

***Middle Childhood/
Generalist***

**Component 2:
Differentiation
in Instruction**

**PORTFOLIO INSTRUCTIONS
AND SCORING RUBRIC**

NATIONAL BOARD
for Professional Teaching Standards®

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Overview

This document provides information about the Middle Childhood/Generalist (MC/Generalist) Component 2 portfolio entry, instructions on how to develop and submit your evidence, and the scoring rubric used to assess your work.

Component 2: Differentiation in Instruction

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

MC/Generalist Component 2 Portfolio Entry

In the MC/Generalist Component 2 portfolio entry:

- You provide evidence of your planning and instruction to develop students' thinking and writing skills.
- You demonstrate your ability to describe, analyze, and evaluate student writing and to use this information to differentiate instruction for individual students and to reflect on your practice.
- You submit a Written Commentary, two writing assignments/prompts, and student work samples that demonstrate students' abilities as developing writers.

MC/Generalist Standards Measured by Component 2

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

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

- I. Knowledge of Students
- IV. Knowledge of Content and Curriculum
- V. Instructional Decision Making
- IX. Reflective Practice

For the complete MC/Generalist Standards, refer to **www.boardcertifiedteachers.org**.

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

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

Inside This Document

This document includes the following two sections: "Portfolio Instructions for MC/Generalist Component 2," which describes how to develop and submit your evidence, and "Scoring Rubric for MC/Generalist Component 2," which provides the scoring rubric used to assess your work.

Portfolio Instructions

The MC/Generalist Component 2 portfolio instructions provide the following:

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

For more information about developing and submitting your portfolio entry, please refer to the *General Portfolio Instructions* and the *Guide to Electronic Submission* available at **www.boardcertifiedteachers.org**.

Scoring Rubric

The MC/Generalist Component 2 scoring rubric is provided to assist you in understanding how your portfolio materials will be assessed. For more information about understanding and interpreting your scores, please refer to the *Scoring Guide* available at **www.boardcertifiedteachers.org**.

Portfolio Instructions for MC/Generalist Component 2

This section contains the directions for developing and submitting the Component 2 MC/Generalist portfolio entry and assembling it for submission. Entry directions include

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

What Do I Need to Do?

This entry captures your ability to demonstrate your use of writing to develop students' thinking and writing skills for different audiences and purposes. In this entry, you provide evidence of

- your planning and teaching skills for writing instruction;
- your ability to describe, analyze, and evaluate student writing; and how you use differentiated instruction to facilitate the development of students' writing ability;
- your use of student work to reflect on your practice.

What Do I Need to Submit?

For this entry, you must submit the following:

- **Completed Contextual Information Sheet (no more than 1 page)** that describes the broader context in which you teach (refer to the "[Component 2 Forms](#)" section of this document).
- **Written Commentary (no more than 12 pages)** in which you contextualize, analyze, and evaluate your planning and teaching to develop students' writing ability.
- **Two different writing assignments/prompts and instructional materials (no more than 3 pages)** for each for a total of **no more than 6 pages** combined) related to the teaching you are doing over a three- to four-week period. One writing assignment/prompt must be related to an expository writing lesson, and the other writing assignment/prompt must be related to a narrative writing lesson. The assignments/prompts should demonstrate your strategies for engaging students both in the writing process itself and in writing as a way of exploring ideas.
- **Four student responses (no more than 20 pages combined)** from two students who represent different kinds of challenges to you. For each student, submit two responses, one from each of the writing assignments/prompts. In addition to these four final student responses, you are to submit representative drafts or prewriting work on which each final draft is based. The maximum total page count of submitted student responses and drafts or prewriting work is 20 pages. The four responses you submit for the two assignments/prompts should feature responses from two students, as shown in the following diagram.

Expository Writing Assignment/Prompt		Narrative Writing Assignment/Prompt	
Student A	Student B	Student A	Student B

It may be helpful to have a colleague review your work before you submit it. However, all of the work you submit as part of your response to this entry must be yours and yours alone. The written analyses and other evidence you submit must feature teaching that you did and work that you oversaw. For more detailed information, see the ethics and collaboration section in *General Portfolio Instructions* and the National Board's ethics policy.

