
NYSTCE Flex Assessment Handbook

Version 1.0

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Introduction

What is NYSTCE Flex?

The New York State Teacher Certification Examination Flex (NYSTCE Flex) provides an assessment option for candidates whose score on selected test fields is within 0.5 standard error of measurement of the passing score. Candidates who meet this eligibility requirement may have the opportunity to submit a NYSTCE Flex assessment rather than retaking their test.

For NYSTCE Flex, candidates provide an analysis in which they demonstrate their knowledge of the content assessed by a test competency. Candidates will complete the analysis and submit it to be scored using Pearson's ePortfolio system. Candidates who pass NYSTCE Flex will meet the relevant content specialty test requirement for their certificate, but may still need to take and pass additional content specialty tests as required by their certificate area.

The [NYSTCE website](#) includes NYSTCE Flex assessment information, policies (including eligibility requirements), account creation and registration, as well as access to the Pearson ePortfolio system upon registration.

About the NYSTCE Program

The NYSTCE program includes tests of content knowledge designed to ensure that educators are knowledgeable in the content of the certificate sought.

Each test is designed to measure areas of knowledge called competencies. Within each competency is a list of statements of important knowledge called performance indicators, as well as a summary of the content knowledge candidates will need to demonstrate called performance expectations. Together, these competencies define the content of the test. The test competencies were validated for the NYSTCE by educators from New York State and were aligned with state and national standards for each content area.

About NYSTCE Flex

What fields are included in NYSTCE Flex?

The [NYSTCE website](#) provides information about the NYSTCE Flex assessment options. Candidates are strongly encouraged to review this website prior to registering for NYSTCE Flex.

Eligibility Requirements for NYSTCE Flex Candidates

At its February 2025 meeting, the Board of Regents adopted amendments to Section 80-1.5 of the Commissioner's regulations, establishing a waiver process for the content knowledge certification examination requirement. This applies to candidates seeking a certificate in the classroom teaching service, educational leadership service, school counseling, or an applicable extension under Section 80-4.3.

Candidates who score within 0.5 standard error of measurement (SEM) of the passing score on a required NYSTCE test may apply for a waiver.

Candidates are eligible to take NYSTCE Flex if they have taken the corresponding NYSTCE test and received a scaled score that meets the eligibility requirements outlined on the [NYSTCE website](#).

Candidates are required to register for and pay a fee to complete NYSTCE Flex.

Demonstrating Broad and Deep Content Knowledge

Candidates who take NYSTCE Flex are required to prepare an organized, developed analysis that demonstrates their knowledge of the content assessed by a test competency included in the set of NYSTCE test competencies for their field. The competencies for NYSTCE Flex are the Pedagogical Content Knowledge and the Analysis, Synthesis, and Application competencies from current NYSTCE test competencies in each content area.

The expectation is that NYSTCE Flex submissions reflect an analysis of the prompt and not merely a response that provides a list of facts related to the prompt. Candidates may wish to review Webb's Depth of Knowledge¹ in preparing to respond to NYSTCE Flex. NYSTCE Flex submissions are expected to demonstrate a Level 3 or Level 4 depth of knowledge.

The purpose of the NYSTCE Flex submission is to enable candidates to demonstrate their content knowledge as evidence of their readiness for an initial teaching position. Candidates review the performance expectations and performance indicators within the competency they

¹ Webb, Norman L., et al. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006.

will address, provide contextual material that will support their analysis in response to prompts, and complete a written analysis demonstrating their content knowledge and readiness.

The instructions and rubrics in this handbook are used by candidates to prepare a submission that demonstrates the depth of their understanding of the content included in the test competency. Scorers also use these instructions and rubrics to assess each submission. Instructions will be reviewed and updated periodically to improve clarity and provide guidance to candidates.

Originality Screening

Candidates' submissions are screened for originality, therefore the guidelines listed below must be followed:

- Candidates' submissions must be their original work and not the product of others.
- Candidates may not collaborate with others in preparing their submissions.
- Candidates may not copy or paraphrase content from the study guide for their field and use it in their NYSTCE Flex submissions.

