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Information/Action

Professional Services Committee

Progress Report on the Early Completion Internship Option and Teaching Foundations Examinations (TFE), including Recommended Passing Standards for the TFE in Multiple Subjects, English, and Mathematics

Executive Summary: This report describes the progress made regarding the implementation of the SB 57 Early Completion Internship Option and the Teaching Foundations Examinations. It further details the standard setting studies for the Teaching Foundations Examinations in Multiple Subjects, English, and Mathematics in which panels of informed California educators provide the Commission with recommendations to help determinate passing standards.

Recommended Action: Staff recommends that the Commission adopt the proposed passing standards for the Teaching Foundations Examinations in Multiple Subjects, English, and Mathematics, found on the agenda insert.

Presenter: Amy Jackson, Administrator, Michael D. McKibbin, Ed.D., Consultant, and Yvonne Novelli, Program Analyst, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the performance of credential candidates.

Progress Report on the Early Completion Internship Option and Teaching Foundations Examinations (TFE), including Recommended Passing Standards for the TFE in Multiple Subjects, English, and Mathematics

Introduction

The Early Completion Internship Option (ECIO) allows knowledgeable individuals who qualify for and are admitted to a Commission-approved intern program the opportunity to complete either the multiple subjects or single subject intern program at an accelerated rate. Candidates would accomplish this by passing the appropriate Teaching Foundations Examination (TFE) in lieu of teaching foundations and methodology coursework, passing a teaching performance assessment in lieu of the practicum, and securing a recommendation from their intern program. Every college and university internship program and district intern program is currently amending their program to accommodate for this option.

The purpose of a standard setting study is to provide the Commission with recommendations that are relevant to the determination of passing standards for the Teaching Foundations Examinations (TFE) in Multiple Subjects, English, and Mathematics. This report describes the standard setting study process used by informed California educators as led by staff from Educational Testing Service (ETS) and gives the results of those studies, including staff recommended passing standards.

The results of the standard setting studies were not available at the time the agenda was due and will be incorporated in an agenda insert. The information includes the results of the validity study, the standard setting panels' recommendations, and the staff recommendation. This decision was made so examinees would not be delayed until the January-February 2005 Commission meeting before knowing their passing status. Commission staff apologizes for the inconvenience.

Background

The ECIO for the multiple and single subject credential programs was established in law with the passage of Senate Bill 57, (Scott, Chapter 269, Statutes of 2001). This statute contained in Education Code §44468, enables college and university internship program and district intern program candidates to verify knowledge of state standards for educational foundations and specific pedagogy in the area they are teaching by passing the TFE rather than through coursework, as long as other conditions are met. The TFE would waive the equivalent 15 to 20 semester units of coursework, for which most programs require a grade of B or better. In addition to passing the TFE, the other required conditions the candidates must meet include (1) satisfying all entrance requirements for their intern program, such as passing CBEST, demonstrating subject matter competency, verifying knowledge of the U.S. Constitution, holding a

baccalaureate degree, having an offer of employment from a public school, and verifying professional fitness; (2) passing a teaching performance assessment, or the equivalent, on their initial try, which takes the place of the practicum; (3) meeting all other program requirements; (4) satisfying the RICA requirement (multiple subjects candidates only); (5) fulfilling the computer technology requirement; and (6) securing the intern program recommendation before they may be granted a preliminary Multiple or Single Subject Teaching Credential.

The ECIO is an expedited method of achieving teacher certification through an internship program. It is designed for those persons who have background in teaching school age children and who have background in the subject that they desire to teach. Five populations have been identified as potential candidates for this expedited option. These are: emergency permit holders; pre-interns; second career professionals; persons with partial credentials; and private school teachers with less than three years of experience.

Most institutions and districts have submitted amendments to their approved multiple and single subject intern programs that describe their plans to implement the early completion option, which incorporates the TFE. Commission staff are working with intern programs to make certain that all amendments meet approved criteria. In May of 2003, a staff panel was assembled to review the amendments that were submitted by the approved internship programs. Each was evaluated based on common criteria. The worksheet that was used for the assessment is included as Appendix A.