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

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

Selecting Writing Assignments/Prompts, Instructional Materials, and Student Responses

Select two different writing assignments/prompts related to the teaching you are doing over a three- to four-week period. One writing assignment/prompt must be related to an expository writing lesson, and the other writing assignment/prompt must be related to a narrative writing lesson. The assignments/prompts should demonstrate your strategies for engaging students both in the writing process itself and in writing as a way of exploring ideas. For each student, submit two student responses and representative drafts or prewriting work.

Selecting a Topic

Select an important topic that your students are studying in your class. Following are some ideas intended to give you a clearer picture of ways teachers with different areas of specialized knowledge and/or teaching assignments might approach this choice.

For teachers who structure their work around interdisciplinary units, the two assignments/prompts for writing might be related by the theme of a unit rather than by the particular subject area being explored through writing. These are not requirements but rather descriptions of some of the possibilities.

- **Expository writing:** This type of writing is the systematic explanation of a subject or a discourse that conveys information about or explains a subject. In expository writing, students use their writing to explain something to the reader. Students can work with a thematic or interdisciplinary unit. It may be a science topic about which they may write an explanation, observation, or even an opinion. The writing could be a multidraft compare/contrast or persuasive piece.
- **Narrative writing:** The purpose of this type of writing is to recount a personal or fictional experience or to tell a story based on a real or imagined event. Students can create a multidraft story based on a minor character who appears in a novel read in class. After studying a time period in social studies, they could write a multidraft story about what might have happened if certain events had not occurred.

You may have other ideas that could satisfy this entry's requirements.

Selecting the Students to Feature

Select two students whose writing responses to each of the two assignments/prompts you feature in this entry. You may want to collect student work samples for twice the number of students this entry requires you to feature. Collecting extra student work samples gives you more choices when deciding which students to feature, and it ensures that you have sufficient work samples in the event that a student leaves your class permanently prior to the completion of all assignments/prompts for your featured lesson for this entry. It is important to choose students whose responses to the assignments/prompts give you an opportunity to discuss your practice and how you differentiate instruction. Choosing students who represent different kinds of challenges to you may readily give you such an opportunity. For this reason, the best-performing students in the class may not be the best choices for this entry. The focus is on your practice, not on the level of student performance.

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from www.boardcertifiedteachers.org. Retain completed student release forms for your records; do not submit them with your evidence.

How to Format and Submit Your Assignments/Prompts and Instructional Materials

- Complete a new Assignment/Prompt Form for each assignment/prompt (refer to the “[Component 2 Forms](#)” section of this document). Include the associated assignment/prompt, instructional materials, and any supporting materials after each form in your file for submission.
- Submit no more than **6 pages total** of assignment/prompt materials combined (two assignments, no more than **3 pages** each). Additional pages will not be scored. Forms do not count toward this total.
- Be sure that your materials are legible and refer to people and places in ways that preserve anonymity. Follow the “Guidelines for Referring to People, Institutions, and Places” section in *General Portfolio Instructions*.
- Place your candidate ID number in the upper right corner of the first page of each electronic file you submit.
- Format your assignments/prompts, instructional materials, and supporting materials to fit onto an 8.5" × 11" page. If assignments/prompts, instructional materials, and/or supporting materials contain Web pages, each 8.5" × 11" Web page print out or PDF counts as **1 page** toward your page total. Note, however, the following exceptions:
 - If assignments/prompts, instructional materials, and/or supporting materials were created in a multimedia software program, you may format up to six slides on one 8.5" × 11" page, which counts as **1 page** toward your page total.
 - If submitting a smaller item such as a photograph, you may insert a digitized image into a word-processing program document. Several smaller items can be grouped on a single page as long as they are readable.
- If supporting materials that are important for assessors to see are impractical to submit (e.g., slide projections, writing on a chalkboard or whiteboard, software, three-dimensional objects), submit a digitized drawing, image, or color photograph, or a **1-page** description of the material. (If you submit a description, it must be typed in double-spaced text with 1" margins on all sides using 11-point Arial font.)

