help students grow in their literacy development. For example, teachers might arrange to have a conversation with parents early in the school year and then use relevant information from this conversation as part of the student's learning profile. Throughout the year, teachers apprise parents of the results of assessments in terms that are clear, fair, objective, and trustworthy and that generate parental input. Teachers include students as participants in reporting assessment results.

Accomplished teachers effectively use available technologies to communicate assessment data to parents and other stakeholders. They may use digital software to create graphs or charts of individual, class, or school performance in order to display growth over time. If they are required by the district to use assessment portals, they may choose to go above and beyond merely entering numerical grades and communicate additional pertinent assessment information to parents. For example, teachers might maintain a Web site which offers information about how parents can help students prepare for assessments, including components such as test preparation modules or explanations of testing jargon. Teachers might provide parents with information on their child's performance through emails or other forms of digital communication. They might use technology to inform stakeholders about assessments. For example, a teacher might use presentation software to display results of standardized testing and help stakeholders better understand how these data are used to refine and improve instructional programs.

Using Assessment Results

Accomplished teachers use assessment findings to guide instructional planning for individual students, small groups, and the entire class. Teachers use data from a wide variety of both formative and summative assessments to decide which learning experiences to offer. To accomplished teachers, assessment is never simply the end of a unit of teaching, but also is used to determine what students are ready to learn next, to determine the best ways to teach, and to differentiate instruction for students.

Accomplished teachers use assessment results to plan instruction in multiple ways. Assessments provide information about student interests and abilities that help teachers differentiate instruction. Teachers may use reading interest surveys to select books for literature circles or use students' writing samples to determine the next mini-lessons to teach during writing instruction. Literacy teachers use results of recurring assessments to monitor student progress across the language arts. When student progress is not as expected, teachers engage in more in-depth assessment to understand why and then make instructional changes or provide interventions to accelerate learning. For example, teachers may gather regular records of reading and use the results to make informed decisions about which aspects of literacy to emphasize during small-group instruction.

Accomplished teachers use assessment data to reflect on their teaching as well as on their students' learning. They perceive all assessments as an opportunity for professional growth. As teachers review assessment data, they question whether benchmarks have been met and goals have been accomplished. They consider whether their instructional decisions have had the desired impact, and they refine their instructional practices accordingly. Teachers may realize that a particular small group struggled with an assignment to critique a Web site and reformulate groups accordingly; or they may review students' scores on a checklist of listening skills and

<p>decide to spend more time teaching students to be considerate listeners when they confer with partners.</p> <p>Accomplished early and middle childhood literacy teachers use assessment to understand student learning and achievement and to guide and improve their own instructional practice.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early and Middle Childhood Literacy: Reading-Language Arts Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EMC-LRLA.pdf>

<p>MATHEMATICS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD VII: Assessment</p>	
<p>OVERVIEW: Accomplished mathematics teachers integrate a range of assessment methods into their instruction to promote the learning of all students by designing, selecting, and ethically employing assessments that align with educational goals. They provide opportunities for students to reflect on their strengths and weaknesses in order to revise, support, and extend their individual performance.</p>	
<p>Accomplished teachers continuously gather available achievement data about their students in order to adjust their instruction. Teachers use formal and informal assessments to provide a holistic view of a student’s mastery or need for further instruction. Teachers assess students’ understanding of mathematical concepts and procedures, their fluency at operations, and their ability to effectively use resources. Teachers also assess the students’ clarity of communication, their ability to innovate and apply multiple strategies to problems, and their ability to deal with topics they are learning. For example, teachers might regularly provide opportunities for students to write a reflection or justification. Based on what the students write, teachers can address misconceptions, lack of clarity or completeness, and level of understanding on any given topic.</p> <p>Accomplished teachers view ongoing assessment as an integral part of their instruction, benefitting both the teacher and the student. Teachers—guided by well-defined instructional goals of the current class and students’ future mathematical classes—design appropriate assessments and activities to monitor the progress of the class as a whole, as well as the work of individual students. Mathematics teachers skillfully incorporate opportunities for assessing students’ progress into daily instruction. Using levels and types of questioning, teachers assess students’ abilities to comprehend, apply, and synthesize. Teachers use a variety of strategies to explore and expand their students’ thinking and a variety of methods to check for students’ understanding, and teachers use this information to shape their teaching. Throughout the assessment process, teachers monitor the skills that students may be missing and find ways to design or modify instruction to minimize gaps in learning.</p> <p>Accomplished teachers help students develop the ability to self-monitor and evaluate personal progress. For students to become self-reliant learners, teachers know that students must assume increasing responsibility for their own learning at an appropriate developmental level. Teachers encourage students to set high goals, both</p>	

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for the current class and in preparation for future mathematics courses, and teachers show students how to evaluate their progress toward those goals. Teachers engage their students in learning from other students' work. In this way, students gain a fresh perspective on their own work, as well as opportunities to reflect on and evaluate their progress and to revise, support, and extend their learning. Teachers set high expectations and ensure that those expectations are clear and understood by all their students. Mathematics teachers establish clear criteria for success. Students know what to expect when they are assessed and regularly receive opportunities for open-ended reflection about a task, a unit, an experience, or their learning in general. For example, to keep track of how well students convey their mathematical ideas using appropriately precise terms and well-organized reasoning, teachers may keep a discourse log that focuses on clarity of communication during students' presentations of their work.

Accomplished teachers use formative assessment results to modify their lessons and learning opportunities and activities. Accomplished teachers recognize that the form of assessment is not nearly as important as how well it relates to classroom instruction. Teachers use assessment strategies to identify student strengths and areas for improvement, and they provide timely and constructive feedback. They use assessment to communicate and demonstrate that students are learning mathematics. The students of accomplished teachers come to value assessment as an important means of evaluating their own progress and may not distinguish assessment from instruction. For example, teachers may incorporate into lessons one or two problems that often elicit particular misconceptions about the topic of instruction and observe students' work on these problems to assess whether students may have developed the misconception.

Besides assessing student learning using teacher-designed assessments, accomplished teachers are keenly aware of any assessment that originates outside the teacher's classroom that plays an important part in students' educational experiences and know the purposes and content of these assessments. In such external testing situations, mathematics teachers do not abandon their instructional goals; rather, they incorporate the pertinent mathematics objectives of the test into their overall instructional plan. For instance, instead of self-contained test preparation for state assessments, teachers may plan their units and lessons to incorporate objectives at appropriate points in the development of concepts. Teachers may also incorporate some items in classroom assessments that are similar in format to those of the state assessment. They evaluate their own curricular decisions in light of the content of these tests, ensuring that their students are well prepared for those examinations that will be important to their future goals. Teachers read and consider the curricular implications of data from local, state, national, and international comparisons. Teachers recognize the importance and role of data, especially longitudinal data, to inform instruction and curricular choices.

