



Understanding Rubric Level Progressions

**Early Childhood
Version 01**

Candidate Support Resource

SCALE

Stanford Center for Assessment, Learning, & Equity

URLP_ECH_v01

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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.

Developmentally Appropriate Practice

Developmentally appropriate practice requires that the teacher support the whole child through supportive and challenging active learning experiences that indicate an understanding of the current developmental, cultural, and linguistic strengths and needs of young children. Instruction to promote language and literacy development should take place across disciplinary contexts and attend to the interrelated processes of listening, speaking, reading, writing, and visually representing in a learning environment that supports the whole child and provides a healthy, respectful, supportive, and challenging context for learning.

Early childhood portfolios to be scored range from very young children to 3rd grade. Early childhood scorers will need to consider the developmental level of children featured in the portfolio and apply the appropriate expectation during scoring of the candidate's performance yet still attend to the rubric language and TBR guidelines.

See Early Childhood edTPA handbook for definitions of underlined terms.

EARLY CHILDHOOD LEARNING SEGMENT FOCUS:

Candidate's instruction should include developmentally appropriate practices to promote language and literacy development in an interdisciplinary context, and take into consideration the active and multimodal nature of young children's learning.

Planning Rubric 1: Planning for the Whole Child

EC1: How do the candidate's plans build on each other to support children's language and literacy development through active and multimodal learning?

The Guiding Question

The Guiding Question addresses how a candidate's plans build a learning segment of three to five learning experiences 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 promote language and literacy development and take into consideration the active and multimodal nature of young children's learning in an interdisciplinary context.

Key concepts of rubric:

- *Aligned*—Standards, objectives, instructional strategies and learning experiences are "aligned" when they consistently address the same/similar learning outcomes to promote language and literacy development.
- *Significant content inaccuracies*—Content flaws in commentary explanations, lesson plans, or instructional materials that will lead to children misunderstanding and the need for reteaching.

Early Childhood Terms Central to the edTPA:

- *Multimodal*—Refers to the full range of domains that impact children's development and thinking: cognitive, social/emotional, and physical. Nurturing the *multimodal nature of young children's learning* entails engaging all their senses and utilizing varied approaches to learning (i.e., integrated, meaningful experiences that build on children's interests, nurture their curiosity, and respond to their own unique styles of learning while scaffolding and challenging them to grow along a developmental continuum).
- *Interdisciplinary*—Refers to learning experiences that include connections across disciplines (such as math, science, social studies or other language/literacy concepts). Interdisciplinary instruction embeds learning experiences in a study or theme that cuts across multiple disciplines and enhances the meaning and authenticity of the experiences while supporting specific learning objectives and goals. Interdisciplinary connections made to other *language and literacy* concepts must go beyond a connection to prior learning and relate to *language and literacy* content outside the current learning segment and central focus.

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

- *Central focus*
- *Learning experience*
- *Learning segment*

Primary Sources of Evidence:

Context for Learning Information

Planning Commentary **Prompt 1a–d**

Strategic review of Lesson Plans & Instructional Materials

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Plans for instruction are **logically sequenced** to facilitate children's learning.
- Plans are presented in a linear sequence OR a nonlinear sequence in which **each learning experience builds on the previous one(s)**. (A nonlinear sequence may include an interdisciplinary learning experience whereby specific language and literacy development is supported through various contexts).
- In addition, the sequencing of the plans supports children's learning by connecting multiple modes of learning with the active nature of young children's learning. **These connections are explicitly written in the plans or commentary**, and how the connections are made is not left to the determination of the scorer. (For example: The candidate **specifically identifies** the multiple modalities of learning **and** opportunities for active learning.)
- Be sure to pay attention to each component of the early childhood emphasis on the active and multimodal nature of young children's learning.

Below 3

Evidence that demonstrates performance below 3:

- Plans for instruction support children's learning of language and literacy **with limited to no** description of how the learning experiences connect to the active nature of young children's learning.

