edTPA

Understanding Rubric Level Progressions

Elementary Education: Literacy with Mathematics Task 4
Version 01

Candidate Support Resource

SCALE
Stanford Center for Assessment, Learning, & Equity

Overview

edTPA's portfolio is a collection of authentic artifacts and evidence from a candidate's actual teaching practice. *Understanding Rubric Level Progressions* (URLP) is a KEY resource that is designed to describe the meaning behind the rubrics. A close read of the following URLP sections will help program faculty and supervisors internalize the criteria and level distinctions for each rubric.

This document is intended as a resource for program faculty and supervisors who are supporting candidates with edTPA. Faculty and supervisors are strongly encouraged to share this document with candidates and use it to support their understanding of the rubrics, as well as their development as new professionals. The *Understanding Rubric Level Progressions* is intended to enhance, not replace, the support that candidates receive from programs in their preparation for edTPA.

In the next section, we provide definitions and guidelines for making scoring decisions. The remainder of the document presents the score-level distinctions and other information for each edTPA rubric, including:

1. Elaborated explanations for rubric Guiding Questions

2. Definitions of key terms used in rubrics

3. Primary sources of evidence for each rubric

4. Rubric-specific scoring decision rules

5. Examples that distinguish between levels for each rubric: **Level 3**, **below 3** (Levels 1 and 2), and **above 3** (Levels 4 and 5).

Rubric-Specific Scoring Decision Rules

When evidence falls across multiple levels of the rubric, scorers use the following criteria while making the scoring decision:

1. **Preponderance of Evidence:** When scoring *each* rubric, scorers must make score decisions based on the evidence provided by candidates and how it matches the rubric level criteria. A *pattern* of evidence supporting a particular score level has a heavier weight than *isolated* evidence in another score level.

2. **Multiple Criteria:** In cases where there are two criteria present across rubric levels, greater weight or consideration will be for the criterion named as "primary."

3. **Automatic 1:** Some rubrics have Automatic 1 criteria. These criteria outweigh all other criteria in the specific rubric, as they reflect essential practices related to particular guiding questions. NOTE: Not all criteria for Level 1 are Automatic 1s.

ELEMENTARY LITERACY LEARNING SEGMENT FOCUS:

Candidate's instruction should support students to develop an essential strategy for comprehending or composing text and related skills that directly support that strategy in meaningful contexts. See Appendix A at the end of this TBR for examples of literacy strategies and skills.

Planning Rubric 1: Planning for Literacy Learning

EL1: How do the candidate's plans build students' understanding of an essential literacy strategy for comprehending OR composing text and the skills that support that strategy?

The Guiding Question

The Guiding Question addresses how a candidate's plans build a learning segment of three to five lessons around a central focus. Candidates will explain how they plan to organize tasks, activities, and/or materials to align with the central focus and the standards/objectives. The planned learning segment must support students to **develop an essential strategy for comprehending or composing text and related skills that directly support that strategy in meaningful contexts.**

Key Concepts of Rubric:

- *Aligned*—Standards, objectives, instructional strategies and learning tasks are "aligned" when they consistently address the same/similar learning outcomes for students.

- *Significant content inaccuracies*—Content flaws in commentary explanations, lesson plans, or instructional materials that will lead to student misunderstandings and the need for reteaching.

Literacy Terms Central to the edTPA (see Appendix A for additional examples):

- *Literacy strategy*—The essential literacy strategy is the cornerstone for the entire edTPA portfolio in elementary literacy. We have defined "literacy strategy" as an approach selected deliberately by a reader or writer to comprehend or compose text. When students are able to select and use strategies automatically, they have achieved independence in using the strategy to accomplish reading and writing goals. Examples of reading strategies include summarizing or retelling, comparing and contrasting firsthand and secondhand accounts of the same event, using evidence to predict, interpreting character's feelings, and drawing conclusions from informational text. Examples of strategies for writing include organizing ideas before writing, note taking from informational text to support drafting a topic, using graphic organizers, using a rubric to revise a draft, or using quotes as evidence to support an argument.

- *Literacy skills*—Specific knowledge needed for reading and writing including phonemic/phonological awareness; print concepts; decoding; word analysis; sight-word recognition; vocabulary meaning in context; sentence fluency; descriptive language; spelling, punctuation, or other language conventions.

- *Meaningful context*—Use of literacy in students' everyday lives or texts that reflect the experiences and interests of students. For example, a worksheet graphic organizer with sentence frames used to support writing topic sentences in an expository text that the students choose to write to an authentic audience would be in a meaningful context, but a worksheet with questions to identify topic sentences from a short assigned text would not be.

For additional information about the strategy/skill distinction and examples for each for reading and writing, please use the EL skills/strategies chart found in Appendix A at the end of the TBR.

Primary Sources of Evidence:

Context for Learning Information

Planning Commentary **Prompt 1**

Strategic review of Lesson Plans & Instructional Materials

Scoring Decision Rules

► **Multiple Criteria**	▪ N/A for this rubric
► **AUTOMATIC 1**	▪ Pattern of **significant content inaccuracies** that are core to the central focus or a key learning objective for the learning segment
	▪ A pattern of misalignment is demonstrated in relation to standards/objectives, learning tasks and materials across two or more lessons

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Plans for instruction are **logically sequenced** to facilitate students' learning of the essential strategy for comprehending or composing text.

- Plans are presented in a sequence in which **each lesson builds on the previous one**(s).

- In addition, the sequencing of the plans supports students' learning by connecting conventions/skills to the essential literacy strategy during the learning segment. **These connections are explicitly written in the plans or commentary**, and how the connections are made is not left to the determination of the scorer.

- At Level 3, the candidate will identify a central focus on something related to comprehension or composition, and may be vague about the strategy/skills distinction in the commentary. However, to score at Level 3, the lesson plans must have standards/objectives and learning tasks that support BOTH the essential strategy and related skills.

Below 3

Evidence that demonstrates performance below 3:

- Plans for instruction support student learning of conventions/related skills but **with little or no** planned instruction to develop or apply strategies for comprehending or composing texts.

What distinguishes a Level 2 from a Level 3: At Level 2,

- The candidate is paying some attention to helping students understand related skills/conventions, but the connections to an essential strategy for comprehending or composing text are fleeting or so vague that students are largely left to make sense of these on their own.

- At a Level 2, the candidate describes a central focus that is related to comprehension or composition, and is vague about the strategy/skills distinction in the commentary, AND EITHER:

- Lesson plans have standards/objectives and learning tasks that **support only skills (or a strategy that has been applied ONLY as skills)**.

OR

- Lesson plans and commentary depict a collection of skill-oriented lessons not connected to the essential strategy identified in the commentary.

What distinguishes a Level 1 from a Level 2: At Level 1,

- The candidate is **focused on teaching rote or decontextualized skills** with little or no attention to assisting students in understanding how they relate to the essential strategy for comprehending or composing text.

Automatic Score of 1 is given when:

- There is a pattern of **significant content inaccuracies** that will lead to student misunderstandings. Content flaws in the plans or instructional materials are significant and systematic, and interfere with student learning.

- **Standards, objectives, learning tasks, and materials are not aligned** with each other. There is a pattern of misalignment across two or more lessons. If one standard or objective does not align within the learning segment, this level of misalignment is not significant enough for a Level 1.

Above 3

Evidence that demonstrates performance <u>above Level 3</u>:

- Learning tasks are designed to support students to make clear, **consistent** connections between the essential literacy strategy to comprehend or compose text and related skills/conventions.

- Consistent connections require students to routinely apply the essential strategy as they learn skills in a meaningful context and throughout the learning segment.

What distinguishes a Level 4 from a Level 3: At Level 4, you will find evidence that the candidate:

- Has identified a **clear central focus** that is related to comprehension or composition.

- Is **explicit about distinguishing the essential strategy from related skills**. Lesson plans and objectives attend to both,

- Candidate is explicit in **connecting the essential strategy with related skills in every lesson and in meaningful contexts** (e.g., use of literacy in students' everyday lives such as writing a thank you letter for a birthday gift or reading directions to play a game, choosing texts that reflect the experiences and interests of students such as books on animals, choosing their own writing topic).

- Uses these connections to deepen student understanding of the essential strategy within the central focus.

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets all of Level 4 **AND**

- **Plans include materials and resources, literacy activities, and teacher questioning/modeling that will clearly support students to apply the essential strategy and related skills to connect reading and writing in authentic ways.**

- In addition, the candidate must explain how and why the planned activities and materials support students to apply the essential strategy and related skills independently. The plans themselves are not enough—the candidate needs to provide a rationale.

Planning Rubric 2: Planning to Support Varied Student Learning Needs

EL2: How does the candidate use knowledge of his/her students to target support for students' literacy learning?

The Guiding Question

The Guiding Question addresses how the candidate plans to support students in relationship to students' characteristics. This includes using the candidate's understanding of students to develop, choose or adapt instructional strategies, learning tasks and materials.

Key Concepts of Rubric:

- *Planned Supports* include instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus.

Primary Sources of Evidence:

Context for Learning Information (required supports, modifications, or accommodations) Planning Commentary **Prompts 2 and 3**

Strategic review of Lesson Plans & Instructional Materials to clarify planned supports.

Scoring Decision Rules

► **Multiple Criteria**	■ N/A for this rubric
► **AUTOMATIC 1**	■ Planned support according to requirements in IEP or 504 plans is completely missing.
	■ If there are no students with IEPs or 504 plans, then this criterion is not applicable.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at <u>Level 3</u>:

- Candidate explains how planned supports for students address the learning needs of the whole class while assisting them in achieving the learning objectives.

- Candidate addresses at least one of the requirements from IEPs and 504 plans as described in the Context for Learning Information.

- Requirements must be explicitly addressed in the commentary and/or the Planning Task 1 artifacts. List of requirements and/or accommodations in the Context for Learning Information document is not sufficient by itself.

Below 3

Evidence that demonstrates performance <u>below 3</u>: Candidate plans insufficient instructional supports to develop students' learning relative to the identified learning objectives or the central focus. Evidenced by ONE or more of the following:

- Candidate does not plan instructional supports for students.

- Planned supports are not closely tied to learning objectives or the central focus.

- Evidence does not reflect ANY instructional requirements in IEP or 504 plans.

What distinguishes a Level 2 from a Level 3: At Level 2,

- Plans address at least one of the instructional requirements set forth in IEPs and 504 plans. However, it is not clear that other planned supports will be helpful in supporting students to meet the learning objectives.

- The supports would work for almost any learning objective. Therefore, supports are not closely connected to the learning objectives or central focus (e.g., pair high and low students during partner work without a specific description of how that supports students with a specific need, check on students who are usually having trouble, without any specific indication of what the candidate might be checking for (e.g., using picture/context cues to infer word meaning or applying a previously modeled strategy for organizing writing).

- Supports are tied to learning objectives within each lesson, but there is no central focus for the learning segment.

What distinguishes a Level 1 from a Level 2: At Level 1,

- Evidence of intentional support for students' needs as described by the candidate is absent.

