



# Understanding Rubric Level Progressions

## Physical Education Version 01

---

### Candidate Support Resource

---

**SCALE**

Stanford Center for Assessment, Learning, & Equity

URLP\_PED\_v01

Copyright © 2018 Board of Trustees of the Leland Stanford Junior University. All rights reserved. The edTPA trademarks are owned by The Board of Trustees of the Leland Stanford Junior University. Use of the edTPA trademarks is permitted only pursuant to the terms of a written license agreement. This document was authored by the Stanford Center for Assessment, Learning and Equity (SCALE) with design assistance from Evaluation Systems.

## 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).

### 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.

#### PHYSICAL EDUCATION LEARNING SEGMENT FOCUS:

Candidate's instruction should support students to develop competencies in the psychomotor, cognitive, and/or affective domains related to movement patterns, performance concepts, and/or health-enhancing fitness.

# Planning Rubric 1: Planning for Developing Competencies in Physical Education

---

**PE1: How do the candidate's plans provide for a safe environment, build on each other, and develop students' competencies in the psychomotor domain and at least one other learning domain (cognitive, affective)?**

## 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 and within a safe environment. The planned learning segment must develop student competencies in the psychomotor, cognitive, and affective domains related to movement patterns, performance concepts, and/or health-enhancing fitness.

## Definitions of Selected 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.

## Physical Education Terms Central to the edTPA:

- *Movement patterns*—"Fundamental movement as the essential building blocks to skillful movement. These include locomotor (e.g., jumping and running), non-locomotor (e.g., bending and stretching), and manipulative (e.g., striking and throwing) movement patterns." These are fundamental movement patterns organized by movement category. (Adapted from National Association for Sport and Physical Education (2009). *National Standards and Guidelines for Physical Education Teacher Education* p. 56.).
- *Performance concepts*—"Knowledge and action concepts related to skillful performance...includes aspects of (1) correct selection of 'what' to do (e.g., when to choose a drop shot or why to choose low repetitions for strength training) when performing a skill; and (2) correct execution of 'how' to do a skill (e.g., flicking the wrist during a drop shot or slowing the speed of a bicep curl repetition (Rink, 2003))." This also includes concepts related to the successful completion of activities such as orienteering and teambuilding.
- *Health-enhancing physical fitness*—"Intentional and systematic physical activity that positively enhances the components of personal physical fitness" (e.g., cardiovascular endurance, muscular strength/endurance, flexibility, and body composition). "Improving these components reduces the risk of disease and illness and enhances overall health and well-being." (Adapted from National Association for Sport and Physical Education, (2008). *National Standards and Guidelines for Physical Education Teacher Education* p. 56).

### Primary Sources of Evidence:

Context for Learning Information

Planning Commentary **Prompt 1**

Strategic review of Lesson Plans & Instructional Materials

## Scoring Decision Rules

▶ <b>Multiple Criteria</b>	■ N/A for this rubric
▶ <b>AUTOMATIC 1</b>	<ul style="list-style-type: none"><li>■ Pattern of <b>significant content inaccuracies</b> that are core to the central focus or a key learning objective for the learning segment</li><li>■ A pattern of misalignment is demonstrated in relation to standards/objectives, learning tasks and materials across two or more lessons</li><li>■ Plans do not provide a safe learning environment.</li></ul>

## Unpacking Rubric Levels

### Level 3

#### Evidence that demonstrates performance at Level 3:

- Plans for instruction are **logically sequenced** to facilitate students' development of psychomotor competencies
- Plans include learning tasks with clear connections to the cognitive or affective domains.
- Be sure to pay attention to the presence or absence of evidence for each domain (psychomotor, cognitive, and affective).

### Below 3

#### Evidence that demonstrates performance below 3:

- Plans include learning tasks that provide limited support for development of psychomotor competencies.
- Plans include only minimal or unclear connections to the cognitive or affective domains.

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

- The candidate is paying some attention to helping students understand the "why" of the movement or concept, but the connections are fleeting, so students simply focus on "how" to do the movement.
- Learning tasks provide students with limited opportunities to practice the skill (large group not broken down to increase opportunities to respond, limited access to equipment, providing students with few opportunities to respond); therefore, psychomotor competencies cannot be achieved.
- The candidate includes objectives related to the affective domain (communication, cooperation, teamwork), but do not provide support to meet the objectives.

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

- The learning tasks planned by the candidate are focused entirely on one domain.

### **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.
- Candidate **does not plan for a psychologically and physically safe** learning environment.

### **Above 3**

#### **Evidence that demonstrates performance above Level 3:**

- Learning tasks provide opportunities to respond and are designed to support students' development of psychomotor competencies, with clear connections to the cognitive AND/OR affective domains. Consistent connections to the cognitive and/or affective domains are embedded in the learning tasks, providing students the opportunity to meet objectives specific to those domains.

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

- Planned learning tasks are sequenced to **develop psychomotor competencies** with clear and consistent connections to the **cognitive OR affective domains**. These connections should be explicit in each learning task and addressed in the commentary. Be sure to pay attention to the presence or absence of evidence for each domain.

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

- **Plans allow for maximum student participation**, for example, all students having their own equipment, not waiting in line to participate or standing on the sidelines waiting for their number to be called.
- Plans include activities and questions that clearly support students in making clear and consistent connections from the psychomotor domain to the cognitive **AND** affective domains.