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

- The candidate has planned to help children understand language and literacy through **one modality**, and the **connections** to the active nature of young children's learning are **fleeting or vague**.
 - If candidate plans address learning through more than one modality to promote language and literacy development but make **little connection** to the active nature of children's learning (e.g., general statements about children's need for active learning loosely related to the learning segment), this rubric is scored at Level 2.

- Note: the candidate should receive a score of 2 if the scorer determines that connections *could* be made, but these connections are not made by the candidate.

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

- The candidate plans learning experiences that are developmentally inappropriate OR instruction **solely focuses on one modality** for learning with **no connection** to the active nature of young children's learning.

Automatic Score of 1 is given when:

- There is a pattern of **significant content inaccuracies** that will lead children to misunderstandings. Content flaws in the plans or instructional materials are significant and systematic, and interfere with learning
- **Standards, objectives, learning tasks, and materials are not aligned** with each other. There is a pattern of misalignment across two or more learning experiences.
- If the candidate uses more than one modality but the sequencing of the learning experiences is not logical, such that it does not promote children's understanding of the learning segment's concept or theme, this rubric is scored at a Level 1.
- If one standard or objective does not align within the learning segment, this level of misalignment is not significant enough for an Automatic 1.

Above 3

Evidence that demonstrates performance above Level 3:

- Learning experiences are designed to support children in language and literacy development and include the use of multiple modalities for learning. The candidate provides **explanations** of how the planned learning experiences facilitate active learning in young children. These explanations must relate to the planned learning segment.
- Learning experiences are implemented within an interdisciplinary context.

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

- The candidate plans for children's language and literacy development to occur through multiple modalities.
- Connections to the active nature of young children's learning require that the candidate **explains how** the planned learning experiences promote active learning of language and literacy through **multiple modalities**. At Level 3, the candidate explains **what** s/he is planning in order to accommodate children's needs for active multimodal experiences; **at Level 4**, the candidate explains **how** these planned multimodal active experiences meet those needs. In the commentary, the candidate addresses **how** learning is connected through children's activity in the learning experience; the candidate should provide this explanation for more than one modality. For example: "I will actively engage the children during the activity about motion and force by having all the children manipulate different types of objects. The children will take turns and use their hands to move the objects across the carpet area. We will also identify each object and describe it together. By having the children use their hands and communicate with me and each other about the objects and how they move..."

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

- Learning experiences are intentionally designed within an interdisciplinary context, such as math, science or social studies or an additional language and literacy concept that falls outside the identified focus of the current learning segment. The candidate explicitly plans to help children make the connections between the current lessons and concepts from other disciplines.

Planning Rubric 2: Planning to Support Varied Learning Needs

EC2: How does the candidate use knowledge of the children to support children's varied learning needs?

The Guiding Question

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

Key Concepts of Rubric:

- *Planned Supports* include instructional strategies, learning experiences and materials, and other resources deliberately designed to facilitate children's 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/or instructional materials to clarify planned supports.

Scoring Decision Rules

▶ Multiple Criteria	▪ N/A for this rubric
▶ AUTOMATIC 1	▪ Planned support according to requirements in IEP or 504 plans is completely missing. ▪ NOTE: If there are no children 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 the planned supports for children address the learning needs of the whole class/group (e.g., children with varied learning needs or approaches) and support 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 children's 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 children.
- Planned supports are not closely tied to learning objectives or the central focus.
- Evidence does not address ANY instructional requirement in IEPs or 504 plans.

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

- Planning Task 1 evidence addresses at least one of the instructional requirements in IEPs and 504 plans that are applicable to the learning segment; other than that, all learning experiences are presented to all children in the same way.
- The planned supports would work for almost any learning objective, and it is unclear:
 - How the supports are connected to differences in children's learning approaches OR
 - If the supports will promote learning related to the objectives or central focus (e.g., pair high and low children during partner work without a specific description of how that supports children with a specific need, generic statements such as, "Check on children who are usually having trouble without any specific indication of the targeted learning"; reviewing for misunderstandings with thumbs up/thumbs down; strategic grouping of children without specifying why this grouping matters for learning related to the learning segment).
- Supports are tied to learning objectives in 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 children's needs as described by the candidate is absent.