Automatic Score of 1:

- If IEP/504 requirements are described in the Context for Learning or commentary but none are included in the planned support, then the rubric is scored as an Automatic Level 1, regardless of other evidence of support for the whole class or groups or individuals in the class. If the candidate describes one or more of the IEP or 504 plan requirements for any student in the lesson plans or commentary, then the score is determined by the Planned Support criterion. **(If there are no students with IEPs or 504 plans, then this criterion is not applicable.)**

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- Plans address specific student needs (beyond those required in IEP and 504 plans) by including scaffolding or structured instructional supports that are explicitly selected or developed to help individual students and groups of students with similar needs to gain access to content and meet the learning objectives.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The candidate explains how the supports tied to the learning objectives are intended to meet specific needs of individuals or groups of students with similar needs, in addition to the whole class. Instructional supports should be provided for more than one student—either more than one individual or for a specific group of students with similar needs (e.g., pre-teaching a group of students a prerequisite skill, provide word bank for ESL students to assist in paragraph—writing, picture cues/visuals for struggling readers).

- Differentiated instructional supports must be in addition to those for students with an IEP and/or 504 plans.

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets Level 4 AND

- Identifies common developmental approximations or misconceptions associated with the essential strategy and related skills within the central focus, and describes specific instructional approaches to identify and respond to them.

  - If the plans and commentary attend to misconceptions, developmental approximations, or common misunderstandings without also satisfying Level 4 requirements, this is not sufficient evidence for Level 5.

Planning Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

EL3: How does the candidate use knowledge of his/her students to justify instructional plans?

The Guiding Question

The Guiding Question addresses how the candidate justifies the ways in which learning tasks and materials make content meaningful to students, by drawing upon knowledge of individuals or groups, as well as research or theory.

Key Concepts of Rubric:

- *Deficit thinking* is revealed when candidates explain low academic performance based primarily on students' cultural or linguistic backgrounds, the challenges they face outside of school or from lack of family support. When this leads to a pattern of low expectations, not taking responsibility for providing appropriate support, or not acknowledging any student strengths, this is a deficit view.

For the following terms from the rubric, see the handbook glossary:

- *prior academic learning*
- *assets* (personal, cultural, community)

Primary Sources of Evidence:

Planning Commentary **Prompts 2 and 3**

Scoring Decision Rules

► **Multiple Criteria**	■ Criterion 1 (**primary**): Justification of plans using knowledge of students—i.e., prior academic learning **AND/OR** assets (personal, cultural, community)
	■ Criterion 2: Research and theory connections
	■ Place greater weight or consideration on criterion 1 (justification of plans using knowledge of students).
► **AUTOMATIC 1**	■ Deficit view of students and their backgrounds

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- *Primary Criterion*: The candidate explains how the learning tasks are explicitly connected to the students' prior academic knowledge OR knowledge of students' assets (personal, cultural, community). Assets include students' cultural and linguistic backgrounds, interests, community or family resources and personal experiences.

- *Secondary Criterion*: The candidate refers to research or theory in relation to the plans to support student learning. The connections between the research/theory and the tasks are superficial/not clearly made. They are not well connected to a particular element of the instructional design.

- If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion**.

- If evidence meets the primary criterion at Level 4, and candidate has NO connection to research/theory, the rubric is scored at Level 3.

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- There is a limited amount of evidence that the candidate has considered his/her particular class in planning.

OR

- The candidate justifies the plans through a deficit view of students and their backgrounds.

What distinguishes a Level 2 from a Level 3: At Level 2,

- The candidate's justification of the learning tasks makes some connection with what they know about students' prior academic learning OR assets (personal, cultural, community). These connections are not strong, but are instead vague or unelaborated, or involve a listing of what candidates know about their students in terms of prior knowledge or background without making a direct connection to how that is related to planning.

What distinguishes a Level 1 from a Level 2: At Level 1,

- There is no evidence that the candidate uses knowledge of students to plan.

Automatic Score of 1 is given when:

- Candidate's justification of learning tasks includes a pattern representing a deficit view of students and their backgrounds. (See the explanation of deficit thinking listed above under Key Concepts of Rubric.)

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- The candidate's justification not only uses knowledge of students—as both academic learners AND as individuals who bring in personal, cultural or community assets—but also uses research or theory to inform planning.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The evidence includes specific examples from students' prior academic learning **AND** knowledge of students' assets (personal, cultural, community), and explains how the plans reflect this knowledge.

- The explanation needs to include **explicit connections** between the learning tasks and the examples provided.

- The candidate explains how research or theory informed the selection or design of at least one learning task or the way in which it was implemented. The connection between the research or theory and the learning task(s) must be explicit.

- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the secondary criterion at least at Level 3).

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets Level 4 **AND**

- Explains how principles of research or theory support or **set a foundation for** their planning decisions.
  - The justifications are explicit, well‑articulated, and demonstrate a thorough understanding of the research/theory principles that are evident in the plans.

Planning Rubric 4: Identifying and Supporting Language Demands

EL4: How does the candidate identify and support language demands associated with a key literacy learning task?

The Guiding Question

The Guiding Question focuses on how the candidate describes the planned instructional supports that address the identified language demands for the learning task.

Key Concepts of Rubric:

Use the definitions below and the subject—specific Academic Language handout to further clarify concepts on Rubric 4.

- **language demands**—Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.

- **language functions**—Purpose for which language is used. The content and language focus of the learning task, often represented by the active verbs within the learning outcomes. Common language functions in Note: for Elementary Literacy the language function is often the same verb used to describe the essential literacy strategy. Common language functions in the language arts include **identifying** main ideas and details; **describing** characters and plots; **explaining** a position or point of view; **predicting or interpreting** an author's purpose, message, mood, or tone; or **comparing** ideas within and between texts.

- **vocabulary**—Words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline

- **discourse**—How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually that provide useful ways for the content to be communicated. In the language arts and literacy, there are structures for composing, interpreting, and comprehending expository, narrative, and graphic print materials as well as video and live presentations. If the language function is to interpret character development, then appropriate language forms could include written essays with particular ways of organizing information, including sentences such as "The author used (action, dialogue, and/or description) to introduce (main character). One example of (action, dialogue, and/or description) was _____, which suggested that the character was _____."

- **syntax**—The rules for organizing words or symbols together into phrases, clauses, sentences or visual representations. One of the main functions of syntax is to organize language in order to convey meaning.

- **language supports**—The scaffolds, representations, and pedagogical strategies teachers intentionally provide to help learners understand and use the concepts and language they need to learn within disciplines. The language supports planned within the lessons in edTPA should directly support learners to understand and use identified language demands (vocabulary, language function, syntax, or discourse) to deepen content understandings.

Primary Sources of Evidence:

Planning Commentary **Prompt 4a–d**

Strategic review of Lesson Plans

Scoring Decision Rules

► **Multiple Criteria**	- N/A
► **AUTOMATIC 1**	- None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at <u>Level 3</u>:

- General supports are planned and described, though not in specific detail, for students' application of any two or more of the language demands (function, vocabulary and/or symbols, syntax, discourse).

  - Language supports must go beyond providing opportunities for students to practice using the language demands either individually or with other students within the learning segment.

    Examples of general language supports include describing and defining the function, modeling vocabulary, syntax or discourse, providing an example with little explanation, questions and answers about a language demand, whole group discussion of a language demand, or providing pictures to illustrate vocabulary.

- The candidate may inaccurately categorize a language demand (e.g., identifies syntax as discourse), but does describe general supports for two of the language demands required of students within the learning task. For example:

  - "For discourse, I will use sentence frames to make sure that students use the correct format for their compare and contrast statements within their essay. To support vocabulary, we will review the terms and discuss concrete examples as a class." This example would be scored at a level 3 because there are supports for two language demands, vocabulary and syntax, even though the candidate categorizes sentence structure (syntax) as discourse.

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- The candidate has a superficial view of academic language and provides supports that are misaligned with the demands or provides support for only one language demand (vocabulary, function, syntax, or discourse).

What distinguishes a Level 2 from a Level 3: At Level 2,

- The primary focus of support is on only one of the language demands (vocabulary, function, syntax, or discourse) with little attention to any of the other language demands.

- Support may be general, (e.g., discussing, defining or describing a language demand), or it may be targeted, (e.g., modeling a language demand while using an example with labels). Regardless, the support provided is limited to one language demand.

What distinguishes a Level 1 from a Level 2: At Level 1,

- There is a pattern of misalignment between the language demand(s) and the language supports identified. For example, the language function is listed as compare/contrast characters, but the language task is that the students will be sequencing events in the plot and supported by sentence frames that say, First …, Next …

- The candidate does not identify a language function that aligns with the literacy strategy.

OR

- Language supports are completely missing.

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- The supports specifically address the language function, vocabulary, and at least one other language demand (syntax or discourse) in the context of the chosen task.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The candidate identifies specific planned language supports and describes how supports address each of the following: vocabulary, the **language function**, and at least one other language demand (syntax or discourse).

- Supports are focused (e.g., provide structures or scaffolding) to address specific language demands, such as sentence starters (syntax or function); modeling how to construct an argument, explanation, or paragraph using a think aloud (function, discourse); graphic organizers tailored to organizing text (discourse or function); identifying critical elements of a language function using an example; or more in-depth exploration of vocabulary development (vocabulary mapping that includes antonym, synonym, student definition and illustration).

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets all of Level 4 **AND**

- The candidate includes and explains how one or more of the language supports are either designed or differentiated to meet the needs of students with differing language needs. (e.g., word banks and sentence frames in both Spanish and English to address vocabulary/syntax needs of ELL students)

Planning Rubric 5: Planning Assessments to Monitor and Support Student Learning

EL5: How are the formal and informal assessments selected or designed to monitor students' use of the essential literacy strategy to comprehend OR compose text and related skills?

The Guiding Question

The Guiding Question addresses the alignment of the assessments to the standards and objectives and the extent to which assessments provide multiple forms of evidence to monitor student progress throughout the learning segment. It also addresses required adaptations from IEPs or 504 plans. The array of assessments should provide evidence of students' use of the essential strategy and skills **during the learning segment**.

Key Concepts of Rubric:

- *assessment (formal and informal)*—"[R]efer[s] to all those activities undertaken by teachers and by their students . . . that provide information to be used as feedback to modify the teaching and learning activities."[2] Assessments provide evidence of students' prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments may include, for example, student questions and responses during instruction and teacher observations of students as they work or perform. Formal assessments may include, for example, quizzes, homework assignments, journals, projects, and performance tasks.

Primary Sources of Evidence:

Context for Learning Information (required supports, modifications, or accommodations for assessments)

Planning Commentary **Prompt 5**

Assessment Materials

Strategic review of Lesson Plans

Scoring Decision Rules

► **Multiple Criteria**	■ N/A for this rubric
► **AUTOMATIC 1**	■ None of the assessment adaptations required by IEPs or 504 plans are made. (If there are no students with IEPs or 504 plans, this criterion is not applicable.)

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at <u>Level 3</u>:

- The planned assessments provide evidence of students' use of the essential strategy and skills <u>at various points</u> within the learning segment. The assessments must provide evidence for how students use **both** the essential literacy strategy and related skills.