## Planning Rubric 2: Planning to Support Varied Student Learning Needs

**PE2: How does the candidate use knowledge of his/her students to target support for students to develop competencies and knowledge in the psychomotor, cognitive, and/or affective domains?**

### The Guiding Question

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

### Definitions of Selected Key Concepts of Rubric:

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

#### Primary Sources of Evidence:

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

Planning Commentary **Prompts 2 and 3**

Strategic review of lesson plans and instructional materials to clarify planned supports.

### Scoring Decision Rules

▶ <b>Multiple Criteria</b>	▪ N/A for this rubric
▶ <b>AUTOMATIC 1</b>	<ul style="list-style-type: none"><li>▪ Planned support according to requirements in IEP or 504 plans is completely missing. The automatic 1 is only related to the support for IEP or 504 plans, not for students with other learning needs.</li><li>▪ If there are no students with IEPs or 504 plans, then this criterion is not applicable.</li></ul>

### Unpacking Rubric Levels

#### Level 3

##### Evidence that demonstrates performance at Level 3:

- 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 instructional 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 below 3:** Candidate plans insufficient 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 supports for students.
- Planned supports are not closely tied to learning objectives or central focus.
- Evidence does not reflect ANY instructional requirement in IEPs 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 instructional supports will be helpful in supporting students to meet the learning objectives.
- Planned supports are inadequate (e.g., demonstrations, explorations, or activities that are not appropriate to the developmental level of most students; instruction limited to verbal descriptions without demonstrations, instructional cues, or explanations).
- The supports would work for almost any learning objective or task. Therefore, supports are not closely connected to the learning objectives or central focus (e.g., pair high and low students during partner activities 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.)
- Supports are tied to learning objectives within each lesson, but there is no central focus.

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

- No specific planned supports such as instructional cues, explanations, or practice tasks are identified.

**Automatic Score of 1 is given when:**

- 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 above 3:**

- Plans address specific student needs (beyond those required in IEP and 504 plans) by including scaffolding or structured supports that are explicitly selected or developed to help individual students and groups of students with similar needs to meet the learning objectives. Examples of such supports could include modifications to any of the following: equipment, space, number of people, size of playing area, and rules.

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

- The candidate explains how the planned supports are intended to meet specific needs of individuals (more than one) or a group or groups of students with similar needs (e.g., more instruction in a prerequisite skill).

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

- Identifies possible errors and misunderstandings associated with the central focus, and describes specific strategies to respond to them.
- If the plans and commentary attend to common student errors or 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

**PE3: 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.

### Definitions of Selected Key Concepts of Rubric:

- *Deficit thinking* is revealed when candidates explain low performance in the psychomotor, cognitive, or affective domains 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 assets)

### Primary Sources of Evidence:

Planning Commentary **Prompts 2 and 3**

### Scoring Decision Rules

▶ <b>Multiple Criteria</b>	<ul style="list-style-type: none"><li>▪ Criterion 1 (<b>primary</b>): Justification of plans using knowledge of students—i.e., prior academic learning <b>AND/OR</b> assets (personal, cultural, community)</li><li>▪ Criterion 2: Research and theory connections</li><li>▪ Place greater weight or consideration on criterion 1 (justification of plans using knowledge of students).</li></ul>
▶ <b>AUTOMATIC 1</b>	<ul style="list-style-type: none"><li>▪ Deficit view of students and their backgrounds</li></ul>

### 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 below 3:**

- There is a limited amount of evidence that the candidate has considered his/her particular class in planning
- 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 above 3:**

- 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 clearly reflected in the plans.

## Planning Rubric 4: Identifying and Supporting Language Demands

---

**PE4: How does the candidate identify and support language demands associated with a key physical education 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.

### Definitions of Selected 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, syntax, and discourse) is used by students to participate in learning tasks through reading, writing, listening, speaking, and/or signaling to demonstrate their discipline-specific understanding. Some examples might be writing a fitness plan, calculating target heart rate, officiating a game, and analyzing a movement pattern. There are four language demands: vocabulary, function, syntax, and discourse.
- **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. Examples of language functions in physical education include **describing** how to perform a golf drive, **analyzing** a forward roll, **evaluating** a movement sequence, **critiquing** a peer performance, **explaining** why a strategy for passing is appropriate, and **contrasting** two defenses.
- **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., level, set, plane, guarding); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words and/or symbols defined for use in the discipline (e.g., locomotor, eye-hand coordination).
- **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.<sup>1</sup> The following are examples of language functions and associated discourse in physical education: (1) Language function: analyze a peer's performance of an overhead set. Discourse: Use overhead set cues to communicate to the performer what he/she did right/wrong. (2) Language function: describe the flag football play seen on the whiteboard represented by "X's" and "O's." Discourse: student describes the offensive play and identifies where each person should move to and what s/he should do. (3) Language function: construct a personal workout program based on the individual's stated goal. Discourse: student constructs a table displaying sets and repetitions of particular exercises s/he will perform to meet their personal goal.

