

Beginning Checklist to Know Candidate Knowledge and Skills Using NBPTS Documents

Check	Document	Possible Candidate Issues in Writing
	Portfolio Instructions “What Do I Need to Do?” & First Page Directions	Do they know the criteria for the entry in the portfolio instructions? <ul style="list-style-type: none"> • What they selected does not meet the criteria (focus of content, students)
	Portfolio Instructions Questions	Did they answer the questions in the portfolio instructions? <ul style="list-style-type: none"> • It is unclear what question they are answering. • They do not understand the words in the question or what it is asking. • They answer only part of the question. • They only answered the first question and ignored the sub-questions.
	Rubric Key Concepts Within Each Bullet	Did they show evidence of the key concepts in the rubric? <ul style="list-style-type: none"> • There is no evidence for a key concept in the rubric. • They write what they did only using the rubric words but do not give specific details of what they did. • They show evidence of only one key concept of the bullet of the rubric and miss the other key concepts in that bullet. • They do not understand what the bullet or key concept in the rubric means. • They cannot think of examples of how to show evidence of the key concept in the rubric.
	Standards	Do they need further explanation or example of any aspect of the National Board Process? <ul style="list-style-type: none"> • They do not know the meaning of words or key concepts in the questions, rubric, or Evaluation of Evidence. • They cannot connect what they do to the criteria for the lesson or video or the key concepts in the rubric, the questions in the portfolio instructions. • They cannot identify examples or explain what is meant by the questions, rubric, or portfolio instructions.
	Evaluation of Evidence	Did they make connections among knowledge of students, setting goals, planning instruction, evaluating student learning, and reflecting on effectiveness in identifying next steps? <ul style="list-style-type: none"> • They list information about students that is not related to the goals. • They list goals that are not goals but tasks. • They list too many goals. • The instruction is missing. They just show students doing work with no instruction. • When describing the instruction, the candidate introduces new goals. • When evaluating the student, the teacher does not evaluate the knowledge and skills in the goals or introduces new goals. • The analysis of the student does not connect to the instruction. • The analysis of the student does not connect to what was said about the students in the instructional context. • Are they showing evidence clearly, consistently, and convincing?