Refer to the "[Administrative Review](#)" section of this handbook for more information.

Generative Artificial Intelligence (AI) Policy

I have abided by my educator preparation program's policy for the use of Artificial Intelligence (AI) in preparing my submission.

I have appropriately cited all references in the submission that have sources from published text, the Internet, or any other source, including other educators and AI.

Prior to Registering for NYSTCE Flex

Candidates are encouraged to thoroughly review the NYSTCE Flex materials included on the NYSTCE website prior to completing their NYSTCE Flex registration. Carefully review the templates (blank and completed sample), the requirements included in the template for your NYSTCE Flex, any resources referenced in the template, the performance characteristics and score scale, and the sample strong response(s) included in the study guide that is related to your NYSTCE Flex.

Planning Your Submission

Follow the steps below to complete your NYSTCE Flex submission:

1. **Review the NYSTCE Flex template.** During the online NYSTCE Flex registration process, select the assessment in registration. You can download the NYSTCE Flex template, which includes assessment directions, from the NYSTCE website and from the Pearson ePortfolio system. Use the template to provide the information needed to complete the analysis in Step 6.
2. **Carefully review the NYSTCE test competency and the associated performance expectations and performance indicators that are assessed by your NYSTCE Flex assessment before you begin to prepare your submission.** The test competencies specify the content to be included on the NYSTCE test.
3. **Review the resources for your NYSTCE Flex.** A list of approved resources for each NYSTCE Flex assessment is included on the NYSTCE website. Resources for preparing your submission, developing support materials where required, and completing your analysis include relevant curriculum frameworks and/or resources. Use these resources to prepare your submission as indicated in the template.
4. **Complete all prompts in the Prompt Section of the template.** Respond to a series of prompts related to your NYSTCE Flex assessment. Your responses to the prompts should support you in preparing an analysis that demonstrates your knowledge of the content assessed by the test competency. The prompts may address the New York State Learning Standards, instructional context, and instructional materials to be considered in your written analysis.
5. **Cite any sources used to prepare your submission.** Gather any sources you will use to prepare your NYSTCE Flex submission and list these sources in the NYSTCE Flex template. Sources may include textbooks, articles, course materials, or other printed or electronic materials you will use to prepare your NYSTCE Flex submission; active hyperlinks to sources are not allowed and should be removed from any URLs.
6. **Prepare an analysis in which you demonstrate your knowledge of the content assessed by the test competency and further elaborated by the performance expectations and performance indicators.** As a whole, the NYSTCE Flex submission must demonstrate your understanding of the content of the test competency and reflect a Level 3 or Level 4 depth of knowledge on Webb's Depth of Knowledge as noted above. You should apply your knowledge rather than merely recite factual information.

Written submissions are required for all NYSTCE Flex assessments. You will provide your analysis in the NYSTCE Flex assessment template. Typed submissions in Arial 11-point, single-spaced font of up to 3 pages will be accepted. **Scorers will evaluate only the first 3 pages of the analysis of your submission.**
7. **Review your submission.** Carefully review your submission against the [rubrics](#) for your NYSTCE Flex prior to uploading it to the ePortfolio system.

NYSTCE Flex Policies

Policies governing NYSTCE Flex registration, assessment, and score reporting are included on the [Policies page of the NYSTCE website](#).

Candidates are expected to review the policies and are required to confirm them as part of the registration and submission processes.

The following is a brief description of the assessment policies:

- **Eligibility Requirements:** NYSTCE scaled scores range by assessment and are used to determine eligibility to take the corresponding NYSTCE Flex.
- **Rules of Test Participation:** Rules and requirements for registering and participating in the NYSTCE Flex assessment
- **Submission Attestations:** Candidate confirmation of NYSTCE Flex requirements that is part of the submission process
- **Scoring Information:** Information about score reporting and administrative reviews
- **Retake Policy:** Rules and guidelines for retaking NYSTCE Flex

Evaluation Criteria

NYSTCE Flex submissions are scored holistically by trained scorers according to standardized procedures, using a scoring rubric that includes a set of performance characteristics and a score scale. (Scoring rubrics for each NYSTCE Flex assessment can be found below and in the study guide for the corresponding NYSTCE test on the [NYSTCE website](#).)