The TFE is one of the requirements for the ECIO and is based on a prototype created by Educational Testing Service (ETS) using available multiple-choice items and specifically designed constructed-response items. The Commission assembled panels comprised of elementary and secondary teachers, education faculty from teaching preparation programs, and K-12 administrators to review the prototype and modify it to comply with the stated requirements in Senate Bill 57, other state requirements, and Commission-approved program requirements for the Multiple and Single Subject Teaching Credentials as identified in SB 2042 accreditation standards. Each examination includes knowledge of the following prescribed areas found in SB 57:

- Human development
- Learning differences and special needs
- Instructing English learners
- Assessing student progress
- Classroom management techniques
- Reading instruction
- Teaching methods in the specific area

The TFE in Multiple Subjects, English, Mathematics, Science, and Social Science were offered six times in the 2002-2003 testing year and again in 2003-2004. Due to the low registration, the examinations were not administered. Standard setting studies could not be conducted until at least 50 candidates completed a specific exam.

With the aid of Senator Scott and Los Angeles Unified School District, and EDVoice, ETS was able to offer a special administration of the TFE in Multiple Subjects, English, Mathematics, and Science on August 7, 2004. Senator Scott's office issued a press

release that was widely distributed throughout the state. Nearly 500 individuals signed up for the TFE examinations, with nearly 300 of those for the multiple subjects exam, nearly 100 for the English exam, and 80 for the mathematics exam. Fewer than thirty signed up for the TFE: Science, and fifty examinees in the specific teaching foundations area are required in order to set a passing score. Registrants were informed either by email, phone or letter that the science exam would not be available at the August administration.

All TFE areas will continue to be offered annually, including four times during the 2004-2005 testing year. For the TFE in Science and Social Science, when sufficient numbers have registered for an administration, recommended passing standards studies will be conducted and presented to the Commission for review.

Teaching Foundations Examinations in Multiple Subjects, English, and Mathematics

Each of the TFE in Multiple Subjects, English, and Mathematics is comprised of a pen-and-paper examination, four hours in length, which includes 50 multiple-choice questions plus additional constructed-response questions. The multiple-choice questions cover knowledge of human development, learning differences and special needs, instructing English learners, assessing student progress, classroom management techniques, and reading instruction. The constructed-response questions address teaching methods in the specific area tested, with two constructed-response questions in the TFE in English and Mathematics: one covering methods in middle school and the other in high school. Four constructed-response questions are included in the TFE: Multiple Subjects, with an individual question covering each of the following: mathematics, social science, English, and science teaching methods. In each TFE, the multiple-choice questions comprise one-third of the total score and the constructed-response questions, the remaining two-thirds. For more details on the testing format for each TFE area, please see Appendix B.

A TFE must be passed in its entirety at one test administration. Those who do not pass may retake the exam, but the TFE must be passed prior to ECIO enrollment. Individuals accepted into an intern program who have taken but not passed the TFE may continue to complete the full internship program. Candidates who pass the TFE will receive individualized support within a common cohort of the internship program to prepare to take a teaching performance assessment. If they do not pass a teaching performance assessment their initial time, they may continue in the traditional intern program.

Standard Setting Studies

Panel Selection

In order to provide the Commission with recommendations relevant to the determination of passing standards, Educational Testing Service (ETS), with the help of Commission staff, brought together informed California educators to conduct standard setting studies for the TFE in Multiple Subjects, English, and Mathematics. The panels consisted of California public school teachers fully certified within the specific subject area who have either taught from one to seven years or were recently a mentor to either a student teacher or first year teacher in the field. This experience criterion would assure that the panel

members had practical experience with current teacher training program content and with the knowledge, skills, and abilities of beginning teachers exiting from these programs. Also invited were faculty members who were familiar with the teacher education program. An effort was also made to choose panel members that were geographically diverse, representing all parts of the state, including urban, suburban, and rural districts. Another consideration was to include teachers who represented the ethnic and racial makeup of California while maintaining a gender balance reflecting the teaching population for the certification type. Appendix C lists the aggregate information displaying the representation for each TFE panel.

The Commission staff enlisted the cooperation of representatives from the Beginning Teacher Support and Assessment (BTSA) programs, college and university internship programs, and district intern programs to nominate individuals who would be an asset to the TFE standard setting panels. In addition, the Commission staff also contacted individuals who had served well on related Commission panels including those familiar with standard setting practices. With this assistance, the Commission was able to submit a total of 97 nominations to ETS for their review. Of the 60 who met the ETS criteria, they were able to recruit 14 members for the multiple subjects panel, 10 for English, and 13 for mathematics.

