Study Guide for the ETS® NOTE™ Program

Elementary Education: Practices for Teaching Content (7001)
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About this Test

Developed through a collaboration between Educational Testing Service (ETS®) and TeachingWorks, two leaders in research on effective teaching, the ETS National Observational Teaching Exam (NOTE) brings to educator testing for licensure a new focus on teaching practice. To improve how the practice of teaching is measured, ETS and TeachingWorks at the University of Michigan are collaborating to create assessments that “look like” teaching. We are using advances in technology that allow these assessments to reflect the field's growing understanding of the knowledge and skills essential to effective teaching.

The ETS® NOTE Elementary Education: Practices for Teaching Content assessment is designed to measure prospective teachers’ ability to carry out three high-leverage practices (HLPs) in elementary mathematics and reading and language arts. The assessment is comprised of six performance-based tasks that require test takers to demonstrate knowledge and skills as they will be applied in effective teaching. With the NOTE assessment, ETS is committed to providing a licensure test that fits with state and teacher educator efforts to focus teacher preparation more directly on teaching practice. The goal is to improve teachers' readiness on day one.

The NOTE performance assessment is delivered in a testing center using an interactive workstation. NOTE is designed so that each test taker is:

- assessed in the environment of a simulated classroom with classroom-teaching tools
- provided with a series of classroom-teaching scenarios
- given the opportunity to engage in multiple high-leverage practices through several performances

The result is an assessment that captures teaching practice through performance — designed to present each test taker with a parallel set of instructional challenges — with the fairness you’ve come to expect from ETS.

For more information about the full set of HLPs, visit [http://www.teachingworks.org/work-of-teaching/high-leverage-practices](http://www.teachingworks.org/work-of-teaching/high-leverage-practices).
# Learn About Your Test

**Elementary Education: Practices for Teaching Content (7001)**

## Test at a Glance

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Elementary Education: Practices for Teaching Content</th>
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<tbody>
<tr>
<td>Test Code</td>
<td>7001</td>
</tr>
<tr>
<td>Time</td>
<td>3 hours, 42 minutes testing time, includes 2 nonscored warm-up tasks (Approximately 5 hours seat time)</td>
</tr>
<tr>
<td>Number of Questions</td>
<td>6 scored tasks; 2 nonscored warm-up tasks</td>
</tr>
<tr>
<td>Format</td>
<td>Computer-delivered performance assessment tasks</td>
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<table>
<thead>
<tr>
<th>Test Section (High-Leverage Practice Task Type)</th>
<th>Section Length</th>
<th>Section Length</th>
<th>Task Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Modeling and Explaining Content (MEC)</td>
<td><strong>60 minutes</strong></td>
<td>2 tasks</td>
<td>1 task in mathematics 1 task in reading and language arts</td>
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<tr>
<td></td>
<td>(20 minutes preparation, 10 minutes performance per task)</td>
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<tr>
<td>II. Leading Group Discussion (LGD)</td>
<td><strong>80 minutes</strong></td>
<td>2 tasks</td>
<td>1 task in mathematics 1 task in reading and language arts</td>
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<td></td>
<td>(25 minutes preparation, 15 minutes performance per task)</td>
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<td></td>
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<tr>
<td>III. Eliciting Student Thinking (EST)</td>
<td><strong>64 minutes</strong></td>
<td>2 tasks</td>
<td>1 task in mathematics 1 task in reading and language arts</td>
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<tr>
<td></td>
<td>(10 minutes preparation, 10 minutes performance, 12 minutes open-ended post-performance questions per task)</td>
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Test Specifications

High-Leverage Practices

This assessment measures prospective elementary teachers’ ability to carry out three high-leverage practices (HLPs) in mathematics and in reading and language arts:

- **Modeling and Explaining Content (MEC)** — Teachers strategically model and explain content to give their students access to the core ideas and processes of the content being modeled. As a result, students develop their ability to use the process, strategy, or technique independently. Tasks assessing this HLP measure prospective teachers’ ability to:
  - introduce and summarize the process, strategy, or technique
  - demonstrate the process, strategy, or technique used to perform the work
  - make visible and highlight the reasoning and decision-making integral to the work
  - use effective representations and developmentally-appropriate language and terminology

Tasks assessing this HLP test the ability to introduce and support understanding of specific academic content, processes, and practices using explanations, examples, modeling, and other representations. As part of each performance, candidates use virtual versions of common classroom tools and materials. These include a whiteboard and content-specific artifacts such as texts, student work samples, and common mathematical manipulatives (for example, base ten blocks).

- **Leading Group Discussion (LGD)** — Teachers engage students in discussion to (1) support students in building understanding in relation to specific learning goals; and (2) encourage students to practice listening, speaking, and interpreting ideas. In a discussion, the teacher and students use one another’s ideas as resources as they work together on specific content. Tasks assessing this HLP measure prospective teachers’ ability to:
  - elicit students’ thinking
  - coordinate students’ ideas
  - represent content accurately
  - steer students toward specific learning goals

Tasks assessing this HLP test the ability to facilitate an interactive, academically-focused discussion to support student learning of specific content. An effective performance appropriately integrates students’ contributions and ideas and supports the specified content learning goals. In a performance, the candidate interacts with a small group of students in a simulated classroom. Virtual tools — including a whiteboard, on which both the teacher and students can write — are used to share visual content.
• Eliciting Student Thinking (EST) — Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions, and elicit ideas that will benefit other students. Tasks assessing this HLP measure prospective teachers’ ability to:
  o draw out the student’s thinking through carefully chosen questions and tasks
  o attend to what the student says and does
  o interpret the student’s ideas and methods

Tasks assessing this HLP test the ability to have a content-focused conversation with a student about their work on, and understanding of, specific academic content. With the objective of bringing out a student’s understanding of an idea, process, or practice, the candidate’s performance involves a one-to-one interaction with a student in a simulated environment. Virtual tools — including a whiteboard, on which both the teacher and students can write — are used to share visual content. With this task, the candidate is assessed both on his or her eliciting skill and his or her ability to interpret the student’s thinking.

**High-Leverage Content: Mathematics**

The following list provides representative descriptions of topics covered.

A. Counting and Cardinality
   1. Use counting strategies
B. Operations and Algebraic Thinking
   1. Understand properties of operations
   2. Solve equations
   3. Evaluate numerical expressions
   4. Generate/Analyze patterns
C. Numbers and Operations in Base Ten
   1. Whole Numbers
      a. Add
      b. Subtract
      c. Multiply
      d. Divide
      e. Compare numbers
      f. Understand place value
      g. Represent numbers

2. Decimals
   a. Add
   b. Subtract
   c. Multiply
   d. Divide
   e. Compare numbers
   f. Understand place value
   g. Represent numbers

D. Numbers and Operations in Fractions
   1. Add
   2. Subtract
   3. Multiply
   4. Divide
   5. Compare fractions
   6. Represent fractions

E. Measurement, Data, and Geometry
   1. Represent and interpret data
   2. Measure and estimate lengths
   3. Find area, perimeter, and/or volume
   4. Classify shapes according to their attributes
High-Leverage Content: Reading and Language Arts

The following list provides representative descriptions of topics covered.

