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# MTEL<sup>®</sup>-Flex Assessment Handbook

Version 1.2

Pilot: October 20, 2020–June 30, 2024

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## Introduction

### What is MTEL®-Flex?

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 approved alternative assessment pilot period began on October 20, 2020; for more information about the alternative assessment pilot period, see the [Massachusetts Department of Elementary and Secondary Education website](#). Any extensions to this regulatory pilot will require further regulatory change from the Massachusetts Board of Elementary and Secondary Education.

MTEL-Flex provides an assessment option for MTEL candidates whose score on select MTEL test fields is within one standard error of measurement to the passing score. Candidates who meet this eligibility requirement have the opportunity to submit an MTEL-Flex assessment rather than retaking their MTEL test. Candidates must have achieved this score on the currently operating version of the test after the approval of the regulatory pilot on October 20, 2020.

For MTEL-Flex, candidates provide an analysis of an MTEL test objective to demonstrate the depth of their subject matter knowledge. Most candidates (with the exception of candidates taking the MTEL-Flex Spanish—Oral Expression) will provide a written submission to demonstrate their subject matter knowledge. Candidates will complete the analysis and submit it to be scored using Pearson’s ePortfolio system. Candidates who pass MTEL-Flex will meet the relevant subject matter test requirement for their license, but may still need to take and pass additional subject matter tests as required by their licensure area.

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

### About the MTEL Program

The Massachusetts Tests for Educator Licensure (MTEL) program was initiated by the Massachusetts Department of Elementary and Secondary Education in 1998 as part of a statewide education reform initiative for educators seeking PreKindergarten to grade 12 licenses. The MTEL program includes tests of communication and literacy skills as well as tests of subject matter knowledge. The tests are designed to ensure that Massachusetts educators can communicate adequately with students, parents/guardians, and other educators and that they are knowledgeable in the subject matter of the license sought.

Each test is designed to measure areas of knowledge called subareas. Within each subarea, statements of important knowledge, called objectives, define the content of the test. The test objectives were validated for the MTEL by Massachusetts educators and were aligned with

Massachusetts licensure regulations, Massachusetts Vocational Technical Education Regulations, and the state’s standards in the Massachusetts curriculum frameworks and the Adult Basic Education curriculum frameworks, as appropriate.

A passing score on the MTEL is a requirement for obtaining educator licensure in Massachusetts. To receive a Provisional or Initial license, a candidate must pass (1) the reading and writing subtests of the Communication and Literacy Skills test or an [approved alternative assessment](#), and (2) for teachers and specialist teachers, the appropriate subject knowledge test(s) for each license sought or an [approved alternative to the subject knowledge MTEs](#).

### Functional Content Knowledge

The MTEL tests are designed to assess a functional level of content knowledge as shown below.

Continuum of Content Knowledge for Educators working with the MA Curriculum Frameworks			
Basic	Functional	Fluent	Expert
Knows the essential content	Can apply essential content effectively in a range of contexts	Can apply the content in a range of contexts and vertically connect content to build student’s knowledge	Can use the content to create experiences that deepen student’s knowledge
<b>PK12 Expectations: Massachusetts Comprehensive Assessment System (MCAS)</b>			
<b>Provisional Licensure: Massachusetts Test for Educator Licensure (MTEL)</b>			
<b>Initial Licensure: Pre-Practicum Gateways &amp; Candidate Assessment of Performance (CAP)</b>			
<b>Professional Licensure and/or Supervisor/Director Roles</b>			

The boxes below the continuum illustrate the practical applications of the difference in depth and fluency of expectations of the content knowledge as it relates to the Massachusetts licensure system and the required assessments used to determine varying levels of content knowledge. The depth at which the knowledge and application of the subject matter knowledge (SMKs) must be demonstrated is dependent on the stage of development for an individual educator (i.e., Basic, Functional, Fluent, or Expert) and/or licensure (Provisional, Initial, or Professional).

