

Understanding the Standardized Feedback Statements for Portfolio Components

If you achieve a score less than 3.75 on a portfolio component, feedback statements appear on your score report. These statements

- reflect the Five Core Propositions and guide you in the general areas in which you might want to reevaluate your performance(s).
- are component specific. A separate set of feedback statements will be developed for each portfolio component.
- are score-point specific. You may receive multiple statements for a portfolio component; assessors assign all statements specific to a performance to provide the most helpful feedback.

Reviewing Feedback Statements on Your Score Report

Feedback statements appear on your score report below the score for each portfolio component on which you received a score less than 3.75. Refer to "[Standardized Feedback Statements for Your Portfolio Component](#)" in this document for a list of feedback statements.

How Feedback Statements Are Assigned

Assessors are given intensive training on the purpose of standardized feedback and how to assign feedback statements. They are trained to score supportively, looking for and rewarding instances when sufficient evidence is provided. When evaluating portfolio components, assessors first use the rubric and the Standards to assign a holistic score to a component. Then, if it is necessary, they assign the most appropriate and helpful feedback statements associated with a performance. You could receive from one to all feedback statements for the score level based on the assessor's evaluation of your component. Refer to "[Evaluating Your Portfolio Component Performance](#)" in this document for more information.

How to Use Feedback Statements

Feedback statements provide insight about the quality of your portfolio components. Assessors assign feedback statements to highlight points of weakness in a portfolio component to enable you to target areas for improvement.

Read the standardized feedback statements on your score report; then examine your copy of your portfolio component. Reread the Five Core Propositions, your Standards, and the scoring rubric to identify where your original portfolio component could have been strengthened. Based on each feedback statement, reflect on how you can provide clear, consistent, and convincing evidence as you prepare your retake component.

You may also wish to solicit feedback from colleagues on your portfolio component. Ask a mentor, fellow candidate, or an NBCT to provide constructive criticism on your portfolio component and assist you in determining how identified areas can be strengthened. Ask this person to review the Standards, the scoring rubric provided in the instructions, and your response.

Standardized feedback statements are one of several tools you can use to determine whether to retake a portfolio component in support of continuing your path to National Board Certification. Refer to "[Preparing for the Next Assessment Cycle](#)" in this document for information to assist with your retake decision.

Standardized Feedback Statements for Your Portfolio Component

If your score was less than 3.75 on a portfolio component, you will receive standardized feedback on your score report. Feedback statements were developed to reflect the Five Core Propositions and to guide you in the general area in which you might want to re-evaluate your performance. Separate sets of feedback statements for Levels 1, 2, and 3 have been developed for each portfolio component and are listed in this section. Only Component 2 and its feedback statements are available during the 2014–2015 candidate cycle.

Component 2: Differentiation in Instruction—Score Level 1

1. Teachers are committed to students and their learning
 - A You may wish to focus on providing evidence of your insight into student learning through your recognition of students' individual learning differences.
 - B You may wish to focus on showing greater knowledge of individual students.
2. Teachers know the subjects they teach and how to teach those subjects to students
 - C You may wish to provide evidence of your own knowledge of the subject through instruction and assignments that develop individual student's abilities.
 - D You may wish to provide evidence that demonstrates your ability to differentiate and apply appropriate pedagogy to develop individual student's understanding of key concepts.
3. Teachers are responsible for managing and monitoring student learning
 - E You may wish to provide evidence that you set appropriate goals for student learning and connect those goals to differentiated instruction and individual student needs.
 - F You may wish to provide evidence that you give appropriate individual feedback and next steps to each student.
 - G You may wish to provide evidence of your ability to accurately describe, analyze, and evaluate student work.
4. Teachers think systematically about their practice and learn from experience
 - H You may wish to provide evidence of your ability to engage in reflective thinking about how your instruction is differentiated to meet the needs of individual students.
 - I You may wish to provide evidence of insight on your future instructional practices.

Component 2: Differentiation in Instruction—Score Level 2

1. Teachers are committed to students and their learning
 - A You may wish to provide clearer evidence of your insight into student learning through your recognition of students' individual learning differences.
 - B You may wish to provide clearer evidence of your knowledge of individual students.
2. Teachers know the subjects they teach and how to teach those subjects to students
 - C You may wish to provide clearer evidence of your own knowledge of the subject through instruction and assignments that develop individual student's abilities.
 - D You may wish to provide clearer evidence that demonstrates your ability to differentiate and apply appropriate pedagogy to develop individual student's understanding of key concepts.
3. Teachers are responsible for managing and monitoring student learning
 - E You may wish to provide clearer evidence that you set appropriate goals for student learning and connect those goals to differentiated instruction and individual student needs.
 - F You may wish to provide clearer evidence that you give appropriate individual feedback and next steps to each student.
 - G You may wish to provide clearer evidence of your ability to accurately describe, analyze, and evaluate student work.
4. Teachers think systematically about their practice and learn from experience
 - H You may wish to provide clearer evidence of your ability to engage in reflective thinking about how your instruction is differentiated to meet the needs of individual students.
 - I You may wish to provide clearer evidence of insight on your future instructional practices.

Component 2: Differentiation in Instruction—Score Level 3

1. Teachers are committed to students and their learning
 - A You may wish to provide more consistent and convincing evidence of your insight into student learning through your recognition of students' individual learning differences.
 - B You may wish to provide more consistent and convincing evidence of your knowledge of individual students.

2. Teachers know the subjects they teach and how to teach those subjects to students
 - C You may wish to provide more consistent and convincing evidence of your own knowledge of the subject through instruction and assignments that develop individual student's abilities.
 - D You may wish to provide more consistent and convincing evidence that demonstrates your ability to differentiate and apply the appropriate pedagogy to develop individual student's understanding of key concepts.

3. Teachers are responsible for managing and monitoring student learning
 - E You may wish to provide more consistent and convincing evidence that you set appropriate goals for student learning and connect those goals to differentiated instruction and individual student needs.
 - F You may wish to provide more consistent and convincing evidence that you give appropriate individual feedback and next steps to each student.
 - G You may wish to provide more consistent and convincing evidence of your ability to accurately describe, analyze, and evaluate student work.

4. Teachers think systematically about their practice and learn from experience
 - H You may wish to provide more consistent and convincing evidence of your ability to engage in reflective thinking about how your instruction is differentiated to meet the needs of individual students.
 - I You may wish to provide more consistent and convincing evidence of insight on your future instructional practices.