Standard Setting Procedures

The TFE standard setting panels were conducted in Costa Mesa, California, during late October 2004: the mathematics panel on the 27th, English on the 28th, and multiple subjects the 29th. Prior to the meeting, ETS sent panel members review materials that included a summary agenda, overview of the standard setting procedure, and a copy of the applicable Test at a Glance, which describes the test content, format, multiple-choice - constructed-response one-third - two-third scoring ratio, and scoring rubrics, and provides sample test questions. This allowed members adequate time to become familiar with the examination prior to the meetings. At the meetings, each panel recommended standards for the constructed-response and multiple-choice items found on the test form related to their field that was used for the August 7, 2004 administration. ETS will use the standard approved by the Commission to equate to all other examination questions found in the related TFE item bank.

Each standard setting study followed the same procedure, beginning with an overview of the requirements for the ECIO so the members realized the context of the TFE when used toward certification. ETS staff discussed the purpose of the standard setting study and the test development process used to create the TFE with the panel members. The materials sent earlier to the panel members were then reviewed and any questions answered. This was followed by a review of the test specifications and scoring rubric used for the constructed-response items, with the members simulating the testing experience by individually responding to the test questions found on the exam. As a continuance of the calibrating segment, the members were asked to consider an applicable score their own exam responses. The meeting continued with a discussion defining sufficiently knowledgeable entry-level teachers, which is the population that might be expected to pass the TFE. They then moved into small groups to discuss the score that might be given for a minimally acceptable response to each part of the constructed-response questions in light of the scoring rubric and benchmark responses

taken from the August 7 administration. Each group presented its suggested minimum raw scores and rationale for the scores, which generated a discussion by the entire panel. After instruction on the totaling and weighing process used for the raw scores for these items, the panel members were asked to independently determine raw scores for each part of all constructed-response items and mathematically weigh and total them. They were then given the chance to independently adjust their total score if they felt it was too high or too low. These final scores were then averaged by ETS to establish the minimum weighted score that the panel members felt an entry-level teacher would obtain for the constructed-response items found on the August 7 test form.

Before beginning the standard setting study for the multiple-choice portion of the TFE, ETS staff again reviewed the meaning of a “sufficiently knowledgeable entry-level teacher” and then discussed how to determine the knowledge estimation of a multiple-choice question. For training on this, panelists were given simulated multiple-choice items and asked what percentage of entry-level teachers would be able to answer the question. They then discussed the knowledge estimation of five multiple-choice items from the August 7 form. The panelists were then asked to independently judge each of the 50 items. ETS tabulated all of the panels’ recommendations. These recommendations are provided in an agenda insert.

As a last task, the panelists were asked to validate the test. After, as a group, discussing the validity of five actual multiple-choice questions by considering if a first-year teacher should know the topic, the panel members were asked to independently judge each of the 50 multiple-choice items. They determined if the question topic was very important, important, slightly important, or not important. They were then asked to judge, using the very-important to not-important scale, if a first-year teacher should know the seven main topics covered in the examination and required by SB 57. The results of this validity study will be in the agenda insert.

Standard-Setting Panel Recommended Passing Standards

Following the standard-setting studies, ETS calculated the median score from each of the panel members’ recommendations for the test form used on August 7, 2004. The chart, below, indicates the number of scorable items for each examination by item type. The agenda insert will display the completed chart which will also indicate the possible total score per item type and median recommendation from the standard-setting panel for each TFE.

Panel-Recommended Passing Standards for Each TFE

<i>Teaching Foundations Examination</i>	<i>Item Type</i>	<i>Scorable Items</i>	<i>Maximum Possible Weighted Raw Score Points</i>	<i>Median Panel Member Score</i>
TFE: Multiple Subjects	MC	50	see agenda insert	see agenda insert
	CR	4	see agenda insert	see agenda insert
TFE: English	MC	50	see agenda insert	see agenda insert
	CR	2	see agenda insert	see agenda insert
TFE: Mathematics	MC	50	see agenda insert	see agenda insert
	CR	2	see agenda insert	see agenda insert

MC = Multiple-Choice, CR = Constructed-Response

Commission Staff Recommended Passing Standards

The Commission staff recommendation for the TFE passing standard can be found in the agenda insert. It was based on the test forms that were administered for the TFE in Multiple Subjects, English, and Mathematics on August 7, 2004 that are equivalent to the raw score points for the multiple-choice and constructed-response items found on the following chart. To accommodate individuals who test better using one format over another, the minimum recommended passing score will be based on a total of the multiple-choice and constructed-response scores. Staff also recommends that the Commission allow future test forms to reflect passing standards that are as equivalent as possible to these.