- Requirements from the IEP or 504 plan must be explicitly addressed in the commentary and/or the Planning Task 1 artifacts. List of assessment requirements and/or accommodations in the Context for Learning Information document is not sufficient by itself.

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- The planned assessments will yield insufficient evidence to monitor students' use of the essential strategy and conventions/skills within the learning segment.

What distinguishes a Level 2 from a Level 3: At Level 2,

- Assessments will produce evidence of student learning, but evidence is limited. Examples of limited assessments include a single assessment OR assessments for only skills/conventions OR the essential literacy strategy in isolation (e.g., use of worksheets to identify fact and opinion statements, informal observation to correctly sequence events).

- Although assessments may provide some evidence of student learning, they do not specifically monitor all areas of learning (both essential strategy and skills) across the learning segment.

What distinguishes a Level 1 from a Level 2: At Level 1,

- The assessments only focus on rote use of conventions or skills without providing ANY evidence of students' use of the essential literacy strategy.

Automatic Score of 1:

- If there is NO attention to ANY <u>assessment-related</u> IEP/504 plan requirements (e.g., more time; a scribe for written assignments) in either commentary or Planning Task 1 artifacts, the score of 1 is applied; otherwise the evidence for the other criteria will determine the score. **(If there are no students with IEPs or 504 plans, then this criterion is not applicable.)**

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- The array of assessments provides consistent evidence of the essential literacy strategy AND related skills.

- Assessment evidence will allow the candidate to determine students' progress toward developing the essential strategy AND related skills.

What distinguishes a Level 4 from a Level 3: At Level 4,

- There are multiple forms of evidence, not just the same kind of evidence collected at different points in time or in different settings, to monitor student development of the essential literacy strategy and related skills for the central focus. "Multiple forms of evidence" means that different types of evidence are used – e.g., authentic reading/writing assignments, use of skills in meaningful contexts rather than in isolation, such as worksheet exercises – and not that there is only one type of evidence on homework, exit slips, and a final test or written assignment.

- The array of assessments provides evidence to track student progress toward developing the strategy and skills defined by the standards and learning objectives.

- This evidence is collected for both the essential strategy and skills in every lesson OR the assessments correspond to a plan for the learning segment that builds understandings related to an essential strategy or related skills) in one lesson and uses that understanding to address the other area (either essential strategy or related skills).

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets Level 4 **AND**

- Describes how assessments are targeted and explicit in design to allow individuals or groups with specific needs to demonstrate their learning without oversimplifying the content.

- Strategic design of assessments includes variation for students with specific needs and goes beyond, for example, allowing extra time to complete an assignment or adding a challenge question.

   - Individuals and/or groups with specific needs must be above and beyond those with IEPs or 504 plans.

Instruction Rubric 6: Learning Environment

EL6: How does the candidate demonstrate a positive literacy learning environment that supports students' engagement in learning?

The Guiding Question

The Guiding Question addresses the type of learning environment that the candidate establishes and the degree to which it fosters positive and respectful interactions between the candidate and students, and among students.

Key Concepts of Rubric:

- *Respect*—A positive feeling of esteem or deference for a person and specific actions and conduct representative of that esteem. Respect can be a specific feeling of regard for the actual qualities of the one respected. It can also be conduct in accord with a specific ethic of respect. Rude conduct is usually considered to indicate a lack of respect, *disrespect*, whereas actions that honor somebody or something indicate respect. Note that respectful actions and conduct are culturally defined and may be context dependent. **Scorers are cautioned to avoid bias related to their own culturally constructed meanings of respect.**

- *Rapport*—A close and harmonious relationship in which the people or groups understand each other's feelings or ideas and communicate well.

For the following term from the rubric, see the handbook glossary:

- *Learning environment*

Primary Sources of Evidence:

Video Clip(s) 1 and/or 2

Instruction Commentary **Prompt 2**

Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video—**such statements should not override evidence depicted in the video.**

Scoring Decision Rules

► **Multiple Criteria**	■ N/A
► **AUTOMATIC 1**	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at <u>Level 3</u>: In the clip(s):

- The candidate's interactions with students are respectful (e.g., calls students by first name, use modulated voice, attentive listening by repeating or restating students' responses), demonstrate rapport (evidence of relationship between candidate and students and/or ease of interaction that goes back and forth based on relevance or engaged conversation), and students communicate easily with the candidate. There is evidence that the candidate facilitates a positive learning environment wherein students are willing to answer questions and work together without the candidate or other students criticizing their responses.

- There is evidence of mutual respect among students. Examples include attentive listening while other students speak, respectful attention to another student's idea (even if disagreeing), working together with a partner or group to accomplish tasks.

Below 3

Evidence that demonstrates performance <u>below 3</u>: The clip(s):

- Do not exhibit evidence of positive relationships and interactions between candidate and students

- Reveal a focus on classroom management and maintaining student behavior and routines rather than engaging students in learning.

What distinguishes a Level 2 from a Level 3: At Level 2,

- Although clip(s) reveal the candidate's respectful interactions with students, there is an emphasis on candidate's rigid control of student behaviors, discussions, and other activities in ways that limit and do not support learning.

What distinguishes a Level 1 from a Level 2: At Level 1, there are **two different ways** that evidence is scored:

1. The clip(s) reveal evidence of candidate-student or student-student interactions that discourage student contributions, disparage the student(s), or take away from learning.

2. The classroom management is so weak that the candidate is not able to, or does not successfully, redirect students, or the students themselves find it difficult to engage in learning tasks because of disruptive behavior.

Note: Classroom management styles vary. Video clips that show classroom environments where students are productively engaged in the learning task should not be labeled as disruptive. Examples of this may include students engaging in discussion with peers, speaking without raising their hands, or being out of their seats.

Above 3

Evidence that demonstrates performance <u>above 3</u>: The clip(s)

- Reveal a positive learning environment that includes tasks/discussions that challenge student thinking and encourage respectful student-student interaction.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The learning environment supports learning tasks that appropriately challenge students by promoting higher-order thinking or application to develop new learning. There must be evidence that the environment is challenging for students. Examples include: students cannot answer immediately, but need to think to respond; the candidate asks higher-order thinking questions; students are trying to apply their initial learning to another context.

- The learning environment encourages and supports mutual respect among students, e.g., candidate reminds students to discuss ideas respectfully with each other.

What distinguishes a Level 5 from a Level 4: At Level 5,

- The learning environment encourages students to express, debate, and evaluate differing perspectives about literature, students' writing, or other text with each other. Perspectives could be from curricular sources, students' ideas, and/or lived experiences.

Instruction Rubric 7: Engaging Students in Learning

EL7: How does the candidate actively engage students in integrating strategies and skills to comprehend OR compose text?

The Guiding Question

The Guiding Question addresses how the candidate provides video evidence of engaging students in meaningful tasks and discussions that develop their ability to integrate **strategies and skills to comprehend or compose text**.

Key Concepts of Rubric:

For the following terms from the rubric, see the handbook glossary:

- *Engaging students in learning*
- *Assets* (personal, cultural, community)

Primary Sources of Evidence:

Video Clip(s) 1 and/or 2

Instruction Commentary **Prompt 3**

Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video—**such statements should not override evidence depicted in the video**.

Scoring Decision Rules

▶ **Multiple Criteria**	■ Criterion 1 (**primary**): Engagement in learning tasks
	■ Criterion 2: Connections between students' academic learning **AND/OR** assets (personal, cultural, community) and new learning.
	■ Place greater weight or consideration on the criterion 1 (engagement in learning tasks).
▶ **AUTOMATIC 1**	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- *Primary Criterion*: The clip(s) show that the students are engaged in learning tasks that provide opportunities for students to focus on the essential literacy strategy and related skills to comprehend or compose text. Although the strategy may be evident in conversations, it is addressed at a cursory level. For example, the candidate has a student identify the beginning, middle and end of a story, and relates this to writing a summary, but moves on without further explanation, leaving the instruction at a cursory level.

- *Secondary Criterion*: The clips show the candidate **making connections** to students' prior academic learning to help them develop the new content or related skills.

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- Students are participating in tasks that provide little opportunity to develop the essential literacy strategy to comprehend or compose text.

What distinguishes a Level 2 from a Level 3: At Level 2,

- Students are participating in rote tasks that primarily focus on conventions or related skills and provide little opportunity to develop the essential literacy strategy to comprehend or compose text. For example, the candidate repeatedly asks the students to sequence pictures from a smart board for a lesson on sequencing events.

- The structure of the learning task or the way in which it is implemented constrains student development of the essential strategy, as there is a focus on isolated skills/conventions.

- In addition, the candidate may refer to students' learning from prior units, but the references are indirect or unclear and do not facilitate new learning.

What distinguishes a Level 1 from a Level 2: At Level 1,

- The learning tasks seen in the video clip(s) have little relation to the central focus identified.

- In addition, the candidate is not using either students' prior academic learning or assets (personal, cultural, community) to build new learning.

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- The learning tasks as seen in the clip(s) are structured in ways that engage students in integrating understandings of the essential literacy strategy with related skills to comprehend or compose text.

- Connections between students' prior academic learning and assets (personal, cultural, community) are made to support new learning.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The learning tasks in the clip(s) include structures or scaffolding that integrate the learning of the essential strategy and related skills to comprehend or compose text (e.g., rather than merely mentioning the connections between skills and the strategy, the candidate engages students in activities/tasks that require them to use the skills when applying the strategy). Students must interact with the content in ways that are likely to either extend initial understandings or surface misunderstandings/approximations that the candidate can then address. For example, the candidate has the students identify the important events of a story they are reading, then asks them to complete a story map with beginning, middle, and end before asking them to write a summary of the story.

- In addition, the candidate draws upon not only prior academic learning, but also students' assets (personal, cultural, community) to develop new learning.

What distinguishes a Level 5 from a Level 4: At Level 5,

- The learning tasks as seen in the clip(s) are structured or scaffolded so that students will integrate and apply related skills and the essential strategy to comprehend or compose text in ways that are appropriately challenging and directly related to new learning.

- In addition, the candidate encourages students to connect and use their prior knowledge and assets (personal, cultural, community) to support new learning.

Instruction Rubric 8: Deepening Student Learning

EL8: How does the candidate elicit student responses to promote thinking and apply the essential literacy strategy and related skills to comprehend OR compose text?

The Guiding Question

The Guiding Question addresses how, in the video clip(s), the candidate brings forth and builds on student responses to guide learning; this can occur during whole class discussions, small group discussions, or consultations with individual students.

Key Concepts of Rubric:

- *Builds on student responses*—Following up with student responses to ask additional questions to clarify or extend student thinking explicitly related to the essential strategy or related skill with a goal of extending student thinking. A candidate could use how or why questions to probe a student's response or could provide further information to deepen students' understanding.

- *Significant content inaccuracies*—Content flaws within processes or examples used during the lesson will lead to student misunderstandings and the need for reteaching.

Primary Sources of Evidence:

Video Clip(s) 1 and/or 2

Instruction Commentary **Prompt 4a**

Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video—**such statements should not override evidence depicted in the video**.