A. Reading – Literary
   1. Strategies for Making Meaning
      a. Use context clues
      b. Make inferences
      c. Predict
      d. Summarize
      e. Analyze literary elements/devices
      f. Use language features (for example, transitions and connectives)

B. Reading – Informational
   1. Strategies for Making Meaning
      a. Use context clues
      b. Create visual representations
      c. Make inferences
      d. Summarize
      e. Use text features
      f. Use language features (for example, transitions and connectives)

C. Reading – Foundational
   1. Strategies for Word Solving
      a. Apply letter(s)/sound correspondence(s)
      b. Blend, manipulate, and/or segment
      c. Decode
      d. Predict
      e. Use analogy
      f. Use morphemes

D. Writing – Narrative
   1. Prewriting
      a. Use a graphic organizer to plan for writing
   2. Drafting
      a. Apply letter(s)/sound correspondence(s)
   3. Revising

E. Writing – Informational/Explanatory
   1. Prewriting
      a. Use a graphic organizer to plan for writing
   2. Drafting
      a. Provide evidence
      b. Apply letter(s)/sound correspondence(s)
   3. Revising

F. Writing – Opinion/Argument
   1. Prewriting
      a. Use a graphic organizer to plan for writing
   2. Drafting
      a. Provide evidence
      b. Apply letter(s)/sound correspondence(s)
   3. Revising
The Technology Behind the ETS NOTE Assessment

Being placed into realistic classroom situations allows test takers to demonstrate their ability to carry out the high-leverage practices of teaching. Through the innovative use of technology, the NOTE assessment provides test takers with a virtual teaching environment that includes simulated students and tools that can be used to communicate with the students.

Test takers will use a workstation such as the one shown in the picture. The workstation includes a mouse, keyboard, webcam, stylus, headset with microphone, desktop computer, monitor, and touch screen device. Audio and video of performances are captured via webcam and microphone over a secure internet connection.

The monitor allows test takers to see the student(s) in a simulated classroom. Developed in partnership with Mursion™, simulated classrooms provide a way to do the following within a single testing session.

- Present different test takers with the same kinds of real-world teaching scenarios and experiences
- Present test takers with multiple classrooms with different real-world teaching scenarios and experiences

Simulation specialists, who are trained and certified, use standardized protocols to provide student responses and control the movements of the simulated students.

The touch screen provides task preparation materials and allows annotations, permitting test takers to markup text that can be referenced during their performances. During the interactive tasks, the touch screen also provides a workspace that is shared between test takers and students. In addition, some tasks include innovative tools on the touch screen that allow test takers to use virtual classroom manipulatives, such as base ten blocks.
Familiarize Yourself with the ETS NOTE Performance Tasks

In the ETS NOTE Elementary Education: Practices for Teaching Content assessment, you will demonstrate teaching practices in three kinds of teaching performance tasks: Modeling and Explaining Content, Leading Group Discussion, and Eliciting Student Thinking. Here you will find information about each of these three types of tasks, including the following.

- Detailed explanation of the task type
- Complete sample task(s)
- Task scoring guide
- Links to videos of example performances with scores and explanations
- Mathematics and reading and language arts prompts to use while you practice

**Modeling and Explaining Content (MEC)**

1. General Task Information

When teachers strategically model and explain content, their students are given access to the core ideas and processes of the content being modeled. As a result, students develop in their ability to use the process, strategy, or technique independently.

The MEC tasks ask you to demonstrate your ability to model and explain content. Using the materials you receive on the testing day, you will model and explain a process, strategy, or technique in mathematics or reading and language arts. You will be assessed on your ability to make content explicit through explanation, modeling, representations, and examples.

Each assessment will contain two MEC tasks: one in mathematics and one in reading and language arts. Each task will represent a different grade level, content area, and content topic. For each task, you will be provided with a scenario and specific details about the performance. Task materials may include a literary or nonfiction text, specific student work, or virtual manipulatives for your use.

On testing day, you will be given 20 minutes of preparation time to plan your performance of each task. You will have a maximum of 10 minutes of performance time to model and explain the content. You will have a countdown timer for your reference during your preparation and performance. Video recording will stop at 10 minutes, but you are not required to use the entire time given.
Mathematics

You will model and explain how to use strategies, processes, and techniques in mathematics. For some of the tasks, manipulatives such as base ten blocks, color tiles, fraction bars, ten-frames, double ten-frames, hundreds charts, or pattern blocks will be provided on the virtual whiteboard. For other tasks, you will be asked to use the stylus and virtual whiteboard to construct and use visual representations, such as number lines or area models, while modeling and explaining. Representations may also include written work, such as showing how the standard algorithm is used to add two given numbers.

Reading and Language Arts

You will model and explain how to use strategies, processes, and techniques in reading or writing. In many of the tasks, texts, writing samples, and/or student work will be provided on the virtual whiteboard. For some of the writing tasks, digital lined writing paper will be provided on the virtual whiteboard. You will be able to use the stylus to mark up the materials while modeling and explaining.

2. Sample Tasks

Modeling and Explaining Content (MEC) Task 1

Grade level: Fourth grade

Content area: Mathematics

Student learning goal: Students will understand the connection between the steps of the partial-product multiplication algorithm and the corresponding parts of an area-model representation.

Your task: Model and explain the partial-product multiplication algorithm and simultaneously use an area model to illustrate the meaning of the steps as you show how to solve the problem $23 \times 15$.

Materials: A rectangle-drawing tool on the virtual whiteboard

Scenario:

The students in this fourth-grade class are generally performing at grade level. You have been working with them on multidigit multiplication. Students have successfully used area models to multiply two-digit numbers by adding the four partial products, but they have not yet made the connection to the written record of the partial-product multiplication algorithm. Specifically, you have noticed that they have trouble understanding where the individual partial products are coming from as they record the work. An example of a written record of the partial-product multiplication algorithm is shown on the following page.
You are going to use an area model to illustrate the meaning of the steps of the partial-product multiplication algorithm to solve the multidigit multiplication problem $23 \times 15$.