Scorers include teachers and educator preparation and arts and sciences faculty, qualified in the specific NYSTCE Flex test areas. While scorers' qualifications may vary depending on the NYSTCE Flex assessment they will score, in general, scorers have qualifications such as

- an educator license/certificate in the content area;
- teaching experience in public schools;
- experience as a college educator responsible for preparing teacher candidates.

Scorers are trained in the 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 passing score for the NYSTCE Flex assessment. Since candidate responses are evaluated by multiple scorers and have essentially already been rescored, there is no rescore service for NYSTCE Flex submissions. Score reports are generated for candidates and released according to the score reporting schedule provided on the test information page for the NYSTCE Flex assessment on the [NYSTCE website](#).

NYSTCE Flex Scoring Rubrics

The scoring rubrics will be used to evaluate each candidate's NYSTCE Flex submission. Each scoring rubric includes a set of performance characteristics and a score scale. The performance characteristics provide the criteria that scorers will use to evaluate candidate submissions. The score scale describes how the performance characteristics work together at varying levels of performance. Each scoring rubric has been reviewed by the NYSTCE Bias Review Committee and field-specific Content Advisory Committee and approved by the Department.

In preparing their NYSTCE Flex assessment materials for submission, candidates are strongly encouraged to review the scoring rubric expectations and to evaluate their work using the scoring rubric.

Scoring Rubric for NYSTCE Flex

The following scoring rubric is used to evaluate NYSTCE Flex submissions.

Performance Characteristics

Completeness	The degree to which the response addresses all parts of the assignment
Accuracy	The degree to which the response demonstrates the relevant knowledge and skills accurately and effectively
Depth of Support	The degree to which the response provides appropriate examples and details that demonstrate sound reasoning

Score Scale

The score scale below, which is related to the performance characteristics for the tests, is used by scorers in assigning scores to NYSTCE Flex submissions.

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough command of the relevant knowledge and skills:</p> <ul style="list-style-type: none"> • The response thoroughly addresses all parts of the assignment. • The response demonstrates the relevant knowledge and skills with thorough accuracy and effectiveness. • The response is well supported by relevant examples and details and thoroughly demonstrates sound reasoning.
3	<p>The "3" response reflects a general command of the relevant knowledge and skills:</p> <ul style="list-style-type: none"> • The response generally addresses all parts of the assignment. • The response demonstrates the relevant knowledge and skills with general accuracy and effectiveness. • The response is generally supported by some examples and/or details and generally demonstrates sound reasoning.

Score Point	Score Point Description
2	<p>The "2" response reflects a partial command of the relevant knowledge and skills:</p> <ul style="list-style-type: none"> • The response addresses all parts of the assignment, but most only partially; or some parts are not addressed at all. • The response demonstrates the relevant knowledge and skills with partial accuracy and effectiveness. • The response is partially supported by some examples and/or details or demonstrates flawed reasoning.
1	<p>The "1" response reflects little or no command of the relevant knowledge and skills:</p> <ul style="list-style-type: none"> • The response minimally addresses the assignment. • The response demonstrates the relevant knowledge and skills with minimum accuracy and effectiveness. • The response is minimally supported or demonstrates significantly flawed reasoning.
U	<p>The response is unscorable because it is unrelated to the assigned topic or off task, unreadable, written in a language other than English or contains an insufficient amount of original work to score.</p>
B	<p>No response</p>

Unscorable Codes

If your submission does not meet the [submission requirements](#) or for any of the reasons listed in the "U" row of the score scale table above, your NYSTCE Flex submission will be marked as "unscorable."