---

<sup>1</sup> Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for ELLs. Retrieved from <http://ell.stanford.edu/sites/default/files/pdf/academic-papers/03-Quinn%20Lee%20Valdes%20Language%20and%20Opportunities%20in%20Science%20FINAL.pdf>

- 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.<sup>2</sup> Syntax focuses on the organizational aspects of giving meaning to phrases, sentences, or a set of symbols. Syntax is a way of "representing" something that may have a specific meaning in the content area. For example, in math, three times fifteen equals forty-five, represented by "3 x 15 = 45." However, in physical education, if a student is doing bicep curls that same "3 x 15" does still equal 45, but also tells the student he/she will be doing 3 sets of 15 repetitions of the exercise. Syntax also includes sequences of phrases used to guide students' movements, referred to in physical education as "cues." Examples of a sequence of literal cues include step in opposition, follow-through toward the target, keep your chin down, keep your elbow high, swing level. Examples of figurative cues include look through the window (volleyball overhead set), squash the bug (striking with a bat). Asking students to verbalize their understanding of throwing by stating a series of ordered cues would be an example of syntax. When a teacher or coach presents a diagram of "X's" and "O's" to represent a specific play in basketball, students need to use the syntax of the diagram to understand the play.
- 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:**

Planning Commentary **Prompt 4a–d**

Strategic review of Lesson Plans

**Scoring Decision Rules**

▶ <b>Multiple Criteria</b>	▪ N/A
▶ <b>AUTOMATIC 1</b>	▪ None

**Unpacking Rubric Levels**

**Level 3**

**Evidence that demonstrates performance at Level 3:**

- 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, syntax, discourse).

<sup>2</sup> Zwiers, J. (2008). Building academic language: Essential practices for content classrooms. San Francisco, CA: Jossey-Bass.

- 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 model how to correctly use symbols to represent offensive and defensive plays in a diagrams. To support vocabulary, we will review the names and roles of the different positions and practice diagramming plays representing different strategies." 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 diagramming plays (a form of syntax) as discourse.

### Below 3

#### **Evidence that demonstrates performance below 3:**

- 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/symbols/signals/key phrases, 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 and/or symbols, 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 explain defensive strategies, but the language task is that the students will be critiquing their peer's performances of a certain movement, while support for syntax is to review the cues for a particular movement.
- Language supports are completely missing.

### Above 3

#### **Evidence that demonstrates performance above 3:**

- The supports specifically address the language function, vocabulary, and at least one other language demand (syntax and/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 and/or discourse).

- Supports are focused (e.g., provide structures or scaffolding) to address specific language demands, such as a list of required components in analyzing a movement (function), modeling the use of "Xs" or "Os" to explain a game play strategy (discourse or function), or providing a chart of hand signals and when they are used in officiating a game (discourse).

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

- 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.

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

**PE5: How are the assessments selected or designed to provide evidence of student progress in developing competencies in the psychomotor domain and at least one other learning domain (cognitive, affective)?**

### 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' competencies in the psychomotor, cognitive, and/or affective domains aligned with standards/objectives.

### Definitions of Selected Key Concepts of Rubric:

- N/A

#### 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

▶ <b>Multiple Criteria</b>	■ N/A for this rubric
▶ <b>AUTOMATIC 1</b>	■ None of the assessment adaptations required by IEPs or 504 plans are made. (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 Level 3:

- The planned assessments provide evidence of students' competencies in the psychomotor AND the cognitive or affective domains at various points within the learning segment.
- 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 below 3:**

- The planned assessments will yield insufficient evidence to monitor students' competencies in the psychomotor domain within the learning segment.

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

- Assessments will produce evidence of student learning in the psychomotor domain, but evidence is limited. Examples of limited assessments include visual observations or use of a yes/no checklist that may not provide adequate data to demonstrate student learning related to stated psychomotor objectives.
- Although assessments may provide some evidence of student learning, they do not monitor the psychomotor domain plus one other (cognitive or affective) across the learning segment.

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

- The assessments do not provide evidence of student competencies in the psychomotor domain.

### **Automatic Score of 1 is given when:**

- If there is NO attention to ANY assessment-related IEP/504 plan requirements (e.g., more time; a scribe for written assignments) in either the commentary or the 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 above 3:**

- The array of assessments provides consistent evidence of students' competencies in the psychomotor domain plus the cognitive and/or affective domains.
- Assessment evidence will allow the candidate to determine students' progress towards competencies in the psychomotor, cognitive, and/or affective domains related to movement patterns, performance concepts, and/or health-enhancing fitness.

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

- "Multiple forms of evidence" means that different types of evidence are used—e.g., a variety of data based on student performance related to movement patterns, performance concepts, and/or concepts related to health-enhancing fitness, such as checklists, rating scales, analytic rubrics, holistic rubrics, event tasks, game performance assessments.
- The array of assessments provides evidence to track student progress toward developing competencies in the psychomotor domain plus the cognitive and/or affective domains.

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

- Describes how assessments are modified to allow individuals or groups with specific needs to demonstrate their learning, including modifications in equipment, assessment tasks, or performance criteria.

- Strategic design of assessments goes beyond, for example, moving a student closer to the target or lowering the height of a net or hoop. Targeted and explicit design allows individuals or groups with specific needs to demonstrate learning without oversimplifying the content.

## Instruction Rubric 6: Learning Environment

**PE6: How does the candidate promote a safe, respectful, and organized learning environment that supports students?**

### The Guiding Question

The Guiding Question addresses the type of learning environment that the candidate establishes and the degree to which it is safe, both physically and emotionally, and provides rules, routines, and transitions that maximize student time on task.

### Definitions of Selected Key Concepts of Rubric:

- *Transition*—A transition is a managerial episode within or between activities. Transition is the time students spend listening to or performing organizational activities related to instruction such as team selection, changing equipment, moving from one space to another, changing stations, or changing activities within a lesson (Siedentop & Tannehill, 2000).