Automatic Score of 1:

- If IEP/504 requirements are listed 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/group or individuals. If the candidate includes one or more of the IEP or 504 plan requirements for any child in the lesson plans or commentary, then the score is determined by the Planned Support criterion. (If there are no children with IEPs or 504 plans, then this criterion is not applicable. When the required supports are not applicable to the planned learned experiences or those children included in the learning segment, then an Automatic 1 is not given. For example, if a required support includes a twice-a-week individual session with a speech therapist and this is not listed in the lesson plan, a scorer should not assign an Automatic 1 score.)

Above 3

Evidence that demonstrates performance above 3:

- Evidence addresses specific children's needs (beyond those required in IEP and 504 plans) by including scaffolding or structured supports that are explicitly selected or developed to help individual children and groups of children with similar needs to gain access to content and meet the learning objectives.

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

- The candidate **provides an explanation** of how the supports are tied to the learning objectives and are intended to meet **specific needs** of individuals or groups of children with similar needs, in addition to the whole class/group. Differentiated supports should be provided for more than one child—either more than one individual or for a specific group of children with similar needs (e.g., more instruction in a prerequisite skill; more teacher-direction; kinesthetic integration with auditory presentation).

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

- ALSO identifies possible developmental approximations, preconceptions, errors, or misunderstandings associated with the central focus, and describes specific strategies to identify and respond to them.
- If the plans and commentary attend to developmental approximations or common misunderstandings without also satisfying Level 4 requirements, this is not sufficient evidence for Level 5.

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

EC3: How does the candidate use knowledge of the children 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 children, by drawing upon knowledge of individuals or groups, as well as research or developmental theory.

Key Concepts of Rubric:

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

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

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

Primary Sources of Evidence:

Planning Commentary **Prompts 2 and 3**

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- *Primary Criterion:* The candidate explains how the learning tasks are explicitly connected to the children's prior academic knowledge OR knowledge of children's assets (personal, cultural, community). Assets include students' cultural and linguistic backgrounds, interests, community or family resources and personal experiences. (Prior learning example: The candidate states that the children have previously sequenced 3 events from a story, so now they are ready to expand their retelling skills to include up to 6 events in the current lesson. Assets example: Candidate explains that since many of the children live on or near a farm and have experienced growing food, the candidate will use that knowledge to help the children learn sequencing in a book about plant life cycles.)
- *Secondary Criterion:* The candidate refers to research or developmental theory in relation to the plans to support children's learning. However, the connections between the research/theory and the learning experiences are superficial/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:

- There is a limited amount of evidence that the candidate has considered the prior learning of the children in the whole class/group when planning the learning experiences.
- Evidence for young children in general is used to justify plans rather than the prior learning of children in this whole class/group.

OR

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

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

- The candidate's justification of the learning experiences makes some connection with what they know about the children's 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 the children in terms of prior knowledge or background **without making a direct connection to how that knowledge is related to planning for this learning segment.**

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

- There is no evidence that the candidate uses knowledge of children to plan the learning experiences.

Automatic Score of 1 is given when:

- Candidate's justification of learning tasks includes a pattern representing a deficit view of children 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 children's development—as both learners AND as individuals who bring in personal, cultural, or community assets—but also uses research and/or developmental theory to inform planning.

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

- The evidence includes specific examples from children's prior academic learning **AND** knowledge of children's assets (personal, cultural, community). The candidate **explains** how the plans reflect an understanding of children's prior learning and assets. The explanation needs to include **explicit connections** between the learning experiences and the examples provided.
- The candidate explains how research and/or developmental theory informed the selection or design of at least one learning experience 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 developmental 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 and/or developmental 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 Development

EC4: How does the candidate identify and support children's vocabulary development?

The Guiding Question

The Guiding Question examines the specific vocabulary identified in the learning segment and identifies support for the use of this vocabulary.

Key Concepts of Rubric:

Scorers should use the definition below to identify evidence while scoring Rubric 4.

Vocabulary—Includes developmentally appropriate sounds, words, phrases, sentences and paragraphs that children must use or create to engage in the learning experience.