**What will you do?**

In this task, you will model and explain how to solve the two-digit by two-digit multiplication problem $23 \times 15$. You will do this by **showing the connection** between the steps of the partial-product multiplication algorithm and the corresponding parts of an area model to illustrate the meaning of each step in the algorithm. You should briefly frame this segment of instruction by introducing the process, strategy, or technique and explaining its purpose using language that is appropriate for fourth graders. In your closing statement, you should restate the name, explanation, and purpose, and revisit the important ideas of the process, strategy, or technique. You should do the following.

- Simultaneously solve the problem $23 \times 15$ using an area model and the partial-product algorithm.
- Demonstrate how each part of the area model connects to the corresponding step of the partial-product multiplication algorithm as you demonstrate the work of the two representations.
- Explain the process as you would for a group of fourth graders.
- Narrate your thinking and make your decision-making explicit to ensure that your students understand the connection between the partial-product multiplication algorithm and an area-model representation.

**Modeling and Explaining Content (MEC) Task 2**

**Grade level:** Second grade

**Content area:** Reading and language arts

**Student learning goal:** Students will understand how to use context clues to determine the meaning of unfamiliar words.

**Your task:** Model and explain how to use context clues to determine the meaning of the following unfamiliar word from the text: “anxious.”

**Materials:** A literary text that includes the word that you will use to model: “anxious.” This text is available on the virtual whiteboard.
Scenario:
The students in this second-grade class are generally performing at grade level. You recognize that the students are improving their decoding skills steadily but that they are encountering words that are unfamiliar in meaning. This is negatively affecting their overall comprehension. You decide to model how to use context clues to determine the meaning of unfamiliar words — specifically, by pausing when you read to recognize words that you do not know the meaning of and working to determine their meaning using clues in the text.

What will you do?
In this task, you will model and explain how to use context clues to determine the meaning of unfamiliar words. You will use the provided literary text to model the use of context clues to determine the meaning of the word “anxious.” You should briefly frame this segment of instruction by introducing the process, strategy, or technique and explaining its purpose using language that is appropriate for second graders. In your closing statement, you should restate the name, explanation, and purpose, and revisit the important ideas of the process, strategy, or technique. You should do the following.

- Explain when to use context clues and why they are important for readers to use.
- Model how, as a reader, you acknowledge when you have come to an unfamiliar word and recognize that you will need to determine its meaning.
- Model how to use context clues to help you determine meaning.
- Explain the process as you would for a group of second graders.
- Narrate your thinking and make your decision-making explicit as you use context clues to determine the meaning of unfamiliar words.

What text will you use?

It was her first day at a new school.

Lena had woken up early and was anxious from the start. “Will I make friends? What if I get lost?” Standing outside the giant doors of the school, her feet felt glued to the sidewalk. She wondered what she would find on the other side. She reached for the door.
3. Criteria for Scoring

You will be assessed on your ability to do the following.

✓ Framing the work
  o Introduces the particular process, strategy, or technique that is about to be modeled and explains the purpose of using it
  o Provides a closing statement

✓ Demonstrating the targeted process, strategy, or technique
  o Demonstrates by doing the physical work and talking through the process, strategy, or technique
  o Demonstrates by using a logical sequence and maintaining the instructional focus
  o Paces the demonstration appropriately

✓ Narrating and annotating the demonstration of the process, strategy, or technique
  o Narrates reasoning and decision-making and emphasizes important ideas
  o Uses verbal and nonverbal markers

✓ Using language, terminology, and representations
  o Uses and explains required academic language
  o Uses language that is developmentally appropriate and accessible to students
  o Uses visual representations, documentation of thinking, texts, or manipulatives

4. Example Performances

Please visit the ETS NOTE website at www.ets.org/note/test-taker/prepare/mec/ to see examples of high-, mid-, and low-scoring responses.
5. Prompts for Practice

The following lists provide an overview of the content that may be included in the MEC tasks you receive on testing day.

Mathematics Prompts for Practice

A. Model and explain how to select and use the best method to determine the number represented on a double ten-frame.
   1. Counting on from 10
   2. Counting back from 20

B. Model and explain how to use a number line to represent and solve a real-world problem involving subtraction of whole numbers.
   1. Adding up in chunks of tens and ones
   2. Taking away in chunks of tens and ones

C. Model and explain how to compute the sum, difference, or product of two whole numbers using an algorithm and simultaneously using manipulatives or drawings to show the meaning of each step.
   1. Using the standard algorithm for addition while simultaneously using base ten blocks
   2. Using the standard algorithm for subtraction while simultaneously using base ten blocks
   3. Using the partial-product algorithm for multiplication while simultaneously using an area model

D. Model and explain properties of multiplication using arrays.
   1. Commutative property
   2. Distributive property of multiplication over addition

E. Model and explain how to partition a figure into halves, thirds, or fourths in different ways to demonstrate that equal shares of identical wholes need not have the same shape.

F. Model and explain how to place and compare two fractions using a single number line or stacked number lines.

G. Model and explain how to multiply two fractions using area overlay models.

H. Model and explain how to compute the sum or difference of two decimals using a standard algorithm and simultaneously using base ten blocks to show the meaning of the steps.

I. Model and explain how to compute the product of two decimals using a grid diagram.

J. Model and explain how to measure the length of two objects using same-sized nonstandard units by laying the units end to end with no gaps or overlaps.

K. Model and explain how to compute the quotient of two whole numbers.
   1. Using base ten blocks
   2. Using partial quotients
Reading and Language Arts Prompts for Practice

A. Model and explain how to determine the meaning of unknown words.
   1. Using context clues
   2. Using morphemes
B. Model and explain how to pay close attention to the language in an informational text to create a visual representation of the concepts to aid in meaning making.
C. Model and explain how to use text features to support making meaning of an informational text.
D. Model and explain how to use a specific reading comprehension strategy to support making meaning from a text.
   1. Making inferences
   2. Predicting
   3. Summarizing
E. Model and explain how to self-monitor and use word-solving strategies to decode unknown words.
F. Model and explain how to use reasons and evidence to support ideas and make claims.
G. Model and explain how to use a genre-specific graphic organizer to plan for writing in different genres.
H. Model and explain how to use inventive spelling when writing.
I. Model and explain how to revise narrative writing in order to include details.
   1. Adding dialogue
   2. Implying feelings
J. Model and explain how to revise informational writing in order to maintain the intended purpose.
K. Model and explain how to use specific strategies to revise informational writing in order to add clarity.
   1. Adding meanings of topic-specific words
   2. Using connectives to establish logical relationships
Leading Group Discussion (LGD)

1. General Task Information

When teachers successfully engage students in group discussion, the teacher and students work together to build understanding, using one another’s ideas as resources. Students are able to practice listening, speaking, and interpreting, and can respond to and learn from each other’s contributions.