Administrative Review

As stated in both the NYSTCE Flex Rules of Test Participation as well as in the NYSTCE Flex score reporting policy, candidates are required to submit their original work. NYSTCE Flex submissions are identified for administrative review if screening indicates a match of identical or similar language with other sources.

To prevent this from occurring, candidates may at no time, including after completing NYSTCE Flex, share their work with other candidates or potential candidates for NYSTCE Flex.

Submissions with high levels of similarity to other sources may be referred to their educator preparation program and/or NYSED for further investigation and recommendation of appropriate action.

Failure to submit original work will result in, at a minimum, voiding of your NYSTCE Flex submission, but also may include potential licensure consequences, up to and including revocation.

Candidate Score Reporting and Guidance

Candidates will be provided a score report for the NYSTCE Flex submission. Candidates who do not meet the minimum passing score for their NYSTCE Flex submission will be provided with feedback related to the extent to which the NYSTCE Flex submission addressed the performance characteristics.

Candidates who do not meet the minimum passing score for NYSTCE Flex are permitted to retake the NYSTCE Flex assessment or they can retake the related NYSTCE test. There is no limit on the number of times candidates may retake NYSTCE Flex or the NYSTCE test. Candidates are required to submit a registration and pay the applicable fees to retake an assessment or a test.

Candidates who do meet the minimum passing score will receive a “P” for passing the NYSTCE Flex assessment.

Additional information is available on the [Scores page of the NYSTCE website](#), including:

- Understanding your NYSTCE Flex Score Report
- Retaking NYSTCE Flex

Submitting Your Assessment

Once a candidate creates an account and registers for NYSTCE Flex, they have access via the NYSTCE website to the Pearson ePortfolio system to upload and manage their NYSTCE Flex assessment.

Templates

The required template for your submission is provided on the NYSTCE website and in the Pearson ePortfolio system for you to document your responses. To complete the template, you must:

1. download the word-processing template file available;
2. fill out the template electronically;
3. upload the electronic file to the Pearson ePortfolio system; and
4. review the electronic file you uploaded to ensure that the correct file is in the Pearson ePortfolio system and that it complies with submission requirements.

Submission Requirements

The following chart provides information regarding the NYSTCE Flex materials, as well as a description of supported file types for submission. Your NYSTCE Flex submission must conform to the requirements below.

Note that your submission cannot contain hyperlinks to any materials.

Since you will not be able to access any of your files in the ePortfolio system after you submit, you are strongly encouraged to save all your submitted files to your local drive for your records.

NYSTCE Flex Assessments

Evidence	# of Files	Acceptable File Types	Response Length	Specifications
Written Analysis	1	.docx; .odt; .pdf	<ul style="list-style-type: none">Up to 6 pages for Prompt Section of templateUp to 3 pages for Written Analysis Section of templatePage totals do not include competency text and template instructions	<ul style="list-style-type: none">Download template from NYSTCE website.Use 11-point Arial, single-spaced font with 1-inch margins on all sides.Complete all sections of the template.

Submission Readiness

Before submitting your evidence, you must agree to the [NYSTCE Flex Candidate Attestations](#), which include confirmation that you are the sole author of the submission and have not collaborated with or received feedback from others in preparing your submission.

Scorers will review your submission to determine if you have complied with the NYSTCE Flex [submission requirements](#). If your NYSTCE Flex submission does not meet the submission requirements, your submission will be unscorable.

Before submitting your NYSTCE Flex assessment, complete the following checks:

- **Have you thoroughly read and followed the instructions included in the template?**

The template provides the instructions candidates should use to prepare their NYSTCE Flex submissions. Candidates should complete all items included in the Prompt Section of the template and use that information to develop their submission.

- **Have you provided full responses to each prompt in the Prompt Section of the template?**

Candidates should submit complete responses to all prompts in the Prompt Section, including submitting any required images or artifacts. Complete responses will allow candidates to prepare an analysis that addresses the content assessed by the test competency.