Refer to the “[Component 2 Electronic Submission at a Glance](#)” chart in this document for file types acceptable for submission and how to assemble assignment/prompt packets for submission.

How to Format and Submit Your Student Responses

- Complete a new Student Response Form for each assignment/prompt (refer to the "[Component 2 Forms](#)" section of this document). Include the associated student response after each form in your file for submission.
- Submit no more than **20 pages total** of all student responses (including prewriting, representative, and final drafts) to both the assignments/prompts. Additional pages will not be scored. Forms do not count toward this total.
- Each student response must
 - represent a student's original work. The original electronic file or scanned image of student work is acceptable.
 - include sample pages from prewriting activities and representative drafts as well as the final draft.
 - come from students who are in the class that is the basis for your Written Commentary.
 - be from two different students, responding to the two assignments/prompts that you are featuring in this entry.
- Be sure that your student responses are legible and refer to people and places in ways that preserve anonymity. Follow the "Guidelines for Referring to People, Institutions, and Places" section in *General Portfolio Instructions*.
- Place your candidate ID number in the upper right corner of the first page of each electronic file you submit. Clearly label student responses with the student's first name, with "Student A" or "Student B," and with the assignment/prompt (#1 Expository Writing or #2 Narrative Writing).
- Format your student responses to fit onto an 8.5" × 11" page. If student responses contain Web pages, each 8.5" × 11" Web page print out or PDF counts as **1 page** toward your page total. Note, however, the following exceptions:
 - If student responses were created in a multimedia software program, you may format up to six slides on one 8.5" × 11" page, which counts as **1 page** toward your page total.
 - If submitting a smaller item such as a photograph, you may insert a digitized image into a word-processing program document. Several smaller items can be grouped on a single page as long as they are readable.
- Do **not** submit video or audio recordings. If a student creates such a product or a multi-dimensional product, have **the student** write a **1-page** description of the assignment and what the student made. You may include photograph(s) or student-made drawings to accompany the description, if appropriate. The **1-page** description counts toward your page total.

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

Composing Written Commentary

In this entry, you submit a Written Commentary that provides an analysis and a context for your instructional choices.

How to Organize and Present Your Written Commentary

- Create a word-processing document to compose your commentary. Enter the following section headings in the document:
 1. **Instructional Context**
 2. **Planning and Teaching Analysis**
 3. **Analysis of Two Students' Responses**
 4. **Reflection**
 - Address the italicized questions in the following section entitled "What to Include in Your Written Commentary." Provide your analysis under the appropriate section heading in your document.
 - Refer to the "Writing about Teaching" section in *General Portfolio Instructions* for advice on developing your commentary and to see Written Commentary examples.
 - When writing your commentary, refer to people and places in ways that preserve anonymity. Follow the "Guidelines for Referring to People, Institutions, and Places" section in *General Portfolio Instructions*.
 - Place your candidate ID number in the upper right corner of the first page of your commentary document.
 - Use the following language and format specifications when writing your commentary:
 - Write in English.
 - Use double-spaced 11-point Arial font.
 - Format 1-inch margins on all sides of the document.
- Refer to the "Component 2 Electronic Submission at a Glance" chart in this document for complete submission requirements.
- Your commentary will be scored based on the content of your analysis; however, proofread your writing for spelling, mechanics, and usage.
 - Submit a document for your commentary of **no more than 12 pages**. If you submit a longer document, only the first 12 pages will be scored.

What to Include in Your Written Commentary

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

1. Instructional Context (Suggested length: 1 page)

Provide the following information in addition to the context that you supply on the Contextual Information Sheet, which focuses on the school or district at large.

