



# Understanding Rubric Level Progressions

World Language  
Version 01

---

## Candidate Support Resource

---

**SCALE**

Stanford Center for Assessment, Learning, & Equity

URLP\_WLA\_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.

#### **WORLD LANGUAGE LEARNING SEGMENT FOCUS:**

Candidate's instruction should support students to develop students' communicative proficiency in the target language in meaningful cultural context(s).

# Planning Rubric 1: Planning for Communicative Proficiency in the Target Language

---

**WL1: How do the candidate's plans develop students' communicative proficiency in the target language in meaningful cultural context(s)?**

## 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 develop students' communicative proficiency in the target language in meaningful cultural context(s).

## Key Concepts of Rubric:

- *Aligned*—Standards<sup>1</sup>, 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.

## World Language Terms Central to the edTPA:

- **communicative proficiency:** The ability to use language for real-world purposes in meaningful and culturally significant contexts. According to ACTFL (2014) standards, the development of student communicative proficiency will include the promotion of five main goal areas<sup>2</sup> in world language education: Communication, Cultures, Connections, Comparisons, and Communities. The role of the teacher is to design environments that support the attainment of and engagement with all these areas, enabling the students to effectively deploy linguistic, interpersonal, and sociocultural knowledge to communicate with others in the target language.<sup>3</sup>
- **language forms:** Structures or ways of organizing oral or written language serve a particular function. Language forms can be at the sentence level, paragraph level, or symbolic level. If the function is to compare, then appropriate language forms could include Venn diagrams or pattern sentences such as "The \_\_\_\_\_ is longer/larger/heavier than the \_\_\_\_\_." If the function is to greet, then appropriate language forms could be practiced via a role-play or simulation in which students use culturally appropriate greeting expressions (e.g., "Hi," "How are you?", "Nice to meet you" in the target language). Language forms also include essential vocabulary students need to know to be able to communicate in the target language in meaningful cultural context(s).

---

<sup>1</sup> Candidates are allowed to use either the World-Readiness Standards for Learning Languages (ACTFL, 2014) or their State Adopted Standards for World/Foreign Languages.

<sup>2</sup> The ACTFL World-Readiness Standards for Learning Languages (2014) can be found at [www.actfl.org/publications/all/world-readiness-standards-learning-languages](http://www.actfl.org/publications/all/world-readiness-standards-learning-languages).

<sup>3</sup> For American Sign Language, the development of students' communicative proficiency in the target language in meaningful cultural context(s) refers to signed communicative ability.

- **language functions:** The function is the purpose the language is intended to achieve within school and in real-world contexts, both orally and electronically, as well as in written forms. Language functions consist of what speakers do and accomplish by using language in meaningful contexts. Common interpersonal language functions include greeting, expressing likes and dislikes, making requests, giving and receiving information, initiating and ending conversations, and so on. Common academic language functions include defining, classifying, comparing/contrasting, explaining, arguing, interpreting, and evaluating ideas. To help you find the language functions in your learning segment, remember that language functions are associated with verbs (i.e., actions) found in your learning outcome statements.
- **meaningful cultural context(s):** According to the ACTFL standards, world language instruction should afford students opportunities to make connections and comparisons between the experiences and knowledge they bring and the cultural products, practices, and perspectives of the target language cultures they are learning about. The role of the teacher is to provide opportunities for authentic uses of language for communicative purposes. In world language education, meaningful cultural contexts encompass sociocultural practices in the target language societies and/or cultures that speak the target language, as well as in the world language classroom and in the students' home and community.
- **modes of communication (interpretive, interpersonal, and presentational):** According to the ACTFL standards, communication is composed of three modes: *interpretive* (reading, listening, or viewing of authentic materials), *interpersonal* (active negotiation of meaning among individuals through speaking and listening and/or reading and writing in the target language), and *presentational* (creation of messages through writing, speaking, or visually representing)<sup>4</sup>.

