National Evaluation Series

Series FLEX Assessment Handbook

Version 1.3

December 2025

V 01.3

Contents

Introduction **1**

What is Series FLEX? 1

About the Series Program 1

About Series FLEX **2**

What fields are included in Series FLEX? 2

Eligibility Requirements for Series FLEX Candidates 2

Demonstrating Broad and Deep Subject Matter Knowledge 2

Originality Screening 3

Generative Artificial Intelligence (AI) Policy 3

Prior to Registering for Series FLEX 3

Planning Your Submission 3

Series FLEX Policies 5

Evaluation Criteria **6**

Series FLEX Scoring Rubrics 6

Administrative Review 13

Candidate Score Reporting and Guidance 13

Submitting Your Assessment **14**

Templates 14

Submission Requirements 14

Submission Readiness 16

Sample Templates **18**

Sample Completed Template for Written Submission 19

Sample Completed Template for Oral Submission 22

Copyright © 2025 Evaluation Systems of Pearson
Pearson and its logo are trademarks, in the U.S. and/or other countries,
of Pearson Education, Inc. or its affiliate(s).

Copyright © 2025 Massachusetts Department of Elementary and Secondary Education, Massachusetts Tests for Educator Licensure, and MTEL are trademarks of the Massachusetts Department of Elementary and Secondary Education and Pearson Education, Inc. or its affiliate(s).

Introduction

What is Series FLEX?

The National Evaluation Series™ FLEX ("Series FLEX") provides an assessment option for candidates whose score on selected test fields is within one standard error of measurement of the passing score. Candidates who meet this eligibility requirement may have the opportunity to submit a Series FLEX assessment rather than retaking their test.

For Series FLEX, candidates provide an analysis of test objectives/competencies to demonstrate the depth of their subject matter knowledge. Most candidates 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 Series FLEX will meet the relevant subject matter test requirement for their credential, but may still need to take and pass additional subject matter tests as required by their credential area.

Each program site includes Series FLEX assessment information, policies (including eligibility requirements), account creation and registration, as well as access to the Pearson ePortfolio system upon registration.

About the Series Program

The Series program includes tests of subject matter knowledge designed to ensure that educators are knowledgeable in the subject matter of the credential sought.

Each test is designed to measure areas of knowledge called subareas or domains. Within each subarea/domain is a list of statements of important knowledge called objectives or competencies. Together these define the content of the test. The test objectives/competencies were validated for the Series by educators from across the country and were aligned with national standards for each content area.

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

About Series FLEX

What fields are included in Series FLEX?

The Series website provides information about the Series FLEX assessment options. Candidates are strongly encouraged to review this website prior to registering for Series FLEX.

Eligibility Requirements for Series FLEX Candidates

Not all states have adopted Series FLEX. Candidates should refer to the program website to determine if they are eligible to take Series FLEX.

Candidates are eligible to take Series FLEX if they have taken the corresponding Series test and received a scaled score that meets the eligibility requirements outlined on their state webpage on the Series website.

Candidates are required to register for and pay a fee to complete Series FLEX.

Demonstrating Broad and Deep Subject Matter Knowledge

Candidates who take Series FLEX are required to prepare an organized, developed analysis on a topic related to the content of test objectives/competencies included in the set of Series test objectives/competencies for their field. This test objective/competency is included as part of the assessment option name. The selected objectives/competencies for Series FLEX come from current Series test objectives/competencies in each content area. The selected objectives/competencies were previously reviewed by a Bias Review Committee and the field-specific Content Advisory Committee.

The expectation is that Series 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[1] in preparing to respond to Series FLEX. Series FLEX submissions are expected to demonstrate a Level 3 or Level 4 depth of knowledge.
The purpose of the Series FLEX submission is to enable candidates to demonstrate their content knowledge as evidence of their readiness for an initial teaching position. Candidates select Series FLEX test objectives/competencies, review the descriptive statements within the objectives/competencies they will address, and define a topic to address in the Series FLEX submission. 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.