Teachers have an ethical obligation to clearly communicate what the learning goals and grading expectations are and to accurately report how well students have achieved those goals and met those expectations.	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Mathematics Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-MATH.pdf>

<p>MUSIC (EMC) & (EAYA) <i>Early and Middle Childhood & Early Adolescence through Young Adulthood</i> <i>(Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD III: Planning and Implementing Assessment</p>	
<p>OVERVIEW: Accomplished music teachers plan and implement assessments, use assessment data in planning subsequent instruction, and employ a variety of methods to evaluate and report student progress.</p>	
<p>Accomplished music teachers understand and believe in the value of a comprehensive assessment program. Teachers recognize that assessment is an ongoing field of study with a core body of research, and they incorporate this research in their classroom. They expertly employ a variety of assessment methods to obtain useful information about student progress in music. Teachers create a supportive class environment that fosters students’ self-reporting of musical progress and achievement. They value the data provided by such assessments and use these data to strengthen their instruction.</p> <p>Planning Assessment</p> <p>Accomplished music teachers are able to identify or develop reliable, valid, and useful techniques and materials for gauging student learning in music, including pre- and post-tests; auditions; and embedded, formative, generative, authentic, and summative assessments. They demonstrate their ability to select or create appropriate assessment strategies for each learning task. They ensure in assessment that every student has an opportunity to demonstrate his or her proficiency in a fair and accurate manner, in an authentic setting, and in a variety of ways. When developing tasks, they base student assessment on explicit objectives that identify clearly the skills and knowledge that are expected of students and are described in a written curriculum. They carefully consider the scope of the task, estimate the time that students will need to complete the task, and anticipate the possible outcomes of the task as best they can to plan effectively for data collection. They plan assessment processes before, rather than after, instruction, and implement assessment at appropriate times. They ensure that students understand what they are expected to know and be able to do, how they will be assessed, what criteria will be used to judge their achievement, and how they can improve. Teachers know the importance of the assessment environment in student success, and they work to make the environment accommodating and encouraging.</p> <p>Accomplished music teachers value and employ student self-assessment. They are adept at designing self-assessment instruments that are meaningful and insightful for both individuals and groups. They are careful to construct such instruments as</p>	

exercises that encourage students to be introspective and to honestly reflect on their own work and progress.

Implementing Assessment

Individuals

Once a scope of work is designed or identified, accomplished music teachers create a scoring method that is effective and efficient for measuring that work. Teachers are familiar with several types of scoring methods and are adept at designing and wording the appropriate number of levels of achievement for each assessed criterion.

Accomplished music teachers design scoring guides that provide students with adequate and useful information about the assessable components. They also present these scoring guides to students prior to the start of the work plan to give students a framework for successfully completing the work.

Accomplished music teachers are familiar with piloting and benchmarking, and they apply these procedures at the appropriate times. Piloting helps teachers understand what adjustments may be necessary to provide a “best fit” between students’ levels of understanding and the demands of the work plan. Teachers may choose to select benchmark responses as exemplars that represent the varying levels of achievement identified in the scoring procedure. Accomplished music teachers present tasks clearly, provide ample time for questions, and set a clear and enforceable behavior protocol for students. They incorporate assessment into learning as a continuing aspect of instruction and not as an interruption of the learning process. They provide necessary adjustments to work plans and assessment methods for students with special needs. Teachers also encourage and monitor students’ capacities for developing and implementing self-assessment.

Groups

Assessment in a performance-group setting addresses the quality of individual performance as it contributes to the group results. Teachers employ various strategies of embedded assessment in rehearsal. They know how to detect, diagnose, adjust, and monitor musical problems with elements such as dynamics, intonation, and balance. They further recognize that assessment in a group context is necessarily holistic in nature.

Accomplished teachers know that the assessment of performance groups involves several interrelated aspects, including consideration of the individual contribution to the overall results, as well as the quality of individual performances, participation, and interpersonal skills displayed. Teachers also strive to use their sectionals and rehearsals as opportunities for student self-assessment. When teachers work with larger non-performance-oriented classes, teachers pose questions that encourage group interaction and student self-assessment in addition to using individual assessment techniques.

Interpreting Data and Reporting Student Progress

Accomplished music teachers have an efficient system of data collection and maintain complete and accurate records concerning all aspects of student assessment. They can answer any subsequent questions from parents or school administrators concerning the bases for a student's placement or grade. Collected data are assembled into a single source, such as a grade book or an electronic file. Teachers also use technological means, when appropriate and available, to collect and interpret data; for example, teachers might work with students on how to critique a videotape or recording of a concert for the purpose of analyzing in more detail their performance. Teachers are aware of the effect of technology on the possible outcome of an assessment, and they help make students comfortable with technology so that this effect is minimized or eliminated.

Accomplished music teachers know the value of portfolio assessment, and they help students develop portfolios. They use portfolios to demonstrate and monitor individual growth over time and to serve as vehicles for formal academic and professional advancement. Portfolios may include written materials, tapes of student progress, and performances, and teachers might give students the responsibility for the organization and storage of this information. Portfolios are organized in ways that are appropriate to the student's age or ensemble. Teachers employ this information in ways that maximally benefit the student and the instructional program, and they ensure that both students and parents have sufficient information to make their own assessments of student learning.

Accomplished music teachers draw from assessment data only those inferences that are justified. They are able to interpret and use assessment data as a means to support, enhance, and reinforce learning, and they do not allow assessment to become a source of fear or anxiety for their students. They demonstrate the ability to determine where each student falls along the continuum of achievement for each task.

Accomplished music teachers report students' progress to families in a form that includes information on specific strengths and on aspects in need of improvement. (See Standard VII—Collaboration.) They ensure that if non-music-based criteria—such as attendance, effort, behavior, and attitude—are reported, they are reported separately from music-based skills and knowledge. Progress reports and procedures might take many forms, such as anecdotal records, checklists of behavioral objectives, conferences, phone calls, or electronic communications.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Music Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-MUSIC.pdf>

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<p>PHYSICAL EDUCATION (EMC) & (EAYA)</p> <p><i>Early and Middle Childhood & Early Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD VIII: Assessment</p>	
<p>OVERVIEW: Accomplished teachers select, design, and utilize assessments to improve student learning, modify instruction, enhance physical education programs, and demonstrate professional accountability.</p>	
<p>Accomplished physical education teachers know that effective assessments can support student learning by demonstrating student progress toward the mastery of learning objectives as well as the instructional utility of teaching methods and strategies. Physical education teachers employ assessments accordingly, to provide learners with instructional feedback and determine the direction of future instruction. Teachers are highly reflective about the selection, design, modification, and use of assessments, ensuring that they are valid and reliable. They vary the type of assessment they administer based on the purpose and context of measurement as well as the needs and abilities of their students. Teachers understand how advances in technology have shaped and positively influenced assessment in the field of physical education. They analyze assessment results carefully to guide instruction and improve student learning.</p> <p>Selecting and Designing Assessments</p> <p>Accomplished teachers identify essential cognitive, psychomotor, and affective skills that are aligned to learning objectives before they determine the assessment methods that would help them measure these skills most effectively. Formative assessments to measure ongoing instruction and summative assessments to measure completed units of instruction exist in many forms. Physical education teachers utilize teacher-, peer-, and self-evaluation tools, such as homework assignments; individual, small-group, and large-group observation; reciprocal work; and dialogues, to analyze student learning. For example, a teacher may use journaling as a formative assessment of students’ abilities, knowledge, and values related to a specific physical activity; in a summative portfolio assessment, the teacher may later review student progress on individualized fitness performance in relation to students’ personally designed goals. Physical education teachers view assessment as an integral aspect of their instruction, benefiting teachers and students alike. It provides teachers with critical information about student learning, informs students about their strengths and weaknesses, and supports student growth and advancement toward meeting learning objectives.</p>	

Accomplished physical education teachers design and adapt assessments to accommodate their students' needs and learning styles while evaluating their mastery of skill sets. For example, a teacher assessing a creative dance exercise may substitute an equally challenging jump rope routine as an alternate assessment for a student whose religious beliefs prohibit dance. Physical education teachers select assessment methods based on a joint consideration of their students' learning objectives and backgrounds. They provide written or oral assessments as needed, given the primary language of a student for whom English is a new language, and they create alternate assessments for students with exceptionalities. Teachers retain a rigorous approach toward the pursuit of instructional goals while individualizing assessments to meet the diverse needs of their students and promote fairness and equity within their classrooms.

