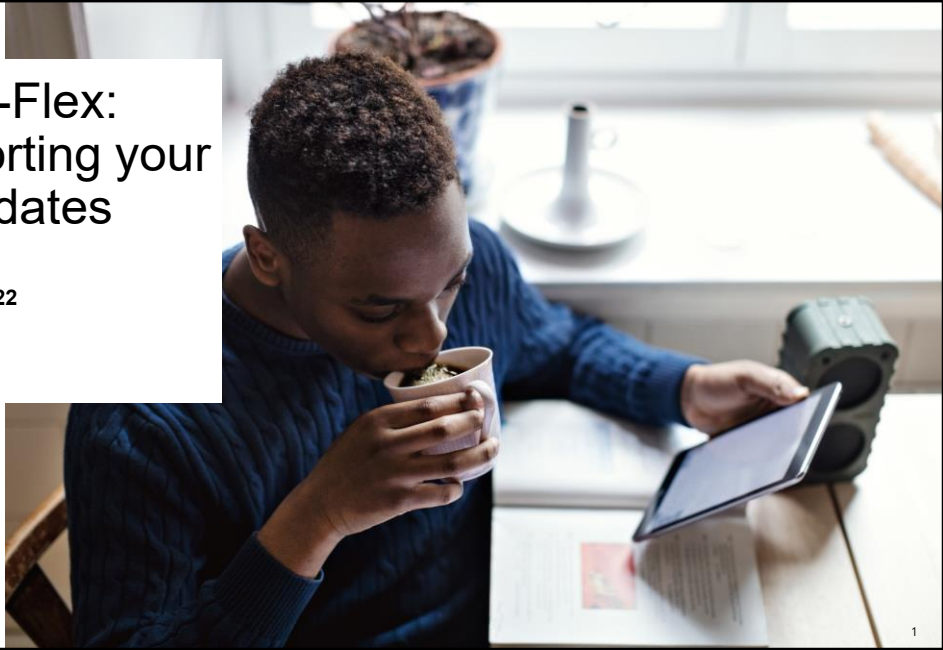# MTEL-Flex: Supporting your Candidates

March 21, 2022

Pearson

Hello everyone. On behalf of the Massachusetts Department of Elementary and Secondary Education and Evaluation Systems group of Pearson, I would like to welcome you to today's webinar. **"MTEL-Flex: Supporting your Candidates."**

Agenda

✓Background
✓MTEL-Flex Overview
✓Registering for MTEL-Flex
✓MTEL-Flex Scoring
✓Supporting MTEL-Flex Candidates
✓Q & A

The purpose of today's webinar is to provide information about MTEL-Flex, an innovative option that is now available to some MTEL candidates who have come very close to passing their MTEL subject matter test. We also will discuss how you can provide appropriate support to your students who have registered to complete MTEL-Flex.

The Department of Elementary and Secondary Education will share additional slides to provide some background information, including information about the regulatory pilot that created the space for MTEL-Flex.

We will provide an overview of MTEL-Flex, including which MTEL tests include an MTEL-Flex option and how candidates become eligible for MTEL-Flex.

We will briefly explain how candidates register for MTEL-Flex and suggest some activities for candidates to do before and after registering for MTEL-Flex.

We will share information about how MTEL-Flex is scored and how you can appropriately support candidates who are taking MTEL-Flex.

We will end with time for questions. Please hold your questions until the end of the presentation. Thank you.

MTEL-Flex Overview

➢ Pilot program
➢ Alternative way to demonstrate subject matter knowledge for some MTEL tests
➢ For candidates whose scaled total score is within 1 SEM of the MTEL qualifying (passing) score
➢ Candidates independently complete one task and submit it for scoring
➢ Grounded in validated MTEL test objectives
➢ Scored by MTEL scorers

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MTEL-Flex has been developed as part of a regulatory amendment to pilot the use of alternative assessments to the Massachusetts Test for Educator Licensure (MTEL) program. The state has indicated that the pilot of this program ends June 30, 2024. Any extensions to this regulatory pilot will require further regulatory change from the Massachusetts Board of Elementary and Secondary Education. Pearson has partnered with the Department to develop MTEL-Flex.

MTEL-Flex provides an alternative assessment option for MTEL candidates whose score on select MTEL subject matter knowledge test fields is within one standard error of measurement of the scaled passing score. A scaled score that falls within this range indicates that candidates were very close to meeting the subject matter knowledge requirement and provides evidence that the candidate made a genuine attempt to pass the MTEL.

These are candidates who are very close to meeting the qualifying score for the test. They may have missed a few points on the multiple-choice and/or open response sections of the test. The Department of Elementary and Secondary Education has

determined that candidates who score that close to the passing score can provide additional evidence of their subject matter knowledge by completing MTEL-Flex. If a candidate passes MTEL-Flex, they meet the MTEL subject matter knowledge testing requirement for licensure.