Scoring Decision Rules

► **Multiple Criteria**	■ N/A for this rubric
► **AUTOMATIC 1**	■ Pattern of **significant content inaccuracies** that are core to the central focus or a key learning objective for the learning segment

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at <u>Level 3</u>:

- The candidate prompts students to offer responses that support students to use either the essential literacy strategy or related skills to comprehend or compose text e.g., by using "how" and "why" questions. Some instruction may be characterized by initial questions focusing on skills to lay a basis for later higher—order questions or strategy use in the clip(s).

Below 3

Evidence that demonstrates performance below 3:

- In the clip(s), classroom interactions provide students with limited or no opportunities to think about and learn the literacy skills/strategy to comprehend or compose text.

What distinguishes a Level 2 from a Level 3: At Level 2,

- The candidate asks questions that elicit right/wrong or yes/no answers and do little to encourage students to think about the related skills or strategy being taught.

What distinguishes a Level 1 from a Level 2: At Level 1,

- There are few opportunities shown in the clip(s) that students were able to express ideas or demonstrate understanding of related skills or strategy.

Automatic Score of 1 is given when:

- There is a pattern of **significant content inaccuracies** that will lead to student misunderstandings.

- The candidate makes a significant error in content (e.g., introducing inaccurate examples or misleading directions before students work independently) that is core to the central focus or a key standard for the learning segment.

Above 3

Evidence that demonstrates performance above 3:

- In the clip(s), the candidate uses student ideas and thinking to develop students' abilities to use the literacy strategy and related skills to comprehend or compose text or evaluate their own learning.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The candidate follows up on student responses to encourage the student or his/her peers to explore or build on the ideas expressed to develop students' understanding of the essential literacy strategy and related skills to comprehend or compose text (e.g., candidate does not just ask how and why, but takes the input from the students and uses it to further develop the strategy and skills).

- Examples of "building on student responses" includes referring to a previous student response in developing a point or explanation; calling on the student to elaborate on what s/he said; posing questions to guide a student discussion; soliciting student examples and asking another student to identify what they have in common; asking a student to summarize a lengthy discussion or rambling explanation; and asking another student to respond to a student comment or answer a question posed by a student to move instruction forward.

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets all of Level 4 **AND**

- There is evidence in the clip(s) that the candidate structures and supports student—student conversations and interactions that facilitate students' ability to evaluate and self—monitor their use of the literacy strategy to comprehend or compose text in meaningful reading or writing contexts.

Instruction Rubric 9: Subject-Specific Pedagogy

EL9: How does the candidate support students to learn, practice, and apply the essential literacy strategy for comprehending OR composing text in a meaningful context?

The Guiding Question

The Guiding Question addresses how the candidate models the essential literacy strategy to comprehend or compose text and supports guided practice so that students know how and when to apply the strategy independently.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Video Clip 1 (engagement of students while candidate models the essential literacy strategy)

Video Clip 2 (supporting students to practice and apply the essential literacy strategy)

Instruction Commentary **Prompt 4b**

Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video—**such statements should not override evidence depicted in the video**.

Scoring Decision Rules

► **Multiple Criteria**	■ N/A for this rubric
► **AUTOMATIC 1**	■ Mismatch between or among, related skills, and the students' readiness to learn
	■ Significant content inaccuracies

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- In the clip(s), the candidate guides conversation and models the identified essential literacy strategy to comprehend or compose text FOR students, and there is some evidence that students have opportunities to practice the strategy with teacher guidance.

- For example, with the whole class, the candidate completes a portion of a graphic organizer using students' suggestions from the text they have read together. The candidate then asks the students to read the next portion of text and complete the graphic organizer.

Below 3

Evidence that demonstrates performance below 3:

- In the clip(s), the candidate either teaches something other than the essential strategy to comprehend or compose text OR describes the strategy without allowing opportunities for any practice.

What distinguishes a Level 2 from a Level 3: At Level 2,

- The candidate attempts to model how to use the strategy. There is no evidence in the clip(s) about how and when students will practice applying the essential strategy to comprehend or compose text. For example, the candidate uses a signal word bank activity to help students understand how to use signal words in writing and shows an instructional video clip on how to write a narrative without expanding on it (attempts to model the strategy within the clip). Then, the students are given the opportunity to participate in a small/whole—group discussion to apply the use of signal words in sequencing a paragraph.

OR

- Candidate models/teaches students how to apply related skills to comprehend OR compose text without attending to the essential literacy strategy; provides students with opportunities to practice related skills.

OR

- The second clip shows the candidate monitoring the students as they work on the learning task. The candidate may be answering questions and/or working with individual students.

What distinguishes a Level 1 from a Level 2: At Level 1,

- The candidate teaches related skills in isolation without teaching about the strategy for comprehending or composing text. (e.g., The candidate reviews fact and opinion and asks students to identify given statements as either fact or opinion; candidate teaches students how to pronounce vocabulary words and provides them the meaning, synonyms and antonyms of these words.

Automatic Score of 1 is given when:

- The related skills or strategy modeled or taught are significantly inappropriate for the students' readiness to learn (e.g., require students to have prerequisite skills or knowledge of strategies not yet taught).

- Students are introduced to a skill that is not connected to the essential strategy for comprehending or composing text.

- Modeling or teacher explanations include inaccuracies that will lead to significant student misunderstandings and require reteaching.

Above 3

Evidence that demonstrates performance above 3:

- In the clip(s), the candidate is explicit about how (or when) students are to apply the strategy for comprehending or composing text during guided practice. S/he demonstrates the strategy WITH students and allows opportunities for them to discuss and practice how to use it with text.

What distinguishes a Level 4 from a Level 3: At Level 4,

- In the clip(s), the candidate explicitly demonstrates the strategy with assistance/participation from students.

- In addition, the clip(s) reveal students practicing how to apply the strategy to comprehend or compose text either as a whole class (e.g., shared writing), one-on-one with teacher assistance (e.g., conferencing), or in small groups (e.g., guiding reading group).

- For example, the candidate reads a section of the text while thinking aloud about connections she makes to the text. In the next section of reading, the candidate stops and encourages the students to make their own connections at various points in the reading. Finally, the candidate directs the students to read the next part of the text and make two connections of their own as they read.

What distinguishes a Level 5 from a Level 4: At Level 5, in the clip(s), the candidate meets Level 4 **AND**

- Structures and supports discussion or student/student interaction about <u>how and when</u> the literacy strategy for comprehending or composing text can be applied in authentic reading/writing contexts.

  - The application of the strategy needs to be in reference to text and not merely modeling and practicing based on everyday use of the strategy (i.e., making predictions about life rather than predictions about what will happen next in the text).

Instruction Rubric 10: Analyzing Teaching Effectiveness

EL10: How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?

The Guiding Question

The Guiding Question addresses how the candidate examines the teaching and learning in the video clip(s) and proposes what s/he could have done differently to better support the needs of diverse students. The candidate justifies the changes based on student needs and references to research and/or theory.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:
Video Clips 1 and 2 (for evidence of student learning)
Instruction Commentary **Prompt 5**

Scoring Decision Rules

► **Multiple Criteria**	■ Criterion 1 (**primary**): Proposed changes
	■ Criterion 2: Connections to research/theory
	■ Place greater weight or consideration on criterion 1 (proposed changes).
► **AUTOMATIC 1**	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at <u>Level 3</u>:

- *Primary criterion*: The proposed changes address the central focus and the candidate explicitly connects those changes to the learning needs of the class as a whole.

  - Proposed changes noted by the candidate should be related to the lessons that are seen or referenced in the clip(s), but do not need to be exclusively from what is seen in the clip(s) alone. This means that since only portions of the lessons will be captured by the clip(s), candidates can suggest changes to any part of the lesson(s) referenced in the clip(s), even if those portions of the lesson(s) are not depicted in the clip(s). An example is, "In video clip 1, I missed the opportunity of asking higher-order questions as we discussed the characters. To enhance my students learning, I would lead them to use higher-order thinking skills by asking questions like how is character A different from character B? Why do you think so? In what ways are the characters similar? How will you compare and contrast these two characters?"

- *Secondary criterion*: The candidate refers to research or theory in relation to the plans to support student learning. The connections between the research/theory and the tasks are vague/not clearly made.

- If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion**.

- If evidence meets the primary criterion at Level 4, and candidate has NO connection to research/theory, the rubric is scored at Level 3.

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- The changes proposed by the candidate are not directly related to student learning of the essential strategy and related skills.

What distinguishes a Level 2 from a Level 3: At Level 2,

- The changes address improvements in teaching practice that mainly focus on how the candidate structures or organizes learning tasks, with a superficial connection to student learning. There is little detail on the changes in relation to either the central focus or the specific learning of strategies and related skills featured in the video clips. Examples include asking additional higher-order questions without providing examples, improving directions, repeating instruction without making significant changes based on the evidence of student learning from the video clips, or including more group work without indicating how the group work will address specific learning needs related to the essential strategy.

- If a candidate's proposed changes are not related to the central focus, this rubric cannot be scored beyond a Level 2.

What distinguishes a Level 1 from a Level 2: At Level 1,

- The changes are not supported by evidence of student learning from lesson(s) seen or referenced in the clip(s). An example for a lesson on author's purpose with changes unrelated to student learning would be allowing students to move around more frequently to release energy, or assigning specific students to distribute worksheets during activity time.

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- The proposed changes relate to the central focus and explicitly address individual and collective needs that were within the lesson(s) seen in the video clip(s).

- The changes in teaching practice are supported by research and/or theory.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The changes clearly address the learning needs of individuals in addition to the learning needs of the whole class in the video clip(s) by providing additional support and/or further challenge in relation to the central focus. Candidate should explain how proposed changes relate to each individual's needs. An example is, "As seen in the video clip, Spanish—speaking students struggled thinking about English words to describe their characters during the writing activity; thus I will provide them with descriptive word banks in English with Spanish translation to assist them in their descriptive writing."

- The candidate explains how research or theory is related to the changes proposed. Candidates may cite research or theory in their commentary, or refer to the ideas and principles from the research; either connection is acceptable, as long as they clearly connect the research/theory to the proposed changes.

- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the secondary criterion at least at Level 3).

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets Level 4 **AND**

- Explains how principles of research or theory **support or frame the proposed changes**. The justifications are explicit, well‑articulated, and demonstrate a thorough understanding of the research/theory principles that are clearly reflected in the explanation of the changes.

Assessment Rubric 11: Analysis of Student Learning

EL11: How does the candidate analyze evidence of student learning related to the essential literacy strategy and related skills?

The Guiding Question

The Guiding Question addresses the candidate's analysis of student work to identify patterns of learning across the class.

Key Concepts of Rubric:

- *Aligned*—The assessment, evaluation criteria, learning objectives and analysis are aligned with each other.

- *Evaluation criteria*—Evaluation criteria should indicate differences in level of performance, e.g., a rubric, a checklist of desired attributes, points assigned to different parts of the assessment. Summative grades are not evaluation criteria. Evaluation criteria must be relevant to the learning objectives, though they may also include attention to other desired features of the assessment response, e.g., neatness, spelling.