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## About MTEL-Flex

### What fields are included in MTEL-Flex?

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

### Eligibility Requirements for MTEL-Flex Candidates

Candidates are eligible to take MTEL-Flex if they have taken the corresponding MTEL test and received a scaled score that is no more than one standard error of measurement below the passing score (-1 SEM). A scaled score in that range indicates that the candidate came very close to passing the MTEL. The Department of Elementary and Secondary Education has determined that candidates who score close to the passing score can provide additional evidence of their subject matter knowledge by completing MTEL-Flex and receiving a passing score on that assessment.

Candidates must have achieved this score on or after the approval of the regulatory pilot on October 20, 2020. For tests that have been redeveloped since October 20, 2020, candidates must have taken the updated version of the test in order to be eligible for the corresponding MTEL-Flex assessment. For example, candidates seeking to take MTEL-Flex English or MTEL-Flex Foundations of Reading must have achieved this score on the redeveloped MTEL tests that became available in 2021. Candidates should refer to the [MTEL website](#) to determine if they are eligible to take MTEL-Flex.

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

### Demonstrating Broad and Deep Subject Matter Knowledge

Candidates who take MTEL-Flex are required to prepare an organized, developed analysis on a topic related to the content of one test objective included in the set of MTEL test objectives for their field. This test objective is included as part of the assessment option name. Evaluation Systems group of Pearson, in collaboration with the Massachusetts Department of Elementary and Secondary Education, selected objectives for MTEL-Flex from current MTEL test objectives in each content area. The selected objectives were previously reviewed by the MTEL Bias Review Committee and the field-specific Content Advisory Committee.

The expectation is that MTEL-Flex submissions will reflect an analysis of the chosen topic and not merely a response that provides a list of facts related to the chosen topic. Candidates may

wish to review Webb’s Depth of Knowledge<sup>1</sup> in preparing to respond to MTEL-Flex. MTEL-Flex submissions are expected to demonstrate a Level 3 or Level 4 depth of knowledge.

The purpose of the MTEL-Flex submission is to enable candidates to demonstrate their content knowledge as evidence of their readiness for an initial teaching position. Candidates select an MTEL-Flex test objective, review the descriptive statements within the objective they will address, and define a topic to address in the MTEL-Flex submission using resources approved by the Massachusetts Department of Elementary and Secondary Education. Candidates’ submissions must be their original work and not the product of others. Candidates may not collaborate with others in preparing their submissions. Submissions will be screened for originality.

The instructions and rubrics in this handbook will be used by candidates to prepare a submission that demonstrates the depth of their understanding of the subject matter included in the test objective. Scorers also will use these instructions and rubrics to assess each submission. Annually through the end of the of pilot period on June 30, 2024, the MTEL-Flex instructions will be reviewed and updated, as needed, to improve clarity and provide guidance to candidates.

## Prior to Registering for MTEL-Flex

Candidates are encouraged to thoroughly review the MTEL-Flex materials included on the MTEL website prior to completing their MTEL-Flex registration. Carefully review the templates, the requirements included in the template for your MTEL-Flex, any resources referenced in the templates, the performance characteristics and scoring scale, and the sample strong responses included in the practice test that is related to your MTEL-Flex.

## Planning Your Submission

Follow the steps below to complete your MTEL-Flex submission:

1. **Review the MTEL-Flex template.** During the online MTEL-Flex registration process, select the assessment using options provided in registration. You can download the MTEL-Flex template, which includes assessment directions, from the MTEL website and from the Pearson ePortfolio system. Use the template to provide the information needed to complete the analysis in Step 7.
2. **Review the MTEL test objective and the associated descriptive statement(s) that are assessed by your MTEL-Flex registration.** 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. Read the test objective and descriptive statement(s) carefully

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<sup>1</sup> Webb, Norman L., et al. “Web Alignment Tool” 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006.

before you begin to prepare your submission. Note: Some MTEL-Flex assessments may require you to indicate the descriptive statement numbers in their template; some may require you to address all and/or specific descriptive statements in their submissions. Specific information is included in the MTEL-Flex template for each assessment.