#### Primary Sources of Evidence:

Context for Learning Information

Planning Commentary **Prompt 1**

Strategic review of Lesson Plans & Key Instructional Materials

Assessments

### Scoring Decision Rules

<p>► <b>Multiple Criteria</b></p>	<ul style="list-style-type: none"> <li>■ N/A for this rubric</li> </ul>
<p>► <b>AUTOMATIC 1</b></p>	<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> </ul>

<sup>4</sup> ACTFL Performance Descriptors for Language Learners © ACTFL, Inc., 2012

## Unpacking Rubric Levels

### Level 3

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

- Plans for instruction are **logically sequenced** to facilitate students' communicative proficiency.
- Plans are presented in a linear sequence in which **each lesson builds on the previous one(s)** OR a nonlinear sequence, e.g., when a central theme or cultural topic is posed, such as food or family, and students' develop communicative proficiency to interpret and interact about the central theme and cultural topics in the target language.
- In addition, the sequencing of the plans supports students' communicative proficiency by connecting functions and forms of the target language focusing on the interpretive AND either the interpersonal or presentational mode of communication. **Connections are explicitly written in the plans or commentary**, and how the connections are made is not left to the determination of the scorer.

### Below 3

#### Evidence that demonstrates performance below 3:

- Plans for instruction support student learning of facts and/or grammar and vocabulary but **with little or no** planned instruction to guide the development of students' communicative proficiency so that students will be able to use grammar and vocabulary to interpret and interact in the target language.

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

- The candidate is paying some attention to helping students understand grammar and vocabulary, but the **connections** to communication and cultural contexts are **fleeting or vague**, so that students are largely left to make sense of these on their own. The candidate predominantly focuses the learning segment on the interpretive mode of communication.

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

- The candidate is **focused on teaching memorization of grammatical rules or lists of vocabulary** with little or no attention to assisting students in understanding the connections between the grammar and vocabulary (language forms) and the communicative purposes (language functions) they serve.

#### 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 above Level 3:

- Learning tasks are designed to support students to make **clear** connections between language functions and forms of the target language **in meaningful cultural context(s)**.
- Consistent connections require students to routinely apply language forms to purposefully communicate in all three modes of communication—interpretive, interpersonal, and presentational—in the target language throughout the learning segment.

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

- Plans show **intentional** connections between language forms and functions of the target language, focusing on all three modes of communication (interpretive, interpersonal, and presentational) **in meaningful cultural context(s)**.
- Consistent connections require students to apply language forms to purposefully communicate in **all three modes of communication (interpretive, interpersonal, and presentational)** in the target language in meaningful cultural context(s) throughout the learning segment.

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

- **Plans include activities and questions that will clearly support students in making these connections themselves.**
- This includes **plans that call for students to use, create, and reflect about language functions and forms for authentic communicative purposes in a meaningful cultural context**, for example: students researching and explaining a recipe in the target language in a video clip, students creating posters/presentations to be presented to larger audiences, involving reflection and comparisons between their own and others' cultural practices, products, and perspectives, students creating and posting text online so that other students (including students from other communities/countries) can respond, or students doing a dramatization or engaging in a role play they have created about any given social interaction, such as buying something, ordering food in a restaurant, going to the movies, or talking about family/friends.

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

**WL2: How does the candidate use knowledge of his/her students to target support for students' development of communicative proficiency in the target language in meaningful cultural context(s)?**

### The Guiding Question

The Guiding Question addresses how the candidate plans to support students in relation to their 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 and Instructional Materials to clarify planned supports

### Scoring Decision Rules

▶ <b>Multiple Criteria</b>	▪ N/A for this rubric
▶ <b>AUTOMATIC 1</b>	▪ 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 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 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 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 included in the 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, such as students' interactions in the target language).
- 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,

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

**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 gain access to content and meet the learning objectives.
- Candidate addresses at least one of the requirements from IEPs and 504 plans as described in the Context for Learning Information.

**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. 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., 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 common errors and misunderstandings associated with about the target language and the cultural practices associated with the target language, and describes specific strategies to identify and respond to them.
- If the plans and commentary attend to common 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

**WL3: 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.
- *Prior academic learning*—Includes students' academic content knowledge and skills, first and second language development, and level of second language proficiency, as well as academic experiences developed prior to the learning segment.
- *Assets/Knowledge of students (personal, cultural, community)*—
  - personal:** Refers to specific background information that students bring to the learning environment. Students may bring interests, knowledge, everyday experiences, family backgrounds, and so on, which a teacher can draw upon to support learning.
  - cultural:** Refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages and dialects, worldviews, literature, art, and so on, that a teacher can draw upon to support learning.
  - community:** Refers to common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices, and so on, that a teacher can draw upon to support learning.