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

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

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 objectives/competencies. Scorers also will use these instructions and rubrics to assess each submission. The Series FLEX instructions will be reviewed and updated, as needed, 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 Test Information Guide and/or the Practice Test for their field and use it in their Series FLEX submissions.

Refer to the "Administrative Review" section of this handbook for more information.

Generative Artificial Intelligence (AI) Policy

Generative artificial intelligence (AI) refers to a type of AI that is capable of creating new content—such as text, images, and more—by learning from existing data. Candidates may not use generative AI tools, including chatbots, to generate student data or create any content that is used in Series FLEX submissions. In addition, Series FLEX candidates are expected to do their own analysis and synthesis of information included in their submissions without the use of generative AI tools.

Prior to Registering for Series FLEX

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

Planning Your Submission

Follow the steps below to complete your Series FLEX submission:

1. **Review the Series FLEX template.** During the online Series FLEX registration process, select the assessment using options provided in registration. You can download the Series FLEX template, which includes assessment directions, from the program website and from the Pearson ePortfolio system. Use the template to provide the information needed to complete the analysis in Step 7.

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

2. **Review the Series test objectives/competencies and the associated descriptive statement(s) that are assessed by your Series FLEX registration.** The test objectives/competencies specify the content to be included on the Series test. Each test objective/competency is further elaborated by a set of descriptive statements. Read each of the test objectives/competencies and descriptive statement(s) carefully before you begin to prepare your submission. Note: Some Series 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 Series FLEX template for each assessment.
3. **Review the resources for your Series FLEX.** A list of approved resources for each Series FLEX assessment is included on the program website. Resources for preparing your submission and developing topic statements, questions, or scenarios include relevant curriculum frameworks and/or resources. 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 Series 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 objectives/competencies. You will indicate the topic, scenario, or question to be addressed in the Series FLEX template.
6. **Cite any sources used to prepare your submission.** Gather any sources you will use to prepare your Series FLEX submission and list these sources in the Series FLEX template. Sources may include textbooks, articles, course materials, or other printed or electronic materials you will use to prepare your Series 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 objectives/competencies and further elaborated by the descriptive statements.** As a whole, the Series FLEX submission must demonstrate your understanding of the subject matter knowledge of the content of the test objectives/competencies 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 Series FLEX assessments. You will provide your analysis in the Series 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 Series-FLEX Spanish—Oral Expression, 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

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

evaluate any portion that exceeds 5 minutes. Submissions must be submitted as a video file with the Series 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 Rubrics for your Series FLEX prior to uploading it to the ePortfolio system.

Series FLEX Policies

Policies governing Series FLEX registration, assessment, and score reporting are included on the Policies page of the program 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:** Series scaled scores range by assessment and state and are used to determine eligibility to take the corresponding Series FLEX.
- **Rules of Test Participation:** Rules and requirements for registering and participating in the Series FLEX assessment
- **Submission Attestations:** Candidate confirmation of Series 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 Series FLEX

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

Evaluation Criteria

Series 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 scoring scale. (Scoring rubrics for each Series FLEX assessment can be found below and in the study guide for the corresponding Series test on the program website.)

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

- an educator license/certificate;
- 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 qualifying (passing) score for the Series FLEX assessment. Since candidate responses are evaluated by multiple scorers and have essentially already been rescored, there is no rescoring service for Series FLEX submissions. Score reports are generated for candidates and released according to the score reporting schedule provided on the test information page for the Series FLEX assessment.

Series FLEX Scoring Rubrics

The scoring rubrics will be used to evaluate each candidate's Series 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 Series Bias Review Committee and field-specific Content Advisory Committee.

In preparing their Series 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 Series FLEX Fields other than Spanish

The following scoring rubric is used to evaluate Series FLEX submissions.

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

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

Scoring Scale

The scoring scale below, which is related to the performance characteristics for the tests, is used by scorers in assigning scores to Series 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.

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

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.**

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

Scoring Rubric for Series FLEX Spanish—Written Expression

The following scoring rubric is used to evaluate Series FLEX Spanish—Written Expression submissions.

Series 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

Series 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 Series 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.