3. **Review the Department approved resources for your MTEL-Flex.** The Massachusetts Department of Elementary and Secondary Education approved resources for each MTEL-Flex. A list of approved resources for each MTEL-Flex assessment is included on the MTEL website. Resources for preparing your submission and developing topic statements, questions, or scenarios include relevant Massachusetts Curriculum Frameworks and/or resources that are in alignment with the Massachusetts Curriculum Frameworks. Use these resources to prepare your submission as indicated in the template.
4. **Complete the Prompt Section of the template.** You will respond to a series of prompts related to your MTEL-Flex assessment. Complete all prompts included in the Prompt Section of the template.
5. **Describe the topic, scenario, or question you will address in your submission.** The topic, scenario, or question you will address in your submission should allow you to prepare an analysis that demonstrates your subject matter knowledge of the content assessed by the test objective. You will indicate the topic, scenario, or question to be addressed in the MTEL-Flex template.
6. **Cite any sources used to prepare your submission.** Gather any sources you will use to prepare your MTEL-Flex submission and list these sources in the MTEL-Flex template. Sources may include textbooks, articles, course materials, or other printed or electronic materials you will use to prepare your MTEL-Flex submission; active hyperlinks to sources are not allowed and should be removed from any URLs.
7. **Prepare an analysis in which you demonstrate your knowledge of the content assessed by the test objective and further elaborated by the descriptive statements.** As a whole, the MTEL-Flex submission must demonstrate your 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 as noted above. You should apply your knowledge rather than merely recite factual information.
  - Written submissions are required for all MTEL-Flex assessments except MTEL-Flex Spanish—Oral Expression (Objective 0014). You will provide your analysis in the MTEL-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 a submission.**
  - If you register for MTEL-Flex Spanish—Oral Expression (Objective 0014), you 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 you should appear in the submitted video; no other person’s voice and/or image may be included. Do not read your submission from cue cards.

8. **Review your submission.** Carefully review your submission against the [MTEL Scoring Rubric](#) for your MTEL-Flex prior to uploading it to the ePortfolio system.

## MTEL-Flex Policies

Policies governing MTEL-Flex registration, assessment, and score reporting are included on the Policies page of the [MTEL 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:** MTEL scaled score ranges by assessment that determine eligibility to take the corresponding MTEL-Flex. Candidates must have achieved this score on the currently operating version of the test after the approval of the regulatory pilot on October 20, 2020.
- **Rules of Test Participation:** Rules and requirements for registering and participating in the MTEL-Flex assessment
- **Submission Attestations:** Candidate confirmation of MTEL-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 MTEL-Flex



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## Evaluation Criteria

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. (Scoring rubrics for each MTEL-Flex assessment can be found below and in the Test Information Guide for the corresponding MTEL test on the [MTEL website](#).)

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 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. Score reports are generated for candidates and released according to the score reporting schedule provided on the [MTEL website](#).

### MTEL-Flex Scoring Rubrics

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

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

## 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

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

### 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.

<b>Score Point</b>	<b>Score Point Description</b>
<b>4</b>	<p><b>The "4" response reflects a thorough knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is substantial, accurate, and appropriate application of subject matter knowledge.</li> <li>• The supporting evidence is sound; there are high-quality, relevant examples.</li> <li>• The response reflects an ably reasoned, comprehensive understanding of the topic.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects an adequate knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a generally accurate and appropriate application of subject matter knowledge.</li> <li>• The supporting evidence is adequate; there are some acceptable, relevant examples.</li> <li>• The response reflects an adequately reasoned understanding of the topic.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited, poorly reasoned understanding of the topic.</li> </ul>

<b>1</b>	<p><b>The "1" response reflects a weak knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no appropriate or accurate application of subject matter knowledge.</li> <li>• The supporting evidence, if present, is weak; there are few or no relevant examples.</li> <li>• The response reflects little or no reasoning about or understanding of the topic.</li> </ul>
<b>U</b>	<p><b>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></p>
<b>B</b>	<p><b>There is no response to the assignment.</b></p>