Accomplished physical education teachers capably implement technology to enhance and differentiate their assessment of student learning. A confident use of technology provides teachers with powerful tools to record and analyze student data. For example, a teacher might employ an automated student response system to assess various aspects of golf instruction efficiently and effectively, from the phases of a golf putt to the principles of physics involved and the basic etiquette required to care for the putting surface. Physical education teachers have their students use technology to assess themselves as well. Employing different media, the students of accomplished teachers track their fitness and wellness data, monitoring their improvements and attitudinal changes so they can take ownership of their personal growth. Accomplished teachers continually evaluate the relevance of technology, reflecting on its role in relation to assessment and the meaning that can be gained from its use.

Using Assessment Data

Utilizing effective intervention strategies, accomplished physical education teachers analyze assessment results and adjust their instruction based on these data. For example, a teacher reviewing assessment data may determine that fourth graders are performing below expectations in the area of flexibility; the teacher might respond to this data by increasing the warm-up and stretching components of future lessons and providing students with appropriate exercises to enhance their flexibility at home. Physical education teachers use assessment data to decide when they should reteach or refine their approach to a learning objective, when they may apply student learning to a more challenging situation or context, and when they can move on to a new learning objective. Accomplished teachers establish a productive dynamic between educational assessment and instructional practice to maximize student learning.

Accomplished teachers approach assessment with a positive, constructive, enthusiastic attitude to encourage a similar response in their students and build their self-confidence. When administering assessments, physical education teachers provide students with clear and concise instructions. They communicate high

expectations to ensure that assessments are meaningful for their students. Teachers let students, parents, and administrators know that assessments serve as checkpoints of student learning, not merely as the means of determining grades. Physical education teachers show students how to analyze and interpret assessment results over time to make measurements relevant and valuable to them. Teachers understand that educating students about how to assess their own progress represents an essential component of their growth as independent learners.

Accomplished physical education teachers provide their students with opportunities to reflect on and contribute to the design of classroom assessments as appropriate. For example, an elementary student may design a sequence of locomotor movements and perform the sequence for peer evaluation by a classmate. Alternatively, a high school student who identifies a fitness area that requires additional work may determine how to measure personal improvement. In both instances, accomplished teachers act as facilitators, supporting their students' growing independence and thereby enhancing student learning and motivation.

Accomplished teachers share assessment data with students, families, and administrators, contextualizing the results meaningfully within student progress. Physical education teachers are adept at conveying the meaning of assessment data by relating it to performance. They clearly articulate their grading policies by carefully describing the cognitive, psychomotor, and affective measurements taken into consideration when determining student achievement. For example, a teacher might begin an activity by carefully explaining a scoring rubric that measures student understanding of components involved in creating an effective throwing game, such as safety, equipment selection, game objective, scoring rules, and group participation; students could then undertake the activity with full knowledge of how they are being evaluated. Following activities like this one, accomplished physical education teachers reinforce the usefulness of assessment by reviewing their students' strengths and weaknesses to support their continued growth. Teachers strive to relay the beneficial aspects of assessment as a balanced method of advancing student learning.

Accomplished physical education teachers know that assessment data can provide students with a number of benefits, both direct and indirect. Teachers understand the important role that assessment data play in the revision of policies and the awarding of grants in support of physical education programs. Communicating aggregate data with stakeholders as needed, they use data to demonstrate the efficacy of physical education programs for students within their schools. Teachers also employ data to support collaborative efforts with families and community members. For instance, a teacher may use cardiorespiratory fitness results to encourage a school administrator to address school fitness initiatives, to convince a community health center to educate a class about coronary risk factors, or to motivate parents to initiate walking programs with their children. Accomplished teachers know that carefully compiled and appropriately reported assessment information can help teachers promote the benefits of physical education programs and healthy lifestyles.

<p>Conclusion</p> <p>Assessment is a systematic process of evaluation that directly affects the decisions accomplished teachers make about what, why, and how content should be taught. Physical education teachers reflect on all aspects of the assessments they use within their classrooms, from the careful selection and responsible administration of valid, reliable assessments to the benefits of assessment data for students, families, and physical education programs. Teachers know the critical role that assessment plays in student learning and program accountability. They welcome the opportunity to learn about their students and themselves to foster student success.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Physical Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-PE.pdf>

<p>SCHOOL COUNSELING (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD IX: Student Assessment</p>	
<p>OVERVIEW: Accomplished school counselors understand the principles and purposes of assessment, and the collection and use of data. They regularly monitor student progress and communicate the purpose, design, and results of assessments to various audiences.</p>	
<p>Accomplished school counselors understand the design and purpose of varied assessments and they are adept at explaining the purposes and designs of assessments to students, parents, staff, and the community. They are proactive in their mission to use assessment results to facilitate student planning for academic growth, and they support the school’s appropriate use of assessments, assessment information, and improvement tools stressing that any assessment only measures a portion of a student’s abilities. They use test data to determine which strategies would be the most effective to address identified needs, questions, or issues. School counselors ethically report individual and group assessment results to appropriate audiences. (See Standard X—Leadership, Advocacy, and Professional Identity.)</p> <p>Accomplished school counselors know how to select assessments for individual and group use. They recognize the relevancy, limitations, and impact of various assessments on the academic, career, and personal/social development of students. They interpret individual test data, such as grades, achievement test scores, language development measures, teacher and parent questionnaires, and student interviews, in order to advise each student on a set of clear goals for student improvement or enrichment.</p> <p>School counselors take a leadership role, with others in the school community, in promoting the proper environment for high-stakes, large-scale assessments. They work to assure that services to students are not diminished by the coordination and administration of those assessments and that students receive assistance in preparing for tests. They may offer test anxiety-reduction strategies to students as well as test-taking skills.</p> <p>Accomplished school counselors are well versed in a variety of assessments and inventories that can be used to match student talents, interests, and values to future areas of employment. They use these assessments throughout the preK–12 curriculum to expose students to a variety of careers and career skills, and to help students match their talents to various career fields that they may wish to explore.</p>	

<p>School counselors collaborate with staff, students, and parents to monitor student progress on a regular basis to encourage student initiative and responsibility. Accomplished school counselors further use assessment as a reflective, analytical tool for students to discover their own talents and abilities. School counselors help students to evaluate their own performance and to develop ways to best present their talents and abilities to others.</p> <p>Accomplished school counselors recognize how certain assessments affect particular groups, and they advocate for assessment practices that best meet the needs of every student. School counselors promote the use of a variety of assessment instruments for students as well as appropriate modifications and accommodations in the assessment of students with exceptional needs. They are knowledgeable about laws, regulations, and professional practices regarding student assessments within a linguistically and culturally diverse school. They recognize that decisions regarding student placement and special programs or courses are based on multiple criteria. Accomplished school counselors are skilled at evaluating and selecting assessments that are not culturally, linguistically, class, or gender biased.</p> <p>Accomplished school counselors advocate for careful use and analysis of data in order to develop the academic, career, and personal/social development of every student. They clearly explain the principles and purposes of assessment to others. They collaborate with others as they analyze, disaggregate, and report data to improve school performance, and they use assessment data as the basis of their own professional decisions.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the School Counseling Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-SC.pdf>