MTEL-Flex allows candidates to complete the MTEL subject matter knowledge requirement by providing an analysis of an MTEL test objective to demonstrate the depth of their subject matter knowledge. Most candidates, with the exception of candidates taking MTEL-Flex Spanish – Oral Expression, will provide a written submission to demonstrate their subject matter knowledge. Candidates taking MTEL-Flex Spanish – Oral Expression will provide video submission to demonstrate their subject matter knowledge.

Candidates independently complete one task using Pearson's ePortfolio system and submit it for scoring by trained and calibrated MTEL scorers.

The validated MTEL test objectives and DESE-approved resources are used by the candidates to develop their MTEL-Flex submissions.
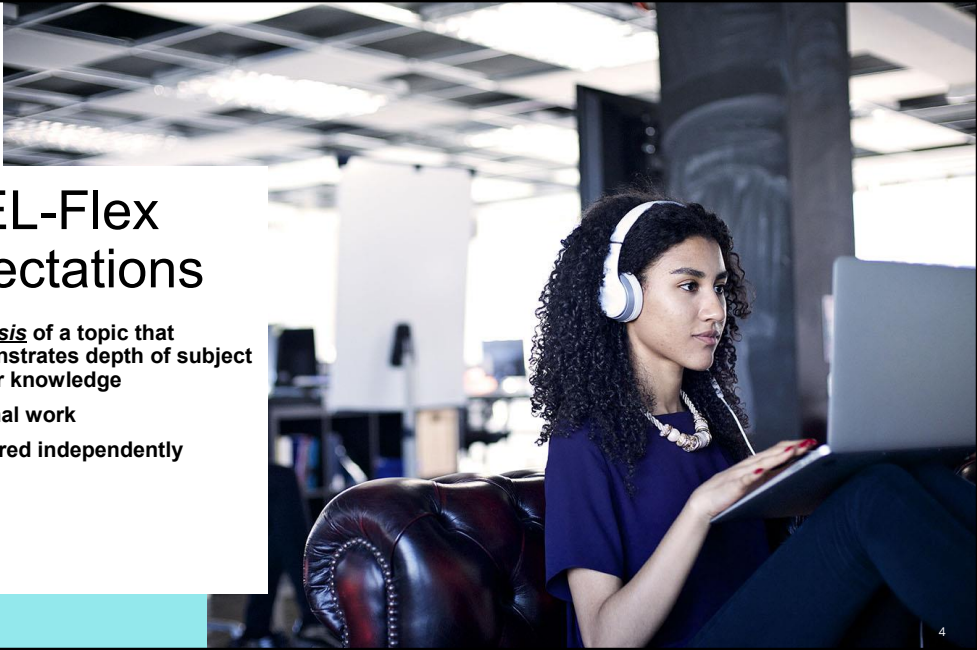
The submissions are scored using the validated MTEL scoring rubrics.

MTEL-Flex is designed to maintain the high standards for subject matter knowledge that are in place for the MTEL program. The MTEL-Flex program is designed to enable candidates to demonstrate their content knowledge as evidence of their readiness for an initial teaching position by completing an additional task.

Candidates use an MTEL test objective and its associated descriptive statements along with referencing resources that were approved by the Department of Elementary and Secondary Education to develop a topic that will demonstrate their subject matter knowledge. They prepare an analysis of a topic that is related to the MTEL test objective.

The analysis should demonstrate the depth of the candidate's subject matter knowledge. The expectation is that the candidate will prepare an analysis and NOT merely prepare a response that provides a list of facts related to the chosen topic.

Candidates are required to prepare their MTEL-Flex submission independently and the submission must be the candidate's original work.

MTEL-Flex Options – Available

➢ English (061)
➢ English as a Second Language (054)
➢ Foundations of Reading (190)
➢ General Curriculum Mathematics Subtest (203)
➢ General Curriculum Multi-subject Subtest (103)
➢ History (006)
➢ Spanish (028)

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Currently, MTEL-Flex is available for seven MTEL tests as indicated on this slide. For tests that have not been redeveloped since October 20, 2020, candidates must have received an eligible score after October 20, 2020, the start date of the regulatory pilot. For tests that have been redeveloped since October 20, 2020 (the start date of the pilot program), candidates must have taken the updated version of the test in order to be eligible for the corresponding MTEL-Flex assessment.

The General Curriculum and the History tests are currently being redeveloped to align with updated curriculum frameworks. Once these new tests become operational, the current versions of MTEL-Flex will be replaced by an updated version of MTEL-Flex. It is MTEL policy to have one version of a test operational at a time so the current versions of MTEL-Flex General Curriculum and MTEL-Flex History will be retired when the new MTEL tests become operational.

MTEL-Flex Options – Future

➢ General Science (064)

In addition to the MTEL-Flex options that are currently available, MTEL-Flex General Science will be added once the redeveloped General Science test becomes operational.

The redeveloped General Science test is scheduled to become operational later this year. Before MTEL-Flex General Science can become operational, the qualifying score for the redeveloped test needs to be set. Pearson will conduct a qualifying score conference in the Fall of this year (2022) with Massachusetts teachers and teacher educators to gather recommendations about the passing score for the test. These recommendations will be provided to the Department. The Commissioner of Elementary and Secondary Education is responsible for determining the passing score for all MTEL tests.