## 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

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

### 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.

<b>Score Point</b>	<b>Score Point Description</b>
<b>4</b>	<p><b>The "4" response reflects a thorough application and strong command of the performance characteristics for the written assignment.</b></p> <ul style="list-style-type: none"> <li>• The response thoroughly fulfills the purpose of the written assignment and is completely appropriate for the intended audience.</li> <li>• The candidate's ideas are well organized and clearly expressed.</li> <li>• Ideas are extensively developed and well-supported with relevant information.</li> <li>• The response shows a comprehensive command of syntax and grammar, with only minor errors that do not interrupt communication.</li> <li>• Vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions.</li> <li>• Spelling, diacritical marks, and punctuation are mastered, with few, if any, errors.</li> </ul>

3	<p><b>The "3" response reflects an adequate application and satisfactory command of the performance characteristics for the written assignment.</b></p> <ul style="list-style-type: none"> <li>• The response satisfactorily fulfills the purpose of the written assignment and is generally appropriate for the intended audience.</li> <li>• The candidate's ideas show some organization and are generally clear.</li> <li>• Ideas are adequately developed with some elaboration and support of specific points.</li> <li>• The response shows a good command of syntax and grammar, though some errors may cause minor interruptions in communication.</li> <li>• Vocabulary and idiomatic expressions are general, but adequate for communicating a complete message.</li> <li>• There are minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.</li> </ul>
2	<p><b>The "2" response reflects a partial application and limited command of the performance characteristics for the written assignment.</b></p> <ul style="list-style-type: none"> <li>• The response partially fulfills the purpose of the written assignment and may not be entirely appropriate for the intended audience.</li> <li>• The candidate's ideas show limited organization and are somewhat unclear.</li> <li>• Ideas are developed in a limited way with minimal support.</li> <li>• The response shows a limited command of syntax and grammar, with frequent errors that partially impede communication of ideas.</li> <li>• Vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message.</li> <li>• There are some errors in spelling, diacritical marks, and punctuation, which partially interfere with communication.</li> </ul>
1	<p><b>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the written assignment.</b></p> <ul style="list-style-type: none"> <li>• The response fails to fulfill the purpose of the written assignment and is inappropriate for the intended audience.</li> <li>• The candidate's ideas are unorganized and unclear.</li> <li>• Ideas are developed minimally, if at all, and lack any relevant supporting detail.</li> <li>• The response shows little command of basic elements of grammar or syntax, with numerous and frequent errors that impede communication.</li> <li>• Vocabulary is not adequate for communicating a complete message, with word usage errors and misformations that impede communication.</li> <li>• Errors in spelling, diacritical marks, and punctuation are so numerous that they impede communication.</li> </ul>
U	<p><b>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></p>
B	<p><b>There is no response to the assignment.</b></p>

## 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

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

### 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.

<b>Score Point</b>	<b>Score Point Description</b>
<b>4</b>	<p><b>The "4" response reflects a thorough application and strong command of the performance characteristics for the speaking assignment.</b></p> <ul style="list-style-type: none"> <li>• The speaker's ideas are well developed and elaborated.</li> <li>• The candidate's ideas are logically sequenced, well connected, and consistently clear.</li> <li>• The response shows a comprehensive command of syntax and grammar, making only minor errors that do not interfere with the comprehensibility of ideas.</li> <li>• The candidate demonstrates extensive command of appropriate vocabulary and idiomatic expressions.</li> <li>• The candidate maintains a strong flow of speech, with few, if any, hesitations or pauses.</li> <li>• The speaker's pronunciation is easily intelligible, with few, if any, errors.</li> </ul>