SCIENCE (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD IV: Assessment	
OVERVIEW: Accomplished science teachers purposefully assess their students in order to set learning goals, differentiate instruction, and encourage student learning.	
<p>Introduction</p> <p>Accomplished science teachers view assessment as an integral part of the science learning process. They know that when assessment practices are purposeful and well designed, they have the power to support deep student learning and breadth of application. Accomplished teachers believe that when assessment is used appropriately, it can benefit both teacher and students.</p> <p>Accomplished science teachers know that assessment refers to the gathering of information on students’ thinking, which a teacher then uses to make instructional decisions. Assessments range from spontaneous observations of students, to carefully designed questions to probe student understanding, to project-based assessments.</p> <p>Accomplished science teachers see assessment as a recursive process that occurs before, during, and after instruction. Teachers know the appropriate concepts and skills to assess at different points in the instructional sequence, selecting the most effective forms of assessment for their students. By giving students appropriate ways to show what they know and what they can do, teachers gain meaningful records of the pulse of the classroom’s intellectual life. By providing relevant and timely feedback from assessments, accomplished science teachers guide student learning. In the practice of accomplished science teachers, assessment and the daily flow of instructional activity are so intertwined that they are difficult to distinguish.</p> <p>Accomplished science teachers recognize that the ultimate purpose of assessment is to ensure that students are meeting high, worthwhile goals informed by current standards and understandings in the science education community. Teachers effectively utilize assessments that have a variety of purposes and structures. When necessary, accomplished science teachers adapt their assessment tools and strategies to meet the diverse needs of students. Accomplished teachers are skilled at interpreting and applying the results of assessments, and they communicate assessment results clearly to students, parents, and other concerned adults.</p>	

Functions of Assessment

Accomplished science teachers use assessment for a variety of purposes: to determine students' prior learning; to analyze students' learning and cognitive styles; to uncover students' conceptual development; to set goals; to determine instructional methods and select resources; to evaluate the effectiveness of instruction as it is taking place and make any necessary modifications; to help students monitor and reflect on their progress in order to initiate steps for improvement; to make value judgments such as assigning grades at the end of a lesson, unit, or course; and to plan for the future. Assessments help inform instructional practices, and the assessment plans of accomplished science teachers provide flexibility for modifications as needed due to student response to instruction.

Assessment tools help accomplished science teachers better understand the science skills, background knowledge, reading proficiency, and math abilities that their students have acquired prior to taking their class. Teachers also use assessment to identify the learning and cognitive styles of each student in order to ascertain the best ways to deliver curriculum. Accomplished teachers regularly lay the foundation for each unit of study by assessing students' prior knowledge and identifying student preconceptions. (See Standard I—Understanding Students.)

As learning progresses, accomplished science teachers use well-crafted assessments in a continuous process to determine student progress toward clearly defined learning goals. Teachers use the resulting data to modify instruction for the entire class as well as to differentiate instruction in response to the needs of specific students. Teachers understand that one purpose of formative assessment is to communicate with students and parents about progress towards learning goals, and another main purpose is to aid in reflection on the teacher's own practice and next steps in planning. Accomplished science teachers recognize that assessing in the moment allows teachers to make timely instructional adjustments.

Accomplished science teachers use assessments at culminating points in instruction, such as at the end of a unit of study or the end of a course, in order to determine the growth of students' knowledge, understandings, and skills in science and to place a value on students' progress. Accomplished teachers recognize the complexities of grading student performance and can justify the grades that they have assigned. Teachers realize that assessment tools alone cannot give a comprehensive picture of a student's learning experience. For example, a student's low grade on a final exam might not reflect the high level of understanding demonstrated through their classroom discourse. Additionally, a student who receives a high grade on a semester exam may not have made a full semester's worth of growth. Accomplished teachers also recognize that summative assessment tools can be used to evaluate their own practice relative to student learning.

Types of Assessment

Accomplished science teachers know that effective assessment tools vary in terms of their structure, format, duration, and complexity. They can range from simple recall tasks to probes of higher-order thinking. They can consist of multiple-choice or short-answer items designed to elicit specific facts, more open-ended assessments designed to test scientific reasoning, or performance exercises involving real-world tasks, such as designing and carrying out a scientific investigation to answer a research question derived from a community problem. Assessments may contain online components, including simulations. They can consist of teacher observations of students discussing concepts or engaging in experiments. Most assessments are carefully planned and implemented, but some are spontaneous, such as quick checks for student understanding in the middle of a lesson. Accomplished science teachers realize that a robust assessment plan consists of multiple assessments of different types. Teachers recognize that all student work should be purposeful and informative, leading the teacher to a complete picture of students' science understandings.

Accomplished science teachers are aware that mandated testing is an integral part of the assessment process. Accomplished teachers have a functional understanding of the process through which standardized tests are created and how validity and reliability are established. Teachers actively seek information on the underlying content standards and curriculum frameworks of these tests, and they use this information to inform instruction. When possible, accomplished science teachers use technology to analyze the data of mandated exams. Teachers use the results of mandated exams to draw comparisons between students and their peers or to determine whether or not students have learned specific science content and skills. Teachers realize that standardized testing may allow student progress to be monitored over the years; the data can help teachers know when specific kinds of support are necessary, both for groups of students and for individuals. Accomplished science teachers advocate for high-quality assessments that accurately reflect student learning on every level. To the extent possible, teachers participate in the processes of developing, reviewing, and scoring standardized assessments. (See Standard VII—Advancing Professionalism.)

The Process of Assessment

Accomplished science teachers can successfully implement each step in the process of meaningful assessment. Teachers select and develop assessments according to the needs of their students, always ensuring that the assessment questions and activities are clearly aligned to defined learning goals. When administering assessments, accomplished science teachers make adjustments and accommodations according to students' needs. These teachers know how to interpret and utilize assessment results to improve instruction. They clearly and sensitively communicate assessment results to students, parents, and colleagues. Accomplished teachers realize that some assessments can have instructional value. For example, students preparing for a presentation on a particular topic may delve more deeply into the subject than they

would have done otherwise. Alternatively, an assessment task might ask students to apply knowledge to a novel situation, and this process could reinforce and deepen students' understanding of science. For example, after a lesson on circuits, students might be given additional materials such as batteries, lights, and switches with which to demonstrate their understanding of circuitry.

Selecting and Developing Assessments

Whether they devise assessments themselves or obtain them from some other source, accomplished science teachers can articulate specific purposes for every assessment they administer. Teachers choose assessments purposefully to gauge student progress towards learning targets.

Accomplished science teachers develop and select assessments based on clear criteria. Teachers work to ensure that assessments are clearly aligned with learning goals; and to minimize any bias that might distort assessment results. They choose and construct assessment tools that enable students to demonstrate what they know and can do; teachers ensure that the format, readability, duration, and complexity of the assessment are appropriate. Teachers make sure that each assessment they select or develop answers a significant question about student learning. When developing pre- and posttests, accomplished science teachers make sure that the tests are parallel in construction and coverage so that they actually assess increases in student knowledge rather than extraneous factors.

Accomplished science teachers differentiate assessments in response to the needs of specific learners while maintaining the integrity of the test. For example, an assessment might need to be translated into an ELL student's first language or presented orally for a student who has trouble reading. Some students might need to be allotted more time to take a timed test, while others might need help registering their responses. Accomplished teachers recognize the challenges involved in modifying the form of an assessment without distorting its purpose and validity. Accomplished teachers provide students with the resources they need to complete an assessment equitably; these may include but are not limited to vocabulary lists, word banks, translation dictionaries, and students' own science notebooks. At times, supplemental resources or modified testing conditions are not enough, and the accomplished teacher provides alternatives to the assessment tool itself. For example, a student who cannot excel on a multiple-choice test might be given the chance to demonstrate knowledge through an oral interview or by writing a narrative or creating a song. (See Standard I—Understanding Students.)