After the qualifying score is set by the Commissioner, we will work with the Department to determine when MTEL-Flex General Science will be added to the program. Information about the launch dates will be provided in the future.

There are two options for each MTEL-Flex field. Each of these options is linked to a validated MTEL test objective.

Let's use MTEL-Flex English as an example. In the case of MTEL-Flex English, candidates can choose to register for an MTEL-Flex English that is linked to objective 0014 which is related to preparing an organized, developed written analysis of a literary or informational text OR they can register for an MTEL-Flex English that is linked to objective 0015 which is related to preparing a written analysis of an argument.

The materials that candidates need to determine if they wish to take MTEL-Flex and which MTEL-Flex option is most appropriate for them is available on the MTEL website.

MTEL-Flex Features

➢ Candidate choice
  ➢ Selects MTEL-Flex assessment
  ➢ Determines the topic of submission
  ➢ Determines when to submit (up to 1 year)
➢ Cost
  ➢ $69 for all MTEL-Flex except MTEL-Flex General Curriculum
  ➢ $49 for MTEL-Flex General Curriculum

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Candidate choice is built into MTEL-Flex.

Candidates determine which MTEL-Flex assessment is most appropriate for them. Candidates have two options for each MTEL-Flex. Each options is linked to a specific MTEL test objective.

Candidates also determine which descriptive statements within the objective and which Department approved resources they will use to develop the topic they will address in their MTEL-Flex submission.

Finally, candidates determine when that submission is complete and ready to be scored. They have up to one year to complete their MTEL-Flex submission.

The fees for MTEL-Flex are $49 for MTEL-Flex General Curriculum and $69 for the other MTEL-Flex assessments.

MTEL-Flex Eligibility

MTEL Test	Scaled Score Range to Qualify for MTEL-Flex
English (061)	230-239
English as a Second Language (054)	229-239
Foundations of Reading (190)	231-239
General Curriculum Mathematics Subtest (203)	227-239
General Curriculum Multi-subject Subtest (103)	227-239
History (006)	231-239
Spanish (028)	229-239

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This slide shows the scaled score ranges a candidate needs to achieve on the MTEL test in order to qualify for MTEL-Flex.

Candidates qualify for MTEL-Flex English if they receive a scaled score on English (061) that is between 230 and 239.

The scaled score ranges were calculated using the current MTEL cutscores and standard error of measurement for each test field. The lower number in the range represents the scaled score that corresponds to a raw score at the -1 SEM level.

MTEL-Flex Resources

The MTEL website has been updated and reorganized to include MTEL-Flex resources and information. It has the information that candidates need to determine if MTEL-Flex is an appropriate option for them and to prepare for their MTEL-Flex submission.

The "Test Info" page has been reorganized to include MTEL-Flex Assessments.

Each MTEL-Flex assessment has a test landing page. The right-hand portion of this slide shows part of the test landing page for MTEL-Flex English. We encourage candidates to thoroughly review the information on the MTEL website prior to registering for MTEL-Flex. The MTEL-Flex Handbook, the MTEL-Flex templates, and a sample completed template are all available to candidates for review prior to registering for MTEL-Flex.

Steps to Complete MTEL-Flex

1. Select the MTEL test objective you will address.
2. Identify the descriptive statement(s) that you will use to demonstrate your knowledge of the MTEL test objective indicated in your registration.
3. Indicate alignment to Massachusetts Curriculum Framework or Department of Elementary and Secondary Education (DESE)-approved resources.
4. Describe the topic you will address in your submission.

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I'd like to review the steps candidates follow to complete MTEL-Flex.

1. During the online MTEL-Flex registration process, candidates select the MTEL test objective they will address in their submission using the list of options provided in registration. Candidates can download their MTEL-Flex template, which includes assessment directions, from the MTEL website and from the Pearson ePortfolio system. The completed template as well as their analysis are submitted for scoring.

2. The test objectives specify the content to be included on the MTEL test. Each test objective is further elaborated by a set of descriptive statements. Candidates should read the test objective and descriptive statement(s) they have chosen carefully before they begin to prepare their submission. They should select the descriptive statement(s) within the test objective that will enable them to prepare an analysis that demonstrates the depth of their subject matter knowledge of the test objective. Candidates will indicate the descriptive statement numbers in their MTEL-Flex template.

3. Candidates indicate where the topic they have selected is addressed in the

appropriate Massachusetts Curriculum Framework or Department-approved resources for their field. A list of approved resources for each MTEL-Flex assessment is included on the MTEL website. Candidates are instructed to use these resources in preparing their submission. Resources are assessment-specific and include relevant Massachusetts Curriculum Frameworks and/or resources that are in alignment with the Massachusetts Curriculum Frameworks. Candidates will indicate the alignment of the Department-approved resources to their topic in their MTEL-Flex template.