### Primary Sources of Evidence:

Planning Commentary **Prompts 2 and 3**

### Scoring Decision Rules

- |                                   |   |
|-----------------------------------|---|
| <p>► <b>Multiple Criteria</b></p> | <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> |
| <p>► <b>AUTOMATIC 1</b></p>       | <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.

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 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 Second Language Acquisition/Teaching 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 Second Language Acquisition/Teaching 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: Planning Assessments to Monitor and Support Students' Development of Communicative Proficiency in the Target Language

**WL4: How are the informal and formal assessments selected or designed to monitor students' development of communicative proficiency in the target language in meaningful cultural context(s)?**

## 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' development of communicative proficiency in the target language.

**World Language Terms Central to the edTPA** (defined in edTPA handbook and TBR Rubric 1):

- *communicative proficiency*
- *meaningful cultural context(s)*
- *modes of communication*

### Primary Sources of Evidence:

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

Planning Commentary **Prompt 4**

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 assessments must provide evidence of communicative proficiency of the target language focusing on the interpretive **AND** either the interpersonal **OR** presentational mode of communication.

- The planned assessments provide evidence of students' development of communicative proficiency in the target language in meaningful cultural context(s) **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 development of communicative proficiency in the target language.

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

- Assessments will produce evidence of student learning, but evidence is limited. For example, limited assessments include assessments that focus mainly on the interpretive mode of communication.
- Although assessments may provide some evidence of student learning, they do not monitor all areas of learning across the learning segment.

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

- The assessments only focus on memorization of grammatical forms and vocabulary words in isolation, without providing any evidence of students' development of communicative proficiency in the target language.

#### 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' development of communicative proficiency in the target language in meaningful cultural context(s) by focusing on the interpretive, interpersonal, and presentational modes of communication.
- Assessment evidence will allow the candidate to determine students' progress toward developing communicative proficiency in the target language in meaningful cultural context(s).

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

- This evidence is collected for all **three modes of communication**: interpersonal, presentational, and interpretive.

- There are multiple forms of evidence, not just the same kind of evidence **collected at different points in time or in different settings within the learning segment**, to monitor student development of communicative proficiency in the target language in meaningful cultural context(s) for the central focus. "Multiple forms of evidence" means that different types of evidence are used—e.g., interpret a variety of texts in the target language, ability to interact with others in oral and written forms in the target language, and ability to present information to larger audiences in the target language, both in written and oral forms—and not that here is only one type of evidence on homework, exit slips, and the final test.
- The array of assessments provides evidence to track student progress toward developing the communicative proficiency in the target language in meaningful cultural context(s) defined by the standards and learning objectives.

**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.
- The strategic design of assessments goes beyond, for example, allowing extra time to complete an assignment or adding a challenge question.

## Instruction Rubric 5: Learning Environment

**WL5: How does the candidate demonstrate a positive 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 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.
- *Learning environment*—The designed physical and emotional context, established and maintained throughout the learning segment to support a positive and productive learning experience for students.

#### 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>	■ None

## Unpacking Rubric Levels

### Level 3

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

- The candidate's interactions with students are respectful, 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 below 3:** 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 above 3:** The clip(s)

- Reveal a positive learning environment that includes tasks/discussions in the target language 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 challenge students by promoting the target language by using higher-order thinking or application to develop new learning. There must be evidence of the candidate using the target language to challenge 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 use the target language with each other in order to express, debate, and evaluate differing perspectives about the target language and culture. Perspectives could be from curricular sources, students' ideas, and/or lived experiences.

## Instruction Rubric 6: Engaging Students' Target Language Communication

---

**WL6: How does the candidate actively engage students in developing communicative proficiency in the target language in meaningful cultural context(s)?**

### The Guiding Question

The Guiding Question addresses how the candidate provides video evidence of engaging students in tasks and discussions to develop their understanding of communicative proficiency in the target language in meaningful cultural context(s).

### Key Concepts of Rubric:

- *Engaging students in learning*—Using instructional and motivational strategies that promote students' active involvement in language tasks that increase their knowledge, skills, and abilities related to specific learning objectives. Engagement in learning contrasts with student participation in language tasks that are not well designed and/or implemented and do not increase student learning.
- *Assets/Knowledge of students* (personal, cultural, community)—  
**personal:** Refers to specific background information that students bring to the learning environment. Students may bring interests, knowledge, everyday experiences, family backgrounds, and so on, which a teacher can draw upon to support learning.  
**cultural:** Refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages and dialects, worldviews, literature, art, and so on, that a teacher can draw upon to support learning.  
**community:** Refers to common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices, and so on, that a teacher can draw upon to support learning.