Commission Staff-Recommended Passing Standards for Each TFE

<i>Teaching Foundations Examination</i>	<i>Multiple-Choice Raw Score</i>	<i>Constructed-Response Weighted Raw Score</i>	<i>Component Score Combination Rule</i>	<i>Passing Rate for the August 7, 2004 Administration</i>
TFE: Multiple Subjects	see agenda insert	see agenda insert	1/3 MC and 2/3 CR	see agenda insert
TFE: English	see agenda insert	see agenda insert	1/3 MC and 2/3 CR	see agenda insert
TFE: Mathematics	see agenda insert	see agenda insert	1/3 MC and 2/3 CR	see agenda insert

MC = Multiple-Choice, CR = Constructed-Response

The staff recommended raw score points multiple-choice questions and constructed-response components reflect adjustments made for standard errors of measurement, as appropriate.

Scoring of the TFE

To pass the TFE, individuals must take the entire examination at one administration and obtain the minimum passing score based on their performance on the overall test. The

multiple-choice component is machine scored, and responses to the constructed-response questions are read independently by two trained scorers. If the readers' scores show a discrepancy of more than one point, then the response will be read by an experienced third reader. The raw score for the multiple-choice component is awarded based on the total number of correct answers, while the raw score for the constructed-response component is based on the total points given by the both scorers using the scoring rubrics found in Appendix D.

The individual will receive a scaled score that is computed from the total number of raw points in each component and the weighing of each component in a way that adjusts for the complexities of the questions. As an example, when tallying the raw scores for the constructed response questions on the August 2004 TFE: Multiple Subjects test form, even though the first question had three parts and the remaining three questions each had two parts, the weighing process allowed each question to have equivalent value. The raw scores for the TFE tests are converted to a scale from 100-200, with the minimum passing score determined by the raw score approved by the Commission.

At this time, the examinees from the August 7, 2004 administration have received their scaled scores but do not know if the score is passing. As soon as possible after the Commission decision, the passing standards will be placed on the Commission's internet site and distributed through coded-correspondence and the Commission's list-serve.

APPENDIX A

Early Completion Internship Option Pursuant SB57 Review of Proposed Amendment to Accredited Multiple and/or Single Subject Internship Program

Program name: _____

Program number: _____

Reviewer Numbers: _____

As you review submission the following elements should be assessed. The space below each item may be used to ask questions of the program or request information. NO responses require a comment.

I. General Program Description

1. Has the Program provided a general narrative description of the program including a description of any coursework and any field experiences that will be required of all early completion interns.
Yes No Not Necessary

Below are the expected components in a program description.

II. Program Milestones –

A. Entry Requirements

Please check off if the following requirements are included.

Has the Program provided a description of the:

- Entry requirement for their internship program including
Character Identification
Basic Educational Skills (CBEST) passage
Subject Matter Competence
U.S. Constitution
- Entry requirements for the Early Completion Option including:
Passing the Teaching Foundations Exam
Pass before admission to program (p1)
- Other entry requirements required by participating districts and a rationale for inclusion of these requirements.

B. Has the program verified that each Early Completion Candidate must have an Offer of Employment as an Intern by a partnering school district?

Yes No

C. Advisement and Program Sequence

1. Does the program provide information how potential candidates are informed of availability of this option?

Yes No

2. Does the program have an advisement process that informs candidates of the requirements of this option?

Yes No

3. For those who complete the prerequisites, does the program design an individual professional development plan that includes all coursework, fieldwork experiences and assessments that must be completed to be recommended for a preliminary credential?

Yes No

D. Program Coursework and Fieldwork

Has the program provided a description of the coursework in the program including:

1. Coursework required before becoming Teacher of Record such as Orientation or Pre-service Program?

Yes No None required

2. Coursework taken while Teacher of Record?

Yes No None required

3. Is there a rationale for this coursework, such as the coursework is required by a partnering district, and is it clearly not included in the Teaching Foundations Exam? **Yes No**

4. Are fieldwork requirements linked to the performance assessment?

Yes No

E. Performance Assessment

1. Does that program provide a plan for assessment of the performance of Early Completion Option Interns that clearly describes the steps and requirements of the assessment?
Yes No

2. Does the assessment include a provision to move early completion interns to the regular internship program if any performance task or requirement is not met?
Yes No

3. Does the program include performance assessment of Reading (RICA) for multiple subjects candidates and Technology for all candidates?
Yes No

F. Credential Recommendation

Does that Program have a method for assuring that all requirements are met before the Preliminary Credential Recommendation including (*Check each assurance*)

- Reading Instruction Competency Assessment (Multiple Subjects only)
- Technology Exam or coursework
- Performance Assessment
- Instruction Deemed Necessary by the Program (specifically the employing districts who are partners in the program) for the Preparation of the Candidate.