4. Candidates will indicate the topic to be addressed in their MTEL-Flex template. The topic of the submission should allow the candidate to prepare an analysis that demonstrates their subject matter knowledge of the content assessed by the test objective. Candidates must develop their topic using the approved resources for their assessment.

Steps to Complete MTEL-Flex

5. Cite any sources used to prepare your submission.

6. Prepare an analysis in which you demonstrate your knowledge of the content assessed by the test objectives and further elaborated by the descriptive statements you have selected in relation to your stated topic.

7. Review your submission.

5. Candidates should gather any sources used to prepare their MTEL-Flex submission and list these sources in their MTEL-Flex template. Sources may include textbooks, articles, course materials, or other printed or electronic materials candidates used to prepare their MTEL-Flex submission; active hyperlinks to sources are not allowed and should be removed from any URLs.

6. The MTEL program uses Webb's Depth of Knowledge as a way to consider cognitive complexity. As a whole, the MTEL-Flex submission must demonstrate candidates' understanding of the subject matter knowledge of the content of the test objective and reflect a Level 3 or Level 4 depth of knowledge on Webb's Depth of Knowledge. Candidate submissions should demonstrate an application of subject matter knowledge rather than a recitation of factual information.

Written submissions of up to three pages are required for all MTEL-Flex assessments except MTEL-Flex Spanish—Oral Expression. Candidates will provide their analysis in their MTEL-Flex assessment template. Directions are provided to candidates regarding the format of the submissions, including information that scorers will

evaluate only the first 3 pages of a submission.

Candidates who register for MTEL-Flex Spanish—Oral Expression are required to create an unedited oral submission of at least 4 minutes and no more than 5 minutes in length. Submissions that are less than 4 minutes in length will not be scored. Scorers will not evaluate any portion that exceeds 5 minutes. Submissions must be submitted as a video file with the MTEL-Flex Spanish—Oral Expression Template. Only the candidate should appear in the submitted video; no other person's voice and/or image may be included. Candidates should not read their submission from cue cards.

7. Candidates should carefully review their submission against the MTEL Scoring Rubric for their MTEL-Flex prior to uploading it to the ePortfolio system.

MTEL-Flex Template

MTEL®-Flex English Template: Objective 0014

Prompt Section

Respond to the prompts below (**no more than 1 page, including prompts**) by typing your responses in Arial 11-point, single-spaced font, within the brackets following each prompt. Do not delete or alter the prompts. Only the first page will be evaluated. The previous page of instructions and the written analysis that follows does not count toward your page limit. Your submission cannot contain hyperlinks to any materials.

1. Indicate the numbers of the descriptive statements for the test objective that you will address in your written submission.
[ ]

2. Select a text by an author suggested for fifth through twelfth grade from Appendix B of the Massachusetts English Language Arts and Literacy Curriculum Framework – 2017 **or** a text **appropriate** for fifth through twelfth grade that has won one of the awards listed on page 164 of the Massachusetts English Language Arts and Literacy Curriculum Framework – 2017 to develop your topic and address the selected descriptive statements.
[ ]

3. Describe the topic addressed.
[ ]

4. List sources used to prepare submission.
[ ]

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The template is consistent across, all MTEL-Flex assessments.

The candidate determines the objective as part of registration – so you see the Objective number in the header of the template.

The candidate needs to determine which descriptive statements they will address in their submission. This is the candidate's choice.

Every MTEL-Flex includes Department approved resources that should be used to develop the topic and address selected descriptive statements. These resources are accessible from the MTEL website. In many cases, they link back to the curriculum frameworks. Pearson and the Department worked together to determine which resources were appropriate for each MTEL-Flex. As we previously discussed, candidates use the approved resources and descriptive statement to develop the topic they will address in their submission.

Finally, candidates should provide sources they use to prepare their submission.

MTEL-Flex Template

MTEL®-Flex English Template: Objective 0014

Written Analysis Section

Type your analysis (**no more than 3 pages, including the prompt**) in Arial 11-point, single-spaced font, within the brackets following the prompt. If appropriate, you may include tables, charts, graphs, or other diagrams that you have prepared by inserting them into your analysis. However, the total length of your analysis, including any graphic elements, may not exceed 3 pages. The previous pages of instructions and prompts do not count toward your page limit. Your submission cannot contain hyperlinks to any materials.

Prepare an organized, developed analysis on a topic related to Objective 0014.
[ ]

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This is the Written Analysis Section of the Template. Directions are provided to the candidate.

Registering for MTEL-Flex

➢ Log into account on MTEL website.
➢ Select "Register"
  ➢ Registration system only permits candidates to register for MTEL-Flex if they meet eligibility requirements
➢ Once candidates submit payment for MTEL-Flex, they have access to the ePortfolio System.

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Candidates register for MTEL-Flex by logging into their account on the MTEL website.

The MTEL-Flex registration system was designed so that only candidates who are eligible to take MTEL-Flex are provided with that option during registration.

Once a candidate registers and pays for MTEL-Flex, they then have access to the ePortfolio System.