Primary Sources of Evidence:

Planning Commentary **Prompts 4a–c**

Learning experience noted in prompt 4b

(If necessary: Lesson plans/Instructional materials)

Scoring Decision Rules

▶ Multiple Criteria	<ul style="list-style-type: none">■ Criterion 1 (secondary): Vocabulary identified■ Criterion 2 (primary): Vocabulary supports
▶ AUTOMATIC 1	<ul style="list-style-type: none">■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- *Primary Criterion:* General support to promote children's development of the vocabulary is described, but not in specific detail.
- *Secondary Criterion:* The candidate identifies vocabulary **related** to the central focus and planned learning experiences.
- The candidate will receive a score of 3 if the evidence meets the primary criterion at Level 3, and the secondary criterion can be scored at level 2 or higher.

Below 3

Evidence that demonstrates performance below 3:

- Little to no support is described to promote children's development of the vocabulary.
- The candidate provides a superficial description of the vocabulary with little or no attention to how it is used in the learning experience.

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

- *Primary Criterion:* General support to promote children's development of the vocabulary is described, but not in specific detail.
- *Secondary Criterion:* The vocabulary identified has little relation to the central focus or identified learning experience.

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

- Vocabulary supports are not identified OR are not aligned to the identified learning experience.
- The vocabulary identified is developmentally inappropriate OR unrelated to the central focus or identified learning experience.

Above 3

Evidence that demonstrates performance above 3:

- The supports are differentiated to address some specific children's understanding and planned use of vocabulary.
- The candidate identifies vocabulary related to the central focus and identified learning experience.

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

- *Primary Criterion:* The candidate plans specific vocabulary supports in relation to children's language needs to engage these children in the learning experience. The candidate describes how vocabulary supports are specific for some children in the whole class/group. If the candidate describes the supports in detail but does not explain how they are related to the needs of the children in the whole class/group, this evidence should not be scored at a level 4.
- Vocabulary supports promote the use or attempted use of vocabulary and may include instructional materials and strategies that are selected, modified, and/or scaffolded to assist some specific learners.
- *Secondary Criterion:* The candidate identifies vocabulary **related** to the central focus and planned learning experiences.

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

- The candidate **explains** how the vocabulary supports are either designed or differentiated to meet the needs of all children in the learning segment who have differing language needs. This explanation goes beyond superficial and includes rationales for differentiated supports.

Planning Rubric 5: Planning Assessments to Monitor and Support Children's Learning

EC5: How do the informal and formal assessments monitor children's multimodal learning of language and literacy?

The Guiding Question

The Guiding Question addresses how the assessments are selected or designed so that they align to the standards and objectives, and the extent to which assessments provide multiple forms of evidence to monitor children's progress throughout the learning segment. It also addresses required adaptations from IEPs or 504 plans as well as supportive modifications based on needs of individuals or groups of children. The array of assessments should provide evidence of children's language and literacy development through more than one modality and encourage children to actively demonstrate learning.

Key Concepts of Rubric:

- *assessment (formal and informal)*—"[R]efer[s] to all those activities undertaken by teachers and by their students that provide information to be used as feedback to modify teaching and learning activities." Assessments provide evidence of children's prior knowledge, thinking, or learning in order to evaluate what children understand and how they are thinking. Informal assessments may include, for example, children's questions and responses during their learning experiences and teacher's anecdotal observations of children as they work or perform. Formal assessments may include, for example, samples of children's writing, drawing, painting, photos, project work, and performance tasks.

Primary Sources of Evidence:

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

Planning Commentary **Prompt 5**

Assessment Materials

Strategic review of Lesson Plans

Scoring Decision Rules

- | | |
|----------------------------|--|
| ▶ Multiple Criteria | ■ N/A for this rubric |
| ▶ AUTOMATIC 1 | ■ None of the assessment adaptations required by IEPs or 504 plans are made. (If there are no children 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 from more than one modality of children's learning of language and literacy at various points within the learning segment.
- Assessments gather evidence of learning related to the central focus and may be formative, summative or both.
- The evidence that is yielded by the assessments, both formative and summative, is explained and the determination of how the candidate will be able to monitor children's learning is not left up to the scorer. Candidates must identify the learning they plan to assess and how they plan to assess it. (Example: "During the discussion on the differences between facts and opinions, I will note on my checklist who is able to state an opinion and use complete sentences.")
- 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 children's learning of language and literacy within the learning segment.