For the following term from the rubric, see the handbook glossary:

- *Patterns of learning*

Primary Sources of Evidence:

Assessment Commentary **Prompt 1**

Student work samples

Evaluation criteria

Scoring Decision Rules

| ► **Multiple Criteria** | ■ N/A for this rubric |
| ► **AUTOMATIC 1** | ■ Significant misalignment between evaluation criteria, learning objectives, and/or analysis |

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at <u>Level 3</u>:

- The analysis is an accurate listing of what students did correctly and incorrectly in relation to the essential literacy strategy and related skills.

- The analysis is aligned with the evaluation criteria and/or assessed learning objectives. An example is, "Most of the students were able to use strong descriptive words as shown in the summary. They were able to identify both negative and positive characteristics of their characters. Five students failed to accurately use descriptive words to describe their characters, which is important in giving the reader a full picture of what the character is like. Two students used only one or two words to describe their character. These two students did not receive a high grade because the lack of description greatly impacted the letter's quality. Two students also forgot to provide physical description."

- Some general differences in learning the essential strategy across the class are identified. An example is, "Many students accurately described the physical appearance and personality of a character they chose. However, a number of students struggled more with describing the personality of the character, thus were not able to provide accurate words to describe the personality and interests of the character."

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- The analysis is superficial (e.g., primarily irrelevant global statements) or focuses only on partial data (on right or wrong answers or only on skills/conventions without addressing the essential strategy).

- The analysis is contradicted by the work sample evidence.

- The analysis is based on an inconsistent alignment with evaluation criteria and/or standards/objectives.

What distinguishes a Level 2 from a Level 3: There are **two different ways** that evidence is scored at Level 2:

1. Although aligned with the evaluation criteria and/or assessed learning objectives, the analysis presents an incomplete picture of student learning by only addressing either successes OR errors.

2. The analysis does not address the essential literacy strategy, but focuses solely on related skills/conventions. For example, "Most of the students were not able to use capital letters and periods correctly when writing their narrative story. They would use run-on sentences joined with either and or then."

What distinguishes a Level 1 from a Level 2: There are **two different ways** that evidence is scored at Level 1:

1. The analysis is superficial because it ignores important evidence from the work samples, focusing on trivial aspects. For example, "Most of the students remembered to put their names and date on the story before turning it in."

2. The conclusions in the analysis are not supported by the work samples or the summary of learning.

Automatic Score of 1 is given when:

- There is a significant lack of alignment between evaluation criteria, learning objectives, and/or analysis.

- A lack of alignment can be caused by a lack of relevant evaluation criteria to assess student performance on the learning objectives.

Above 3

Evidence that demonstrates performance above 3: The analysis

- Identifies patterns of learning (quantitative and qualitative) that summarize what students know, are able to do, and still need to learn.

- Describes patterns for the whole class, groups, or individuals.

- Is supported with evidence from the work samples and is consistent with the summary.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The analysis describes consistencies in performance (patterns) across the class in terms of what students know and are able to do and where they need to improve.

- The analysis goes beyond a listing of students' successes and errors, to an explanation of student understanding in relation to their performance on the identified assessment. An exhaustive list of what students did right and wrong, or the % of students with correct or incorrect responses, should be scored at Level 3, as that does not constitute a pattern of student learning. A pattern of student learning goes beyond these quantitative differences to identify specific content understandings or misunderstandings, or partial **understandings** that are contributing to the quantitative differences. For example, in a learning segment focused on analyzing characters, "Most students are able to describe the characters and use evidence from the story to support their answers. They are also able to identify the physical characteristics; however they struggle describing the character's actions and motives. Looking at Student 1 and 2's papers, you can see that they were able to describe the physical characteristics of the character such as tall, lanky and fat, but they were not able to describe how the character felt when he went to rescue the wounded bird. The majority of the students are able to describe the events of the story, but are not able to use these events to understand actions and reasons for responding to different situations. On Student 3's paper, you can see that the student identified the character's rescuing of the bird as the key event, but was not able to describe why it was important to the character..."

- Specific examples from work samples are used to demonstrate whole class patterns. For example, in a learning segment focused on analyzing characters, students are able to describe the characters and use evidence from the story to support their answers. They are also able to identify the physical characteristics; however they struggle describing the character's actions and motives. The majority of the students are able to describe the events of the story, but are not able to use these events to understand the characters' actions and reasons for responding to different situations.

What distinguishes a Level 5 from a Level 4: At Level 5,

- The candidate uses specific evidence from work samples to demonstrate qualitative patterns of understanding. The analysis uses these qualitative patterns to interpret the range of similar correct or incorrect responses from individuals or groups (e.g., quantitative patterns), and to determine elements of what students learned and what would be most productive to work on. The qualitative patterns may include struggles, partial understandings, and/or attempts at solutions. An example is, "The majority of the class misunderstood using the events of the story for description of the characters. Students simply described the events of the story instead of using the events to inform their understanding of the character. The students seem to struggle to differentiate between presenting the events of the story and pulling information about the characters from the events of the story. Work sample of focus Student 1 when writing a description of the princess, instead of telling what she looks like acts like, and what she does, she tells about some events in the story such as the princess ran away and met the prince. She tells about the princess wanting to marry a prince, and how she is tricked to marrying a castle servant. What the successful students were able to do was to pull out characteristics of the princess from her actions such as the princess was unhappy which caused her to run away. She was happy when she met the prince, but was sad when she returned to the castle to learn that she had to marry someone the king had picked."

Assessment Rubric 12: Providing Feedback to Guide Learning

EL12: What type of feedback does the candidate provide to focus students?

The Guiding Question addresses the evidence of feedback provided to the focus students. Feedback may be written on the three student work samples or provided in a video/audio format. The feedback should identify what the focus students are doing well and what needs to improve in relation to the learning objectives.

Key Concepts of Rubric:

- *Significant content inaccuracies*—Content flaws (incorrect responses or support) in the feedback are significant and systematic, and interfere with student learning

- *Developmentally inappropriate feedback*—Feedback addressing concepts, skills or procedures well above or below the content assessed (without clearly identified need) OR feedback that is not appropriate for the developmental level of the student (e.g., lengthy written explanations for young children or English learners).

Primary Sources of Evidence:

Assessment Commentary **Prompts 2a–b**

Evidence of written, audio, or video feedback

Scoring Decision Rules

► **Multiple Criteria**	■ N/A
► **AUTOMATIC 1**	■ One or more content errors in the feedback that will mislead student(s) in significant ways
	■ No evidence of feedback for one or more focus students

Preponderance of Evidence

- You must apply the preponderance of evidence rule when the focus students receive varying types of feedback. For example, when the candidate provides feedback on both strengths and needs for 2 out of the 3 focus students, this example would be scored at a Level 4 according to the preponderance of evidence rule.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at <u>Level 3</u>:

- The feedback identifies <u>specific</u> strengths OR needs for improvement. At Level 3, the candidate MUST provide the focus students with qualitative feedback about their performance that is aligned with the learning objectives. Specific feedback includes such things as pointing to successful use of a strategy, pointing to and naming errors, suggesting information that would make a good response to a question.

- For a learning segment on summarizing, examples of specific feedback are, "The format of your summary is spot on. You clearly identified the beginning, middle and end of the story" OR "You missed an important detail of the story. How did it end?"

- Checkmarks, points deducted, grades, or scores do not meet the Level 3, even when they distinguish errors from correct responses.

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- Evidence of feedback is general, unrelated to the assessed learning objectives, developmentally inappropriate, inaccurate, or missing for one or more focus students.

What distinguishes a Level 2 from a Level 3: At Level 2,

- Although the feedback is related to the assessed learning objectives, it is also vague and does not identify specific strengths or needs for improvement.

- At Level 2, general feedback includes identifying what each focus student did or did not do successfully with little detail, e.g., checkmarks for correct responses, points deducted, and comments such as, "Don't forget your punctuation marks!" General feedback does not address the specific error or correct response (e.g., "Check your work" or "Yes!").

What distinguishes a Level 1 from a Level 2: There are **two different ways** that evidence is scored at Level 1:

1. Feedback is not related to the learning objectives. Feedback that is limited to a single statement or mark, such as identifying the total percent correct (86%), an overall letter grade (B), or one comment like "Nice work!" with no other accompanying comments or grading details does not meet the Level 2 requirement and should be scored at a Level 1. These examples of a single piece of feedback do not provide **any** general feedback to focus students that is related to the learning objectives.

2. Feedback is not developmentally appropriate.

Automatic Score of 1 is given when:

- Feedback includes content inaccuracies that will misdirect the focus student(s).

- There is no evidence of feedback for the analyzed assessment for one or more focus students. This includes when there is only a description of feedback rather than actual feedback (video, audio, or written) presented to the focus student(s).

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- Feedback is specific, accurate, related to assessed objectives, and addresses students' strengths AND needs.

What distinguishes a Level 4 from a Level 3: At Level 4,

- Specific feedback addresses both strengths and needs. For example, "Great job using evidence to support the character traits you identified. What actions showed that the main character was persistent? Tell me more about his temper."

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets Level 4 AND

- The feedback for at least one focus student includes:

    - A strategy to address a specific learning need, including the need for a greater challenge. For example, "You got the right answer. Make sure you slow down and support your responses with evidence from the text. Look at the key word in your response and find the same key word in the text. This will help you find evidence to support your response."

    OR

    - A meaningful connection to experience or prior learning. For example, the candidate refers back to a prior lesson: "I want you to refresh your memory on the comparative writing activity we worked together last Tuesday, to be able to compare and contrast the two characters in this story. Then use the Venn diagram to organize your thoughts."

Assessment Rubric 13: Student Understanding and Use of Feedback

EL13: How does the candidate support focus students to understand and use the feedback to guide their further learning?

The Guiding Question

The Guiding Question addresses how the candidate explains how they will help focus students understand and use the feedback provided in order to improve their learning.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:
Assessment Commentary **Prompt 2c**
Evidence of Oral or Written Feedback

Scoring Decision Rules

► **Multiple Criteria**	■ N/A for this rubric
► **AUTOMATIC 1**	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Candidate describes <u>how</u> the focus students will understand **OR** use feedback related to the learning objectives. This description needs to relate to the feedback given to one or more of the focus students.

- The description should be specific enough that you understand what the candidate and/or focus students are going to do. Otherwise, it is vague and the evidence should be scored at Level 2.

  - Example for *understanding* feedback: Go over responses with commonly missed errors with whole class, explicitly focusing on content that one or more focus students were given feedback on. For example, meet in a small group writing conference with Student 1 and others with the same writing errors.

  - Example for *using* feedback: Candidate asks focus students to revise responses or correct errors using feedback given and resubmit revised work. For example, in the next lesson, focus students will be able to practice using descriptive words (or other student need).

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- Opportunities for understanding and using feedback are superficially described or absent.

What distinguishes a Level 2 from a Level 3: At Level 2,

- The description of how the focus students will understand or use feedback is very general or superficial. Details about <u>how</u> the focus students will understand or use the feedback are missing. For example, "The focus students will get their papers back. The feedback will tell them what they did right and wrong when writing their story. They will write another story next week."

- The use of feedback is not clearly related to the assessed learning objectives.