Candidates access the system through their MyAccount.

MTEL-Flex ePortfolio System

Available on program website.
Step-by-step directions for how to use the ePortfolio system.

Using the Pearson ePortfolio System

Candidate Guide for MTEL-Flex

Step-by-step directions are provided on the MTEL website for how candidates use the ePortfolio system to complete MTEL-Flex.

The website also includes information for MAC users.

Manage MTEL Portfolio

Once registered, available through My Account.

Once registered, candidates access the MTEL-Flex through My Account. When they select "Manage MTEL Portfolio" link, they are redirected to the Assessment Summary page in the ePortfolio system.

MTEL-Flex ePortfolio System

This is the Assessment Summary page in the ePortfolio System. It contains tools candidates need to upload files and provides a dashboard view of their progress in completing MTEL-Flex.

The page includes links to the MTEL-Flex Handbook and the Assessment Materials Update that are on the MTEL website.

When candidates select "Start", they are taken to another page in the ePortfolio system.

MTEL-Flex ePortfolio System

Candidates upload their MTEL-Flex submission on this page of the ePortfolio system.

There are useful links for candidates to download the template or review the submission requirements from the handbook.

When candidates are ready to submit, they click "Upload file" to upload their template and submission.

MTEL-Flex ePortfolio System

Built-in features to assist candidates.
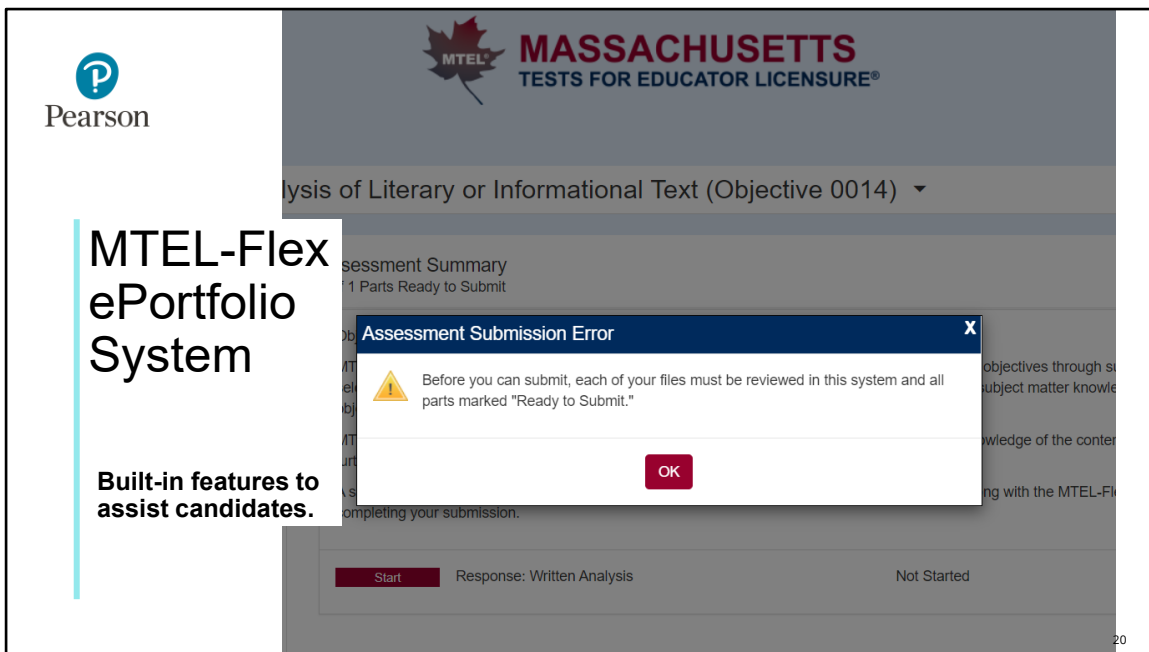
The ePortfolio system has built in features that require candidates to review the files prior to submission.

Candidates are encouraged to review their submission against the submission requirements as well as the MTEL scoring rubric that will be used to evaluate their submission.

Once the candidate hits submit, they no longer have access to the MTEL-Flex submission. Candidates are encouraged to save a copy of the submission for their records.

MTEL-Flex Scoring

➢ Holistic scoring
➢ Trained MTEL scorers
➢ Validated scoring rubric

MTEL-Flex submissions are scored holistically by trained Massachusetts scorers according to standardized procedures, using a scoring rubric that includes a set of performance characteristics and a scoring scale.

Scorers include Massachusetts teachers and educator preparation and arts and sciences faculty, qualified in the specific MTEL-Flex test areas. While scorers' qualifications may vary depending on the MTEL-Flex assessment they will score, in general scorers have qualifications such as a Massachusetts educator license/certificate; teaching experience in Massachusetts public schools; experience as a college educator responsible for preparing teacher candidates.