G. Transition to an Induction Program

Is it clear that the program has arranged for transition to an induction program for successful candidates?

Yes No

APPENDIX B

Testing Format for the Teaching Foundations Examinations in Multiple Subjects, English, and Mathematics

Teaching Foundations Examination: Multiple Subjects

The Teaching Foundations Examination: Multiple Subjects test is designed to provide evidence that an examinee has a basic working knowledge of teaching foundations, including human development, learning differences, working with English learners, building reading skills, assessment of student progress, classroom management techniques, and teaching in the subject fields. (Note: These individuals are also required to pass the RICA: the Reading Instruction Competence Assessment.)

Testing Time: 4 hours

Number of Questions: 50 multiple-choice questions and 4 constructed-response questions

Format: The constructed-response questions require written responses in a separate response book.

Weighting: The multiple-choice questions count toward 1/3 of the total score. The constructed-response questions count toward 2/3 of the total score.

	<i>Content Categories</i>	<i>Approximate Number of Questions</i>	<i>Approximate Percentage of Total Score</i>
I.	Human Development	10 multiple-choice	6-7%
II.	Learning Differences and Special Needs; Working with English Learners	20 multiple-choice	13-14%
III.	Assessment of Student Progress	10 multiple-choice	6-7%
IV.	Classroom Management Techniques	10 multiple-choice	6-7%
V.	Teaching Methods in English	1 constructed-response	16-17%
V.	Teaching Methods in Social Science	1 constructed-response	16-17%
V.	Teaching Methods in Mathematics	1 constructed-response	16-17%
V.	Teaching Methods in Science	1 constructed-response	16-17%

Teaching Foundations Examination: English

The Teaching Foundations Examination: English test is designed to provide evidence that an examinee has a basic working knowledge of teaching foundations, including human development, addressing learning differences and special needs, working with English learners, building reading skills, assessing student progress, classroom management techniques, and teaching methods in English.

Testing Time: 4 hours

Number of Questions: 50 multiple-choice questions and 2 constructed-response questions

Format: The constructed-response questions require written responses in a separate response book.

Weighting: The multiple-choice questions count toward 1/3 of the total score. The constructed-response questions count toward 2/3 of the total score.

	<i>Content Categories</i>	<i>Approximate Number of Questions</i>	<i>Approximate Percentage of Total Score</i>
I.	Human Development	8-9 multiple-choice	5-6%
II.	Addressing Learning Differences and Special Needs	8-9 multiple-choice	5-6%
III.	Working with English Learners	8-9 multiple-choice	5-6%
IV.	Reading Instruction	8-9 multiple-choice	5-6%
V.	Assessment of Student Progress	8-9 multiple-choice	5-6%
VI.	Classroom Management Techniques	8-9 multiple-choice	5-6%
VII.	Teaching Methods in English, Middle/Junior High Level	1 constructed-response	32-33%
VIII.	Teaching Methods in English, High School Level	1 constructed-response	32-33%

Teaching Foundations Examination: Mathematics

The Teaching Foundations Examination: Mathematics test is designed to provide evidence that an examinee has a basic working knowledge of teaching foundations, including human development, addressing learning differences and special needs, working with English learners, building reading skills, assessing student progress, classroom management techniques, and teaching methods in mathematics.

Testing Time: 4 hours

Number of Questions: 50 multiple-choice questions and 2 constructed-response questions

Format: The constructed-response questions require written responses in a separate response book.

Weighting: The multiple-choice questions count toward $\frac{1}{3}$ of the total score. The constructed-response questions count toward $\frac{2}{3}$ of the total score.

	<i>Content Categories</i>	<i>Approximate Number of Questions</i>	<i>Approximate Percentage of Total Score</i>
I.	Human Development	8-9 multiple-choice	5-6%
II.	Addressing Learning Differences and Special Needs	8-9 multiple-choice	5-6%
III.	Working with English Learners	8-9 multiple-choice	5-6%
IV.	Reading Instruction	8-9 multiple-choice	5-6%
V.	Assessment of Student Progress	8-9 multiple-choice	5-6%
VI.	Classroom Management Techniques	8-9 multiple-choice	5-6%
VII.	Teaching Methods in Mathematics, Middle/Junior High Level	1 constructed-response	32-33%
VIII.	Teaching Methods in Mathematics, High School Level	1 constructed-response	32-33%

APPENDIX C

Composition of the Standard Setting Panels for the Teaching Foundations Examinations in Multiple Subjects, English, and Mathematics