The LGD tasks ask you to demonstrate your ability to lead a discussion with a group of five students. Using the materials you receive on the testing day, you will lead a discussion focused on important mathematics or reading and language arts content. You will be assessed on your ability to ask questions that elicit students’ thinking, coordinate students’ ideas, represent content accurately, steer students towards specific learning goals, and summarize and conclude the discussion.

Each assessment will contain two LGD tasks: one in mathematics and one in reading and language arts. Each task will represent a different grade level, content area, and content topic. For each task, you will be provided with a synopsis of the first part of the lesson and specific details about the discussion you will lead. Task materials may include a literary or nonfiction text, specific student work, or virtual manipulatives for your use.

On testing day, you will be given 25 minutes of preparation time to plan the discussion for each task. You will have a maximum of 15 minutes to lead the discussion and bring the discussion to a close. You will have a countdown timer for your reference when preparing for and conducting the discussion. Video recording will stop at 15 minutes, but you are not required to use the entire time given.

Mathematics

You will lead a problem-based group discussion focused on a mathematics concept. You will interact with the students in the virtual classroom and use the stylus and shared virtual whiteboard to record ideas and concepts to support the discussion. The goal of the group discussion is to help the students to construct knowledge by providing them with opportunities to agree and/or disagree with other students’ ideas, explain their mathematical thinking, and notice the similarities and differences among their ideas. For some of the tasks, materials such as student worksheets and/or student work samples will be provided on the shared virtual whiteboard.
Reading and Language Arts

You will lead a group discussion focused on a reading and language arts concept. You will interact with the students in the virtual classroom and use the stylus and shared virtual whiteboard to record ideas and concepts to support the discussion. The goal of the group discussion is to help the students to construct knowledge by providing them with opportunities to agree and/or disagree with other students’ ideas, explain their thinking, and notice the similarities and differences among their ideas. For some of the tasks, materials such as texts and/or writing samples will be provided on the shared virtual whiteboard.

2. A Sample Task

Leading Group Discussion (LGD) Task

Grade level: First grade

Content area: Reading and language arts

Materials: A story called “Kite Flight,” which will be displayed for you in two places.

- Discussion Materials — Prep is a page to use during preparation. You can mark up or take notes on this page. You can refer to these notes during your performance, but the students will not be able to see this page.

- Discussion Materials is a page to use during your performance. You and the students can see and write on this page during your performance.

Synopsis of the first part of the lesson:

In the first part of the lesson, you led these first-grade students through a reading of a story called “Kite Flight.” You ensured that all students understood the basic narrative of the text (that is, what happened in the story), but you did not begin any further discussion about the text.

To prepare students for the work they are about to do, you have already introduced the process of making inferences and explained that making inferences involves using evidence from the text and background knowledge to understand ideas not explicitly stated in the text.

Plan for this part of the lesson:

In this next part of the lesson, you will lead a discussion aimed at helping students develop their ability to make and support inferences. The purpose of the discussion is to probe student thinking by having the students support their thinking with evidence from the text and by having them respond to each other’s ideas. During this part of the lesson, students have copies of the text.
**Kite Flight**

1. The sun was shining. A breeze was blowing. It was a perfect spring day to spend in the park. Bindi pedaled her legs as hard as she could. She knew that her friends were waiting!

2. "Why is Jack all alone?" she thought as she got her first look into the park. Bindi’s other friends waved to her to come over, but she stopped her bike and climbed off.

3. "What’s wrong?" Bindi asked. Jack was out of breath. "I keep running and running, but I can’t get it to fly," he said. "How about if I try?" asked Bindi.

4. Bindi ran as hard as she could, but that didn’t work either. "I’m just going to go home. Thanks, anyway," said Jack. "Hold on, Jack," she said. "Let’s try it together."
You have asked the students to think on their own about Bindi’s personality and what evidence they could use from the text (for example, key events, characters’ actions) to support different claims about her personality. Now you will begin a discussion about the students’ ideas.

The following is the learning goal for the discussion.

• In order to more deeply comprehend the text, make inferences about Bindi’s personality and support those inferences with evidence from the text.

Once your session begins, you should immediately launch into the discussion as if you had already carried out the first part of the lesson as described in “Synopsis of the first part of the lesson.”
To signal to the students that you are ready, begin the discussion by saying, “You all have done a good job reading the story ‘Kite Flight.’ Now I want us to think more carefully about Bindi’s personality — about what she is like as a person. This discussion will give you the chance to think about your classmates’ ideas and help you to develop and support your own ideas based on evidence from the story. So, what words would you use to describe Bindi? Who would like to start?”

During the discussion, you may use the virtual whiteboard to record students’ ideas and other information that may help to achieve the learning goal.

3. Criteria for Scoring

You will be assessed on your ability to do the following.

✓ Eliciting and probing for each student’s ideas
  o Asks questions that elicit ideas from each student that move the discussion toward the learning goals
  o Asks students to clarify and/or elaborate on their own ideas

✓ Using students’ ideas to steer the discussion toward the learning goals
  o Asks students to respond to other students’ contributions while maintaining focus on the learning goals
  o Links students’ ideas to each other while maintaining focus on the learning goals
  o Makes contributions to clarify the discussion and move the discussion toward the learning goals

✓ Representing content
  o Verbally articulates and/or visually represents the subject matter content accurately and purposefully
  o Addresses students’ misconceptions
  o Verbally articulates and/or visually represents the students’ ideas accurately and purposefully

✓ Summarizing and concluding the discussion
  o Summarizes the discussion by revisiting the student ideas that have been shared
  o Concludes the discussion

4. Example Performances

Please visit the ETS NOTE website at www.ets.org/note/test-taker/prepare/lgd/ to see examples of high-, mid-, and low-scoring responses.
5. Prompts for Practice

The following lists provide an overview of the content that may be included in the LGD tasks you receive on testing day.

Mathematics Prompts for Practice

A. Lead a group discussion to help students explain their solution and justify their answer to problems involving the comparison of multidigit numbers. Consider cases where students have to make the greatest or least possible number.

B. Lead a group discussion to help students explain their solution and justify their answer when determining if a group of objects has an odd or even number of objects.

C. Lead a group discussion to help students explain their solution and justify their answer when creating equations that equal a given number. Consider whether all the expressions of a particular type have been found and how to explain why or why not.

D. Lead a group discussion to help students explain their solution and justify their answer to a subtraction problem using the number line. Consider different ways of solving the problem.

E. Lead a group discussion to help students explain their solution and justify their answer to a multistep real-world problem involving division and the interpretation of the remainder.

F. Lead a group discussion to help students explain their solution and justify their answer to problems related to halves, thirds, and fourths of a particular figure. Consider whether equal shares of identical wholes must have the same shape to be equivalent.

G. Lead a group discussion to help students explain their solution and justify their answer to problems involving the comparison of two fractions. Consider cases where the fractions have common numerators, common denominators, or different numerators and different denominators.