What distinguishes a Level 1 from a Level 2: At Level 1,

- Opportunities for understanding or using feedback are not described **OR**

- There is NO evidence of feedback for two or more focus students.

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- Support for the focus students to understand **AND** use feedback is described in enough detail to understand how the focus students will develop in areas identified for growth and/or continue to deepen areas of strength.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The candidate describes planned or implemented support for the focus students to understand and use feedback on their strengths OR weaknesses to further develop their learning in relation to the learning objectives. For example, a candidate may work with focus students in a small group and reteach several concepts they struggled with on their assessment (as noted by feedback given), using a graphic organizer to further develop understanding of each concept (such as a T-chart or concept map). Next, students would be given an opportunity to revise their responses involving those concepts, using the graphic organizer to support their revisions. This example shows how a candidate can help focus students understand their feedback in relation to misunderstandings and support them in using that feedback to enhance learning in relation to objectives assessed. This type of planned support could take place with the whole class as long as explicit attention to one or more of the focus student's strengths or weaknesses is addressed in relation to the feedback given.

What distinguishes a Level 5 from a Level 4: At Level 5,

- The candidate describes planned or implemented support for the focus students to understand and use feedback on their strengths AND weaknesses related to the learning objectives.

Assessment Rubric 14: Analyzing Students' Language Use and Literacy Learning

EL14: How does the candidate analyze students' use of language to develop content understanding?

The Guiding Question

The Guiding Question addresses how the candidate explains students' use of the identified language demands and how that use demonstrates and develops literacy understanding.

Key Concepts of Rubric:

Use the definitions below and the subject-specific Academic Language handout to further clarify concepts on Rubric 14.

- **language demands**—Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.

- **language functions**—Purpose for which language is used. The content and language focus of the learning task, often represented by the active verbs within the learning outcomes. Common language functions in Note: for Elementary Literacy the language function is often the same verb used to describe the essential literacy strategy. Common language functions in the language arts include **identifying** main ideas and details; **describing** characters and plots; **explaining** a position or point of view; **predicting or interpreting** an author's purpose, message, mood, or tone; or **comparing** ideas within and between texts.

- **vocabulary**—Words and phrases that are used within disciplines including: (1) words and phrases with subject specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline

- **discourse**—How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually that provide useful ways for the content to be communicated. In the language arts and literacy, there are structures for composing, interpreting, and comprehending expository, narrative, and graphic print materials as well as video and live presentations. If the language function is to interpret character development, then appropriate language forms could include written essays with particular ways of organizing information, including sentences such as "The author used (action, dialogue, and/or description) to introduce (main character). One example of (action, dialogue, and/or description) was _____, which suggested that the character was _____."

- **syntax**—The rules for organizing words or symbols together into phrases, clauses, sentences or visual representations. One of the main functions of syntax is to organize language in order to convey meaning.

■ **language supports**—The scaffolds, representations, and pedagogical strategies teachers intentionally provide to help learners understand and use the concepts and language they need to learn within disciplines. The language supports planned within the lessons in edTPA should directly support learners to understand and use identified language demands (vocabulary, language function, and syntax or discourse) to deepen content understandings.

Primary Sources of Evidence:

Assessment Commentary **Prompt 3**

Evidence of Student Language Use (student work samples and/or video evidence from Instruction Video clips or separate Language Use clip in Assessment)

Scoring Decision Rules

► **Multiple Criteria**	■ N/A for this rubric
► **AUTOMATIC 1**	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

■ The candidate explains and identifies evidence that the students used or attempted to use the language function AND one additional language demand (vocabulary, syntax, or discourse. Note: The language demands discussed in the Assessment Commentary do not have to be the same as those discussed in Task 1.

■ It is not sufficient for the candidate to reference an artifact and make a general statement, for example, "As seen in the work samples, the student used the vocabulary in their work." The candidate must explain how the students used the identified language and reference or identify an example of that use from the artifact, e.g., "Students 1 and 2 used the signaling words needed to show sequence in their narrative. Student 3 used signaling words to show sequence in the narrative and included descriptive language to show how the setting changed from beginning, middle, and end in different scenes in the narrative."

Below 3

Evidence that demonstrates performance below 3:

■ The candidate's identification of student's language use is not aligned with the language demands or limited to one language demand.

What distinguishes a Level 2 from a Level 3: At Level 2,

■ The candidate's description and/or evidence of students' language use is limited to only one language demand (vocabulary, function, syntax, or discourse). For example (language function is describe), but the evidence focuses only on vocabulary—"The students were able to identify the parts of the story by using the words setting, characters, and plot which shows they understood the vocabulary."

What distinguishes a Level 1 from a Level 2: At Level 1,

- The candidate identifies language use that is unrelated or not clearly related to the language demands (function, vocabulary, and additional demands) addressed in the Assessment commentary. For example (language function is analyze the character), "In the video, you can see the student with the pink shirt naming the characters in the story, Lilo and Stitch."

- Candidate's description or explanation of language use is not consistent with the evidence provided.

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- Candidate identifies specific evidence of student use of the language function and vocabulary along with at least one other language demand (syntax or discourse).

- Candidate explains how evidence of student language represents their development of content understandings, which may include growth and/or struggles with both understanding and expressing content understandings.

- Candidate explains and provides evidence of language use and literacy learning for students with distinct language needs.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The candidate identifies and explains evidence that students are able to use the language function, vocabulary, AND associated language demands (syntax, discourse). The explanation uses specific evidence from the video or work samples.

- The candidate's analysis includes how evidence of student language use demonstrates growth and/or struggles in developing content understandings. For example, the candidate notes that, "All students could give a complete explanation using some commonly used vocabulary words, like character, conflict, plot, theme (video timestamps 4:35, 5:07). Most of the students could write an essay comparing and contrasting literary elements (the language function). However, other students' explanations were incomplete (e.g., work sample for Student 2), not explaining how a specific literary element differs from one story to the other, suggesting that some students still need support to develop their ideas in writing.

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets Level 4 AND

- The candidate explains and provides evidence that students with distinct language needs are using the language for literacy learning.

Assessment Rubric 15: Using Assessment to Inform Instruction

EL15: How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?

The Guiding Question

The Guiding Question addresses how the candidate uses conclusions from the analysis of student work and research or theory to propose the next steps of instruction. Next steps should be related to the standards/objectives assessed and based on the assessment that was analyzed. They also should address the whole class, groups with similar needs, and/or individual students.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:
Assessment Commentary **Prompt 4**

Scoring Decision Rules

► **Multiple Criteria**	■ Criterion 1 (**primary**): Next steps for instruction
	■ Criterion 2: Connections to research/theory
	■ Place greater weight or consideration on criterion 1 (next steps for instruction).
► **AUTOMATIC 1**	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- *Primary Criterion*: The next steps focus on support for student learning that is general for the whole class, not specifically targeted for individual students. The support addresses learning related to the learning objectives that were assessed.

- *Secondary Criterion*: The candidate refers to research or theory when describing the next steps. The connections between the research/theory and the next steps are vague/not clearly made.

- If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion**.

- If evidence meets the primary criterion at Level 4, and candidate has NO connection to research/theory, the rubric is scored at Level 3.

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- The next steps are not directly focused on student learning needs that were identified in the analysis of the assessment.
- Candidate does not explain how next steps are related to student literacy learning.

What distinguishes Level 2 from Level 3: At Level 2,

- The next steps are related to the analysis of student learning and the standards and learning objectives assessed.
- The next steps address improvements in teaching practice that mainly focus on how the candidate structures or organizes learning tasks, with a superficial connection to student learning. There is little detail on the changes in relation to the assessed student learning. Examples include repeating instruction or focusing on improving conditions for learning such as pacing or classroom management, with no clear connections to how changes address the student learning needs identified.

What distinguishes Level 1 from Level 2: There are **three different ways** that evidence is scored at Level 1:

1. Next steps **do not follow from** the analysis.
2. Next steps are **unrelated to the standards and learning objectives** assessed.
3. Next steps are **not described in sufficient detail** to understand them, e.g., "more practice" or "go over the test."

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- Next steps are based on the assessment results and provide scaffolded or structured support that is directly focused on specific student learning needs related to the essential literacy strategy and related skills, based on the assessment results.
- Next steps are supported by research and/or theory.

What distinguishes Level 4 from Level 3: At Level 4,

- The next steps are clearly aimed at supporting specific student needs for either individuals (2 or more students) or groups with similar needs related to the essential literacy strategy OR related skills. Candidate should be explicit about how next steps will strategically support individuals or groups and explain how that support will address each individual or group's needs in relation to the area of literacy learning.
- The candidate discusses how the research or theory is related to the next steps in ways that make some level of sense given their students and central focus. They may cite the research or theory in their discussion, or they may refer to the ideas from the research. Either is acceptable, as long as they clearly connect the research/theory to their next steps.
- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the secondary criterion at least at Level 3).

What distinguishes Level 5 from Level 4: At Level 5,

- The next steps are clearly aimed at supporting specific student needs for <u>both</u> individuals and groups with similar needs related to the essential literacy strategy AND related skills. Candidate should be explicit about how next steps will strategically support individuals and groups and explain how that support will address each individual's and group's needs in relation to the areas of literacy learning.

- The candidate explains how principles of research or theory support the proposed changes, with clear connections between the principles and the next steps. The explanations are explicit, well—articulated, and demonstrate a thorough understanding of the research or theoretical principles involved.

Assessing Students' Mathematics Learning Rubrics

Assessing Students' Mathematics Learning, you will analyze student work samples to identify a targeted learning objective/goal and plan and teach a re-engagement lesson focused on students' needs. This task and the evidence you provide are framed by your understandings of your students and their learning.

Mathematics Assessment Rubric 16: Analyzing Whole Class Understandings

EM16: How does the candidate analyze whole class evidence to identify patterns of student learning?

The Guiding Question

The Guiding Question addresses candidates' analysis of the summary of whole class work to identify patterns of learning within class.

Key Concepts of Rubric:

- *Aligned*—Standards, learning objectives, evaluation criteria, summary and/or analysis are "aligned" when they consistently address the same/similar learning outcomes and those outcomes are the focus of the student work samples.

- *Procedural Fluency*—"…refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skills in performing them flexibly, accurately, and efficiently. … These methods include, in addition to written procedures, mental methods for finding certain sums, differences, products, or quotients, as well as methods that use calculators, computers, or manipulative materials such as blocks, counters, or beads." (National Research Council, (2001). *Adding it Up: Helping Children Learn Mathematics*, p. 121).

- *Significant content inaccuracies*—Content flaws in commentary explanations, lesson plans, or instructional materials that will lead to student misunderstandings and the need for reteaching.

For the following terms from the rubric, see the handbook glossary:

- *Conceptual Understanding*
- *Mathematical Reasoning*
- *Evaluation Criteria*
- *Patterns of learning*

Primary Sources of Evidence:

Mathematics Assessment Commentary **Prompts 1a, b, and c**

Evaluation criteria

Summary of student learning for the whole class (graphic or narrative)

Blank copy of formative assessment

Scoring Decision Rules

► **Multiple Criteria**	▪ N/A for this rubric.
► **AUTOMATIC 1**	▪ There is a pattern of **significant content inaccuracies** that align with the key learning objective(s) and analysis for the student work sample.
	▪ The corrections or lack of corrections on student work samples show significant errors that will impact the analysis of student work.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The narrative or graphic summary highlights the differences in mathematical performance for the whole class.