### World Language Terms Central to the edTPA:

- **language forms** (defined in edTPA handbook and TBR rubric 1)
- **language functions** (defined in edTPA handbook and TBR rubric 1)
- **language task:** Includes activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to a specific learning goal. Language tasks may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment. In world language education, tasks are designed and organized primarily around language functions and not forms. Context is central to the creation of tasks and the goal is to convey meaning rather than manipulate forms in isolation. Language tasks in world language include some form of input (e.g., a text, a film, a dialogue, a song, a picture), communicative purpose, context, roles (i.e., the parts teacher and students play), and activity (i.e., what the learners do with the input to accomplish the task). In addition, language tasks in world language are usually cooperative.
- **modes of communication (interpretive, interpersonal, and presentational)** (defined in edTPA handbook and TBR rubric 1)
- **meaningful cultural context(s):** (defined in edTPA handbook and TBR rubric 1)

### 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

<p>► <b>Multiple Criteria</b></p>	<ul style="list-style-type: none"> <li>■ Criterion 1 (<b>primary</b>): Engagement in learning tasks</li> <li>■ Criterion 2: Connections between students' academic learning <b>AND/OR</b> assets (personal, cultural, community) and new learning</li> <li>■ Place greater weight or consideration on the criterion 1 (engagement in learning tasks).</li> </ul>
<p>► <b>AUTOMATIC 1</b></p>	<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 clip(s) show that the students are engaged in language tasks focusing on either the interpersonal or presentation mode of communication.
- The candidate provides opportunities for students to develop communicative proficiency in the target language with each other, in small groups or in pairs, **in meaningful cultural context(s)**.
- *Secondary Criterion:* The clip(s) show the candidate **making connections** to students' prior experiences and academic learning to help them develop language as well as cultural skills and knowledge of the target language. For example, candidate asks students to reflect on the similarities and differences between grammatical forms in their first and target language briefly or candidate refers to previous content learned in class to build on new content, but moves on immediately, leaving the instruction at a cursory level.

### Below 3

#### Evidence that demonstrates performance below 3:

- Students are participating in tasks that provide little opportunity to develop communicative proficiency in the target language in meaningful cultural context(s).

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

- The structure of the learning task or the way in which it is implemented constrains student development of communication in the target language (i.e., primarily focusing on the interpretive mode, providing few opportunities for students to use the target language).
- 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.
- Students are participating in rote tasks that primarily focus on memorization and/or repetition of grammatical rules and/or vocabulary items.
- In addition, either the candidate is not using students' prior academic learning or assets (personal, cultural, community) to build new learning.

**Above 3**

**Evidence that demonstrates performance above 3:**

- The learning tasks as seen in the clip(s) are structured to engage students to develop communicative proficiency in the target language with each other, in pairs or small groups, in meaningful cultural context(s).
- Connections between students' prior academic learning and assets (personal, cultural, community) are made to support the 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 promote the learning of language functions and forms of the target language** in meaningful cultural context(s), focusing on either the **interpersonal** or **presentational** mode of communication. Students must **interact with the content in ways that are likely to either extend initial understandings or surface misunderstandings** that the candidate can then address. Students are provided plenty of opportunities to work collaboratively, talking with each other in the target language in pairs or small groups.
- In addition, the candidate draws upon not only prior academic learning, but also students' knowledge and 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 develop and use the target language in ways that are appropriately challenging directly related to new learning. Language tasks aim at promoting communication outside of the classroom, for real-life purposes.
- In addition, the candidate encourages students to connect and use their prior knowledge and assets (academic **AND** personal, cultural, community) to support new learning.

# Instruction Rubric 7: Deepening Student Communicative Proficiency in the Target Language

**WL 7: How does the candidate elicit student responses to promote their communicative proficiency in the target language in meaningful cultural context(s)?**

## The Guiding Question

The Guiding Question addresses how, in the video clip, 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:

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

**World Language Terms Central to the edTPA:** (defined in edTPA handbook and TBR rubric 1)

- *communicative proficiency*
- *language forms*
- *language functions*
- *meaningful cultural context(s)*

## Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 4a–b**

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 prompts students to offer responses that require thinking **beyond the correct usage of grammar and vocabulary** by asking questions in the target language that will lead students to make connections between the language forms and functions they serve, e.g., (*spoken in the target language*) "What is X used for?" "When/In what situations do we use X?" etc. Some instruction may be characterized by initial questions focusing on facts to lay a basis for later higher-order questions in the clip.