3	<p><b>The "3" response reflects an adequate application and satisfactory command of the performance characteristics for the speaking assignment.</b></p> <ul style="list-style-type: none"> <li>• The speaker's ideas are adequately developed, with some elaboration.</li> <li>• The candidate's ideas are adequately organized and are generally clear.</li> <li>• The response shows good command of syntax and grammar, though some errors may cause minor interruptions in the comprehensibility of ideas.</li> <li>• The candidate demonstrates a good command of generally appropriate vocabulary and idiomatic expressions.</li> <li>• The candidate generally maintains a steady flow of speech, with only occasional hesitations and pauses.</li> <li>• The speaker's pronunciation is generally intelligible, with only minor errors.</li> </ul>
2	<p><b>The "2" response reflects a partial application and limited command of the performance characteristics for the speaking assignment.</b></p> <ul style="list-style-type: none"> <li>• The speaker's ideas show limited development and elaboration.</li> <li>• The candidate's ideas are only partially organized and are at times unclear.</li> <li>• The response shows a limited command of syntax and grammar, with frequent errors that partially impede the comprehensibility of ideas.</li> <li>• The candidate demonstrates a limited range of expression, using very simple vocabulary and lacking some key words and phrases.</li> <li>• The candidate does not maintain a consistent flow of speech, having frequent hesitations and pauses.</li> <li>• The speaker's pronunciation contains several errors and is occasionally difficult to understand.</li> </ul>
1	<p><b>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the speaking assignment.</b></p> <ul style="list-style-type: none"> <li>• The speaker's response provides few, if any, comprehensible ideas, with minimal development.</li> <li>• The candidate's ideas are not organized and are largely unclear.</li> <li>• The response shows little command of basic elements of grammar or syntax, with numerous and frequent errors that make ideas incomprehensible.</li> <li>• The candidate demonstrates little knowledge of vocabulary beyond the most common words, and may misuse and misform numerous words and expressions.</li> <li>• The candidate fails to maintain any flow of speech, with frequent hesitations and pauses that interrupt comprehensibility.</li> <li>• The speaker's pronunciation contains numerous errors and is at times unintelligible.</li> </ul>
U	<p><b>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></p>
B	<p><b>There is no response to the assignment.</b></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 scoring scale tables above, your MTEL-Flex submission will be marked as “unscorable.”

## Administrative Review

As stated in both the MTEL-Flex Rules of Assessment Participation as well as in the MTEL-Flex score reporting policy, candidates are required to submit their original work. MTEL-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 MTEL-Flex, share their work with other candidates or potential candidates for MTEL-Flex.

Submissions with high levels of similarity to other sources may be referred to the Massachusetts Department of Elementary and Secondary Education’s Office of Professional Practices Investigations (OPPI). OPPI investigates allegations of misconduct by licensees and applicants for educator licenses, and recommends appropriate action to the Commissioner, the licensing authority.

Failure to submit original work will result in, at a minimum, voiding of your MTEL-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 MTEL-Flex submission. Candidates who do not meet the qualifying score for their MTEL-Flex submission will be provided with feedback related to the extent to which the MTEL-Flex submission addressed the performance characteristics.

Candidates who do not meet the qualifying score for MTEL-Flex are permitted to retake the MTEL-Flex assessment or register to take the other MTEL-Flex assessment that is available for their subject area or they can retake the MTEL. There is no limit on the number of times candidates may retake MTEL-Flex or MTEL. Candidates are required to submit a registration and pay the applicable fees to retake an assessment.

Candidates who do meet the qualifying score will receive a “P” for passing the MTEL-Flex assessment.

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

- Understanding your MTEL-Flex Score Report
- Retaking MTEL-Flex



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## Submitting Your Assessment

Once a candidate creates an account and registers for MTEL-Flex, they have access to the Pearson ePortfolio system to upload and manage their MTEL-Flex assessment via the [MTEL website](#).

### Templates

The required template for your submission is provided on the MTEL 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(s)<sup>2</sup> to the Pearson ePortfolio system; and
4. review the electronic file(s) you uploaded to ensure that the correct file(s) are in the Pearson ePortfolio system and that they comply with submission requirements.

### Submission Requirements

The following charts provide information regarding the MTEL-Flex materials, as well as a description of supported file types for submission. Your MTEL-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.

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<sup>2</sup> If submitting Spanish—Oral Expression, you will upload two electronic files: the completed template document and a video file of recorded oral response.