In this section you must provide a context for understanding your approach to achieving the goals identified in this entry. Address the following questions about your selected class:

- *What is your school setting (e.g., preschool, elementary school, middle or high school, or alternative school)? What are the number, ages, and grades of the students in the class featured in this entry, and what is the subject matter of the class?* (Example: 32 students in grade 5, ages 10 and 11, Social Studies)
- *What are the relevant characteristics of this class that influenced your instructional strategies for this theme or topic of concern: ethnic, cultural, and linguistic diversity; the range of abilities of the students; the personality of the class?*
- *What are the relevant characteristics of the students with exceptional needs and abilities (e.g., the range of abilities and the cognitive, social/behavioral, attentional, sensory, and/or physical challenges of your students) that influenced your planning for this theme or topic of concern?* Give any other information that might help the assessor “see” this class.
- *What are the relevant features of your teaching context that influenced the selection of this theme or topic?* This might include other realities of the social and physical teaching context (e.g., available resources, scheduling of classes, self-contained classroom, etc.) that are relevant to your response.
- *What particular instructional challenges do the students chosen for this entry represent?* Explain the particular dynamics of the class and particular needs of the specific students that an assessor needs to know to understand how you involve students in establishing a supportive and stimulating community and how you used your topic of discussion to assist students in accomplishing this goal. This might include, but is not limited to, a description of your students’ skills, knowledge, and previous experiences that relate to your teaching.

2. Planning and Teaching Analysis

In this section, you provide evidence of your planning and teaching, and of your ability to describe, analyze, and evaluate student writing to develop students’ writing ability, and use student work to reflect on your practice.

In this section, address the following questions: (Suggested length: 5 pages)

- *What overall writing goals are addressed by these two writing assignments?* Explain the kinds of writing that students do, and the audiences, situations, and purposes for which they write that relate to the goals. Explain how these assignments fit into and support your writing instructional plan.

- *What were your specific instructional objectives for each of the writing assignments for the class in general and for these students in particular? Explain why you identified these objectives and how they are appropriate to the students in your class.*
- *What adjustments did you make to your instruction for the individual students whose work is featured in this entry? How did these adjustments help facilitate these students' learning?*
- *How do these writing assignments assist you in determining your objectives for the next sequence of learning? Explain what learning experiences will assist you in continuing to develop students' abilities to think and write clearly and effectively.*
- *How do these writing assignments help students make meaningful connections to writing as a tool for learning, as a way of acquiring and organizing new information, and as a means of enjoyment?*

3. Analysis of Two Students' Responses (Suggested length: 4 pages)

In separate sections for **each** student, address the questions that follow: Label each section with the student's first name. In your response to the questions, refer explicitly to the assignments/prompts and the student's responses in order to provide concrete examples to illustrate your points. Cite each assignment/prompt by its number (#1 or #2).

In this section, address the following questions:

- *Who is the student you have chosen? Describe the kind of challenge the student represents.*
- *How does this student's response to each of the two writing assignments/prompts demonstrate his or her abilities as a developing writer?*
- *How do the drafts of each response represent important stages of your approach to teaching writing? Describe any feedback you or other students provided to this writer on these assignments in order to facilitate this writer's development. Refer specifically to the drafts included of earlier versions of the student response.*
- *How was the student's responsibility for his or her own learning and development as a writer encouraged through these activities?*

4. Reflection (Suggested length: 2 pages)

In this section, address the following questions:

- *How successful was your use of differentiation in writing instruction in helping students explore and discover important ideas and understanding and develop personal expression utilizing expository and narrative writing? What is your evidence?*
- *If you were given the opportunity to use these writing assignments again with these students, what alternative strategies might you use? Why?*
- *Identify critical moments or choices made during instruction that impacted the direction of the lessons.*

Component 2 Electronic Submission at a Glance

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

Middle Childhood/Generalist Component 2: Differentiation in Instruction				
What to Submit	Supported File Types	Number of Files to Submit	Response Length	Additional Information
Contextual Information Sheet(s) (form provided)	doc, docx, odt, or pdf	1	No more than 1 page	• Use 11-point Arial font • Single space
Written Commentary	doc, docx, odt, or pdf	1	No more than 12 pages	• Use 11-point Arial font • Double space with 1" margins on all sides
Assignments/Prompts (form provided)	doc, docx, odt, or pdf	2	No more than 6 pages for both assignment/prompt materials combined (two assignments/prompts, no more than 3 pages for each)—forms do not count in page totals	Submit 1 packet for each assignment/prompt: • Assignment/Prompt #1 Packet • Assignment/Prompt Form for Assignment/Prompt #1 • #1 Expository Writing assignment/prompt • Instructional/supporting materials • Assignment/Prompt #2 Packet • Assignment/Prompt Form for Assignment/Prompt #2 • #2 Narrative Writing assignment/prompt • Instructional/supporting materials
Student Responses (form provided)	doc, docx, odt, or pdf	2	No more than 20 pages for four student responses combined (two students, two student responses each)—forms do not count in page totals	Submit responses from two students for each assignment: • Assignment/Prompt #1 Student Responses Student Response Forms for Assignment/Prompt #1 each with associated response • Assignment/Prompt #2 Student Responses Student Response Forms for Assignment/Prompt #2 each with associated response