### Below 3

#### Evidence that demonstrates performance below 3:

- In the clip(s), classroom interaction provides students with limited or no opportunities to think and learn in the target language.

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

- The candidate asks surface-level questions in the target language that elicit right/wrong, yes/no, or single word answers and do little to encourage students to think about the content 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 use the target language.
- Or, there is no video evidence of the target language being used by the candidate and/or students.

#### 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 an inaccurate definition of a central concept 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' communicative proficiency in the target language or their abilities to evaluate their own learning.

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

- The candidate uses the target language to follow up on student responses to encourage the student or his/her peers to explore or build on the ideas expressed.
- The candidate uses this strategy to develop students' communicative proficiency in the target language in meaningful cultural context(s).

- Examples of "building on student responses" includes referring to a previous student response in developing a point or an argument; 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 learning in the target language.

## Instruction Rubric 8: Subject-Specific Pedagogy

**WL 8: How does the candidate promote comparisons and connections between students' prior experiences and knowledge and the new cultural practices, products, and perspectives of the target language?**

### The Guiding Question

The Guiding Question addresses how the candidate uses comparisons between the students' prior experiences and knowledge and the target language's cultural practices, products, and perspectives to develop new understandings of the target language and culture.

### Key Concepts of Rubric:

- Cultural practices, products, and perspectives**—According to the American Council on the Teaching of Foreign Languages standards (1999), cultural practices refer to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, norms for politeness, the use of space, etc. Cultural practices represent the knowledge of "*what to do when and where*." Cultural practices involve the creation and use of cultural products, such as paintings, literary work, folk tales, movies, vases, chopsticks, a system of education, books, food, etc. Cultural perspectives refer to values and beliefs. Practices and products reflect the perspectives of the culture(s) studied.

#### Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 4c**

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>	<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>Materials used in the clip(s) include <b>significant linguistic and/or cultural inaccuracies</b> that will lead to student misunderstandings.</li> </ul>

### Unpacking Rubric Levels

#### Level 3

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

- In the clip(s), candidate's instruction **provides** opportunities for students to demonstrate an understanding of the relationship among the practices, products, and perspectives of the culture(s) studied and **the students' own experiences and knowledge.**

### Below 3

#### Evidence that demonstrates performance below 3:

- In the clip(s), the candidate is not developing students' understanding of the relationship among the practices, products, and perspectives of the culture(s) studied and **the students' own experiences and knowledge**.

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

- The candidate's instruction provides **limited opportunities for students to demonstrate an understanding** of the relationship among the practices, products, and perspectives of the culture(s) studied. For example, the candidate may introduce a specific practice, product, and/or perspective of the culture(s) studied through lecture, discussion, or PowerPoint presentation, however; he/she does not connect this information with the students' personal experiences and knowledge.

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

- The candidate provides no opportunities for students to **demonstrate an understanding** of the relationship among the practices, products, and perspectives of the culture(s) studied.

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

- Candidate's instruction **does not address the practices, products, and perspectives of the culture(s) studied**.

OR

- Materials used in the clip(s) include **significant linguistic and/or cultural inaccuracies** that will lead to student misunderstandings.

### Above 3

#### Evidence that demonstrates performance above 3:

- Candidate's instruction provides **purposeful** opportunities for students to demonstrate an understanding the relationship among the practices, products, and perspectives of the culture(s) studied, and **make explicit connections to** their own experiences and knowledge.

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

- In the clip(s), candidate strategically asks questions and/or engages students in language tasks that require reflection and discussion about the relationship among the practices, products, and perspectives of the culture(s) studied and students' own experiences and knowledge.

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

- In the clip(s), the candidate structures and supports student-student conversations to help them evaluate their own understandings of the cultural practices, products, and perspectives of the target language while encouraging the use of the target language both within and beyond the school setting for personal enjoyment, advancement, and enrichment. For example, using the Internet, students do research on a city in a target language country, and create a travel guide or travel plan. Students shop for items on the website of a department store in the target language country, and explain to their classmates the items they bought and why they bought them. Students take virtual tours of art museums in the country of their target language culture and give a guided tour of the art works to potential tourists or their classmates.