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

- *Learning environment*

#### Primary Sources of Evidence:

Video Clip(s)

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

▶ <b>Multiple Criteria</b>	▪ N/A
▶ <b>AUTOMATIC 1</b>	▪ There are safety problems, visible on the video clip(s), that pose an immediate danger to students.

### Unpacking Rubric Levels

#### Level 3

**Evidence that demonstrates performance at Level 3:** In the clip(s):

- 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.
- The candidate provides an emotionally and physically safe environment for all students.
- Rules, routines, and transitions are evident in the video showing there is sufficient time on task to support learning.

### Below 3

**Evidence that demonstrates performance below 3:** The clip(s):

- Reveal a focus on classroom management and maintaining student behavior rather than engaging students in learning **OR**
- Disruptive behavior, safety problems, or disrespectful interactions are seen in the video and are not addressed by the candidates.

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

- There is an emphasis on candidate's rigid control of the learning environment in ways that limit and do not support learning. The focus is on a physically safe environment.

**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 disruptive student behavior that interferes with learning
2. There is evidence of disrespectful interactions between the candidate and students or between students that go unaddressed by the candidate.

*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. An example of this may be students socializing or conversing during the learning task. This would not be considered disruptive as long as students were actively engaged in the learning tasks and the candidate was not speaking to them or the class.*

**Automatic Score of 1 is given when:**

- There are safety problems seen in the video that are severe enough to pose an immediate danger to students.

### Above 3

**Evidence that demonstrates performance above 3:** The clip(s):

- Reveal a positive environment that maximizes time on task and that may support learning tasks that challenge students.

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

- The learning environment provides for maximum time on task (all students with their own equipment, not standing in lines waiting to take their turn, being actively engaged in the lesson at all times).

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

- The learning environment supports learning tasks that appropriately stretch students and challenge them in the psychomotor, cognitive, and/or affective domains. This may include applying skills in a more challenging environment; asking higher-order thinking questions; or challenging students' communication, leadership, or teamwork skills. There must be evidence that the environment is challenging for students.

- The learning environment is challenging for individuals or groups of individuals with varied needs. The teacher candidate is seen in the video clearly supporting varied student needs in the psychomotor, cognitive, and/or affective domains. Students are demonstrating /expressing a variety of actions, perspectives, or behaviors based on learning of the content.

## Instruction Rubric 7: Engaging Students in Learning

**PE7: How does the candidate actively engage students in developing specific competencies in the psychomotor, cognitive, and/or affective domains?**

### The Guiding Question

The Guiding Question addresses how the candidates provides evidence of engaging students in meaningful tasks and discussions to develop their competencies related to movement patterns, performance concepts, and/or health-enhancing fitness in the psychomotor, cognitive, and/or affective domains.

### Definitions of Selected Key Concepts of Rubric:

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

- *Engaging students in learning*

#### Primary Sources of Evidence:

Video clip(s)

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

▶ <b>Multiple Criteria</b>	▪ N/A
▶ <b>AUTOMATIC 1</b>	▪ None

### Unpacking Rubric Levels

#### Level 3

**Evidence that demonstrates performance at Level 3:**

- The clip(s) show that the students are engaged in learning tasks that provide opportunities for students to focus on developing psychomotor competencies linked to the cognitive or affective domain.

#### Below 3

**Evidence that demonstrates performance below 3:**

- Students are participating in tasks that provide some attention to developing competencies in the psychomotor domain, coupled with little or no attention to the cognitive and/or affective domains.

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

- Students are participating in tasks that primarily focus on psychomotor competencies without engaging students adequately in the cognitive or affective domain.

**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.

**Above 3**

**Evidence that demonstrates performance above 3:**

- The learning tasks as seen in the clip(s) are structured to engage students to develop competencies in the psychomotor domain while making specific connections to the cognitive and/or affective domains.

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

- The learning tasks in the clip(s) include tasks, structures, or scaffolding that promote engagement in learning in the psychomotor domain, while making connections to the cognitive and/or affective domains. For example: During a unit of instruction on health-related fitness, students are taught which activities will develop muscular strength vs. cardiorespiratory endurance.

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

- The learning tasks in the clip(s) include tasks, structures, or scaffolding that deepens and extends the development of competencies in the psychomotor, cognitive **AND** affective domains.

## Instruction Rubric 8: Strengthening Student Competencies

**PE8: How does the candidate actively monitor students' actions to further develop their competencies in the psychomotor, cognitive, and/or affective domains?**

### The Guiding Question

The Guiding Question addresses how in the video clip(s), the candidate is seen actively monitoring students through engaging them in activities or dialogue that promotes learning in the psychomotor, cognitive, and affective domains.

### Definitions of Selected Key Concepts of Rubric:

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

#### Primary Sources of Evidence:

Instruction Commentary Prompt 4a

Video Clip(s)

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

▶ <b>Multiple Criteria</b>	▪ N/A for this rubric
▶ <b>AUTOMATIC 1</b>	▪ Pattern of <b>significant content inaccuracies</b> 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 Level 3:**

- The candidate actively monitors the class, asking group questions or providing group feedback, for example, "Many of you are stepping with the same foot you are throwing with instead of with your opposite foot."
- The questions or group feedback addresses competencies in the psychomotor and one other domain (cognitive or affective).