H. Lead a group discussion to help students explain their solution and justify their answer when creating a story context involving the division of a whole number by a unit fraction. Consider visual fraction models to show the quotient.

I. Lead a group discussion to help students explain their solution and justify their answer when representing decimal numbers using base ten blocks. Consider how representations of decimal numbers are linked to their expanded form.

J. Lead a group discussion to help students explain their solution and justify their answer when using a Venn diagram to classify blocks according to their attributes.

K. Lead a group discussion to help students explain their solution and justify their answer when making a particular polygon using pattern blocks. Consider different ways to make the polygon and whether all of the ways have been found.

L. Lead a group discussion to help students explain their solution and justify their answer to a multistep real-world problem involving area estimation by rounding.
Consider the benefits and drawbacks of each rounding strategy in the context of the problem.

M. Lead a group discussion to help students explain their solution and justify their answer to a multistep real-world problem involving the volume of a three-dimensional object. Consider cases when the volume and length of the edges have restrictions.

N. Lead a group discussion to help students explain their solution and justify their answer to problems involving a scaled bar graph representing a data set.

Reading and Language Arts Prompts for Practice

A. Lead a group discussion in which students consider different positions on the same issue and reasoning for those positions that is based in text evidence.
   1. An event in a narrative text
   2. A character’s decision in a narrative text
   3. An issue that is the focus of an informational text

B. Lead a group discussion in which students make claims about the ways in which the author’s word choice contributes to meaning and tone and support those claims with text evidence.

C. Lead a group discussion in which students discuss their opinions of a text and their use of text evidence to support the stated opinion.

D. Lead a group discussion in which students make claims about character motivation and support those claims with text evidence.
   1. In one story
   2. In more than one story

E. Lead a group discussion in which students identify and explain themes of a text and support those themes with text evidence.

F. Lead a group discussion in which students draw inferences and support those inferences with text evidence.

G. Lead a group discussion in which students make claims about character traits and support those claims with text evidence.

H. Lead a group discussion in which students compare character development and support those comparisons with text evidence.
   1. In one story
   2. In more than one story

I. Lead a group discussion in which students compare and contrast strengths and weaknesses of writing and support those comparisons with evidence.
   1. Ability to meet the needs of the audience
   2. Character development
   3. Effectiveness in maintaining purpose
   4. Plot development
   5. Use of supporting evidence/reasons
Eliciting Student Thinking (EST)

1. General Task Information

To evaluate student understanding, teachers pose questions or engage students in tasks that allow students to share their thinking about specific content. To do this effectively, a teacher draws out a student’s thinking through carefully chosen questions and considers and checks alternative interpretations of the student’s ideas and methods.

The EST tasks ask you to demonstrate your ability to elicit and interpret a student’s thinking about a specific concept or problem. Using the materials you receive on the testing day, you will interact with a student to learn about his or her thinking, focused on important mathematics or reading and language arts content. You will be assessed on your ability to draw out and interpret the student’s thinking. If you realize that the student has a misunderstanding, you should ask probing follow-up questions to learn more about that misunderstanding. You should not teach or indicate future instructional steps based on what you elicit. It is not your goal to change the student’s thinking or understanding.

Each assessment will contain two EST tasks: one in mathematics and one in reading and language arts. Each task will represent a different grade level, content area, and content topic. For each task, you will be provided with a scenario and specific details about the academic content you will work on with the student. Task materials may include a literary or nonfiction text, specific student work, or other examples or representations for your use.

On testing day, you will be given 10 minutes of preparation time to plan your interaction for each task. You will have a maximum of 10 minutes to interact with the student in order to elicit his or her thinking and understanding related to a specific task. Video recording will stop at 10 minutes, but you are not required to use the entire time given. After your interaction with the student, you will have 12 minutes to answer post-performance questions that ask you to interpret the student’s thinking and understanding. You will have a countdown timer for your reference during your preparation, during your performance, and as you complete the post-performance questions.

Mathematics

You will elicit and interpret a student’s thinking by posing questions and tasks that draw out the student’s thinking and understanding about specific mathematics content. You will interact with a student in the virtual classroom and use the stylus and shared virtual whiteboard to aid in the work. The goal of the interaction is to elicit the student’s conceptual understanding of the problem at hand, what the student did to produce the answer given, and why he or she performed particular steps. For some of the tasks, materials such as student worksheets and/or student work samples will be provided on the shared virtual whiteboard.
Reading and Language Arts

You will elicit and interpret a student’s thinking by posing questions and tasks that draw out the student’s thinking and understanding about specific reading and language arts content. You will interact with a student in the virtual classroom and use the stylus and shared virtual whiteboard to aid in the work. The goal of the interaction is to elicit the student’s conceptual understanding of the text and how the student arrived at his or her ideas. For some of the tasks, materials such as literary or nonfiction texts will be provided on the shared virtual whiteboard.

2. A Sample Task

Eliciting Student Thinking (EST) Task

Grade level: Fifth grade

Content area: Mathematics

High-leverage content: Comparing fractions

Compare two fractions with different numerators and different denominators. Record the results of the comparisons with the symbols >, =, or <, and justify the conclusions.

Scenario:

Some fifth-grade students have been working on various strategies that can be used to compare fractions. One student worked on the problem shown. You want to learn more about what the student did to solve the problem and the student’s understanding of the mathematics relevant to the problem.

Problem:

Which fraction is greater?

\[
\frac{2}{3} \quad \text{or} \quad \frac{5}{8}
\]
Student work:

Which fraction is greater?

\[
\frac{2}{3} \quad \text{or} \quad \frac{5}{8}
\]

\[
\frac{2 \times 5}{3 \times 5} \quad \frac{5 \times 2}{8 \times 2}
\]

\[
\frac{10}{15} < \frac{10}{16}
\]

\[
\frac{2}{3} < \frac{5}{8}
\]

Your goal:

Review the student task and work provided in the scenario. You should be prepared to do the following.

- Ask questions to elicit what the student did to produce the answer given.
- Probe to understand why the student performed the particular steps and what conceptual understanding the student has and does not have regarding comparing fractions.

Directions:

During your preparation time, you should do the following.

- Review the student work carefully. The same work will be displayed in two places.
  - *Student Materials–Prep* is a page to use during preparation. You can mark up or take notes on this page. You can refer to these notes during your performance, but the student will not be able to see this page.
  - *Student Materials* is a page to use during your performance. You and the student can see and write on this page during your performance.
- Consider ways you might elicit what the student did to produce the answers given and why he or she performed the particular steps.
- Consider ways you might elicit the conceptual understanding the student has and does not have regarding comparing fractions.
- Consider other problems you might pose to the student to elicit and/or confirm the student’s understanding.
3. Criteria for Scoring

You will be assessed on your ability to do the following.