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

- Assessments may include more than one modality to monitor children's learning, but it is unclear how the assessments will produce evidence of learning. For example, the candidate may identify the assessment but does not describe the learning that will be assessed (e.g., "I will monitor learning with a checklist aligned to the learning objectives") or the candidate may describe the learning to be assessed, but does not identify the assessment.

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

- Assessments focus only on one modality to monitor learning.

Automatic Score of 1:

- If there is NO attention to ANY assessment-related IEP/504 plan requirements in either the commentary or the Planning Task 1 artifacts, an automatic 1 is applied; otherwise the evidence for the other criteria will determine the score. If the candidate includes one or more of the IEP or 504 plan requirements for any child in the lesson plans or commentary, then the score is determined by the Planned Support criterion. (If there are no children with IEPs or 504 plans, then this criterion is not applicable. When the IEP/504 requirements are not applicable to the planned learned experiences or those children included in the learning segment, then an Automatic 1 is not given.)

Above 3

Evidence that demonstrates performance above 3:

- The array of planned assessments uses multiple modalities and will provide consistent evidence to monitor children's learning for each lesson
- Assessment evidence will allow the candidate to determine children's progress toward developing language and literacy.

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

- The array of assessments provides evidence to track children's progress of language and literacy development through multiple modes of learning—this type of evidence is collected in every lesson.

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

- Describes how assessments are explicitly designed or adapted/modified to target individuals or groups with specific needs to allow them to demonstrate their learning.
- Strategic design of assessments goes beyond things like allowing extra time to complete an assignment, shortening worksheets, or adding a challenge question. For example: Candidate describes in detail how and why a group of children who have difficulty writing will be asked to sort pictures and word cards in a small group session to determine if they understand the concept of sequencing. Candidate explains how this method will provide the information needed to assess each child's learning.

Instruction Rubric 6: Learning Environment

EC6: How does the candidate demonstrate a positive learning environment that supports children's 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 challenges the children to learn while fostering respectful interactions between the candidate and children, and among children.

Key Concepts of Rubric:

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

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

- *Learning environment*

Primary Sources of Evidence:

Video Clips

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 clips. Candidates sometimes describe events that do not appear in the clips or conflict with scenes from the clips—**such statements should not override evidence depicted in the video.**

Scoring Decision Rules

▶ Multiple Criteria	▪ N/A
▶ AUTOMATIC 1	▪ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3: In the clips:

- The candidate's interactions with children are respectful and demonstrate rapport. There is evidence of a positive comfortable relationship between candidate and children and/or an ease of interaction that goes back and forth based on relevance or engaged conversation, such that both children and candidate are seen to communicate easily with each other.
- 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 children. Examples include attentive listening while other children speak, respectful attention to another child's idea (even if disagreeing), working together with a partner or group to accomplish tasks.

Below 3

Evidence that demonstrates performance below 3: The clips:

- Do not exhibit evidence of positive relationships and interactions between candidate and children.
- Reveal a focus on classroom management and maintaining children's behavior and routines rather than engaging children in learning.

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

- Although clips reveal the candidate's respectful interactions with children, there is an emphasis on candidate's control of children behaviors, discussions, and other activities in ways that limit and do not support active learning. A major focus of the candidate's interactions with the children is controlling their behavior.

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

1. The clips reveal evidence of a pattern of candidate-child or child-child interactions that discourage children contributions, disparage children, or take away from learning.
2. The classroom management is so weak that the candidate is not able to, or does not successfully, redirect children, or the children 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 children are productively engaged in the learning experience should not be scored as disruptive. Examples of this may include children 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 clips:

- Reveal a learning environment that includes tasks/discussions that both support and challenge children's thinking and encourage respectful child-child interaction.