#### Below 3

**Evidence that demonstrates performance below 3:**

- In the clip(s), the discourse in the class provides students with limited or no opportunities to think and learn.



**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 content being taught.
- The candidate provides responses that are motivational such as "good job" or "better" that are unrelated to improving student competencies.

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

- Candidate passively monitors class with little or no interaction with students and without intervening or providing feedback related to for students' actions.

**Automatic Score of 1 is given when:**

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

**Above 3**

**Evidence that demonstrates performance above 3:**

- In the clip(s), the candidate asks individual questions to check for understanding, or provides individual corrective feedback to improve student competencies in the psychomotor domain and the cognitive or affective domains.

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

- Based on student responses, the candidate provides individualized, differentiated feedback to impact student learning, e.g., challenging students who are able to do the skill competently or providing remediation for students who are having difficulty with the skill.
- The questions or group feedback addresses competencies in the psychomotor and one other domain (cognitive or affective).

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

- There is evidence in the clip(s) that the candidate structures and supports student-student conversations and interactions that facilitate students' ability to evaluate competencies in the psychomotor and one other domain (cognitive or affective), e.g., analyzing a peer's performance, providing feedback related to a peer's performance, writing a peer critique.

## Instruction Rubric 9: Subject-Specific Pedagogy

**PE9: How does the candidate use pedagogical content knowledge to develop students' competencies in psychomotor, cognitive, and/or affective domains?**

### The Guiding Question

The Guiding Question addresses how the candidate designs learning tasks that lead to the development of competencies in the psychomotor, cognitive and/or affective domains through the use of appropriate learning tasks and pedagogical skills.

### Definitions of Selected Key Concepts of Rubric:

- N/A

#### Primary Sources of Evidence:

Video Clip(s)

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

▶ <b>Multiple Criteria</b>	▪ N/A for this rubric
▶ <b>AUTOMATIC 1</b>	▪ None

### Unpacking Rubric Levels

#### Level 3

##### Evidence that demonstrates performance at Level 3:

- In the clip(s), the candidate's learning tasks are appropriate for the developmental and skill level of students and aligned with the central focus, with identified instructional cues/prompts and appropriate explorations/demonstrations.

#### Below 3

##### Evidence that demonstrates performance below 3:

- In the clip(s), the candidate either implements inappropriate learning tasks or instructional supports, or provides wrong instructional cues/prompts to support student learning.

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

- The candidate provides instructional cues or prompts but does not provide any accompanying demonstrations or opportunities for students to explore or practice the skill being taught.

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

- In the clips(s), the learning tasks are not appropriate for developing competencies related to the central focus.

**Above 3**

**Evidence that demonstrates performance above 3:**

- In the clip(s), the candidate differentiates the task(s) for individuals or groups who need remediation or additional challenge.

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

- In the clip(s), the candidate adapts learning tasks to abilities of individual students and differentiates instruction.

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

- Facilitates student's application of their knowledge of movement to analyze their own, or other students', skill attempts.

# Instruction Rubric 10: Analyzing Teaching Effectiveness

**PE10: How does the candidate use evidence of student learning to evaluate and change teaching practice to better 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.

## Definitions of Selected Key Concepts of Rubric:

- N/A

### Primary Sources of Evidence:

Instruction Commentary **Prompt 5**

Video Clip(s) (for evidence of student learning)

## Scoring Decision Rules

▶ <b>Multiple Criteria</b>	<ul style="list-style-type: none"><li>■ Criterion 1 (<b>primary</b>): Proposed changes</li><li>■ Criterion 2: Connections to research/theory</li><li>■ Place greater weight or consideration on criterion 1 (proposed changes).</li></ul>
▶ <b>AUTOMATIC 1</b>	<ul style="list-style-type: none"><li>■ None</li></ul>

## Unpacking Rubric Levels

### Level 3

#### Evidence that demonstrates performance at Level 3:

- *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).
- *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 below 3:**

- The changes proposed by the candidate are not directly related to student learning.

#### **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 that is the focus of the video clip(s), e.g., repeating instruction without making significant changes based on the evidence of student learning from the video clips. Changes are primarily related to managing students or the environment (e.g., more time, better directions, quicker transitions, changing group configuration because of behavior).
- If a candidate's proposed changes have nothing to do with 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 lessons seen or referenced in the clip(s).

### Above 3

#### **Evidence that demonstrates performance above 3:**

- The proposed changes relate to the central focus and explicitly address individual and collective needs that were within the lessons 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.
- 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

**PE11: How does the candidate analyze evidence of student learning of specific competencies in the psychomotor, cognitive, and/or affective domains?**

### The Guiding Question

The Guiding Question addresses the candidates' analysis of **student learning of specific competencies in the psychomotor, cognitive, and/or affective domains** to identify patterns of learning across the class.

### Definitions of Selected Key Concepts of Rubric:

- *Aligned*—The degree to which the learning objectives and evaluation criteria match the key instructional tasks and are checked by assessments.
- *Evidence*—Anything presented in support of an assertion. Direct evidence consists of collecting data that support or refute something. Anecdotal evidence is not based on facts or careful study, rather casual observations. Direct evidence includes student work samples and data collected using a formal assessment instrument (i.e., rating scale, rubric, game performance assessment instrument) within the psychomotor, cognitive, and/or affective domains. Watching students do something or asking students questions without documenting responses related to right/wrong or degree of right/wrong would be considered anecdotal evidence, not direct evidence.
- *Evaluation criteria*—Performance indicators or dimensions that are used to assess evidence of student learning. They indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success in meeting the learning objectives. Evaluation criteria can be represented in various ways, such as a rubric, a point system for different levels of performance, or rules for awarding full versus partial credit. Evaluation criteria may examine such things as correctness/accuracy or complexity or quality of responses.