### MTEL-Flex Assessments other than MTEL-Flex Spanish—Oral Expression

Evidence	# of Files	Acceptable File Types	Response Length	Specifications
Written Analysis	1	.docx; .odt; .pdf	No more than 4 pages total (not including directions page)	<ul style="list-style-type: none"> <li>Download template from MTEL website.</li> <li>Use 11-point Arial, single-spaced font with 1" margins on all sides.</li> <li>Complete all sections of the template.</li> </ul>

### MTEL-Flex Spanish—Oral Expression

Evidence	# of Files	Acceptable File Types	Response Length	Specifications
Part A: Prompt Section	1	.docx; .odt; .pdf	No more than 1 page (not including directions page and oral response directions)	<ul style="list-style-type: none"> <li>Download template from MTEL website.</li> <li>Use 11-point Arial, single-spaced font with 1" margins on all sides.</li> <li>Complete Prompt Section of the template.</li> </ul>
Part B: Oral Response	1	.asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, .m4v	At least 4 minutes and no more than 5 minutes of video recording	<ul style="list-style-type: none"> <li>Candidates are being evaluated on their ability to speak in Spanish, not read aloud. Therefore, do not read your submission verbatim from any prepared materials (e.g., cue cards).</li> <li>Include only the candidate's voice/image in the video; no other persons may be included in the recording.</li> <li>Ensure that the video recording is of sufficient visual and sound quality to serve as evidence.</li> </ul>

## Submission Readiness

Before submitting your evidence, you must agree to the [MTEL-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 MTEL-Flex [submission requirements](#). If your MTEL-Flex submission does not meet the submission requirements, your submission will be unscorable.

Before submitting your MTEL-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 MTEL-Flex submissions. Candidates should complete all items included in the Prompt Section of the template and use that information to develop their submission. Note: Some MTEL-Flex assessments may require candidates to address all and/or specific descriptive statements in their submissions. Specific information is included in the MTEL-Flex template for each assessment.

- **Have you provided a topic statement, scenario, or question for your submission?**

Candidates should choose a topic, scenario, or question for their submission that will allow them to prepare an analysis that addresses the content assessed by the test objective.

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

Candidates must cite any sources they used to prepare their MTEL-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 MTEL-Flex template directions page to ensure that their submission is complete.

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

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

## Sample Templates

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

## Sample Completed Template for Written Submission

MTEL®-Flex English Template: Objective 0014

### MTEL®-Flex English—Written Analysis of Literary or Informational Text (Objective 0014)

**Objective 0014: Prepare an organized, developed written analysis of a literary or informational text.**

Objective 0014 includes the following descriptive statements:

1. Apply knowledge of the characteristics of genres of literature, and of authors, works, and literary movements, to analyze a given work of literature.
2. Apply knowledge of historical, social, and cultural contexts to analyze a given piece of literature.
3. Analyze a document of historical and literary significance for its theme, purpose, and rhetorical features.
4. Cite evidence from a literary or informational text to support written analysis, interpretation, and reflection.
5. Identify a significant theme within a given text and explain how the use of a literary or rhetorical device contributes to the theme.
6. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

MTEL-Flex® enables you to demonstrate your functional content knowledge of the MTEL English test objectives through submitting materials on a topic that you select. Your submission will be evaluated on the extent to which you demonstrate the **depth of your subject matter knowledge** of the MTEL-Flex English test objective you selected during registration.

MTEL-Flex involves answering 3 prompts and writing an analysis in which you demonstrate your knowledge of the content assessed by the test objective and further elaborated by the descriptive statements. **Your analysis must address descriptive statements 3, 4, 5, and 6 listed above.**

Your responses to the first 3 prompts should be **no more than 1 single-spaced page** and your written analysis should be **no more than 3 single-spaced pages**. This instructions page does not count toward your page limits.

This template contains a [Prompt Section](#) and a [Written Analysis Section](#). Once both sections are completed, upload the template to the Pearson ePortfolio System.

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

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## 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. 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 descriptive statements 3, 4, 5, and 6.