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

- The learning environment supports learning experiences that appropriately challenge children by promoting higher-order thinking or application to develop new learning. The candidate may provide children with social or cognitive challenges and opportunities.
- There must be evidence that the environment is both supportive and challenging for children. Examples include: candidate asks questions which children cannot answer immediately, but need to think to respond or asks children to apply their initial learning to another context.
- The learning environment encourages and supports mutual respect among children, e.g., to discuss ideas respectfully with each other. Children are working/talking with each other in activities related to the central focus to actively engage in responding to cognitive challenges provided by the candidate (e.g., Think-Pair-Share, Talk and Turn, small group activities).

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

- The learning environment encourages children to express, debate, and evaluate their own thinking or differing perspectives/ideas related to the central focus. Perspectives could be from curricular sources, children's own ideas, and/or lived experiences. The commentary should reflect the intentionality of the candidate in setting up this type of learning environment.
- For very young children (Pre-K or K), whose cognitive abilities and capacity to sustain attention require more teacher-direction/facilitation, the commentary should reveal both the candidate's understanding of the value in allowing children time to engage in free-thinking and exchange of ideas with their peers and the thought and effort the candidate used to provide this kind of opportunity for the children.

Instruction Rubric 7: Engaging Children in Learning

EC7: How does the candidate engage children in the active and multimodal nature of children's development of language and literacy?

The Guiding Question

The Guiding Question addresses how the candidate engages children in meaningful learning experiences and discussions to develop their understanding of language and literacy through multiple modalities that promote the active nature of young children's learning. This engagement is demonstrated in video evidence provided by the candidate.

Key Concepts of Rubric:

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

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

Primary Sources of Evidence:

Video Clips

Instruction Commentary **Prompt 3**

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

Scoring Decision Rules

▶ Multiple Criteria	<ul style="list-style-type: none">▪ Criterion 1 (primary): Engagement in learning experience▪ Criterion 2: Connections between the new learning and children's development, prior learning, AND/OR assets (personal, cultural, community)▪ When scoring rubric 7, place greater weight or consideration on the criterion 1 (engagement in learning experience).
▶ AUTOMATIC 1	<ul style="list-style-type: none">▪ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- *Primary Criterion:* The clips show that the children are engaged in learning experiences that provide opportunities for language and literacy development through a modality of learning that promotes the active nature of young children's learning. Example: Children are taking turns using an interactive whiteboard. Those children waiting for a turn have papers to write on to record their own answers. The candidate explains that a deliberate effort was made to ensure all children are engaged.

- *Secondary Criterion:* The clips show the candidate **making connections** to children's prior academic learning to help them develop the new understandings and the commentary provides context for this and also connects children's development with new learning.

Below 3

Evidence that demonstrates performance below 3:

- In the clips, children are **participating** in learning experiences that provide limited or no opportunity for them to engage in active learning that develops language and literacy learning related to the central focus.

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

- *Primary Criterion:* Children are participating in tasks that primarily focus on at least one modality for learning and provide **little opportunity for children to engage in active learning**. For example, participation in rote tasks that require little thinking or spending a lot of time waiting for a turn to do something active. Example: Children are seen sitting and listening to the candidate reading a story or giving directions or instruction. The children seem to be listening and interested, but they are not given the opportunity (during the clips) to be actively engaged.
- The structure of the learning experience or the way in which it is implemented constrains children's development of language and literacy (e.g., activities that are "fun" but do not support learning of the central focus).
- *Secondary Criterion:* In addition, the candidate may refer to children's learning from prior units, but the references are indirect or unclear and are not likely to facilitate new learning (secondary criterion).

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

- *Primary Criterion:* The video clips show learning experiences that promote only one modality for learning OR are developmentally inappropriate for these children.
- The links the candidate makes between children's development and new learning are developmentally inappropriate, resulting in children's lack of understanding of concepts being taught.
- *Secondary Criterion:* The candidate is neither using children's prior learning nor assets (personal, cultural, community) to build new learning.