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

▶ <b>Multiple Criteria</b>	<ul style="list-style-type: none"><li>■ N/A for this rubric</li></ul>
▶ <b>AUTOMATIC 1</b>	<ul style="list-style-type: none"><li>■ Significant misalignment between evaluation criteria, learning objectives, and/or analysis</li><li>■ Evaluation criteria are missing.</li></ul>

## Unpacking Rubric Levels

### Level 3

#### Evidence that demonstrates performance at Level 3:

- Data from the student work samples are used to support an accurate listing of what students did correctly and incorrectly.
- The analysis is aligned with the evaluation criteria and/or assessed learning objectives.
- Both strengths and weaknesses of the whole class are supported with direct evidence from the summary and work samples.
- The analysis addresses the psychomotor domain.
- Analysis includes some differences in learning across the whole class or a selected sample, e.g., "Some students...", "Most students...", or "A few students...", rather than generalizations like "Students could..." that are not supported by the summary.

### Below 3

#### Evidence that demonstrates performance below 3:

- The analysis focuses on what students did OR did not do well in at least the psychomotor domain.
- The analysis is superficial (e.g., primarily irrelevant global statements) or focuses only on partial data (anecdotal data or observations made by the candidate).
- The analysis is contradicted by the work sample evidence or the summary of student performance.
- The analysis is based on an inconsistent alignment with evaluation criteria and/or standards/objectives.
- The analysis does not address the psychomotor domain.

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

- The analysis focuses on what students did well OR what could be improved and is supported with evidence. The evidence could be observational or anecdotal rather than direct evidence.

#### What distinguishes a Level 1 from a Level 2: There are **three 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.
2. The conclusions in the analysis are not supported by the work samples or summary.
3. The analysis does not address the psychomotor domain.

#### Automatic Score of 1 is given when:

- There is a significant lack of alignment between evaluation criteria, learning objectives, and/or analysis. Evaluation criteria must be relevant to the learning objectives, though they may also include attention to other desired features of the cognitive or affective domains (e.g., use of strategy in game play, communicating with teammates, keeping score).

- A lack of alignment can be caused by a lack of relevant evaluation criteria to assess student performance on the learning objectives. 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 and general categories to record impressions from observations are not evaluation criteria. The evaluation criteria may be missing or the candidate may have provided criteria that do not meet the definition.

### Above 3

**Evidence that demonstrates performance above Level 3:** The analysis:

- Identifies patterns of learning (quantitative and qualitative) that summarize what students know, are able to do, and still need to learn.
- Addresses the psychomotor domain and at least one other domain (cognitive, affective).
- Describes patterns for the whole class, groups, or individuals
- Is supported with direct evidence.

**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 based on student data. 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 the critical elements or common errors that affect quality of performance (motor domain); understanding of content that may affect quality of performance (cognitive domain); demonstration of appropriate behaviors, values, beliefs (affective domain).
- Specific examples from work samples or summary data are used to demonstrate the whole class patterns. An example is "Most students were successful with completing a lay-up during skill/drill practice, however far fewer were successful at completing a lay-up during modified game play. Student A was able to complete 90% of the lay-ups during skill/drill and 80% during modified game play. However, most students were like Student B who completed 80% of lay-ups during skill/drill, but who were only able to complete 20% during modified game play."
- Addresses the psychomotor domain and at least one other domain (cognitive, affective).



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

- The candidate uses specific, direct evidence from related work samples to demonstrate patterns of skill development. The analysis uses quantitative patterns to make connections to the quality of movement to determine what students need to work on. These connections are made in the psychomotor domain and at least one other domain (cognitive or affective). An example would be: "Most students were able to complete the lay-up shots during skill/drill as illustrated by students A and B. But most students were like Student B who struggled to perform the lay-up during modified game play. In reviewing the data two separate issues emerged. Having a defender in modified game play caused some students to perform the take-off too far away from the basket, while other students, intimidated by a defender, hurried to complete the lay-up, which impacted the quality of their movement. When analyzing the questions on the exit slip, it was evident that students knew the critical elements of the lay-up shot with 90% of the students listing all 5 of the critical elements in correct order. Of the 10% of students who did not list all 5 critical elements in correct order, the one most commonly missed was aim/using the backboard."

# Assessment Rubric 12: Providing Feedback to Guide Learning

**PE12: What type of feedback does the candidate provide to focus students?**

## The Guiding Question

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

## Definitions of Selected Key Concepts of Rubric:

- *Significant content inaccuracies*—Feedback is clearly wrong based on the student work sample. Incorrect feedback is significant and systemic, and interferes with student learning.