Technology may assist an accomplished science teacher in finding and creating appropriate assessments. Digital tools provide access to a wide range of assessments, including simulations and digital modeling tools, practice opportunities, and review lessons. Technology can also be used to create, revise, and archive multiple forms of assessments. Accomplished teachers also use technology to collaborate with peers from learning communities to develop, deploy, and reflect on the results of common

assessments. (See Standard VII—Advancing Professionalism.)

Administering Assessments

Accomplished science teachers administer all assessments thoughtfully. They carefully prepare students by aligning assessments with learning goals and by being transparent about what students can expect in terms of the content and skills that will be assessed, the structure and scope of the assessment, and the way results will be interpreted and scored. Accomplished teachers ensure equity by allowing sufficient time for students to complete an assessment, ensuring that the test environment is conducive to student performance, and providing necessary accommodations. Teachers carefully consider such environmental factors as lighting, sound level, temperature, and time of day and adjust them for individual students to the extent possible. Accomplished teachers recognize that some students experience test anxiety and that others have been led to believe that they are members of groups that underperform on certain tasks. These factors can seriously distort students' ability to show what they know and can do related to science; therefore, accomplished teachers supply students with strategies and information for dealing with these problems. When it is appropriate to do so, teachers refer students to school professionals with the necessary expertise.

Accomplished science teachers collect evidence of student understanding in a variety of ways. In addition to administering traditional tests and quizzes, accomplished science teachers systematically monitor the quality of student contributions to group discussions. They observe scientific investigations to evaluate students' scientific reasoning, application of thought processes, and use of scientific tools. Accomplished teachers record their observations of student activities and performances in a thoughtful and systematic way. Teachers carefully register their observations of each student at regular intervals rather than making notations only when something unusual has happened.

Accomplished science teachers involve students in assessing their own progress because teachers realize that doing so fosters student reflection and the growth of independent learning. Accomplished teachers encourage students to set high goals for themselves and teach students how to evaluate their own progress toward these goals. Teachers provide students with a variety of tools, such as rubrics, scoring guides, rating scales, question sets, and think-alouds; they then give students multiple opportunities to use these tools in assessing their own progress. Teachers foster students' ability to think about what they know, how they know it, and the extent to which they demonstrate that knowledge. Furthermore, in circumstances when it is appropriate to do so, teachers involve students in designing assessments for the entire class. For example, teachers might encourage students to generate test questions or rubrics.

To the extent possible and appropriate, accomplished science teachers use technological tools to help them administer assessments. For example, teachers may

use technology to administer quick assessments throughout a unit in order to make sure students are progressing towards meeting learning goals. A major advantage of using technology in this way is that both students and teachers receive immediate feedback. Accomplished science teachers also advocate for assistive technologies so that students can have appropriate modifications to testing procedures, even if that modification is not part of a formal plan or IEP. (See Standard VIII—Diversity, Fairness, Equity, and Ethics.)

Interpreting and Utilizing Assessment Results

Accomplished science teachers have the knowledge and skills required to interpret the results of assessments in terms of students' backgrounds, needs, and strengths. They also know how to apply assessment results, both to fine-tune instruction and to place fair valuations on student performance when necessary. Accomplished teachers pay attention to what results indicate about the performance and needs of individual students, and they also look for patterns that provide insights into the class as a whole. By collecting multiple sets of data over time, teachers can follow the progress of student thinking. When appropriate, teachers engage in the process of interpreting assessment results with colleagues or with students themselves.

Accomplished science teachers apply assessment results to modify instruction for individuals and to make large-scale adjustments in their teaching. For example, if a few students showed confusion about a given concept, a teacher might reteach the concept to just those students. However, if the class as a whole demonstrated a lack of understanding, an accomplished teacher would reassess the approach initially used to convey that concept and then radically readjust that lesson or unit to improve student understanding. Accomplished teachers do not interpret or apply the results of a given assessment in an isolated fashion; rather, they compare results on multiple assessments—including assessments from previous years and even other subjects—in order to create a rich, multidimensional picture of student learning. Accomplished science teachers believe that all students are capable of making meaningful gains in understanding science, and teachers know that these gains can be expressed in a number of ways. (See Standard I—Understanding Students.)

Accomplished science teachers develop and provide to their students a clear assessment plan describing how student performance will be measured, recorded, reported, and interpreted. Teachers use assessment to determine where incomplete understandings may have occurred, and they reflect on these concerns and work with students to determine a course of action for improvement. For example, teachers may share a rubric with students at the beginning of the project, review the related product with students using the rubric once work has begun, and then give students opportunities to improve project work according to the dimensions elucidated in the rubric.

Accomplished science teachers conduct ongoing evaluations of their assessment tools. Teachers perceive when poor student performance on an assessment or part of an

assessment indicates a flaw in the tool and when it indicates that students did not understand science concepts or develop certain skills. When the tool is faulty, accomplished teachers replace or revise it, and, whenever appropriate, reassess students using the new or improved assessment tool. Accomplished teachers make every effort to make sure that students' results on every assessment accurately reflect student progress.

Communicating the Results of Assessment

Accomplished science teachers communicate the results of assessment clearly and sensitively to students, colleagues, and parents. Teachers provide regular reports that provide evidence about student progress toward clearly defined learning goals. Accomplished teachers ensure that stakeholders have a clear understanding of the connections between assessment criteria and the purposes of the lessons, projects, and student work being assessed. Accomplished teachers prepare evaluations of student progress that clearly communicate the kind and quality of gains in science knowledge and skills that students have been making and, when appropriate, the need for improvement.

Accomplished science teachers provide students with feedback that is informative, timely, and comprehensive; teachers explain what each result means, where students are doing well, and where they need to improve. Accomplished science teachers use constructive feedback to increase student learning and to address conceptual development. In the hands of an accomplished teacher, constructive feedback is specific and is designed to improve student performance, promote growth, and increase a student's self-worth. For example, feedback on a laboratory report would highlight the innovative and effective components, while providing specific details on how to improve aspects of the report. Accomplished teachers give their students an opportunity to discuss their perspective on the assessment and its results.

In order to capitalize on the potential partnership between teacher and home, accomplished science teachers attempt to establish a connection that facilitates ongoing, two-way communication. These teachers create progress reports and use multiple modes of communication to describe the kind of work each child is completing in science class. An accomplished teacher is aware of what language is spoken in the home, and any limitations, such as those related to technology or schedules. Accomplished science teachers make every effort to address obstacles to communication. For example, accomplished science teachers obtain translations where possible and appropriate, make phone calls and home visits instead of emails, and make time available beyond the school day. (See Standard VI—Family and Community Partnerships.)

Accomplished science teachers share insights from assessments with colleagues—both those currently teaching the students in other subjects and those who will teach students science in the future. Accomplished teachers proactively help other teachers understand what their students know, understand, and can do. Furthermore, teachers

share with colleagues and administrators what assessment results suggest about the success of the science program and the ways it might be improved. Thus, accomplished science teachers communicate assessment results in order to improve individual student learning and the science program as a whole. (See Standard VII—Advancing Professionalism.)

Diversity, Fairness, Equity, and Ethics

Accomplished science teachers make every effort to ensure that the language used in assessments is clear and familiar to students and that tools assess what they intend to assess. These teachers understand that the context of the scientific information embedded in a test question or other type of assessment activity may unfairly impact a student’s ability to demonstrate what he or she knows. For example, if a concept such as energy is tested in an item that refers to snowboards, students from warm climates might not be able to envision the example and would thus be unable to fairly demonstrate their understanding of the pertinent scientific knowledge. Accomplished teachers avoid or eliminate such bias. Alternatively, if a number of English language learners show a pattern of missing certain questions, an accomplished teacher would consult with ELL colleagues to determine if specific terminology or grammatical constructions are responsible for the confusion, and if so, how to phrase the questions more understandably. Teachers understand where minor adjustments are sufficient and when more extensive interventions or accommodations are necessary. They work closely with other school professionals to ensure equitable assessment for all students.