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

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.
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.**

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

Scoring Rubric for Series FLEX Spanish—Oral Expression

The following scoring rubric is used to evaluate Series FLEX Spanish—Oral Expression submissions.

Series 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

Series 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 Series 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.

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

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.
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.**

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

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 Series FLEX submission will be marked as "unscorable."

Administrative Review

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

Submissions with high levels of similarity to other sources may be referred to their educator preparation program and/or state education agency with which the candidate is registered, for further investigation and recommendation of appropriate action.

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

Candidates who do not meet the qualifying score for Series FLEX are permitted to retake the Series FLEX assessment or register to take the other Series FLEX assessment that is available for their subject area or they can retake the related Series assessment. There is no limit on the number of times candidates may retake Series FLEX or the Series. 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 Series FLEX assessment.

Additional information is available on the test information page for each Series FLEX assessment, including:

- Understanding your Series FLEX Score Report
- Retaking Series FLEX

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

Submitting Your Assessment

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

Templates

The required template for your submission is provided on the program 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) 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 Series FLEX materials, as well as a description of supported file types for submission. Your Series 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.

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

Series FLEX Assessments other than Series 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)	• Download template from program website. • Use 11-point Arial, single-spaced font with 1" margins on all sides. • Complete all sections of the template.

Series 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)	• Download template from program website. • Use 11-point Arial, single-spaced font with 1" margins on all sides. • Complete Prompt Section of the template.
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	• 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). • Include only the candidate's voice/image in the video; no other persons may be included in the recording. • Ensure that the video recording is of sufficient visual and sound quality to serve as evidence.

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

Submission Readiness

Before submitting your evidence, you must agree to the Series 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 Series FLEX submission requirements. If your Series FLEX submission does not meet the submission requirements, your submission will be unscorable.

Before submitting your Series 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 Series 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 Series FLEX assessments may require candidates to address all and/or specific descriptive statements in their submissions. Specific information is included in the Series 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/competency (competencies).

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

  Candidates must cite any sources they used to prepare their Series 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 Series 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?**

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

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

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

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 program website and in the ePortfolio system. The template for your Series FLEX assessment may differ from the samples provided.

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

Sample Completed Template for Written Submission

Series FLEX Foundations of Reading—
Development of Foundational Reading Skills (Objective 0010)

Objective 0010 includes the following descriptive statements:

1. Analyze, interpret, and discuss accurately and appropriately the results of an assessment of foundational reading skills for an individual student.
2. Demonstrate the ability to select appropriate examples from a student's reading performance that identify a strength and a need related to foundational reading skills (e.g., phonemic awareness skills, phonics skills, recognition of high-frequency words, syllabication skills, morphemic analysis skills, automaticity, reading fluency [i.e., accuracy, rate, and prosody]).
3. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy, activity, intervention, or extension to build on a student's identified strength or address a student's identified need in foundational reading skills.
4. Demonstrate the ability to explain the effectiveness of the selected instructional strategy, activity, intervention, or extension in building on a student's identified strength and/or addressing a student's identified need, using sound reasoning and knowledge of foundational reading skills.

Series FLEX enables you to demonstrate your subject matter knowledge of the Series Foundations of Reading 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 Series FLEX Foundations of Reading test objective you selected during registration.

Series FLEX involves answering 4 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 statement(s) you have selected in relation to your stated topic.

Your responses to the first 4 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 Series FLEX Assessment, preparing your materials for submission, and scoring of your submission, refer to the Series FLEX Assessment Handbook.

Copyright © 2024 Evaluation Systems of Pearson
Pearson and its logo are trademarks, in the U.S. and/or other countries,
of Pearson Education, Inc. or its affiliate(s).

Copyright © 2024 Massachusetts Department of Elementary and Secondary Education Massachusetts Tests for Educator Licensure and MTEL are trademarks of the Massachusetts Department of Elementary and Secondary Education and Pearson Education, Inc. or its affiliate(s).

Series FLEX Foundations of Reading Template: Objective 0010

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 do 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.

[1-4; All four descriptive statements.]