- **Have you cited the sources you used to prepare your submission?**

Candidates must cite any sources they used to prepare their NYSTCE Flex submission.

- **Have you confirmed that your submission is your own original work?**

Candidates should ensure that they are uploading the correct submission and that the submission is their own original work. Submissions will be screened for originality.

- **Have you proofread the submission?**

Candidates should proof their work to ensure it meets the assessment specifications and is clearly written to support scorers' understanding. In addition, candidates must remove any hyperlinks from their submission. Candidates are strongly encouraged to review the NYSTCE Flex template instructions page to ensure that their submission is complete.

- **Have you reviewed the performance characteristics and score scale for your assessment and considered the extent to which your submission addresses them?**

Candidates should re-read the performance characteristics and score scale for their assessment and evaluate their NYSTCE Flex submission using the appropriate scoring rubric.

Sample Template

The following sample template is representative of how a template should be completed. As shown below, candidates will write their responses and analysis in the brackets after each prompt in their assessment template, which they can access on the NYSTCE website and in the ePortfolio system. The template for your NYSTCE Flex assessment may differ from the sample provided.

Sample Completed Template



NYSTCE Flex Multi-Subject: Teachers of Early Childhood (Birth–Grade 2) Template: Part Two: Mathematics Competency 0005

NYSTCE Flex Multi-Subject: Teachers of Early Childhood (Birth–Grade 2) Template

Template Contents

This template for NYSTCE Flex Multi-Subject: Teachers of Early Childhood (Birth–Grade 2) Part Two: Mathematics (NYSTCE Flex Multi-Subject B–2 Math) contains the following sections:

- [Competency 0005](#)
- [Template Instructions](#)
- [Prompt Section](#)
- [Written Analysis Section](#)

Part Two: Mathematics Competency 0005: Analysis, Synthesis, and Application

Competency 0005 from the NYSTCE Multi-Subject: Teachers of Early Childhood (Birth–Grade 2) Framework includes the following performance expectations and performance indicators:

Performance Expectations

The New York State Birth–Grade 2 Multi-Subject teacher accurately and effectively applies relevant content knowledge and pedagogical content knowledge in number and operations, operations and algebraic thinking, and measurement and data to analyze and synthesize assessment data about an individual student, identify conceptual or procedural errors, and provide a well-reasoned and accurate analysis of the student's mathematical knowledge. The teacher uses the assessment results and knowledge of how students learn to present an appropriate instructional approach that meets the needs of the student.

Performance Indicators

- a. analyzes and interprets samples of a student's work and other assessment data to monitor student progress and determine a student's strengths and areas of need in mathematics
- b. demonstrates knowledge of the content by identifying and analyzing any errors or misconceptions in work samples
- c. describes appropriate and effective content-specific instructional strategies, activities, or interventions to address a student's identified needs
- d. demonstrates the ability to generate real-world scenarios that illustrate specific mathematical concepts
- e. demonstrates the ability to justify the effectiveness of selected instructional strategies, activities, or interventions for promoting a student's mathematical understanding

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**NYSTCE Flex Multi-Subject: Teachers of Early Childhood (Birth–Grade 2) Template:
Part Two: Mathematics Competency 0005**

Template Instructions

NYSTCE Flex Multi-Subject B–2 Math enables you to demonstrate your functional content knowledge of NYSTCE Field 246 Multi-Subject: Teachers of Early Childhood (Birth–Grade 2) Part Two: Mathematics Competency 0005 by submitting materials on the following scenario:

You will describe a class activity that aligns with a Prekindergarten–Grade 2 New York State Next Generation Mathematics Learning Standard. The class activity can be from a lesson you have delivered or from a planned lesson you may deliver in the future. It should include actual or simulated examples of student thinking that reflect the strengths and areas of need of a student who is learning information, concepts, and skills from the learning standard. The class activity should allow you to demonstrate depth in your understanding of content and instruction related to the learning standard. You will give evidence of your understanding by analyzing student thinking developed as a response to the activity and then recommending an instructional intervention based on this response.