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

Component 2 Forms

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

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

OR

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

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

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from **www.boardcertifiedteachers.org**.

MC/Generalist Contextual Information Sheet

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

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

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

Candidate ID#: []

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

[]

2. Briefly identify.

Grades: []

Age Levels: []

Number of Students Taught Daily: []

Average Number of Students in Each Class: []

Courses: []

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

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

[]

MC/Generalist Assignment/Prompt Form

Directions: Use a new form for each assignment/prompt.

Indicate your Candidate ID and the assignment/prompt (#1 Expository Writing or #2 Narrative Writing) below.

With each completed Assignment/Prompt Form, include the associated assignment/prompt, the instructional material, and any relevant supporting materials, for a maximum of 3 pages.

Candidate ID#: []

Assignment/Prompt:

#1 Expository Writing [] #2 Narrative Writing []

MC/Generalist Student Response Form

Directions: Use a new form for each student response.

Indicate your Candidate ID, the student (A or B), and the assignment/prompt (#1 Expository Writing or #2 Narrative Writing) below.

With each completed Student Response Form, include the associated student response.
Label the student response with the student's first name, with "Student A" or "Student B," and with the assignment/prompt (#1 Expository Writing or #2 Narrative Writing).

Candidate ID#: []

Student: A [] B []

Assignment/Prompt: #1 Expository Writing [] #2 Narrative Writing []

Scoring Rubric for MC/Generalist Component 2

Level 4

The **LEVEL 4** performance provides *clear, consistent, and convincing* evidence that the teacher uses knowledge of students to further their development as thinkers and writers who explore important ideas in language arts, and develop skills in expository and narrative writing.

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

- that the teacher recognizes students' individual learning differences and past experiences to set high, worthwhile, and appropriate goals for student learning and connects instruction to those goals.
- that the teacher accommodates students by effectively differentiating instruction to facilitate students' abilities to reach learning goals.
- that the teacher engages students in meaningful exploration of important ideas in language arts and that he or she develops students' thinking and communication skills through the use of writing in these areas in ways that are appropriate for students.
- that the teacher uses rich and varied assignments that offer students opportunities to use writing as a significant intellectual tool and to facilitate personal expression.
- that the teacher develops students' abilities to write for a variety of audiences and purposes, to engage in the processes of writing, as shown by multiple drafts of writing, and to foster students' responsibility for their own development as writers.
- of the teacher's ability to accurately describe, analyze, and evaluate student work, and provide feedback to students about their learning and development as writers. The analysis is detailed and in-depth.
- of the teacher's ability to engage in insightful reflective thinking that suggests a clear understanding of past teaching and involves constructive suggestions for future teaching.

Overall, there is *clear, consistent, and convincing* evidence that the teacher uses knowledge of students to further their development as thinkers and writers who explore important ideas in language arts, and develop skills in expository and narrative writing.

Level 3

The **LEVEL 3** performance provides *clear* evidence that the teacher uses knowledge of students to further their development as thinkers and writers who explore important ideas in language arts, and develop skills in expository and narrative writing.

The Level 3 performance provides *clear* evidence:

- that the teacher recognizes students' individual learning differences and past experiences to set worthwhile and appropriate goals for student learning and connects instruction to those goals.
- that the teacher accommodates students by differentiating instruction to facilitate students' abilities to reach learning goals.
- that the teacher engages students in meaningful exploration of important ideas in language arts and that he or she develops students' thinking and communication skills through the use of writing in these areas in ways that are appropriate for students.
- that the teacher uses varied assignments that offer students opportunities to use writing as an intellectual tool and to facilitate personal expression.
- that the teacher develops students' abilities to write for a variety of audiences and purposes, to engage in the processes of writing, as shown by multiple drafts of writing, and to foster students' responsibility for their own development as writers.
- of the teacher's ability to accurately describe, analyze, and evaluate student work, showing knowledge of students and insight about their learning and development as writers.
- of the teacher's ability to engage in reflective thinking that suggests a clear understanding of past teaching and involves constructive suggestions for future teaching.