- Aligned with the evaluative criteria, the candidate identifies what students did right **AND** wrong within the whole class related to conceptual understanding **AND** procedural fluency or mathematical reasoning/problem solving.

- The identified differences in the analysis are aligned with the narrative or graphic summary.

- For example, "As a whole class, the students know how to find the area and perimeter of a shape with the exception of a few individuals. The students were able to accurately calculate the perimeter by adding the sides or calculate the area by multiplying the lengths and widths of the rectangles. The main error that caused some students to miss points was in labeling their answer with the correct units. Some students made errors in multiplying, regrouping, or adding. A few individuals were not able to differentiate between solving for area or perimeter."

Below 3

Evidence that demonstrates performance below 3:

- The summary does not address specific strengths **OR** errors that are related to conceptual understanding, procedural fluency, **OR mathematical** reasoning/problem solving.

- There is a misalignment among the evaluation criteria, learning objectives, summary and/or analysis.

What distinguishes a Level 2 from a Level 3: There are **three ways** that evidence is scored at Level 2:

- The analysis and/or summary does not include errors **OR** strengths related to conceptual understanding.

- The analysis focuses generally on errors **OR** strengths.

- The analysis focuses on only one area of mathematical understanding: conceptual understanding, procedural fluency, **OR** mathematical reasoning/problem solving.

- For example: "As a whole class, the students know how to find the area and perimeter of a shape with the exception of a few individuals. The students were able to accurately calculate the perimeter by adding the sides or calculate the area by multiplying the lengths and widths of the rectangles."

What distinguishes a Level 1 from a Level 2: At Level 1, there are **two different ways** that evidence is scored at Level 1:

1. There is a significant lack of alignment between evaluation criteria, learning objectives, and summary and/or analysis.

2. The candidate does not include a summary (graphic or narrative) of whole class student work.

Automatic Score of 1 is given when:

- There is a pattern of significant content inaccuracies that affect analysis. Content flaws are significant and systematic, and interfere with the analysis of student work.

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- Patterns of learning are identified and are specifically related to conceptual understanding AND procedural fluency, OR mathematical reasoning/problem solving.

- Examples from the summary of student learning are referenced in order to support analysis.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The analysis identifies the direct relationship between the patterns of learning to students' understanding of conceptual understanding AND procedural fluency or reasoning/problem solving.

- The analysis goes beyond a listing of whole class strengths and errors, to an explanation of patterns of learning in relation to conceptual understanding AND procedural fluency or reasoning/problem solving. Specific evidence from the summary is used to demonstrate the whole class patterns.

- For example: "As a whole class, the students have a solid understanding of how to find the area and perimeter of a shape with the exception of a few individuals. The students were able to identify which measures to use for either area or perimeter from the provided shape and were able to accurately calculate the perimeter by adding the sides or calculate the area by multiplying the lengths and widths of the rectangles. The main error that caused some students to miss points was in labeling their answer with the correct units (plane or square) that were specific to the problem they were solving. Some students made errors in multiplying, regrouping, or adding. A few individuals were not able to differentiate between solving for area or perimeter. This could be seen in their choice of which measures to pick when calculating perimeter or area and also in their choice of which calculation to use to find the perimeter or area of the figure."

What distinguishes a Level 5 from a Level 4: At Level 5,

The candidate meets Level 4 AND the candidate describes how the different patterns of learning are connected.

Mathematics Assessment Rubric 17: Analyzing Individual Student Work Samples

EM17: How does the candidate use student work to analyze mathematical errors, confusions, and partial understandings?

The Guiding Question

The Guiding Question addresses using three student work samples to describe students' struggles with a particular area of math misunderstanding based on the whole class performance analysis.

Key Concepts of Rubric:

- *Struggles*—skills on the assessment where the students do not demonstrate mathematical knowledge as related to conceptual understanding, procedural fluency and/or mathematical reasoning/problem solving.

For the following term from the rubric, see the handbook glossary:

- *Mathematical understanding*

Primary Sources of Evidence:

Mathematics Assessment Commentary **Prompt 2**

Three focus student work samples

Scoring Decision Rules

► **Multiple Criteria**	▪ N/A
► **AUTOMATIC 1**	▪ N/A

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at <u>Level 3</u>:

- For each of the three focus students, the candidate uses examples from all the student work samples to identify the specific student struggle(s) (e.g., mathematical errors, confusions, and/or partial understandings).

- Analysis focuses on the underlying mathematical understanding(s) as related to the identified **specific struggle(s)** and aligns with the student work samples.

- The identified struggle(s) is/are clearly identified in terms of them being a mathematical error, confusion, and/or partial understanding.

- For example, "The lesson specifically focused on helping students adding three one-digit numbers efficiently by making ten and adding the third number. You can see in Student 1's worksheet that just added the numbers in order. Students 2 and 3's worksheets show that they circled random numbers before adding the three numbers. Sometimes they circled numbers that added to ten, by most times they did not. When the three one-digit numbers were included in the context of a word problem, you can see in all three students' work samples that they were not able to pull out all three of the numbers to add."

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- There are fewer than three work samples.
- Work samples are not clearly aligned with identified student struggle(s) (mathematical errors, confusions, and/or partial understandings).

What distinguishes a Level 2 from a Level 3: At Level 2,

- Most work samples align with the identified area of struggle.
- Student work samples reveal partial alignment with the identified student struggle(s).
- Not all three student work samples all included in the analysis.
- A Level 2 analysis might read, "The lesson specifically focused on helping students adding three one-digit numbers efficiently by making ten and adding the third number. You can see in Student 1's worksheet that she just added the numbers in order. Sometimes students circled numbers that added to ten, but most times they did not. When the three one-digit numbers were included in the context of a word problem, most of the students were not able to pull out all three of the numbers to add as you can see in all Student 1's work sample." Note: Because examples from all three students' work samples were not included, this cannot score above a 2.

What distinguishes a Level 1 from a Level 2: There are **two ways** that evidence is scored at **Level 1**:

- Student work samples reveal no relation to the area of struggle as identified in the whole class analysis.
- The analysis of each focus student's struggle(s) is not supported by their work samples.

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- Evidence/examples from all three student work samples support the identified student struggle(s) (e.g., mathematical errors, confusions, and/or partial understandings).
- Analysis connects the identified student struggle(s) to specific understandings of mathematical concepts.

What distinguishes a Level 4 from a Level 3: At Level 4,

- Analysis directly connects the identified student struggle(s) to the underlying mathematical concept(s).

- For example, "The lesson specifically focused on helping students adding three one-digit numbers efficiently by making ten and adding the third number. When asked to add three 3-digit numbers listed in a column, the three focus students struggled to find two numbers that made 10 and then add the third number. This shows students' lack of understanding of the associative property. Rather than circling the numbers that added to ten, they added the three numbers in order. When the three one-digit numbers were included in the context of a word problem, some of the students were not able to pull out all three of the numbers and just added the first two numbers. This shows only a partial understanding of being able to read and interpret a word problem and may be connected to students previously only solving word problems with two addends."

What distinguishes a Level 5 from a Level 4: At Level 5,

- The candidate meets Level 4 **AND** describes the direct the relationship between the incorrect response(s) and the underlying mathematical misunderstanding that needs to be addressed.

Mathematics Assessment Rubric 18: Using Evidence to Reflect on Teaching

EM18: How does the candidate examine the re-engagement lesson to further student learning?

The Guiding Question

The Guiding Question addresses how the candidate evaluates the re-engagement lesson in terms of developing each focus student's mathematical knowledge.

Key Concepts of Rubric:

- *Re-engagement*—ways to support students to revisit, review, and or reteach a topic using different strategies, representations, and/or focus to develop and/or correct understandings

- *Effectiveness*—evaluation of the impact of the re-engagement strategies on student's mathematical understandings in relation to the identified struggle

Primary Sources of Evidence:

Mathematics Assessment Commentary **Prompts 3 and 4**

Three focus student work samples from re-engagement lesson

Scoring Decision Rules

► **Multiple Criteria**	▪ N/A
► **AUTOMATIC 1**	▪ Targeted learning goal is not aligned with the identified area of struggle

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance <u>at Level 3</u>:

- Candidate describes how evidence in the three student work samples reveals whether or not the re-engagement strategy was effective.

- Candidate provides examples of what students did during the re-engagement lesson to show whether the re-engagement lesson was effective or not.

- For example: "As you can see from student work, the re-engagement lesson was effective for the most part. The students were able to use angle models as a tool in calculating what the missing angle was. In work samples one, two, and three, the students correctly identified the missing angles in most of the triangles. For Student 1 and Student 2 you can see in their work samples that they were able to find the missing angle when either two interior or exterior angles were provided. For Student 3, you can see that the student could find the missing angle when interior angles were provided, but could not only find the missing angle when exterior angles were provided for known angles."

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- Candidate provides no indication of the effectiveness of the re-engagement strategy.

- The candidate does not cite work sample evidence that directly relates to the learning strategy planned for the lesson.

- The candidate provides little or no evidence from student work samples to explain the effectiveness of the re-engagement strategy.

What distinguishes Level 2 from Level 3: At Level 2,

- The candidate provides little evidence from student work samples to explain the effectiveness of the re-engagement strategy.

- The explanation is vaguely related to the identified need.

  - For example: "Two of the three students correctly identified the missing angles of the triangles. One student was only able to solve two of the four problems on the worksheet."

What distinguishes Level 1 from Level 2: There are **two ways** that evidence is scored at Level 1:

- The candidate provides no evidence from student work samples to explain the effectiveness of the re-engagement strategy.

- The candidate cites evidence that does not align with the student work samples.

Automatic Score of 1 is given when:

- There are significant content inaccuracies that affect analysis.

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- Specific examples of student learning are used to explain whether or not the re-engagement lesson was effective.

- Explanation of the effectiveness of re-engagement strategy aligns with the student work samples.

What distinguishes Level 4 from Level 3: At Level 4,

- The candidate provides specific examples from student work that are used to evaluate whether the re-engagement lesson was effective or not.

- The examples of student work are specifically related to the strategies/activities in the re-engagement lesson.

- For example: "As you can see from student work, the re-engagement lesson was effective for the most part. The students were able to use angle models as a tool in calculating what the missing angle was. In work samples one, two, and three, the students correctly identified the missing angles in most of the triangles. For Student 1 and Student 2, you can see in their work samples that they were able to find the missing angle when either two interior or exterior angles were provided. Their use of the angle models to measure both interior and exterior angles was effective. You can see in Problems 3 and 4 that the two students were able to use the exterior angle given to calculate the missing interior angle. For Student 3, you can see that the student could find the missing angle when interior angles were provided (Problems 1 and 2), but could not only find the missing angle when exterior angles were provided for known angles (Problems 3 and 4). When there was only an exterior angle given, the student struggled to subtract the exterior angle from 180° to find the interior angle."