### Primary Sources of Evidence:

Assessment Commentary **Prompt 2a–b**

Evidence of feedback (written, audio/video)

## Scoring Decision Rules

▶ <b>Multiple Criteria</b>	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>
▶ <b>AUTOMATIC 1</b>	<ul style="list-style-type: none"> <li>▪ One or more content errors in the feedback that will mislead student(s) in significant ways</li> <li>▪ No evidence of feedback for one or more focus students.</li> </ul>
▶ <b>Preponderance of Evidence</b>	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>

## Unpacking Rubric Levels

### Level 3

#### Evidence that demonstrates performance at Level 3:

- The feedback identifies specific strengths OR needs for improvement. At Level 3, the candidate **MUST** provide the focus students with qualitative feedback about their performance in the psychomotor domain that is aligned with the learning objectives. Specific feedback includes such things as indicating a critical element the student did correctly or incorrectly, pointing out a successful or unsuccessful use of a strategy, or giving cues to help a student remember a dance sequence.

## Below 3

### **Evidence that demonstrates performance below 3:**

- Evidence of feedback is general, unrelated to the 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:**

- The feedback is related to the assessed learning objectives in the psychomotor domain.
- The feedback is general (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 "Hit it harder" without linking it to a specific strength or need, e.g., increasing force production. Feedback that is limited to a single statement or mark, such as the number of critical elements completed correctly, an overall letter grade (B), or a comment such as "Nice work!" or "Good job!" with no other accompanying comments or grading details 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.

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

1. There is no feedback related to the learning objectives in the psychomotor domain.
2. Feedback is vague with respect to the learning objectives in the psychomotor domain, e.g., when a candidate tells a student "good job" without reference to a specific movement.
3. Feedback is above the cognitive level of understanding of the student, e.g., when a candidate tells a kindergarten student to "step in opposition" when throwing or "use their dominant hand" when dribbling.

### **Automatic Score of 1 is given when:**

- Feedback includes significant 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 above 3:**

- Feedback is specific, related to 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, "You did a great job of keeping your eye on the ball. Make sure you remember to follow through toward the target."

**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, "When you bump the volleyball, you are swinging your arms instead of using your legs to add power. Get a little lower and extend when you contact the ball instead of swinging your arms."

**OR**

- A meaningful connection to experience or prior learning. For example, the candidate refers back to a prior physical education lesson: "Just like you did in soccer, you need to lead the player you are passing to in Ultimate Frisbee so that they can get to the Frisbee before the defender."

## Assessment Rubric 13: Student Understanding and Use of Feedback

**PE13: How does the candidate support focus students to understand and apply 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.

### Definitions of Selected Key Concepts of Rubric:

- N/A

#### Primary Sources of Evidence:

Assessment Commentary **Prompt 2c**

Evidence of Oral or Written Feedback

### Scoring Decision Rules

▶ <b>Multiple Criteria</b>	▪ N/A for this rubric
▶ <b>AUTOMATIC 1</b>	▪ None

### Unpacking Rubric Levels

#### Level 3

**Evidence that demonstrates performance at Level 3:**

- Candidate describes opportunities for the focus students to understand **OR** apply 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 students are going to do. Otherwise, it is vague and the evidence should be scored at Level 2.
  - Example for **understanding** feedback: Demonstrate the most common error the focus students are making and contrast with the appropriate way so they can see what the skill should look like.
  - Example for **applying** feedback: Complete the skill correctly after being told/shown what it should look like.

#### Below 3

**Evidence that demonstrates performance below 3:**

- Opportunities for understanding or applying feedback are superficially described or absent.

- Candidate provides feedback but does not determine if the feedback was applied to the next attempt.

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

- The description of opportunities for the focus students to understand or apply feedback is very general or superficial. Details about the opportunities are missing. Otherwise, it is vague and the evidence should be scored at Level 2.
  - Example for **understanding** feedback: "I reinforced students who were executing the cues correctly by telling them 'Good job!' I told students who were implementing a cue incorrectly that they needed to focus on implementing the cue in the same way that it had been demonstrated earlier."
  - Example for **applying** feedback: "After I gave the feedback, the students could apply it immediately." In this example, neither the video nor the candidate description would provide evidence that the candidate observed the students' application of the feedback.
- Candidate provides feedback (on clips) but does not observe or follow up to ensure that correction is made.
- The application of feedback is not clearly related to the assessed learning objectives.

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

- Feedback does not address psychomotor skills
- Opportunities for understanding or applying feedback are not described.
- There is NO evidence of feedback for two or more focus students.

**Above 3**

**Evidence that demonstrates performance above 3:**

- Support for the focus students to understand **AND** apply feedback is described in enough detail to understand how 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 apply feedback on their strengths OR weaknesses to further develop competencies in the psychomotor, cognitive and/or affective domains in relation to the learning objectives. This can be corrections of misunderstandings or partial understandings or extensions of learning related to motor patterns, movement concepts, or health-related fitness.

**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 apply feedback on their strengths AND weaknesses related to the learning objectives.