	<i>Multiple Subjects</i>	<i>English</i>	<i>Mathematics</i>
Total Number of Participants	14	10	13
Race and Ethnicity			
African American or Black	4	2	0
American Indian or Alaska Native	0	0	1
Asian, Asian American, or Pacific Islander	1	2	0
Mexican or Mexican American	0	0	0
Other Hispanic, Latino, Latin American, or Puerto Rican	2	1	1
White	7	4	11
Other	0	1	0
Gender			
Female	11	8	4
Male	2	2	9
Region			
North	2	0	3
South	12	10	10
School District Type			
Urban	8	5	3
Suburban	4	5	3
Rural	0	0	1
Years of Experience			
0-7	2	2	4
8+	11	8	9
Mentoring Experience			
Yes	12	9	11
No	2	1	0
Grades Taught			
K-4	9	0	0
5-8	4	4	1
9-12	2	8	9
Higher Education	2	2	2

APPENDIX D

Scoring Rubric for the Constructed-Response Questions Found in the Teaching Foundations Examinations in Multiple Subjects, English, and Mathematics

Teaching Foundations Examination: Multiple Subjects

Scoring Rubric for the Constructed-Response Questions

There are four constructed-response questions on the Teaching Foundations Examination in Multiple Subjects. One question (Question 1) asks the examinee to describe appropriate teaching methods for a similar learning goal at three different grade levels. The remaining questions (Questions 2, 3, and 4) have two parts: part one asks for a description of an instructional sequence (lesson plan) for helping a class meet a specified learning goal, and part two asks for a more detailed description, including rationale, for one of the teaching methods suggested by the examinee in part one. Within the four questions, an individual question covers each of the following: mathematics, social science, English, and science teaching methods.

Scoring Rubrics for Question 1

The following scoring rubric is used to evaluate each of the parts of Question 1, which asks the examinee to describe appropriate teaching methods for a similar learning goal at three different grade levels.

Score of 3 -- The response is characterized by most or all of these statements.

- The response contains clear and appropriate answers to all parts of the question (what the teacher will do, what the students will do, and why the approach is appropriate for the grade level and the learning goal).
- The approach is appropriate for the given grade level.
- The response demonstrates a strong understanding of the subject matter and pedagogy required by the question.
- The response contains a sufficient number of well-chosen and appropriate examples and supporting details.

Score of 2 -- The response is characterized by most or all of these statements.

- The response contains either appropriate answers to all but one part of the question or minimally adequate answers to all parts of the question (what the teacher will do, what the students will do, and why the approach is appropriate for the grade level and the learning goal).
- The approach is appropriate for the given grade level.
- The response demonstrates a basic understanding of the subject matter and pedagogy required by the question.
- The response contains some appropriate examples and supporting details.

Score of 1 -- The response is characterized by most or all of these statements.

- The response contains some appropriate content in response to one or more of the question parts but not an adequate answer to any of the parts (what the teacher will do, what the students will do, and why the approach is appropriate for the grade level and the learning goal).
- The approach is inappropriate for the given grade level.
- The response demonstrates a weak understanding of the subject matter and pedagogy required by the question.
- The response contains few or no appropriate examples and supporting details.

Score of 0

- The response contains no strategies, approaches, examples, or details that are appropriate to the question.

Teaching Foundations Examination: Multiple Subjects (cont.)

Scoring Rubrics for the First Part of Questions 2, 3, and 4

The following scoring rubric is used to evaluate the first part of Questions 2, 3, and 4, which asks for a description of an instructional sequence (lesson plan) for helping a class meet a specified learning goal.

Score of 4 -- The response is characterized by most or all of these statements.

- The response contains clear and appropriate answers to all parts of the question.
- The instructional activities flow in a logical sequence that makes sense in relation to the student learning goal.
- The instructional activities are appropriate for the given grade level.
- The response demonstrates a strong understanding of the subject matter and pedagogy required by the question.
- The response contains a sufficient number of well-chosen and appropriate examples and supporting details.

Score of 3 -- The response is characterized by most or all of these statements.

- The response contains clear and appropriate answers to most parts of the question.
- The instructional activities flow in an acceptable sequence in relation to the student learning goal.
- The instructional activities are appropriate for the given grade level.
- The response demonstrates an adequate understanding of the subject matter and pedagogy required by the question.
- The response contains some appropriate examples and supporting details.

Score of 2 -- The response is characterized by most or all of these statements.