## Instruction Rubric 9: Analyzing Teaching Effectiveness

**WL 9: 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 Clip(s) (for evidence of student learning)

Instruction Commentary **Prompt 5**

### Scoring Decision Rules

▶ <b>Multiple Criteria</b>	<ul style="list-style-type: none"> <li>■ Criterion 1 (primary): 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). 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.
- 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 Second Language Acquisition/Teaching 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 Second language Acquisition/Teaching research and/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 Second Language/Teaching research and/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 10: Analysis of Student Communicative Proficiency in the Target Language

**WL10: How does the candidate analyze evidence of student development of communicative proficiency?**

## 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.
- **Patterns of learning**—Includes **both** quantitative and qualitative patterns (or consistencies) for different groups of students or individuals. Quantitative patterns indicate in a numerical way the information understood from the assessment (e.g., 10 out of 15 students or 20% of the students). Qualitative patterns include descriptions of understandings, misunderstandings, and/or partial understandings that could explain the quantitative patterns (e.g., "given that most students were able to . . . it seems that they understand").

### Primary Sources of Evidence:

Evaluation criteria

Student work samples

Assessment Commentary **Prompt 1**

## Scoring Decision Rules

▶ <b>Multiple Criteria</b>	▪ N/A for this rubric
▶ <b>AUTOMATIC 1</b>	▪ Significant misalignment between evaluation criteria, learning objectives, and/or analysis

## Unpacking Rubric Levels

### Level 3

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

- The assessment provides opportunities for students to demonstrate communicative proficiency through the interpersonal or presentational modes of communication in the target language in meaningful cultural context(s).

- The analysis is an accurate listing of what students did correctly and incorrectly in relation to communicative proficiency.
- The analysis is aligned with the evaluation criteria and/or assessed learning objectives.
- Some general differences in learning across the class are identified.

### Below 3

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

- The analysis is superficial (e.g., primarily irrelevant global statements) or focuses only on partial data (on right or wrong answers or only on procedures or facts).
- 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 summary, the analysis presents an incomplete picture of student learning by only addressing either successes or errors.
2. The assessment does not provide opportunities for students to demonstrate communicative proficiency in the target language and primarily focuses on the interpretive mode of communication.

**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 the summary of learning.
3. The assessment is **focused on memorization of grammatical rules or lists of vocabulary** with little or no attention to understanding the connections between the grammar and vocabulary (language forms) and the communicative purposes (language functions) they serve.

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

- There is a significant lack of alignment between evaluation criteria, learning objectives, and/or analysis. Minor inconsistencies are not significant enough to be scored at a Level 1.
- A lack of alignment can be caused by a lack of relevant evaluation criteria to assess student performance on the learning objectives. This includes if there is no evaluation criteria provided. NOTE: Evaluation criteria can be described in Assessment Commentary Prompt 1 and/or as a separate document under Evaluation Criteria.

### 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.
- The assessment provides opportunities for students to demonstrate communicative proficiency through the interpersonal or presentational modes of communication in the target language in meaningful cultural context(s).
- The analysis addresses students' development of communicative proficiency in the target language.

**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.
- Specific examples from work samples are used to demonstrate the whole class patterns that address not only language forms, but functions as well. For example, "Most students were able to give directions to get to a specific destination using the appropriate prepositions and commands." "Few students were able to vary their vocabulary, sticking to one or two forms."
- 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.

**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. For example, "Most students were able to use the appropriate forms of the verbs to give directions; I wonder, though, if a person followed the directions he/she would be able to get to the destination. Next time, I will ask students to work in pairs to follow each other's directions with a map. Providing a map will especially help with a graphic scaffold for students who need to have visuals and manipulatives, such as X, Y, Z."

# Assessment Rubric 11: Providing Feedback to Guide Student Development of Communicative Proficiency in the Target Language

WL11: What type of feedback does the candidate provide to focus students?

## The Guiding Question

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 students are doing well and what needs to improve in relation to the learning objectives.

## Key Concepts of Rubric:

- **Significant content inaccuracies**—Content flaws 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).
- **Learning objectives**—Student learning outcomes to be achieved by the end of the lesson or learning segment.