Your submission will be evaluated on the extent to which you demonstrate the **depth of your content knowledge** of NYSTCE Field 246 Multi-Subject: Teachers of Early Childhood (Birth–Grade 2) Part Two: Mathematics Competency 0005.

NYSTCE Flex Multi-Subject B–2 Math involves responding to 5 prompts and writing an analysis in which you demonstrate your knowledge of the content assessed by the test competency.

Your responses to the first 5 prompts should be **no more than 6 single-spaced pages of written text and graphics**. Your written analysis should be **no more than 3 single-spaced pages**. The competency text and template instructions do not count toward your page limits.

After you complete both the [Prompt Section](#) and the [Written Analysis Section](#), you will upload this completed template to the Pearson ePortfolio System.

For more information about the NYSTCE Flex Assessment, preparing your materials for submission, and scoring of your submission, refer to the NYSTCE Flex Assessment Handbook.

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Prompt Section

Referring to the scenario on the previous page, respond to the prompts below (no more than 6 pages, 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. The previous pages of competency text and instructions as well as the written analysis that follows do not count toward your page limit. Your submission cannot contain hyperlinks to any materials. Responses to all prompts are required, but only your written analysis will be evaluated.

1. **Background Information about the Learning Standard:** Indicate a grade level, a domain, a cluster heading within the selected domain, and one or more content standards within the selected cluster for prekindergarten–grade 2 from the [NYS Next Generation Mathematics Learning Standards](#) (pp. 10–44).

Grade Level: [1st Grade]

Domain: [Measurement and Data]

Cluster: [NY-1.MD: Order three objects by length; compare the lengths of two objects indirectly by using a third object]

Standard: [NY-1.MD.2: Measure the length of an object using same-size "length units" placed end to end with no gaps or overlaps. Express the length of an object as a whole number of "length units."]

2. **Background Information about Student Learning:** Describe any skills or concepts that students have previously learned or have recently been studying that are related to the learning standard. If you are focusing on a planned lesson, describe related skills and concepts on which you would plan to provide instruction prior to the lesson. The purpose of this information is to describe concepts, skills, and knowledge students can use as they complete a class activity (to be introduced in the response to Prompt #3) and may be further developed as they progress toward its instructional goal. Refer to the [study guide](#) and the [sample completed template](#) for examples of appropriate background information tasks to include.

[Students have reviewed the use of words like "long", "longer", and "longest" to describe objects and size relationships between objects. In their most recent lessons, students practiced putting objects in order based on their length. They have also learned that they can compare two objects with a measurement if they have a common attribute, such as length, weight, or volume.]

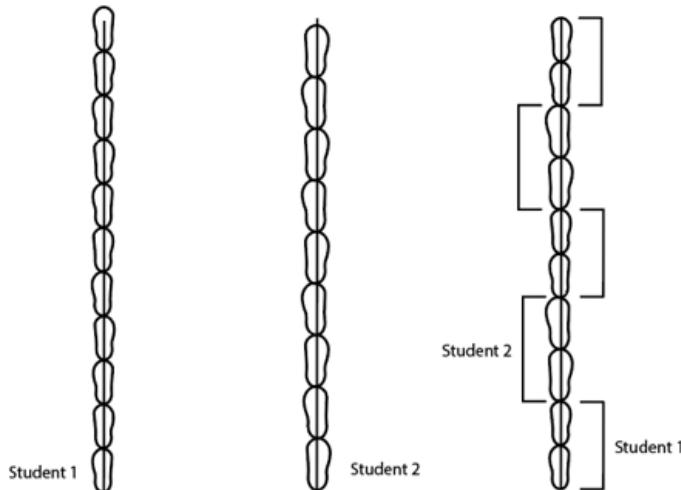
3. **Description of Class Activity:** Describe a class activity that aligns with the learning standard and supports a major instructional goal. The class activity can be part of a previously delivered lesson or part of a planned lesson, as noted above. Examples of activities can include, but are not limited to, discussions, open-ended questions, word problems, and the use of manipulatives. The activity should be effective in revealing students' strengths and areas for improvement in the selected standard, and it should also allow a teacher to use this information to develop academic intervention activities to support student learning. Your description of the activity should primarily focus on instructional content; nonessential information related to its implementation (e.g., potential accommodations, grading criteria, expected implementation time) should not be included. The task should represent a substantial mathematics activity, with opportunities for students

to develop and describe a mathematical argument. Refer to the [study guide](#) and the [sample completed template](#) for examples of activity descriptions.