- The response contains appropriate answers to some parts of the question.
- The instructional activities do not flow in a logical sequence that makes sense in relation to the student learning goal.
- Some of the instructional activities are appropriate for the given grade level but some are clearly inappropriate.
- The response demonstrates an incomplete understanding of the subject matter and pedagogy required by the question.
- The response contains few appropriate examples and supporting details.

Score of 1 -- The response is characterized by most or all of these statements.

- The response contains appropriate answers to few parts of the question.
- The instructional activities do not flow in a logical sequence that makes sense in relation to the student learning goal.
- The instructional activities are, for the most part, inappropriate for the given grade level.
- The response demonstrates a weak understanding of the subject matter and pedagogy required by the question.
- The response contains no appropriate examples or supporting details.

Score of 0

- The response contains no strategies, approaches, examples, or details that are appropriate to the question.

Teaching Foundations Examination: Multiple Subjects (cont.)

Scoring Rubrics for the Second Part of Questions 2, 3, and 4

The following scoring rubric is used to evaluate the second part of Questions 2, 3, and 4, which asks for a more detailed description, including rationale, for one of the teaching methods suggested by the examinee in part one.

Score of 2 -- The response is characterized by most or all of these statements.

- The reason(s) for choosing the approach taken is (are) appropriate and clearly stated.
- The details of the approach taken are clearly described and appropriate for the learning goal, grade level, and teaching situation.
- The response makes clear connections between theory and practice, as appropriate, in its justification for choosing the approach taken.
- The response demonstrates a strong understanding of the issue addressed in the question.
- The response addresses all parts of the question.

Score of 1 -- The response is characterized by most or all of these statements.

- The reason(s) for choosing the approach taken is(are) acceptable.
- The details of the approach taken are adequately described and mostly appropriate for the learning goal, grade level, and teaching situation.
- The response may contain no explicit connections made in the response between theory and practice in its justification for choosing the approach taken.
- The response demonstrates a basic understanding of the issue addressed in the question.
- The response adequately addresses at least one part of the question.

Score of 0

- The response contains no reasons, examples, details, or connections that are appropriate to the question.

Teaching Foundations Examination: English

Scoring Rubrics for the Constructed-Response Questions

There are two constructed-response questions on the Teaching Foundations Examination in English. Both address teaching methods, each at a different grade level. Both questions have four parts, with the first part asking the examinee to describe an instructional sequence (lesson plan) for helping the class meet a specified learning goal. The remaining parts ask the examinee to give more details and the rationale for choosing the teaching methods noted in part one.

Scoring Rubrics for Part 1

The following scoring rubric is used to evaluate the first part of each question, which asks the examinee to describe an instructional sequence (lesson plan) for helping a class meet a specified learning goal.

Score of 4—The response is characterized by most or all of these statements.

- The response contains clear and appropriate answers to all parts of the question.
- The instructional activities flow in a logical sequence that makes sense in relation to the student learning goal.
- The instructional activities are appropriate for the given grade level.
- The response demonstrates a strong understanding of the subject matter and pedagogy required by the question.
- The response contains a sufficient number of well-chosen and appropriate examples and supporting details.

Score of 3—The response is characterized by most or all of these statements.

- The response contains clear and appropriate answers to most parts of the question.
- The instructional activities flow in an acceptable sequence in relation to the student learning goal.
- The instructional activities are appropriate for the given grade level.
- The response demonstrates an adequate understanding of the subject matter and pedagogy required by the question.
- The response contains some appropriate examples and supporting details.

Score of 2—The response is characterized by most or all of these statements.

- The response contains appropriate answers to some parts of the question.
- The instructional activities do not flow in a logical sequence that makes sense in relation to the student learning goal.
- Some of the instructional activities are appropriate for the given grade level but some are clearly inappropriate.
- The response demonstrates an incomplete understanding of the subject matter and pedagogy required by the question.
- The response contains few appropriate examples and supporting details.

Teaching Foundations Examination: English, Scoring Rubrics for Part 1 (cont.)

Score of 1—The response is characterized by most or all of these statements.

- The response contains appropriate answers to few parts of the question.
- The instructional activities do not flow in a logical sequence that makes sense in relation to the student learning goal.
- The instructional activities are, for the most part, inappropriate for the given grade level.
- The response demonstrates a weak understanding of the subject matter and pedagogy required by the question.
- The response contains no appropriate examples or supporting details.

Score of 0

- The response contains no strategies, approaches, examples, or details that are appropriate to the question.

Scoring Rubrics for Parts 2, 3, and 4

The following scoring rubric is used to evaluate the second, third, and fourth parts of each question, which asks for a more detailed description, including rationale, for one of the teaching methods suggested by the examinee in part one

Score of 2—The response is characterized by most or all of these statements.