Accomplished science teachers vary the types of assessments they administer in order to ensure fairness. For example, a Pacific Islander might be allowed to “talk story” (a cultural verbalization explaining a natural phenomenon) to demonstrate his or her science knowledge, while another student might be given the opportunity convey the same knowledge through a poem, a physical model, or a song. Delivery methods can be adjusted to students’ learning and cognitive styles as well as to their cultural backgrounds.

Accomplished science teachers differentiate between assessing knowledge and judging student behavior, and these teachers assess students strictly on their progress toward learning goals. Teachers do not allow a student’s actions—whether positive or negative—to bias them toward raising or lowering grades that should reflect the student’s knowledge of science. However, accomplished teachers are also aware that inappropriate behavior may indicate that the student does not have an understanding of the concept being addressed.

Accomplished science teachers are ethical with regard to selecting, developing, administering, interpreting, utilizing, and communicating assessment results. They are transparent with regard to how each assessment will be evaluated. Students are provided with guidelines prior to assessment. Accomplished teachers encourage peers to provide assessment feedback to each other, but they also ensure that the privacy of

student performance is respected.

Reflective Practices

Accomplished teachers reflect on the extent to which their chosen or created assessment tools align with the learning goals and needs of their students. They see if each tool obtains the desired evidence and consider if there is a better means for obtaining meaningful data. In the case of a disconnect between the assessment tool and what the teacher wants to measure, teachers ask themselves if the problem occurred because the teacher selected the wrong tool, the tool was inherently flawed, or the tool was administered incorrectly. Based on the conclusion, the accomplished teacher changes or modifies the assessment and re-administers it to students.

When administering an assessment, accomplished teachers consider whether every student has the optimal environment for demonstrating progress. Teachers observe the administration of the assessment and look for cues that students may be distracted, physically or emotionally uncomfortable, or unready. Teachers reflect to determine whether the administration of the assessment was mistimed by the teacher or whether the students' preparation for the assessment was at fault. Teachers may further discuss the circumstances with a student who had a bad experience to determine what steps need to be taken to provide a better assessment experience. Teachers reflect in action as well as after the fact. For example, while monitoring a class engaged in an assessment about how the body maintains temperature homeostasis, a teacher might notice that a few students are not writing. The teacher might interview these students. Upon realizing that the students do not understand the question, the teacher might rephrase it in terms of a familiar context.

When reflecting on whole-class or individual performance, teachers look for evidence of student learning and gaps in understanding so that they can provide additional support or other opportunities to further student growth. By examining multiple assessments over time, accomplished teachers gain a more comprehensive perspective of students' science understandings. Accomplished teachers reflect on trends in the aggregate and individual student performance in order to illuminate weaknesses in instruction and subsequently improve their teaching.

Accomplished teachers reflect on the clarity, effectiveness and timeliness of their communication regarding assessments and how well communication supports student growth. They seek ways to improve communication and clarify the connections between student results and learning goals. In seeking to foster two-way communication with students and their parents about assessment, accomplished teachers reflect on ways they can ground ongoing conversations in evidence of student learning. Teachers also reflect on the extent to which this communication impacts students' demonstrations of their understanding on subsequent assessments.

<p>Accomplished teachers reflect to what extent each student has an equitable opportunity to have his or her understanding fairly assessed. Teachers are watchful for unexpected factors that could hinder student performance and make every effort to minimize such hindrances. Based on their reflections, accomplished teachers provide additional support or make accommodations to enable all students to demonstrate growth.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Science Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-SCIENCE.pdf>

<p>SOCIAL STUDIES-HISTORY (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD IV: Instruction</p>	
<p>OVERVIEW: Accomplished social studies–history teachers recognize that excellent instruction depends on skilled organization and creative interweaving of curricula, varied instructional strategies, meaningful assessment, and supporting resources that engage students with content, provide meaningful and instructive feedback, and promote a love of learning.</p>	
<p>Introduction</p> <p>Accomplished social studies–history teachers recognize they are facilitators of student learning. To that end, teachers innovatively and creatively provide and help students connect with content. As a result, teachers consistently make careful, thoughtful decisions as they organize curriculum, locate and evaluate resources, select and implement instructional strategies, and develop multiple forms of assessment. From data collected using formal and informal assessments, teachers reexamine their curricular choices and adjust instruction as necessary. They make decisions based on their deep understanding of students, subject matter, and standards and curriculum requirements; their involvement in professional associations and collaborations; their familiarity with educational theory and research; and their knowledge of students’ experiences in and outside the classroom.</p> <p>Curriculum</p> <p>Accomplished teachers recognize that curriculum must be intentional, structured, and purposeful to engage students in learning. Teachers use the social studies–history curriculum to address students’ background knowledge and experiences, including their misconceptions. Teachers also incorporate other disciplines into the social studies–history curriculum.</p> <p>Accomplished teachers plan, structure, and organize curriculum that links both to academic disciplines and to standards and curriculum requirements in order for instruction to be meaningful for students. Using deep content knowledge, teachers are able to identify how to go beyond the given curriculum to enhance students’ knowledge. For example, in teaching the American Revolution, teachers might have students explore the transatlantic effects of the revolution on other political movements such as the French and Haitian Revolutions. In comparing these revolutions, teachers might ask students to examine multiple perspectives of participants such as enslaved and formerly enslaved peoples, indigenous Americans,</p>	

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men and women, and people from different social classes. Students might also examine how ideas of popular sovereignty and nationalism played out in different ways, as well as how the roles of minorities evolved in newly developed nations.

Accomplished teachers ensure curriculum builds upon their students' background knowledge, concerns, and experiences. For example, teachers may take into account students' knowledge of place when discussing local geography. At a school near a major shipping port, teachers may ask students to examine global connections through trade and transportation to their city and region. At a school near a national border, teachers may deal with the laws, social justice, employment, and security of legal and illegal immigration. These connections may not only deal with close physical and temporal proximity, but also may connect to students' conceptual interests and concerns. For example, teachers could use students' conceptions of leadership as an entry point to studying power hierarchies in Tokugawa Japan.

When possible, accomplished teachers organize curriculum around multidisciplinary themes within social studies—history and with other content areas such as English, science, and mathematics. They recognize social studies—history cannot be taught effectively in a vacuum, and the more connections students make among the various social studies—history disciplines, other academic content areas, and the world around them, the more engaged students will be and the more meaningful and enduring students' learning will become. When teaching about immigration, for instance, a teacher may ask students to research, graph, map, and analyze historical trends and how they affected the economy at different periods in history.

Instructional Strategies

With goals for student learning always in mind, accomplished teachers choose and combine questioning techniques, employ a variety of strategies, scaffold instruction, access student background information, and incorporate literacy and numeracy strategies.

Accomplished teachers know that questions and problems play a central role in instruction. Lessons, units, and courses often begin with an essential question. For example, what causes societies to thrive, collapse, or transform throughout world history? How has the geographic distribution of natural resources shaped patterns of trade or conflict? Why study economic principles? Who benefits from this perspective? How could we look at this differently?