[The teacher has drawn a series of lines on a playground. They explain to students that they will measure the length of the lines by counting the number of times they can step heel-to-toe from one end to the other, and they explain the importance of not having gaps or overlaps between steps. Students are directed to work with another student and write down how many steps it takes each of them to walk along the lines. Afterwards, the teacher asks students questions to help them think critically about this method of measurement.]

4. **Sample Student Response:** Present a completed example of student work on the activity that provides evidence of at least one mathematical strength and one area of need related to the lesson's topic. This can be an actual student work sample from a lesson you have delivered or a sample created by you that represents anticipated student work for a planned lesson. The student response may include, but is not limited to, a summary or an excerpt of a student discussion; work performed for an exit ticket or a formative assessment; calculations, drawings, and other student-created representations; and written text. The response may include images, and it should represent student thinking from a previously delivered or planned lesson. Refer to the [study guide](#) and the [sample completed template](#) for examples of work samples.

[Two students work together to take turns measuring the length of a line drawn on a playground. The length of the line is first measured by counting the heel-to-toe steps of Student 1, then Student 2, and then by Student 1 and Student 2 taking turns walking along the line. The paths and number of steps are drawn below.



The teacher heard Student 1 count aloud from 1 to 11 as they measured the line the first time. The teacher also heard Student 2 count from 1 to 9 as they measured the line the second time. In both cases, the students were careful not to leave any gaps, and Student 1 added that a gap is "the part of a line not counted." During their discussion, the students reasoned that Student 1 had too many footsteps and Student 2 had too few footsteps. They decided that they will get "a

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**NYSTCE Flex Multi-Subject: Teachers of Early Childhood (Birth–Grade 2) Template:
Part Two: Mathematics Competency 0005**

better number" if they take turns, as shown in the drawing on the right. Based on that measurement, the students come to the conclusion that the line is "10 steps long."]

NOTE: In the Written Analysis section of this template, you will analyze the strengths and areas of need in the above response and describe an instructional intervention that addresses the learning needs of the student(s) reflected in the response. You will also include a strategy for helping the student(s) build a viable argument (e.g., an explanation about why a solution is correct, a justification for a step in a solution process, a rationale for the validity of a result) that is related to the given learning standard.

5. References: List any additional sources used to prepare your submission.

[New York State Education Department. "New York State Next Generation Mathematics Learning Standards." NYSED, Sept. 2017, <https://www.nysed.gov/sites/default/files/programs/standards-instruction/nys-next-generation-mathematics-p-12-standards.pdf>.
Walle, John A. Van, D. et al. Elementary and Middle School Mathematics. Available from: Pearson Learning & Development, (11th Edition). Pearson Education (US), 2022.]

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 competency text, instructions, and prompts do not count toward your page limit. Your submission cannot contain hyperlinks to any materials.

Using the sample student response developed for Prompt #4, prepare a response in which you:

1. identify a significant mathematical strength related to the standard you identified in Prompt #1 that is demonstrated in the sample student response, citing specific evidence from the response to support your assessment;
2. identify a significant area of need related to the standard you identified in Prompt #1 that is demonstrated in the sample student response, citing specific evidence from the response to support your assessment; and
3. describe an instructional intervention that you could use with the student(s) to build on student strengths and support student improvement in the identified area of need. The intervention should include a strategy for helping the student(s) build a viable argument related to the given standard.

[Analysis text here; can go up to page 3 of 3....]