## Assessment Rubric 14: Analyzing Students' Language Use and Physical Education Learning

---

**PE14: 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 physical education understanding.

### Definitions of Selected 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, syntax, and discourse) is used by students to participate in learning tasks through reading, writing, listening, speaking, and/or signaling to demonstrate their discipline-specific understanding. Some examples might be writing a fitness plan, calculating target heart rate, officiating a game, and analyzing a movement pattern. There are four language demands: vocabulary, function, syntax, and discourse.
- **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. Examples of language functions in physical education include **describing** how to perform a golf drive, **analyzing** a forward roll, **evaluating** a movement sequence, **critiquing** a peer performance, **explaining** why a strategy for passing is appropriate, and **contrasting** two defenses.
- **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., level, set, plane, guarding); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words and/or symbols defined for use in the discipline (e.g., locomotor, eye-hand coordination).
- **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.<sup>3</sup> The following are examples of language functions and associated discourse in physical education: (1) Language function: analyze a peer's performance of an overhead set. Discourse: Use overhead set cues to communicate to the performer what he/she did right/wrong. (2) Language function: describe the flag football play seen on the whiteboard represented by "X's" and "O's." Discourse: student describes the offensive play and identifies where each person should move to and what s/he should do. (3) Language function: construct a personal workout program based on the

---

<sup>3</sup> Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for ELLs. Retrieved from <http://ell.stanford.edu/sites/default/files/pdf/academic-papers/03-Quinn%20Lee%20Valdes%20Language%20and%20Opportunities%20in%20Science%20FINAL.pdf>

- individual's stated goal. Discourse: student constructs a table displaying sets and repetitions of particular exercises s/he will perform to meet their personal goal.
- **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.<sup>4</sup> Syntax focuses on the organizational aspects of giving meaning to phrases, sentences, or a set of symbols. Syntax is a way of "representing" something that may have a specific meaning in the content area. For example, in math, three times fifteen equals forty-five, represented by "3 x 15 = 45." However, in physical education, if a student is doing bicep curls that same "3 x 15" does still equal 45, but also tells the student he/she will be doing 3 sets of 15 repetitions of the exercise. Syntax also includes sequences of phrases used to guide students' movements, referred to in physical education as "cues." Examples of a sequence of literal cues include step in opposition, follow-through toward the target, keep your chin down, keep your elbow high, swing level. Examples of figurative cues include look through the window (volleyball overhead set), squash the bug (striking with a bat). Asking students to verbalize their understanding of throwing by stating a series of ordered cues would be an example of syntax. When a teacher or coach presents a diagram of "X's" and "O's" to represent a specific play in basketball, students need to use the syntax of the diagram to understand the play.
  - **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)

## Scoring Decision Rules

▶ <b>Multiple Criteria</b>	■ N/A for this rubric
▶ <b>AUTOMATIC 1</b>	■ 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.

<sup>4</sup> Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms*. San Francisco, CA: Jossey-Bass.



- It is not sufficient for the candidate to reference an artifact and make a general statement that, for example, "As seen in the work samples, the students used the vocabulary as they played the game." The candidate must explain how the students used the identified language and reference or identify an example of that use from the artifact. Example: "Students are heard in the video using the vocabulary (e.g., Clip 1, 1:13; 5:45, 7:13) and language function (analyze; Clip 1, 0:00–2:20; Clip 2, 7:04–8:19) to communicate to each other about a game play strategy, or to assess a peer performance. Written student work samples demonstrate student use of the vocabulary in listing critical elements of a skill (Question 1 of quiz, all three focus students) and language function in providing written feedback when assessing a peer performance (Peer feedback form, all three focus students)."
- If the evidence consists of students demonstrating the critical elements of a skill upon request (e.g., step in opposition), it should be clear that a student is not simply watching the candidate or a peer and imitating that performance.

### 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 is 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).

#### **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.

### Above 3

#### **Evidence that demonstrates performance above 3:**

- Candidate identifies specific evidence of student use of the language function and vocabulary, along with at least one other language demand (syntax and/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 content 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 used or attempted to use the identified language function, vocabulary AND associated language demands (syntax and/or discourse). The explanation uses specific evidence from the video and/ 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 were able to list the critical elements of dribbling using correct vocabulary such as finger pads (e.g., Question 1 of quiz, all 3 focus students). Most of the students could describe (language function) why each of the critical elements are important in relation to dribbling (e.g., Question 2 of quiz, Students 1 and 2). However a few students (e.g., Question 2 of quiz, Student 3) were unable to describe why it is important to dribble below the waist suggesting that some students still need support in understanding why "critical elements" are considered "critical" to successful skill performance."

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

- Explains and provides evidence that students with distinct language needs are using the language for content learning.

## Assessment Rubric 15: Using Assessment to Inform Instruction

**PE15: 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.

### Definitions of Selected Key Concepts of Rubric:

- N/A

#### Primary Sources of Evidence:

Assessment Commentary **Prompt 4**

### Scoring Decision Rules

▶ <b>Multiple Criteria</b>	<ul style="list-style-type: none"><li>■ Criterion 1 (primary): Next steps for instruction</li><li>■ Criterion 2: Connections to research/theory</li><li>■ Place greater weight or consideration on criterion 1 (next steps for instruction).</li></ul>
▶ <b>AUTOMATIC 1</b>	<ul style="list-style-type: none"><li>■ None</li></ul>

### 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 psychomotor 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 below 3:

- The next steps are not directly focused on student learning needs that were identified in the analysis of student learning.

- Candidate does not explain how next steps are related to student 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 are loosely related to the competencies targeted in the psychomotor domain. 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 development of student competencies identified by the data analysis.

**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 above 3:**

- 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 competencies targeted in the psychomotor domain and at least one additional learning domain (cognitive, affective).
- 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 psychomotor domain and at least one additional learning domain (cognitive, affective). 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 each learning domain (psychomotor plus cognitive or affective).

**AND**

- 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 second 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 both individuals and groups with similar needs related to the psychomotor domain and at least one additional learning domain (cognitive, affective). 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 each learning domain (psychomotor plus cognitive or affective).
- The candidate explains how research principles 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.