What distinguishes Level 5 from Level 4: At Level 5,

- The candidate meets Level 4 **AND** student work samples show improvement or lack of improvement from initial student work samples.

- The candidate analyzes the change in student learning in terms of mathematical understanding or misconceptions using evidence from the re-engagement lesson.

- The candidate references both the initial formative assessment and the re-engagement assessment in analyzing the change in student learning.

- For example: "As you can see from student work, the re-engagement lesson was effective for the most part. The students were able to use angle models as a tool in calculating what the missing angle was. In work samples one, two, and three, the students correctly identified the missing angles in most of the triangles. For Student 1 and Student 2, you can see in their work samples that they were able to find the missing angle when either two interior or exterior angles were provided. Their use of the angle models to measure both interior and exterior angles was effective. You can see in Problems 3 and 4 that the two students were able to use the exterior angle given to calculate the missing interior angle. This is a change from the initial assessment, when Students 1 and 2 would add up the two given angles to label the unknown angle. For Student 3, you can see that the student could find the missing angle when interior angles were provided (Problems 1 and 2), but could not only find the missing angle when exterior angles were provided for known angles (Problems 3 and 4). When there was only an exterior angle given, the student struggled to subtract the exterior angle from 180° to find the interior angle. In the initial assessment, Student 3 was unable to label any missing angles, so, his ability to label the angles when the other two interior angles is given shows that the re-engagement lesson impacted his learning."

Appendix A

Elementary Literacy Teacher Performance Assessment Learning Segment Central Focus Considerations

Essential Literacy Strategies and Related Skills

The Literacy portion of edTPA focuses on students' literacy development for composing and comprehending text. The central focus aligns with an essential literacy strategy, an approach selected deliberately by a reader or writer to comprehend or compose text, and its related skills, literacy skills that students will develop and practice while learning an essential literacy strategy. For elementary literacy, the essential literacy strategy is the specific strategy for comprehending or composing text that you will teach across your learning segment lessons. It should be clearly tied to your segment's central focus and stem from that big, overarching idea for student learning in literacy.

It is vital to remember that your edTPA submission should focus on literacy standards and learning objectives. Although literacy instruction is sometimes integrated with content area instruction in the elementary classroom, the learning related to students' literacy development should be assessed in the student work samples and should be the focus of artifacts and commentary.

The chart below provides examples of essential literacy strategies that could be the focus of literacy instruction. The chart does not encompass all strategies and skills and you may find that other related skills are a better match for the essential literacy strategy that you are teaching.

Candidates choose **either** comprehension or composition as the central focus.	
Comprehension The lists below provide examples and are not inclusive.	
Identify **ONE** essential literacy strategy for student learning across the 3–5 lessons	Choose **one or more related skills** that directly support your students to develop or refine the strategy. The skills should be appropriate to grade level, student readiness, and scope of lessons in the learning segment.
Preview text	■ Set a purpose for reading ■ Identify the characteristics of the texts ■ Get a sense of what the text is about ■ Activate prior knowledge

Candidates choose **either** comprehension or composition as the central focus.	
Comprehension The lists below provide examples and are not inclusive.	
Analyze text structures	▪ Preview text ▪ Identify key cue words (because, similar to) ▪ Organize key ideas in the text ▪ Identify transition and topic sentences that signal text purpose or genre
Identify characteristics of informational texts	▪ Identify text features: table of contents; illustrations; headings and/or sub-headings; key vocabulary words; index ▪ Know how to use a specific text feature
Compare and contrast firsthand and secondhand accounts of the same event	▪ Use multiple sources to find information on the same topic ▪ Identify key ideas from each text ▪ Organize key ideas using a graphic organizer
Comprehend the main idea	▪ Identify the topic the text is about ▪ Understand the gist of the text ▪ Identify a main idea sentence in a paragraph ▪ Choose or write a sentence that captures the gist of the text ▪ Infer implied main ideas when not stated in the text ▪ Use author's purpose in writing to identify the main idea
Summarize a reading selection (informational text)	▪ Identify the main idea ▪ Identify key details ▪ Determine the relative importance of the details to the main idea ▪ Use textual clues and text features to determine important ideas ▪ Paraphrase the text in own words ▪ Combine or condense details
Draw conclusions	▪ Use prior knowledge and background experiences to connect to the text ▪ Use specific text references ▪ Combine prior knowledge and text
Describe a process or topic	▪ Identify key details about the topic ▪ Use background knowledge to make connections to the topic or process ▪ Use visuals to show steps and organize ideas ▪ Use a graphic organizer to show a process or chain of events/actions

Candidates choose **either** comprehension or composition as the central focus.	
Comprehension The lists below provide examples and are not inclusive.	
Sequence historical or biographical events	■ Identify key actions and/or details about the event ■ Identify key transition words (first, second, next) or years to determine sequence ■ Use a timeline to keep track of events
Ask questions—generate questions before, during, and after reading that lead you deeper into the text	■ Understand what a question is ■ Use information in the text to build the question
Activate prior knowledge	■ Identify topic ■ Ask questions about the topic ■ Preview the text to make connections ■ Connect known knowledge to topic
Make predictions	■ Preview text and/or illustrations ■ Connect to schema and/or prior knowledge ■ Use evidence in the text/illustrations to support predictions
Compare and contrast information in a text or across texts	■ Understand similarities and differences ■ Collect evidence from text ■ Organize information from text
Make inferences	■ Use prior knowledge and background experiences ■ Use textual and/or picture clues ■ Use details in the text
Use evidence from text to support an opinion	■ Identify details from a text ■ Use knowledge and experience to form an opinion ■ Use specific text examples to relate to the opinion
Organize details about the text	■ Identify details ■ Determine the text structure ■ Select a graphic organizer that matches the text structure (compare/contrast, sequential, descriptive)
Identify story structure (setting, character, problem, solutions, plot, etc.)	■ Define each of the story elements ■ Use key details from the story to describe that element in the story
Use images to comprehend text	■ Create a visual image of the text ■ Use senses to add to text ■ Describe text images

Candidates choose **either** comprehension or composition as the central focus.	
Comprehension The lists below provide examples and are not inclusive.	
Analyze characters	■ Identify the characters in the story ■ Identify character traits ■ Describe how the character reacts in the events of the story ■ Describe how the character interacts with other characters in the story ■ Use evidence from the text to support the character's actions, thoughts, and dialogue
Retell a story (sequence the events of the plot)	■ Identify the major events and details ■ Sequence the events in the proper order
Compare characters or versions of stories	■ Identify the characters/plots in the story ■ Use a graphic organizer to compare character traits, actions, and thoughts ■ Use a story map to compare the elements in different versions of a story ■ Describe how the characters/stories are similar and how they are different
Interpret a character's actions or feelings	■ Identify the characters in the story ■ Identify a specific character's actions and feelings ■ Describe how the character reacts in the events of the story ■ Use prior knowledge/experiences to support why the character acts or feels the way he/she does
Compare and contrast the point of view from which a story is narrated	■ Identify the point of view in each of the texts ■ Describe how the point of view influences the reader's understanding of each story

Candidates choose either comprehension or composition as the central focus.	
Composition The lists below provide examples and are not inclusive.	
Essential Strategies	**Related Skills**
Using graphic organizers for prewriting	■ Select a graphic organizer to align with the writing genre and/or prompt ■ Identify key ideas as needed on the graphic organizer ■ Add details for each key idea
Organizing ideas before writing	■ Brainstorm to gather ideas ■ Organize notes from source documents ■ Categorize ideas ■ Create main idea for each category

Candidates choose either comprehension or composition as the central focus.	
Composition The lists below provide examples and are not inclusive.	
Writing a narrative	■ Write an introduction to hook the reader and establish the situation for the narrative ■ Use dialogue ■ Develop events ■ Include strong word choice (description) ■ Use transitional words to sequence events ■ Use sensory details and figurative language to convey experiences and events ■ Provide a conclusion that follows from the narrated event
Writing descriptive text	■ Choose precise words that clarify and expand ideas ■ Use active verbs ■ Write with a variety of sentence structures
Revising a draft	■ Add clarity where needed to respond to readers' comments ■ Understand the audience ■ Incorporate features of genre/text type ■ Use language conventions (spelling, grammar, punctuation)
Argue/persuade using evidence	■ Introduce the topic and clearly state an opinion ■ Use text or experiential evidence to support the opinion ■ Sequence reasons that are logically supported by evidence ■ Link opinions and reasons using words, phrases, and clauses (because of, consequently, specifically, rather than) ■ Organize the writing to include opinion, support, rebuttal, and conclusion
Brainstorming or other ways to gather and organize information for writing	■ Use visuals, text, or other resources to generate ideas ■ Record ideas ■ Categorize ideas
Note taking from informational text to support drafting a topic	■ Identify the topic ■ Ask questions to focus on information needed ■ Collect details/evidence that respond to the questions and align with the topic ■ Note the source for the details/evidence ■ Know how to cite sources

Candidates choose either comprehension or composition as the central focus.	
Composition The lists below provide examples and are not inclusive.	
Organization (topic sentences, transitions, paragraph structure, etc.)	▪ Know the elements of a genre ▪ Know what elements are needed to write in that genre ▪ Organize the elements in a logical manner ▪ Write a topic sentence ▪ Support a topic sentence with key details ▪ Write with a clear paragraph structure ▪ Write an introduction and a conclusion
Support an argument	▪ Clearly introduce the topic and the argument ▪ Provide clear reasons in support of the argument ▪ Use textual evidence to support the argument ▪ Cite the evidence from text using quotes ▪ Cite evidence from the text using paraphrase
Write an informative/expository text	▪ Introduce a topic ▪ Convey ideas and information clearly ▪ Use an organizational structure that aligns with the purpose of writing (text structure) ▪ Use concrete details, facts, definitions, and/or quotes to develop the topic ▪ Link ideas and information using words, phrases, or clauses (in contrast, specifically, because of, as a result of) ▪ Use topic-specific vocabulary to explain the topic ▪ Provide a concluding statement
Using a rubric to revise	▪ Understand the evaluation criteria on the rubric ▪ Evaluate the use of each criterion in the paper ▪ Make revisions in writing to more closely align to the rubric

Make Reading/Writing Connections

Literacy naturally explores the relationship of reading and writing. Supporting students in making reading and writing connections is critical for developing strong literacy skills. For example, many of the skills that are taught in reading instruction also are beneficial to young writers. Students should understand through explicit connections that the processes of reading and writing are interdependent and mutually beneficial. In working under this umbrella of a reading/writing interdependence, students are better able to construct meaning from what they read or in what they write.

Through writing about their reading, students have opportunities to develop and demonstrate academic language. They practice the vocabulary associated with literacy skills and strategies and express their understandings about reading through writing. Students demonstrate understandings of syntax and grammar, text structure and genre, as well as other features of "author's craft."

Examples of activities that promote Reading/Writing Connections

- Reading and researching informational text to inform an essay
- Writing interpretations or analysis of informational text
- Journal writing: making predictions, making personal or text-text connections
- Notetaking
- Writing book reviews
- Writing from the perspective of a character
- Writing alternative endings for a story
- Writing in a style that emulates a model
- Writing responses to persuasive essays