2. Indicate the student data or examples you will use in your submission. You may use your own authentic student data or examples and/or sample data or examples from relevant coursework to develop your topic and address the selected descriptive statements. Indicate which approved resource(s) included on the program website were used to develop your topic and address the selected descriptive statements.

[I will use student data from an early literacy screener assessment. I will use the "Data-Based Decision Making," "Students Experiencing Reading Difficulties," and "Components of the Core Literacy Block" resources.]

3. Describe the topic addressed.

[Using data from an early literacy screener assessment, I will:

- identify a strength in a specific grade-level foundational reading skill
- identify a specific need in a specific grade-level foundational reading skill
- plan differentiated instruction to address the student's identified area of need

I will assess the student after differentiated instruction to:

- determine their progress
- plan for future instruction]

4. List sources used to prepare submission.

[Moats, Louisa Cook. (2000). *Speech to Print: Language Essentials for Teachers.* Baltimore: Paul H. Brookes Pub.

Moats, Louisa C. (2020). *Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do.* Washington, DC: American Federation of Teachers.

Beck, I.L., & Beck, M.E. (2013). *Making Sense of Phonics: The Hows and Whys* (2nd edition). New York: The Guilford Press.

Fox, B.J. (2014). *Phonics and Word Study for the Teacher of Reading: Programmed for Self-Instruction* (11th edition). Boston: Pearson Education, Inc.]

Copyright © 2024 Evaluation Systems of Pearson
Copyright © 2024 Massachusetts Department of Elementary and Secondary Education

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

Series FLEX Foundations of Reading Template: Objective 0010

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 0010.

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

Copyright © 2024 Evaluation Systems of Pearson
Copyright © 2024 Massachusetts Department of Elementary and Secondary Education

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

Sample Completed Template for Oral Submission

Series FLEX Spanish—Oral Expression (Competency 0010)

Competency 0010: In response to a prompt, demonstrate the ability to deliver coherent, well-developed discourse in Spanish that effectively communicates a message.

Competency 0010 includes the following **descriptive statements**:

1. Fulfill the purpose of the prompt in a manner that is appropriate for the given audience.
2. Organize ideas in a logically sequenced, well-connected, and consistently clear fashion.
3. Demonstrate development of ideas that are well supported with relevant details.
4. Demonstrate a consistent control of syntax and grammar, making only minor mistakes that do not interfere with the comprehensibility of ideas.
5. Use contextualized vocabulary and idiomatic expressions as appropriate.
6. Maintain a strong flow of speech, with few, if any, nonproductive pauses or hesitations.
7. Demonstrate intelligible pronunciation and intonation.

Series FLEX enables you to demonstrate your functional content knowledge of the Series Spanish test competency 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 Series FLEX Spanish test competency.

Series 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 ACTFL Content Standards found in the ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers document (pp. 3–13) 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 Series FLEX Assessment, preparing your materials for submission, and scoring of your submission, refer to the Series FLEX Assessment Handbook.

Copyright © 2025 Evaluation Systems of Pearson
Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

Copyright © 2025 Massachusetts Department of Elementary and Secondary Education Massachusetts Tests for Educator Licensure and MTEL are trademarks of the Massachusetts Department of Elementary and Secondary Education and Pearson Education, Inc. or its affiliate(s).

Series FLEX Spanish Template: Competency 0010

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 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 test competency 0010 that you will address in your oral submission.

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

2. Indicate where the topic is addressed in the ACTFL Content Standards found in the ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers document (pp. 3–13). Note the specific ACTFL Content Standard you are using to address the topic. The response should reflect complex, concrete topics of personal, general, social, academic, or professional significance.

[Communication Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational.]

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]

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

Part B: Oral Response

Record your oral response in Spanish and save your recording as a video file (see specifications in the Series 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 ACTFL Content Standards found in the ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers document (pp. 3–13), prepare an oral response in Spanish in which you demonstrate your knowledge of the content assessed by Competency 0010 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.

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education

Copyright © 2025 Evaluation Systems of Pearson
Copyright © 2025 Massachusetts Department of Elementary and Secondary Education