✓ Using questions, prompts, and student tasks to elicit student thinking
  o Asks questions that are conducive to eliciting thinking that is related to the purpose of the task
  o Uses a series of questions or prompts that provide a logical sequence to elicit information relevant to the content
  o Uses language that is academically and developmentally appropriate

✓ Attending to student talk and actions
  o Attends to student responses and actions and uses them as a basis for further questions
  o Follow-up questions or prompts provide opportunities for the student to explain reasoning or show understanding
  o Paces the interaction

✓ Interpreting student thinking in the post-performance questions (PPQs)
  o Interprets the student’s thinking about the task and uses information from the interaction to support the interpretation
  o Describes the process that the student uses to engage with and respond to the task and uses information from the interaction to support the description

✓ Understanding the content
  o Demonstrates understanding of the content required to elicit student thinking and to interpret student talk and work

4. Example Performances

Please visit the ETS NOTE website at www.ets.org/note/test-taker/prepare/est/ to see examples of high-, mid-, and low-scoring responses.
5. Prompts for Practice

The following lists provide an overview of the content that may be included in the EST tasks you receive on testing day.

Mathematics Prompts for Practice

A. Elicit a student’s process and conceptual understanding when comparing multidigit whole numbers.

B. Elicit a student’s process and conceptual understanding when solving real-world and mathematical problems involving addition or subtraction within 20.
   1. Using a counting-all strategy when adding
   2. Using a counting-on strategy when adding
   3. Using a counting-back strategy when subtracting
   4. Using a counting-up strategy when subtracting

C. Elicit a student’s process and conceptual understanding when solving real-world and mathematical problems involving operations within 100.
   1. Using a number line to show addition by adding on tens and then ones
   2. Using a number line to show the take-away model of subtraction

D. Elicit a student’s process and conceptual understanding when solving real-world and mathematical problems involving addition or subtraction within 1000.
   1. Using concrete models or drawings and strategies based on place value
   2. Using a standard algorithm
   3. Using the properties of operations and/or the relationship between addition and subtraction

E. Elicit a student’s process and conceptual understanding when solving real-world and mathematical problems involving multiplication or division within 100.
   1. Using equal sets
   2. Using arrays

F. Elicit a student’s process and conceptual understanding when multiplying multidigit numbers.
   1. Using a standard multiplication algorithm
   2. Using area models
   3. Using doubling and halving

G. Elicit a student’s process and conceptual understanding when comparing fractions with different numerators and different denominators.
   1. Using common numerators
   2. Using benchmarking

H. Elicit a student’s process and conceptual understanding when solving real-world and mathematical problems involving operations with decimals to hundredths.
   1. Subtracting by adding up
   2. Using a standard algorithm

I. Elicit a student’s process and conceptual understanding regarding measuring an object using standard units.
Reading and Language Arts Prompts for Practice

A. Elicit a student’s understanding of a narrative text. In these tasks, you will focus on
the student’s understanding of one or more of the following.
   1. Literary elements
   2. Character development across a text
   3. Character motivation
   4. Character traits
   5. Making inferences
   6. Language features
   7. Determining meaning of unknown words
   8. Supporting ideas with text evidence

B. Elicit a student’s understanding of an informational text. In these tasks, you will
focus on the student’s understanding of one or more of the following.
   1. Using text features to make meaning
   2. Author’s use of evidence to support ideas
   3. Author’s purpose
   4. Main idea
   5. Text structure
   6. Determining meaning of unknown words
   7. Supporting ideas with text evidence
Determine Your Strategy for Success

Effective ETS NOTE test preparation does not just happen. You will want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

1. **Learn what the test covers.** You may have heard that there are several different versions of the same test. It is true. You may take one version of the test, and your friend may take a different version a few months later. Each test has different questions covering the same high-leverage practices and content areas, but all versions of the test measure the same skills and knowledge. You will find specific information about the test on page 6, which outlines the high-leverage practices and content categories that the test measures.

2. **Assess how well you know the content.** Research shows that test takers tend to overestimate their preparedness — this is why some test takers assume they did well and then find out they did not pass. The ETS NOTE assessment is demanding enough to require serious review of likely content, and the longer you have been away from the content, the more preparation you will most likely need. If it has been more than a few months since you have studied your content area, make a concerted effort to prepare.

3. **Plan and organize your time.** You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end.

   Here are a few tips:
   
   o Choose a test date far enough in the future to allow for plenty of preparation time. Test dates can be found at [https://www.ets.org/note](https://www.ets.org/note).
   o Work backward from that date to figure out how much time you will need for review.
   o Set a realistic schedule — and stick to it.

4. **Develop a study plan.** A study plan provides a road map to prepare for the ETS NOTE test. It can help you understand what skills and knowledge are covered on the test and where to focus your attention.

   Use the study plan template on page 31 to organize your efforts.

5. **Practice.** The ETS NOTE test assesses your ability to carry out three high-leverage practices in elementary mathematics and reading and language arts — modeling and explaining content, leading group discussion, and eliciting student thinking. Use the High-leverage Content topics and the Prompts for Practice in this document to practice.

6. **Understand how tasks will be scored.** Scoring information can be found on pages 12, 19, and 25.

And most important — get started!
Preparing for the ETS NOTE Assessment

Planning your study time is important because it will help ensure that you review the content areas and high-leverage practices covered on the test. Use the sample study plan as a guide. It shows a sample study plan for the Elementary Education: Practices for Teaching Content test. Following that is a study plan template that you can fill out to create your own plan. Use the Learn about Your Test and Test Specifications information beginning on page 5 to help complete it.

My Study Plan — Sample

Use this worksheet to do the following.

1. **Define Content Areas.** List the most important content areas for your test.

2. **Determine Strengths and Weaknesses.** Identify your strengths and weaknesses in each content area.

3. **Identify Resources.** Identify the books, courses, and other resources you plan to use for each content area.

4. **Study.** Create and commit to a schedule that provides for regular study periods.