Accomplished teachers use a variety of instructional strategies that are designed to motivate students and that are congruent with specific learning goals. Teachers not only expose students to rich content but also provide them with opportunities to construct deep conceptual understanding of the curriculum, develop expertise in the skills and thinking strategies of social studies—history, and pursue their own interests. Instructional strategies may include inquiry, cooperative learning, research projects and presentations, discussion and deliberation, role play and simulations,

instructional games, journaling, interactive lectures, Socratic questioning, concept development, and essay development. Teachers draw creatively and flexibly from this repertoire of strategies and seize upon teachable moments. Teachers select strategies closely aligned with instructional goals. For example, teachers know that concept development strategies are suited for complex ideas, such as imperialism or diffusion; that inquiry is tailored to developing warranted assertions; and that deliberation is appropriate for decision making.

Accomplished teachers scaffold students' participation in instructional activities so that learners are supported as they encounter new content, skills, and thinking strategies. Teachers gradually release responsibility to students as they become more knowledgeable and skilled, and teachers purposefully demonstrate for students how to be more efficient, independent learners. For example, teachers might model source interpretation by "thinking aloud" as they analyze and evaluate a primary source document for the whole class; provide a graphic organizer for students to record their observations and ultimately create their own organizers; work with individuals or small groups to assist in applying strategies previously modeled; and call students' attention to areas they have mastered and those in need of improvement.

Accomplished teachers consider the range of students' academic achievement and background knowledge when planning and implementing instruction so that all students have an opportunity to develop their understanding and expertise in social studies–history. Teachers ensure that uneven previous academic achievement or preparation does not prevent students from engaging in higher-order intellectual activities. Toward that end, teachers seek materials written at a variety of reading levels and supplement these with visual and auditory sources. Also, teachers provide open-ended assignments that allow students to respond in a variety of ways to demonstrate their knowledge and skills. Teachers may provide opportunities for cooperative work in which students take on different roles and support one another in learning. In making connections to students' background knowledge, teachers plan activities in which students can draw from diverse experiences to make connections to content. For example, a unit on symbolism in Asian art may begin with a discussion of a variety of symbols with which students are familiar.

Accomplished teachers use a variety of literacy and numeracy strategies to support students' reading, writing, speaking, listening, viewing, and quantifying in social studies–history and beyond. Using these strategies, teachers provide students opportunities to engage in various formal and informal forms of writing and speaking; make within- and between-text comparisons of both primary and secondary sources; analyze, evaluate, construct, and interpret written and multimedia communications, such as texts, charts, graphs, maps, film, and digital tools; learn to write and present persuasive arguments that include the use of evidence; and access information from a variety of sources. Rather than expecting students already to have mastered such skills, teachers deliberately and systematically incorporate literacy and numeracy

instruction and meaningful practice into their lessons, when appropriate, and provide regular feedback to students on their accomplishments in these areas.

Accomplished teachers are able to model the steps in the reasoning process, such as solving problems, interpreting data, reaching conclusions, and making predictions. They understand and value skillful writing and can guide students through research projects. Teachers know the importance of writing in the learning process and are able to assess students' progress and misconceptions. Teachers guide students in gaining mastery in writing analytically in social studies–history. For example, students practice and improve their skills in making arguments based on evidence. Teachers help students interpret, categorize, and make inferences and generalizations from documents, data, and other types of evidence, and lead them in creating an analytical thesis.

Accomplished teachers prepare students with instructional strategies that apply not only in their own classrooms, but also look ahead to the next educational level and equip students with skills necessary to ease their transition and prepare them for increasing levels of complexity in social studies–history coursework. For example, a teacher at the elementary or middle level may teach students to access tools of nonfiction writing or introduce students to note taking and citation in research. Secondary teachers prepare students for post-secondary education by teaching specific note taking strategies for a lecture-style format, as well as strategies for gathering and evaluating a range of primary source materials or other data to support high-level research of their own design.

Assessment

Accomplished teachers use formal and informal assessments for a variety of purposes and can determine when a particular type of assessment best aligns with students' learning goals. As teachers develop these formal and informal assessments, they keep in mind that students must be prepared for national, state, or district assessments. To ensure the effectiveness of assessments, teachers provide prompt and specific feedback to students.

Accomplished teachers understand how formal and informal assessments contribute to achieving instructional goals. Teachers use formal methods, such as performance assessments or essays, accompanied by specific scoring guidelines in order to gain systematic, comprehensive insights into student learning. Informal assessment methods also provide insight into student learning and might include students' opinions or arguments, inventories, self-assessments, observations, or pre- and post-tests. For example, prior to beginning a unit about the New Deal, teachers may have students complete an individual attitudinal assessment to have them gauge their beliefs regarding the level and extent to which the federal government should or should not actively intervene during times of financial crisis. Teachers might then incorporate data from those surveys to design particular lessons, both historic and

contemporary, to broaden students' perspectives and knowledge of such governmental policies. Teachers may include informal assessments during a lesson or unit by asking students to identify main ideas in "quick write" paragraphs or to discuss how they would apply concepts in new settings.

Accomplished teachers employ various types of assessments and know valid measures are not only evaluative but are also learning tools for the teacher. Teachers know ongoing assessment of student progress is the linchpin of effective instruction. Teachers implement ongoing assessments to determine the continuum of student learning over the course of a lesson, unit, semester, or year. For example, teachers may continually assess students' abilities to interpret primary sources and create historical accounts based on those sources. As well, teachers frequently assess students' increasing knowledge and ability to incorporate vocabulary and tools specific to their discipline, such as mapping, explaining supply and demand, or analyzing political cartoons within their historical and cultural contexts. Teachers implement summative assessments to evaluate student learning, communicating this information to students and other stakeholders. Assessment informs teachers for short- and long-term curricular decision making. For example, a teacher might find that all students missed a particular question or section on an exam and might examine it with care to determine if it was a poorly written question or if a topic was not adequately learned during the unit.

Accomplished teachers emphasize students' growth and learning over time, not simply with a final score or test result. When external mandates such as state standardized tests are required, teachers equip students with appropriate strategies and tools but do not focus on teaching to the test. Instead, they provide opportunities for students to develop skills, as well as ways of thinking and learning that go beyond standardized assessments. Accomplished teachers differentiate and tailor assessments to curricular goals, creating their own or modifying existing assessment tools. Teachers incorporate technology, when available, in appropriate and purposeful ways to enhance instructional and assessment goals. For example, teachers might assign students the task of creating digital scavenger hunts using mobile technology, if available, to assess their learning during a geography unit.

Accomplished teachers carefully consider ways they implement, both formally and informally, assessments for students with exceptional needs and with English language learners. Teachers go beyond merely following requirements of students' educational plans to find creative ways of preparing them and accommodating their needs. With knowledge of their students, including their exceptional needs, teachers develop classroom assessments that allow students to demonstrate learning in a variety of ways. For example, students might write poetry, participate in debate, develop a script for a play, or write a social action letter to a legislator. When possible, English language learners might work with peer interpreters to enable them to participate in class activities. Teachers make accommodations that allow for multiple ways of demonstrating competence yet provide opportunities for students to practice and further develop skills in their areas of need. Teachers readily

collaborate with resource staff to discuss strategies, conduct task analysis, and identify common learning barriers and strategies for individual students, as well as for specific groups of students. Teachers do not wait until students are struggling or are bored; they proactively seek the best ways to accommodate and assess students, regardless of where they fall on the spectrum of learning needs. (See Standard I—Knowing Students.)