Scorers are trained in the holistic scoring process. This process involves at least two scorers independently scoring each candidate's submission using the scoring rubric. If there is a discrepancy in the scores assigned to a candidate's submission, the submission is scored by another scorer to resolve the discrepancy. Scorers are monitored during the scoring process to ensure consistency in scoring. Once scoring is complete, the candidate's score is compared with the approved qualifying (passing)

score for the MTEL-Flex assessment. Since candidate responses are evaluated by multiple scorers and have essentially already been rescored, there is no rescoring service for MTEL-Flex submissions.

Performance Characteristics

Scoring Rubric for MTEL-Flex Fields Other than Spanish

The following scoring rubric is used to evaluate MTEL-Flex submissions other than Spanish.

Performance Characteristics

Purpose	The extent to which the response achieves the purpose of the assignment
Subject Matter Knowledge	Accuracy and appropriateness in the application of subject matter knowledge
Support	Quality and relevance of supporting details
Rationale	Soundness of argument and degree of understanding of the subject matter

The following performance characteristics are used to evaluate MTEL-Flex fields other than Spanish. Submissions are evaluated on the extent to which the purpose, subject matter knowledge, support, and rationale are provided in the candidate's submission.

Scoring Scale

The scoring scale below, which is related to the performance characteristics for the tests, is used by scorers in assigning scores to MTEL-Flex submissions for fields other than Spanish.

Score Point	Score Point Description
4	**The "4" response reflects a thorough knowledge and understanding of the subject matter.** • The purpose of the assignment is fully achieved. • There is substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	**The "3" response reflects an adequate knowledge and understanding of the subject matter.** • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequately reasoned understanding of the topic.
2	**The "2" response reflects a limited knowledge and understanding of the subject matter.** • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	**The "1" response reflects a weak knowledge and understanding of the subject matter.** • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	**The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.**
B	**There is no response to the assignment.**

Scoring Scale

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The validated four-point MTEL score scale is used to evaluate candidate submissions. You can see how the performance characteristics of purpose, subject matter knowledge, support, and rationale translate into the points on the score scale.

Performance Characteristics

Scoring Rubric for MTEL-Flex Spanish—Written Expression

The following scoring rubric is used to evaluate MTEL-Flex Spanish—Written Expression submissions.

MTEL-Flex Spanish—Written Expression Performance Characteristics

Purpose	The extent to which the objective of the assignment is achieved and the appropriateness of the response for the intended audience
Coherence	Organization and clarity of ideas
Content	Development of ideas and relevance of supporting details
Grammar	Accuracy of grammatical forms and syntax
Vocabulary	Command of vocabulary and idiomatic expressions
Mechanics	Accuracy of spelling, diacritical marks, and punctuation

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The performance characteristics and score scales for MTEL-Flex Spanish are the same as those used to evaluate the MTEL Written Expression and Oral Expression open-response items.

This slide provide information on MTEL-Flex Spanish – Written Expression.

MTEL-Flex Spanish—Written Expression Scoring Scale

The scoring scale below, which is related to the performance characteristics for the test, is used by scorers in assigning scores to MTEL-Flex Spanish—Written Expression submissions.

Score Point	Score Point Description
4	The "4" response reflects a thorough application and strong command of the performance characteristics for the written assignment. • The response thoroughly fulfills the purpose of the written assignment and is completely appropriate for the intended audience. • The candidate's ideas are well organized and clearly expressed. • Ideas are extensively developed and well-supported with relevant information. • The response shows a comprehensive command of syntax and grammar, with only minor errors that do not interrupt communication. • Vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. • Spelling, diacritical marks, and punctuation are mastered, with few, if any, errors.
3	The "3" response reflects an adequate application and satisfactory command of the performance characteristics for the written assignment. • The response satisfactorily fulfills the purpose of the written assignment and is generally appropriate for the intended audience. • The candidate's ideas show some organization and are generally clear. • Ideas are adequately developed with some elaboration and support of specific points. • The response shows a good command of syntax and grammar, though some errors may cause minor interruptions in communication. • Vocabulary and idiomatic expressions are general, but adequate for communicating a complete message. • There are minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.

Scoring Scale

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This is the Spanish - Written Expression scoring scale.

MTEL-Flex Spanish—Written Expression Scoring Scale (continued)

Score Point	Score Point Description
2	The "2" response reflects a partial application and limited command of the performance characteristics for the written assignment. - The response partially fulfills the purpose of the written assignment and may not be entirely appropriate for the intended audience. - The candidate's ideas show limited organization and are somewhat unclear. - Ideas are developed in a limited way with minimal support. - The response shows a limited command of syntax and grammar, with frequent errors that partially impede communication of ideas. - Vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. - There are some errors in spelling, diacritical marks, and punctuation, which partially interfere with communication.
1	The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the written assignment. - The response fails to fulfill the purpose of the written assignment and is inappropriate for the intended audience. - The candidate's ideas are unorganized and unclear. - Ideas are developed minimally, if at all, and lack any relevant supporting detail. - The response shows little command of basic elements of grammar or syntax, with numerous and frequent errors that impede communication. - Vocabulary is not adequate for communicating a complete message, with word usage errors and misformations that impede communication. - Errors in spelling, diacritical marks, and punctuation are so numerous that they impede communication.
U	The response is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Scoring Scale

This slide shows the remainder of the Spanish – Written Expression scoring scale.