### Primary Sources of Evidence:

Student work samples

Evidence of feedback (written, audio/video)

Assessment Commentary **Prompts 1a, 2a–b**

## 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 that is aligned with the learning objectives. Specific feedback includes such things as directions on how to accurately correct grammatical errors, suggesting information or strategies that would help learners revise and edit their writing, recasts, and/or concrete examples of the right or best answer. 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 below 3:

- Evidence of feedback is general, unrelated to the learning objectives, developmentally inappropriate, 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, "Watch out for verb tense!" that are not linked to a specific strength or need. General feedback does not address the specific error or correct solution (e.g., "Check your work" or "Yes!"). Feedback that is limited to a single remark, such as identifying the total percent correct (86%), an overall letter grade (B), or one comment such as "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. Those examples of a single piece of feedback do not even 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 **two different ways** that evidence is scored at Level 1:

1. There is a pattern of feedback that is not related to the learning objectives.
2. Developmentally inappropriate feedback that is not attuned to students' actual levels of proficiency in the target language

#### 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 above 3:

- Feedback is specific, accurate, related to objectives, and addresses students' strengths AND needs related to the language functions and forms of the target language.

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

- Specific feedback addresses both strengths and needs related to the development of communicative proficiency in the target language. For example, "You did a great job giving general directions to the supermarket. Next time, make sure to check your tone or register. If you are talking with a senior person, you need to use the appropriate form of the pronoun."

**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, "Your presentation included detailed information about a city in the target language. Next time, try not to read as much, and concentrate on the audience."

**OR**

- A meaningful connection to experience or prior learning. For example, the candidate refers back to a prior lesson: "Remember last class when we talked about what makes a good presentation? Eye contact is very important. When you present, try to look at your audience, not the paper or the teacher."

# Assessment Rubric 12: Student Understanding and Use of Feedback

**WL12: How does the candidate support focus students to understand and use the feedback to guide the development of communicative proficiency in the target language?**

## 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 feedback (written, audio/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:

- Candidate describes how 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 students are going to do; otherwise, it is vague and the evidence should be scored at Level 2.
  - Example for understanding feedback: Candidate reviews work with whole class focusing on common mistakes that explicitly includes content that one or more focus students were given feedback on. E.g., "Go over your writing and circle the verbs for the accurate verb tense."
  - Example for using feedback: Candidate asks focus students to "Revise your writing or correct errors using feedback given and resubmit revised work."

### Below 3

#### Evidence that demonstrates performance below 3:

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

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

- The description of how focus students will understand or use feedback is very general or superficial. Details about how the focus students will understand or use the feedback are missing. For example, "The focus students will review their work. The feedback will tell them what they did right and wrong when using the verb. They will get a chance to practice using the correct form of the verb next week," or, e.g., description discusses whole class understanding or use of feedback without explicit attention to feedback given to one or more focus students.
- The use of feedback is unrelated 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 above 3:**

- Support for the focus students to understand **AND** use feedback are described in enough detail to understand either how the focus students will develop communicative proficiency by making connections between language functions and forms in the target language **OR** how the candidate will support the focus students to generalize feedback to future assignments or contexts. For example, "You should use X verb when you are giving directions to someone."

**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, "When I was following your directions, I could not get to my destination. Can you revise your directions and tell me again so that I can be successful at the second time I hear? What changes can we make?" Or 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). Next, students would be given an opportunity to revise their responses involving those concepts, using the graphic organizer to support their revisions. These examples show 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 may 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 meets Level 4 **AND** 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 13: Using Assessment to Inform Instruction

**WL13: 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 should also address the whole class, groups with similar needs, and/or individual students.

## World Language Terms Central to the edTPA:

- **modes of communication (interpretive, interpersonal, and presentational):** (defined in edTPA handbook and TBR Rubric 1)

### Primary Sources of Evidence:

Student work samples

Evidence of oral or written feedback

Assessment Commentary **Prompts 1 and 3**

## Scoring Decision Rules

- |                            |   |
|----------------------------|---|
| ▶ <b>Multiple Criteria</b> | <ul style="list-style-type: none"><li>▪ Criterion 1 (<b>primary</b>): 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 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 below 3:

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

### 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 in the changes related 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 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 improving their interpretive as well as either their interpersonal or presentational modes of communication.
- 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 development of students' communicative proficiency in interpretive as well as either interpersonal or presentational modes of communication in the target language. 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 development of communicative proficiency in the target language.
- 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 development of students' communicative proficiency in interpretive, interpersonal, and presentational modes of communication in the target language. 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 development of communicative proficiency in the target language.
- The candidate explains how principles or Second Language Acquisition/Teaching 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.