Accomplished teachers recognize the value of providing constructive feedback for student learning. Teachers know that well-stated and appropriate praise can boost a student's self-esteem and confidence. Thus, they look for ways to celebrate each student's accomplishments. When providing correction, teachers do so in a manner that does not diminish the student's sense of self-worth. Teachers ensure that each student realizes that a failure to understand need be only temporary and that the remedy may be a different approach, not resignation or acceptance of low performance. Teachers help students learn to recognize their own accomplishments. Teachers draw on their knowledge of the subject to determine where misconceptions and gaps in a student's knowledge may have occurred, and they work with each student to determine a course of action for improvement that focuses on a manageable number of areas. Effective assessment can increasingly empower students to advocate for their own learning and to assist in instruction. For example, teachers reflect on data collected from an assessment and, sometimes with the student, consider whether the student is ready to move on or if a discrete skill or concept may need to be re-taught. Teachers use the results of informal and formal assessments to help students understand their strengths and weaknesses, and teachers provide essential feedback to support students' continual commitment to learning.

Resources

Accomplished teachers align their selection of resources with curricular and instructional goals. They evaluate resources for instructional soundness and student engagement and ensure a variety of resources are used throughout instruction.

Accomplished teachers select, adapt, and create rich and varied resources aligned with their curricular goals in social studies–history, integrating them deliberately into instruction. Teachers constantly seek to build a rich collection of quality resources that enables them to improve student engagement and learning. Teachers use available textbooks as one resource, but also look beyond them to consider how a variety of people and materials, including current technology, might be enlisted to benefit student learning. Teachers are aware of how the right document, artifact, map, music, or illustration can powerfully illuminate an important idea for students.

Accomplished teachers evaluate the soundness and appropriateness of instructional resources and preview all material for content, perspective, and underlying assumptions. They select resources that present differing ideas, accounts, or perspectives of the same event, issue, topic, or location. They may ask students, for

instance, to analyze diary entries, news articles, paintings, illustrations, or other resources.

Accomplished teachers incorporate a variety of resources to enhance instruction. These may include a mixture of primary sources and secondary documents; educational games and puzzles; authentic or replicated artifacts; or community resources such as colleagues, universities, conferences, professional organizations, and local and online learning communities. Teachers search for resources from around the world. They seek to enhance their instruction through grants or professional fellowships. Teachers who find themselves in situations where resources are meager and funds are limited seek to make the most of what they have, using their resourcefulness to locate or create additional resources.

Accomplished teachers consider students' communities and the larger community around the school as essential resources. Teachers may access expertise from students' families and communities, as well as from local historical associations, museums, or libraries. Teachers recognize richness in their own communities and take full advantage of partnerships with local colleges, universities, organizations, or businesses for information, local history, or physical resources. Teachers seek meaningful ways for resources to contribute to student learning and to overall school goals. (See Standard VI—Learning Environments: Classroom and Communities.)

In an effort to equip students with knowledge, skills, and experiences necessary for success in the twenty-first century, accomplished teachers thoughtfully integrate current technology, when possible, as a critical component of their instructional strategies. Teachers help students to implement technologies as tools to support learning; encourage collaboration; solve problems; answer questions; or design, publish, and present work. Technology uses may take the form of helping students to use GIS to better examine the physical world, or assigning student projects involving creation and publication of an online newsletter. Teachers recognize that current technologies can provide a powerful means of collaborating with others near and far. For example, teachers could establish digital connections to engage in virtual tours, explore the lives of students in other communities and cultures, or gain knowledge about the daily life of another society.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Social Studies-History Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-SSH.pdf>

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WORLD LANGUAGES (EAYA) <i>Early Adolescence through Young Adulthood</i>	NOTES
STANDARD VII: Assessment	
<p>OVERVIEW: Accomplished teachers of world languages employ a variety of assessment strategies appropriate to the curriculum and to the learner and use assessment results to shape instruction, to monitor student learning, to assist students in reflecting on their own progress, and to report student progress.</p>	
<p>Accomplished teachers of world languages view assessment as an integral part of their instruction that benefits both the teacher and the student. Assessment of student progress is a continual process teachers employ to reflect on the effectiveness of their instructional design, set high and worthwhile goals for student learning, and determine instructional strategies appropriate to student needs. Every student assessment is informed by the goals of the instructional program, including local, state and national standards. Teachers first assess students to determine proficiency and readiness. Teachers understand that the initial design and selection of assessments that ask students to demonstrate proficiencies in the interpersonal, interpretive, and presentational modes of communication inform the planning of lessons, units, products, and performances. Effective assessments indicate when to move forward, when to refine, when to re-teach, and when to apply learning; this continual modification of instruction enables accomplished teachers to maximize student learning and work most effectively toward target outcomes.</p> <p>Teachers assess students’ abilities to gain perspectives, apply knowledge to real situations, and make connections among various forms of knowledge. Teachers also assess students’ work to give them clear, meaningful, and timely feedback to use to improve their abilities and to facilitate adjustments to their learning strategies. Teachers provide individual and group feedback that models the skills students need to self-assess and self-correct. Teachers monitor students’ readiness to grasp new ideas, theories, and concepts; observe their ability to synthesize and evaluate knowledge; and consider their awareness of the complexities of target languages and cultures. Accomplished teachers of world languages design, implement, and assess their instructional programs in a constant process of intervention, review, and evaluation.</p> <p>Accomplished teachers understand the advantages and limitations of a wide range of assessment methods and strategies and choose among them to gauge student progress within their curricular framework. They give students opportunities to succeed in a variety of tasks that motivate learners to higher-order thinking and allow</p>	

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them to demonstrate growth and progress in ways that traditional assessments might not. Teachers recognize the importance of authentic assessments that measure student progress in all three modes of communication—interpersonal, interpretive, and presentational—and in integrated contexts that require students to fulfill real-world tasks in culturally appropriate ways. For example, a teacher might ask a high school student in a Spanish class to analyze and interpret the linguistic and cultural content of a target-language television commercial and discuss the commercial’s similarities to other commercials observed by classmates. After discussion, the student will write and present a new commercial using technology. When appropriate, teachers create their own tools for assessment that might include a wide range of technological enhancements. Assessments for elementary school students might include drawings and dramatic performances in which students demonstrate their interpretive comprehension. In determining appropriate assessments, teachers effectively use scoring rubrics, including holistic and analytic rubrics, distributed and discussed with students well in advance to inform them of tasks and defined levels of performance. Accomplished teachers seek good matches among methods, instructional goals, and students’ abilities, considering the relative strengths and weaknesses of the procedures as well as the timing, focus, and purpose of each evaluation.

By using real-world assessments meaningful to the academic, social, and motivational needs of their students and setting high yet realistic goals, teachers construct formative and summative evaluations as well as formal and informal assessments. Formal instruments might include competency tests that incorporate both language and culture; informal assessments can be as simple as comprehension checks. Formative assessment strategies might include listening and reading comprehension tests, whereas projects or oral proficiency interviews are examples of summative assessments. A student portfolio might be used as a formative assessment to help both teacher and student determine how to strengthen the learning process, or as a summative assessment to evaluate the student’s proficiency over time. Teachers analyze assessment results and make purposeful adjustments to curriculum and instruction consistent with their findings.

In making assessment meaningful, teachers often seek student involvement in planning methods of assessment. For example, teachers might give students opportunities to select from among a number of assessments and to design personal assessment instruments and rubrics. Teachers know that developing their students’ capacity for self-assessment enhances their collaborative-learning and decisionmaking skills, promotes their ability to discern real-world connections, and fosters their growth as independent, reflective learners. Teachers use student-created evaluations as another source of information for constructing profiles of student progress and performance.

<p>Teachers use assessment results to provide frequent and specific information to students, parents, other educators, and school officials about each learner’s progress and performance. To that end, accomplished teachers employ appropriate methods—including the most current technology—for collecting, summarizing, and reporting assessment data to demonstrate that learning occurs.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the World Languages Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-WL.pdf>