**NOTE Test Name (Test Code):** Elementary Education: Practices for Teaching Content (7001)

**Test Date:** May 3

<table>
<thead>
<tr>
<th>Content area</th>
<th>High-leverage content topics (from pages 7 and 8 of this study guide)</th>
<th>How well do I know the content? (scale 1 to 5)</th>
<th>What resources do I have/need for the content?</th>
<th>Where can I find the resources I need?</th>
<th>Dates I will study the content</th>
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<td>Numbers and operations in base ten – multiplying whole numbers</td>
<td>4</td>
<td>Released task and video provided by ETS</td>
<td>Released task on p. 11 of this guide and links on p. 14 in this guide</td>
<td>January 10 through January 13</td>
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Key Ideas and Details:

- Released task and video provided by ETS
- Chapter 5 from text from methods class
- Professor
- MEC Math C3 and D Prompts for Practice from this study guide
- EST Math E and F Prompts for Practice from this study guide
- Released task on p. 11 of this guide and links on p. 14 in this guide
- Text
- Ask for appointment
- p. 15 in this study guide
- p. 28 in this study guide
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<th>Content area</th>
<th>High-leverage content topics (from pages 7 and 8 of this study guide)</th>
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<td>p. 28 in this guide</td>
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<tr>
<td>Reading and language arts</td>
<td>Use context clues in literary and informational text</td>
<td>3</td>
<td>Released task and video provided by ETS</td>
<td>Released task on p. 12 of this guide and links on p. 14 in this guide</td>
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<td></td>
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<td>Text from methods class</td>
<td>Text</td>
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<td>Professor</td>
<td>Ask for appointment</td>
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<td>MEC RLA A1 Prompt for Practice from this study guide</td>
<td>p. 16 in this guide</td>
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<td>EST RLA A7 and B6 Prompts for Practice from this study guide</td>
<td>p. 29 in this guide</td>
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<td>Reading and language arts</td>
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<td>2</td>
<td>Chapter 5 from text from methods class</td>
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<td>Professor</td>
<td>Ask for appointment</td>
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</tbody>
</table>
# My Study Plan

Use this worksheet to do the following.

5. **Define Content Areas.** List the most important content areas for your test.

6. **Determine Strengths and Weaknesses.** Identify your strengths and weaknesses in each content area.

7. **Identify Resources.** Identify the books, courses, and other resources you plan to use for each content area.

8. **Study.** Create and commit to a schedule that provides for regular study periods.

**NOTE Test Name (Test Code):** _______________________________

**Test Date:** __________

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<td></td>
<td>Key Ideas and Details</td>
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Preparation Resources

There are many published resources available for learning more about the practices assessed on the ETS NOTE test. Listed below are just a few of them. These preparation resources have been identified by content experts in the field and provide important details and discussion about the practices that are tested on the NOTE assessment. Many of them are updated frequently, and you might want to seek out the most up-to-date editions.

General information about high-leverage practices is available on the TeachingWorks website: www.teachingworks.org.

<table>
<thead>
<tr>
<th>High-leverage Practice</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modeling and Explaining Content</td>
<td>• Beck, Isabel &amp; McKeown, Margaret (2006).</td>
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<tr>
<td></td>
<td>*Improving Comprehension with Questioning the Author: A fresh and</td>
</tr>
<tr>
<td></td>
<td>expanded view of a powerful approach.* New York, NY: Scholastic. ISBN:</td>
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<tr>
<td></td>
<td>9780439817301</td>
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<tr>
<td></td>
<td>Essential elements of fostering and teaching reading comprehension. In</td>
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<tr>
<td></td>
<td>S.J. Samuels &amp; A.E. Farstrup (Eds.), *What research has to say about</td>
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<tr>
<td></td>
<td>Association. ISBN: 978-0872078291</td>
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<tr>
<td></td>
<td>Comprehension Strategy Instruction* (2nd Edition). Portsmouth, NH:</td>
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<tr>
<td></td>
<td>Heinemann. ISBN: 978-0325010359</td>
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<tr>
<td></td>
<td>planning process that develops strategic readers.* Thousand Oaks, CA:</td>
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<tr>
<td></td>
<td>Corwin. ISBN: 978-1506364964</td>
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<tr>
<td></td>
<td>• Schoenbach, R., Greenleaf, C., &amp; Murphy, L. (2012). *Reading for</td>
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<td></td>
<td>understanding: How reading apprenticeship improves disciplinary</td>
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<tr>
<td></td>
<td>learning in secondary and college classrooms.* San Francisco, CA:</td>
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<tr>
<td></td>
<td>• The Institute for Education Sciences’ What Works Clearinghouse Practice</td>
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<tr>
<td></td>
<td>Guides contain useful guidance for modeling and explaining content; see,</td>
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<tr>
<td></td>
<td>for example, *Improving Reading Comprehension in Kindergarten Through</td>
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<tr>
<td></td>
<td>3rd Grade,* available here: <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/14">https://ies.ed.gov/ncee/wwc/PracticeGuide/14</a></td>
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<td>High-leverage Practice</td>
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Suggestions for practicing the high-leverage practices

You might wish to practice using the high-leverage practices assessed on the NOTE assessment before you take the test. The best place to do this is in your teacher preparation program, where you have the opportunity to work directly with pupils in elementary school classrooms and can take advantage of feedback from your instructors.

In addition, you might consider practicing modeling and explaining content and eliciting and interpreting student thinking on your own or with a partner. One way to practice modeling and explaining content is to identify a practice or strategy in elementary mathematics or reading and language arts, and practice modeling the practice or strategy aloud in front of a friend or family member.

You can practice eliciting and interpreting student thinking by presenting an elementary mathematics problem or an elementary reading and language arts text to a friend or family member, giving him or her a chance to work on the problem or read the text, and then interviewing him or her to learn more about his or her thinking about the problem or text.
Testing Accommodations Available for Test Takers with Disabilities or Health-Related Needs

Testing accommodations are available for test takers who meet the Americans with Disabilities Act Amendments Act (ADAAA) disability requirements. If you would like to request accommodations other than those listed below, you must describe them in Part II of the Testing Accommodations Request Form in the Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs.

- Extended testing time (25%, 50%, 100%)
- Additional breaks
- Separate testing room
- Non-standard keyboard
- Non-standard mouse
- Weighted stylus
- Large-screen tablet
- Perkins Braille
- Braille slate and stylus
- Tactiles/Overlays
- Wikisticks/Crayons
- Printed copy of task and general directions
- Braille copy of task and general directions
- Test reader
- Writer/recorder of answers
- Sign language interpreter
- Oral interpreter
- CART services

For more information on these accommodations, visit https://www.ets.org/note/test-taker/register/disabilities/.

Note: Test takers who have health-related needs requiring them to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks must request these accommodations. You can find additional information for test takers with disabilities or health-related needs at www.ets.org/disabilities.
Do Your Best on Test Day

You followed your study plan. You prepared for the test. Now it’s time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you are sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal — passing the ETS NOTE test!

On the day of the test, you should:

- be well-rested
- wear comfortable clothes and dress in layers
- eat before you take the test
- bring an acceptable and valid photo identification with you
- be prepared to stand in line to check in or to wait while other test takers check in

You cannot control the testing situation, but you can control yourself. Stay calm. The supervisors are well-trained and make every effort to provide uniform testing conditions, but do not let it bother you if the test does not start exactly on time. You will have the allotted amount of time once it does start. You can think of preparing for this test as training for an athletic event. Once you have trained, prepared, and rested, give it everything you’ve got.