Performance Characteristics

Scoring Rubric for MTEL-Flex Spanish—Oral Expression

The following scoring rubric is used to evaluate MTEL-Flex Spanish—Oral Expression submissions.

MTEL-Flex Spanish—Oral Expression Performance Characteristics

Content	Adequacy of the information presented, including the number of ideas, the development of ideas, and the depth and specificity of supporting details
Coherence	Organization and clarity of the ideas communicated
Grammar	Accuracy of grammatical and syntactic constructions (e.g., conjugation of verbs, appropriate use of tenses, subject/pronoun and article/noun agreement)
Vocabulary	Command of vocabulary and idiomatic expressions and appropriateness of word choice
Fluency	Ability to maintain a flow of speech, without hesitations or pauses which affect the overall comprehensibility of the response
Pronunciation	Comprehensibility of articulation and the appropriateness of stress

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These are the performance characteristics and score scale for MTEL-Flex Oral Expression.

These are the same performance characteristics and score scale used to score the MTEL Spanish oral expression open-response items.

MTEL-Flex Spanish—Oral Expression Scoring Scale

The scoring scale below, which is related to the performance characteristics for the test, is used by scorers in assigning scores to MTEL-Flex Spanish—Oral Expression submissions.

Score Point	Score Point Description
4	The "4" response reflects a thorough application and strong command of the performance characteristics for the speaking assignment. • The speaker's ideas are well developed and elaborated. • The candidate's ideas are logically sequenced, well connected, and consistently clear. • The response shows a comprehensive command of syntax and grammar, making only minor errors that do not interfere with the comprehensibility of ideas. • The candidate demonstrates extensive command of appropriate vocabulary and idiomatic expressions. • The candidate maintains a strong flow of speech, with few, if any, hesitations or pauses. • The speaker's pronunciation is easily intelligible, with few, if any, errors.
3	The "3" response reflects an adequate application and satisfactory command of the performance characteristics for the speaking assignment. • The speaker's ideas are adequately developed, with some elaboration. • The candidate's ideas are adequately organized and are generally clear. • The response shows good command of syntax and grammar, though some errors may cause minor interruptions in the comprehensibility of ideas. • The candidate demonstrates a good command of generally appropriate vocabulary and idiomatic expressions. • The candidate generally maintains a steady flow of speech, with only occasional hesitations and pauses. • The speaker's pronunciation is generally intelligible, with only minor errors.

Scoring Scale

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This is the Spanish - Oral Expression scoring scale.

MTEL-Flex Spanish—Oral Expression Scoring Scale (continued)

The scoring scale below, which is related to the performance characteristics for the test, is used by scorers in assigning scores to MTEL-Flex Spanish—Oral Expression submissions.

Score Point	Score Point Description
2	**The "2" response reflects a partial application and limited command of the performance characteristics for the speaking assignment.** • The speaker's ideas show limited development and elaboration. • The candidate's ideas are only partially organized and are at times unclear. • The response shows a limited command of syntax and grammar, with frequent errors that partially impede the comprehensibility of ideas. • The candidate demonstrates a limited range of expression, using very simple vocabulary and lacking some key words and phrases. • The candidate does not maintain a consistent flow of speech, having frequent hesitations and pauses. • The speaker's pronunciation contains several errors and is occasionally difficult to understand.
1	**The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the speaking assignment.** • The speaker's response provides few, if any, comprehensible ideas, with minimal development. • The candidate's ideas are not organized and are largely unclear. • The response shows little command of basic elements of grammar or syntax, with numerous and frequent errors that make ideas incomprehensible. • The candidate demonstrates little knowledge of vocabulary beyond the most common words, and may misuse and misform numerous words and expressions. • The candidate fails to maintain any flow of speech, with frequent hesitations and pauses that interrupt comprehensibility. • The speaker's pronunciation contains numerous errors and is at times unintelligible.
U	**The response is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.**
B	**There is no response to the assignment.**

Scoring Scale

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This slide shows the remainder of the Spanish – Oral Expression scoring scale.

Supporting Your Candidates

✓ Before registering for MTEL-Flex
✓ After registering for MTEL-Flex
✓ After candidate receives MTEL-Flex score report

Now that we've provided some background on MTEL-Flex, how candidates register, prepare, and submit their MTEL-Flex assessment, and how MTEL-Flex is scored, we would like to spend time discussing ways to support your candidates who will choose to take MTEL-Flex.

There are steps you can take to support your candidates before they register for MTEL-Flex, after they register but before they submit, and then once they receive their score report.

It is important to remember that candidates who pass MTEL-Flex have met the subject matter knowledge testing requirement for licensure. It is critical that the MTEL-Flex submission be independently prepared by the candidate.