[ William Shakespeare selected from Appendix B, Grades 9 – 12 British and European Literature: Essays, Poetry, and Drama ]

2. Describe the topic addressed.

[ I will provide an analysis of how William Shakespeare uses metaphors and the sonnet form to develop themes of love and mortality in Sonnet 73. ]

3. If applicable, list any sources beyond the selected text used to prepare your submission.

[ 1. Sonnet 73 ('That time of year thou mayst in me behold') by William Shakespeare  
2. "Glossary of Poetic Terms" (<https://www.poetryfoundation.org/learn/glossary-terms>) ]

## 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. In your analysis, be sure to

- analyze a document of historical and literary significance for its theme, purpose, and literary features;
- identify a significant theme within a given text and explain how the use of a literary or rhetorical device contributes to the theme;
- cite evidence from a literary text to support written analysis, interpretation, and reflection; and
- produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

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



## Sample Completed Template for Oral Submission

MTEL®-Flex Spanish Template: Objective 0014

### MTEL®-Flex Spanish—Oral Expression (Objective 0014)

**Objective 0014: Communicate an effective oral message in the target language for a given audience and purpose.**

Objective 0014 includes the following descriptive statements:

1. Address the purpose of the prompt fully through the use of well-developed and supported ideas.
2. Organize ideas in a logically sequenced, well-connected, and consistently clear fashion.
3. Use appropriate language and style for the specified audience, purpose, and occasion.
4. Demonstrate a comprehensive command of syntax and grammar.
5. Demonstrate an extensive command of vocabulary and idiomatic expressions.
6. Maintain a strong flow of speech, with few, if any, hesitations or pauses.
7. Demonstrate easily intelligible pronunciation, with few, if any, errors.

MTEL®-Flex enables you to demonstrate your functional content knowledge of the MTEL Spanish test objectives through submitting materials on a topic that you select. Your submission will be evaluated on the extent to which you demonstrate the depth of your subject matter knowledge of the MTEL-Flex Spanish test objective.

MTEL-Flex involves writing answers to 4 prompts and preparing an oral response.

- Your written responses to the 4 prompts should be **no more than 1 single-spaced page** (this page does not count toward your page limit).
- You will use the Communication Standards and/or the Linguistic Cultures Standards from the Massachusetts World Languages Curriculum Framework – 2021 to prepare your oral response. Your recorded oral response should reflect complex, concrete topics of personal, general, social, academic, or professional significance. **Your oral response should be at least 4 minutes and no more than 5 minutes.**

This template contains a [Prompt Section](#) and an [Oral Response Section](#). Once the responses to the prompts are completed and the oral response is recorded, upload the template with your video file to the Pearson ePortfolio System.

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

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MTEL®-Flex Spanish Template: Objective 0014

**Part A: 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 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 oral submission.

[#2, 3, 4, 5, 6, 7]

2. Indicate where the topic is addressed in the Communication Standards and/or the Linguistic Cultures Standards of the Massachusetts World Languages Curriculum Framework – 2021 (pp. 40-41). The response should reflect complex, concrete topics of personal, general, social, academic, or professional significance.

[Communication Standard 1; Interpretive Communication]

3. Describe the topic addressed.

[What I learned about myself by completing a study abroad experience in Spain]

4. List sources (if any) used to prepare submission.

[None]

**MTEL®-Flex Spanish Template: Objective 0014**

**Part B: Oral Response**

Record your oral response in Spanish and save your recording as a video file (see specifications in the MTEL-Flex Assessment Handbook) to be submitted with the completed Prompts Section of this template. DO NOT type your response on this page. Your submission must be at least 4 minutes and no more than 5 minutes. Submissions that are less than 4 minutes in length will not be scored, and scorers will not evaluate any portion that exceeds 5 minutes. Only the candidate's voice/image may be featured; no other persons may be included in the recording.

Candidates are being evaluated on their ability to speak in Spanish, not read aloud. Therefore, do not read your submission verbatim from any prepared materials (e.g., cue cards).

Using the Communication Standards and/or the Linguistic Cultures Standards from the Massachusetts World Languages Curriculum Framework – 2021, prepare an oral response in Spanish in which you demonstrate your knowledge of the content assessed by Objective 0014 and further elaborated by the descriptive statement(s) you have selected in relation to your stated topic. Your oral response should reflect complex, concrete topics of personal, general, social, academic, or professional significance.