A Level 3 performance may show imbalance in the different sources of evidence or in different parts of the analysis. One part of the response may be more indicative of accomplished practice than another, but viewed as a whole, there is *clear* evidence that the teacher uses knowledge of students to further their development as thinkers and writers who explore important ideas in language arts, and develop skills in expository and narrative writing.

Level 2

The **LEVEL 2** performance provides *limited* evidence that the teacher uses knowledge of students to further their development as thinkers and writers who explore important ideas in language arts, and develop skills in expository and narrative writing.

The Level 2 performance provides *limited* evidence:

- that the teacher recognizes students' learning differences and past experiences to set appropriate goals for student learning and connects instruction to those goals. The goals for student learning may be vague, of limited significance, or only loosely related to the instruction.
- that the teacher accommodates students by differentiating instruction to facilitate students' abilities to reach learning goals. Evidence that the teacher differentiates instruction may be limited.
- that the teacher engages students in exploration of ideas in language arts and that he or she develops students' thinking and communication skills through the use of writing in these areas in ways that are appropriate for students. The goals and learning experiences may be much more focused on one area than on the other.
- that the teacher uses assignments that offer students opportunities to write, but there is limited use of writing as an intellectual tool or as a tool for personal expression.
- that the teacher develops students' abilities to write for a variety of audiences and purposes. Students may be encouraged to engage in the processes of writing in a limited fashion and may be given only limited responsibility for their own development as writers.
- of the teacher's limited ability to describe, analyze, and evaluate student work. The response to student work may be limited, and though the teacher may recognize student progress, he or she offers only limited ways for students to build on that progress.
- of the teacher's ability to engage in reflective thinking about his or her instruction. The reflection may be sketchy or global and includes limited evidence of an understanding of past teaching and implications for future practice.

The Level 2 performance may be characterized by evidence that hints at accomplished practice, but overall, there is *limited* evidence that the teacher uses knowledge of students to further their development as thinkers and writers who explore important ideas in language arts, and develop skills in expository and narrative writing.

Level 1

The **LEVEL 1** performance provides *little or no* evidence that the teacher uses knowledge of students to further their development as thinkers and writers who explore important ideas in language arts, and develop skills in expository and narrative writing.

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

- that the teacher recognizes students' individual learning differences and past experiences to set appropriate goals for student learning and connects instruction to those goals. The goals for student learning may not be goals at all, but rather activities. When stated, goals are vague, trivial, inappropriate, or unconnected to instruction.
- that the teacher accommodates students by differentiating instruction to facilitate students' abilities to reach learning goals. Attempts at differentiation may be inappropriate for a student or entirely absent.
- that the teacher engages students in exploration of ideas in language arts or that he or she develops students' thinking and communication skills through the use of writing in these areas in ways that are appropriate for students. The goals and learning experiences may not be focused on either one of the two areas.
- that the teacher uses assignments that offer students opportunities to use writing as an intellectual tool or to facilitate personal expression.
- that the teacher develops students' abilities to write for a variety of audiences and purposes. Students may actually be discouraged from engaging in the processes of writing for their own purposes and are given little or no responsibility for their own development as writers.
- of the teacher's ability to accurately describe, analyze, and evaluate student work. The response to student work may show an inability to recognize student progress and/or the teacher may not offer ways for students to build on their progress.
- of the teacher's ability to engage in reflective thinking about his or her instruction. The reflection may be missing or unconnected to the instructional evidence and includes little or no evidence of an accurate understanding of past teaching and implications for future practice.

Overall, the Level 1 performance provides *little or no* evidence that the teacher uses knowledge of students to further their development as thinkers and writers who explore important ideas in language arts, and develop skills in expository and narrative writing.

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