- The reason(s) for choosing the approach taken is (are) appropriate and clearly stated.
- The details of the approach taken are clearly described and appropriate for the learning goal, grade level, and teaching situation.
- The response makes clear connections between theory and practice, as appropriate, in its justification for choosing the approach taken.
- The response demonstrates a strong understanding of the issue addressed in the question.
- The response addresses all parts of the question.

Score of 1—The response is characterized by most or all of these statements.

- The reason(s) for choosing the approach taken is (are) acceptable.
- The details of the approach taken are adequately described and mostly appropriate for the learning goal, grade level, and teaching situation.
- The response may contain no explicit connections between theory and practice in its justification for choosing the approach taken.
- The response demonstrates a basic understanding of the issue addressed in the question.
- The response adequately addresses at least one part of the question.

Score of 0

- The response contains no reasons, examples, details, or connections that are appropriate to the question.

Teaching Foundations Examination: Mathematics

Scoring Rubrics for the Constructed-Response Questions

There are two constructed-response questions on the Teaching Foundations Examination in Mathematics. Both address teaching methods, each at a different grade level. Both questions have four parts, with the first part asking the examinee to describe an instructional sequence (lesson plan) for helping the class meet a specified learning goal. The remaining parts ask the examinee to give more details and the rationale for choosing the teaching methods noted in part one.

Scoring Rubrics for Part 1

The following scoring rubric is used to evaluate the first part of each question, which asks the examinee to describe an instructional sequence (lesson plan) for helping a class meet a specified learning goal.

Score of 4—The response is characterized by most or all of these statements.

- The response contains clear and appropriate answers to all parts of the question.
- The instructional activities flow in a logical sequence that makes sense in relation to the student learning goal.
- The instructional activities are appropriate for the given grade level.
- The response demonstrates a strong understanding of the subject matter and pedagogy required by the question.
- The response contains a sufficient number of well-chosen and appropriate examples and supporting details.

Score of 3—The response is characterized by most or all of these statements.

- The response contains clear and appropriate answers to most parts of the question.
- The instructional activities flow in an acceptable sequence in relation to the student learning goal.
- The instructional activities are appropriate for the given grade level.
- The response demonstrates an adequate understanding of the subject matter and pedagogy required by the question.
- The response contains some appropriate examples and supporting details.

Score of 2—The response is characterized by most or all of these statements.

- The response contains appropriate answers to some parts of the question.
- The instructional activities do not flow in a logical sequence that makes sense in relation to the student learning goal.
- Some of the instructional activities are appropriate for the given grade level but some are clearly inappropriate.
- The response demonstrates an incomplete understanding of the subject matter and pedagogy required by the question.
- The response contains few appropriate examples and supporting details.

Teaching Foundations Examination: Mathematics, Scoring Rubrics for Part 1 (cont.)

Score of 1—The response is characterized by most or all of these statements.

- The response contains appropriate answers to few parts of the question.
- The instructional activities do not flow in a logical sequence that makes sense in relation to the student learning goal.
- The instructional activities are, for the most part, inappropriate for the given grade level.
- The response demonstrates a weak understanding of the subject matter and pedagogy required by the question.
- The response contains no appropriate examples or supporting details.

Score of 0

- The response contains no strategies, approaches, examples, or details that are appropriate to the question.

Scoring Rubrics for Parts 2, 3, and 4

The following scoring rubric is used to evaluate the second, third, and fourth parts of each question, which asks for a more detailed description, including rationale, for one of the teaching methods suggested by the examinee in part one.

Score of 2—The response is characterized by most or all of these statements.

- The reason(s) for choosing the approach taken is (are) appropriate and clearly stated.
- The details of the approach taken are clearly described and appropriate for the learning goal, grade level, and teaching situation.
- The response makes clear connections between theory and practice, as appropriate, in its justification for choosing the approach taken.
- The response demonstrates a strong understanding of the issue addressed in the question.
- The response addresses all parts of the question.

Score of 1—The response is characterized by most or all of these statements.

- The reason(s) for choosing the approach taken is (are) acceptable.
- The details of the approach taken are adequately described and mostly appropriate for the learning goal, grade level, and teaching situation.
- The response may contain no explicit connections between theory and practice in its justification for choosing the approach taken.
- The response demonstrates a basic understanding of the issue addressed in the question.
- The response adequately addresses at least one part of the question.

Score of 0

- The response contains no reasons, examples, details, or connections that are appropriate to the question.