Support: MTEL-Flex Submission Preparation

➢ Refer candidate to the MTEL-Flex Handbook and resources on the MTEL website.

➢ Review MTEL-Flex objectives and their descriptive statements.

➢ Discuss expectations related to demonstrating the depth of their subject matter knowledge.

➢ Discuss approved resources (e.g., Massachusetts standards) available to be used in the assessment.

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There are some important ways that you can support your candidates.

Encourage your candidates to make an informed decision about MTEL-Flex.

We strongly recommend that candidates review the information included on the MTEL website to determine whether or not they believe MTEL-Flex will be the right choice for them.

We suggest that you encourage candidates to read the MTEL-Flex Handbook, read the test objectives and descriptive statements, and review the Department approved resources for MTEL-Flex. This can be done before candidates complete their MTEL-Flex registration.

You can discuss the expectations regarding MTEL-Flex and the requirement to provide an analysis that demonstrates the depth of their subject matter knowledge. You can help candidates understand what an analysis includes.

You can support your candidate by answering questions about the content included in the test objectives and descriptive statements and the approved resources.

You can remind candidates about previous courses they have taken that included content assessed by the test objectives and descriptive statements.

You can suggest resources they can read to gain a further understanding of the

subject matter assessed on the MTEL.

Support: MTEL-Flex Submission Preparation

➢ Directing candidates to resources on current research and evidence-based practices.

➢ Answering candidate questions
  ➢ MTEL-Flex Rules of Test Participation
  ➢ MTEL scoring rubrics
  ➢ Directions
  ➢ Approved resources for each MTEL-Flex

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You can direct your candidates to current research and evidence-based practices that may be useful as they prepare their submissions.

You can answer candidate questions related to the MTEL-Flex Rules of Test Participation, the scoring rubrics, the MTEL-Flex directions, and the approved resources for each MTEL-Flex assessment.

Support: MTEL-Flex Submission Preparation

➢ Review MTEL scoring rubrics and provide guidance on how to use the rubric to evaluate their submission.

➢ Encourage candidates to self-assess their draft responses against the MTEL scoring rubric.

➢ Support candidates in developing a schedule/timeline for completing MTEL-Flex.

➢ Conduct "check-in" meetings to discuss timeline and progress on submission.

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Prior to submitting their MTEL-Flex, candidates are encouraged to review their submission against the MTEL scoring rubrics. You may support your candidate by reviewing the scoring rubric with them and providing guidance about how to use the rubric to evaluate the submission. You may NOT, however, provide any direct editing of or feedback on candidate submissions.

Encourage your candidate to conduct self assessments as they are preparing the MTEL-Flex submission as a way to consider how to strengthen the submission.

A practical way to support your candidates it to help them develop a schedule and timeline for completing MTEL-Flex. The submission deadlines and score report dates are provided on the MTEL website. You can help them use the submission deadline to develop that timeline and to break down the submission into manageable chunks of work. Establishing regular "check-in" meetings with your candidates may help them make steady progress.

Inappropriate Candidate Support

➢ Providing content to the candidate.

➢ Telling a candidate which descriptive statements, sources, or topics to select for submission.

➢ Editing or providing any written, verbal, or other feedback on a candidate's submission.

➢ Uploading candidate responses to publicly available websites or through social media.

➢ Encouraging candidates to work together to prepare MTEL-Flex submissions.

➢ Sharing or encouraging candidates to share their submissions with other candidates.

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Candidates must complete MTEL-Flex on their own. As part of the submission, candidates attest that the submission is their own original work. Submissions are screened for originality.

The overriding principle is that the candidates need to determine the content of their MTEL-Flex submission.

It is inappropriate to provide content to the candidate to include in their submission.

It is inappropriate to tell a candidate which descriptive statements, sources, or topics should be addressed in the MTEL-Flex submission. You may let a candidate know that their strengths most align with certain objectives and/or descriptive statements, but you cannot tell them which specific objective and/or descriptive statements they should choose.

It is inappropriate to tell the candidate which Department-approved resources should be included and used to develop their topic and create their submission.

You should not edit or provide any written, verbal, or other feedback on a candidate's submission.

Do not upload candidate submissions to publicly available websites or through social media.

Do not encourage candidates to work together to prepare their submissions.

Do not share or encourage candidates to share their submissions with other candidates.

Support: Following Score Reporting

➤ Review MTEL-Flex score report and feedback provided for candidates who do not meet the qualifying score.

Candidates who do not meet the qualifying score for MTEL-Flex will receive a score report that provides information that describes the weaknesses in their submission.

You can encourage your candidates to use the feedback and review their submission.

If a candidate does not meet the qualifying score for their assessment, they may elect to create a new registration to retake the assessment to improve their submission and overall assessment performance. Candidates must wait to receive scores from their last assessment submission before they can register for a retake of that same assessment. In all cases, when an assessment is submitted as a retake, the entire submission is scored without reference to the previous submission.

Retakes of scored assessments which did not meet the qualifying score must include new or substantially revised materials.

Questions?