What items am I restricted from bringing into the test center?

You cannot bring into the test center personal items such as:

- Handbags, knapsacks, or briefcases
- Food, beverages, or tobacco
- Weapons or firearms
- Study materials, books, or notes
- Pens, pencils, or scrap paper
- Any electronic, photographic, recording, scanning or listening devices, including all phones, tablets, and PDAs

Personal items, including all watches, are not allowed in the testing room and will not be available to you during the test or during breaks. You may also be asked to empty your pockets. At some centers, you will be assigned a space to store your belongings. Some centers do not have secure storage space available, so please plan accordingly. Test centers assume no responsibility for your personal items.
If you have health-related needs requiring you to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks, you need to request accommodations in advance. Information about procedures for requesting accommodations can be found at [https://www.ets.org/disabilities/test_takers/](https://www.ets.org/disabilities/test_takers/).

**Note:** All phones and any other electronic, photographic, recording, scanning or listening devices are strictly prohibited from the test center. If you are seen with such a device, the device will be confiscated and inspected, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. For more information on what you can bring to the test center, visit [www.ets.org/note/test-taker/test-day/bring](http://www.ets.org/note/test-taker/test-day/bring).

**Are You Ready?**

Complete this checklist to determine whether you are ready to take your test.

- Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- Have you followed all of the test registration procedures?
- Do you know the topics that may be covered?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics that may be covered?
- Do you know how long the test will take and the number of tasks it contains?
- Are you familiar with the types of tasks for your test?
- Have you considered how you will pace your work?
- Have you practiced by working through the Prompts for Practice in this Study Guide?
- Do you understand the scoring criteria for the NOTE assessment?
- If you are repeating an ETS NOTE assessment, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered “yes” to the questions above, your preparation has paid off. Now take the ETS NOTE assessment, do your best, pass it — and begin your teaching career!
Understanding Your Scores

Of course, passing the ETS NOTE assessment is important to you, so you need to understand what your scores mean and what your state requirements are.

**What are the score requirements for my state?**

States, institutions, and associations that require the test set their own passing scores. Visit www.ets.org/note/states-agencies or www.ets.org/note/institutions for the most up-to-date information.

**If I move to another state, will my new state accept my scores?**

The ETS NOTE test is part of a national testing program, meaning that it is required in many states for licensure. The advantage of a national program is that if you move to another state that also requires the ETS NOTE test, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at www.ets.org/note/states-agencies.

**How do I know whether I passed the test?**

Your score report will include information on passing scores for the states you identified as recipients of your test results. If you test in a state with automatic score reporting, you will also receive passing score information for that state. A list of states and their passing scores for each test are available online at www.ets.org/note/states-agencies.

**What do your ETS NOTE scores mean?**

You received your score report. Now what does it mean? It is important to interpret your score report correctly and to know what to do if you have questions about your scores. To see a sample score report, and to access *Understanding Your ETS NOTE Scores*, a document that provides additional information on how to read your score report, visit https://www.ets.org/note/test-taker/scores/understand/.

**Does the score scale change?**

ETS updates the ETS NOTE test on a regular basis to ensure it accurately measures the knowledge and skills that are required for licensure. When tests are updated, the meaning of the score scale may change, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years, provided that your state or licensing agency still accepts them. The following may also help you interpret your scores.

- *Understanding Your ETS NOTE Scores* (PDF), found at https://www.ets.org/note/test-taker/scores/understand/
Put Your Scores in Perspective

Your score report indicates:

- Your score and whether you passed
- The range of possible scores
- The range of the middle 50% of scores on the test

How the Test is Scored

Performance Assessments

Performances on NOTE tasks are scored by education professionals in the appropriate content area. These individuals are carefully trained and supervised to assure they apply ETS scoring methods in a fair and accurate manner. Additional statistical checks are made to account for differences in difficulty across versions of a test.

Up to two scorers rate your performance on each task. Each one works independently and does not know what the other scorer’s ratings are. If the two ratings disagree by more than a specified amount, a third scorer (and sometimes a fourth scorer) rates your response. Under no circumstances does your total score depend entirely on one individual scorer.

Weighting Schemes

The NOTE assessment consists of multiple tasks, and each task is scored on multiple aspects. The ratings at the aspect level are first multiplied by scoring weights, which can be different for different aspects, and the weighted ratings are summed to contribute to your total raw score for each task. The raw score on each task is simply added together to contribute to your total raw score. Your total raw score is then converted to a scaled score that adjusts for the difficulty of that particular version of the test.

For each task, if two raters’ ratings agree, the two scores are directly used. If they disagree by more than a certain amount, a third rater scores the performance, and an average of the three ratings is then used to score the task. In addition, scores are carefully analyzed by ETS psychometricians before being approved for release.

Conversion of Raw Scores to Scaled Scores

For the NOTE performance assessment, ETS develops multiple versions of the same test that contain different sets of tasks conforming to predefined content and statistical specifications. These different versions are commonly called forms. To ensure that scores obtained from different forms of the same test are comparable, raw scores are converted to scaled scores that carry the same meaning regardless of which form was administered. Scaled scores are used to determine whether test takers have passed the test.
Rater Qualifications

The ETS NOTE tasks are scored by educators across the country who meet the qualifications established by ETS. Raters include members from the following groups of national educators.

- Elementary teachers who hold a professional certificate and who have been teaching for three years or more
- Elementary teachers who hold National Board Certification
- Elementary teachers who have been retired for four years or less

Fairness

There are numerous checks in place to ensure fair and valid scores. Raters are required to participate in a rigorous training program that includes demonstrating an understanding of the task directions, rubrics, and more. Raters must demonstrate mastery of the scoring process through multiple practice sessions. Raters must take and pass a certification test verifying their mastery of accurate scoring processes. Raters are also exposed to a series of bias training exercises focused on professional biases that may influence a score, either negatively or positively. Raters are trained to be aware of those biases as they score each response. All identifying information is removed from responses so that raters are prevented from knowing a candidate’s identity.

Receiving Your Scores

How will I receive my scores?

Your official score report will be available via your online account, where you will be able to view and print the report as often as you wish. Score reports will be available online only, and all teacher candidates working within the same submission window will receive their scores at the same time.

To whom will my scores be delivered?

All scores will automatically be provided to the recipients you identified at the time of registration. Please note that your score report and the information reported to the recipients will not indicate or disclose any nonstandard testing accommodations.
Show you’re ready to teach.
Let the *NOTE Study Guide* help you prepare.

To learn more, visit [ets.org/note](http://ets.org/note)