Above 3

Evidence that demonstrates performance above 3:

- The learning experiences as seen in the clips are structured to engage children to develop language and literacy through multiple modalities that promote active learning.
- Connections between children's development, prior learning, and assets (personal, cultural, community) support the new learning. (Secondary criterion)

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

- *Primary Criterion:* The learning experiences in the clips include structures or scaffolding that promote the development of language and literacy while engaging the active nature of young children through multiple modalities of learning. At Level 4, more than one modality promotes the active nature of learning.

- *Secondary Criterion:* In addition, the candidate draws upon not only children's development and prior learning, but also children's assets (personal, cultural, community) to develop new learning.

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

- The learning experiences as seen in the clips promote active and multimodal learning and are structured or scaffolded using an interdisciplinary context so that children will develop language and literacy in ways that are appropriately challenging and directly related to learning the concepts being taught. In the commentary, the candidate explains with specific examples how the learning experiences seen in the clips deepen and extend language and literacy learning.
- In addition, the candidate encourages children to make connections to their prior learning and assets (personal, cultural, community) and use these connections to support new learning.

Instruction Rubric 8: Deepening Children's Learning

EC8: How does the candidate elicit children's responses to promote active development of language and literacy?

The Guiding Question

The Guiding Question addresses how, in the video clips, the candidate brings forth and builds on children's responses to guide learning; this can occur during whole class/group discussions, small group discussions, or consultations with individual children.

Key Concepts of Rubric:

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

Primary Sources of Evidence:

Video Clips

Instruction Commentary **Prompt 4a**

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

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The candidate provides **developmentally appropriate** prompts (e.g., questions or statements) to support children to offer responses that require thinking related to language and literacy understanding (e.g., by using a variety of fact-based, "how" and "why" questions). Some instruction may be characterized by initial questions focusing on facts to lay a basis for later higher-order questions in the clips.
- For example, some Pre-K and K children may be appropriately challenged by being asked to respond to factual questions that require them to think about a story that was read and formulate a response to a question about what happened in the book. However, 'why' and 'how' questions are also appropriate for young children and can help those children who are ready to answer these questions develop higher order thinking skills.

Below 3

Evidence that demonstrates performance below 3:

- In the clips, classroom interactions provide children with limited or no opportunities to think and learn about language and literacy.

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

- Most of the candidate's questions are closed-ended, requiring true/false, 'yes/no' answers, or the questions focus on facts or offer limited opportunities for response that do little to encourage children's thinking about the language and literacy.

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

- There are few opportunities presented for children to express ideas/thinking related to the learning experience.

Automatic Score of 1 is given when:

- There is a pattern of **significant content inaccuracies** that will lead to children's misunderstandings.
- The candidate makes a significant error in content (e.g., introducing an inaccurate definition of a central concept before children 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 clips, the candidate uses children's ideas and thinking to further their understanding of language and literacy through active learning.

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

- The candidate follows up on children's responses to encourage them or their peers to explore or build on the ideas expressed (e.g., after eliciting a response, the candidate further prompts a child or other children in order to extend the question/response moving on to a different question).
- The candidate uses this instructional strategy to develop children's understanding of language and literacy and promote the active nature of young children's learning.
- Examples of "building on children's responses" include:
 - referring to a previous child's response in developing a point or clarifying a fact;
 - calling on the child to elaborate on what s/he said;
 - posing questions to guide children's discussion;
 - soliciting a child's examples and asking another child to identify what they have in common;
 - asking a child to summarize a lengthy discussion or rambling explanation; and
 - asking another child to respond to a child's comment or answer a question posed by a child 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 clips that the candidate structures and supports child-child conversations and interactions that facilitate children's ability to evaluate and self-monitor their learning. In the commentary, the candidate may describe how s/he provides this structure and support and how the interactions promote self-evaluation.

Instruction Rubric 9: Subject-Specific Pedagogy

EC9: How does the candidate use interdisciplinary learning experiences to promote children's development of language and literacy?

The Guiding Question

The Guiding Question addresses how the candidate uses interdisciplinary connections for the children in the video clips to build their understanding of language and literacy.

Key Concepts of Rubric:

- *Interdisciplinary*—Refers to learning experiences that include connections across disciplines. Interdisciplinary instruction embeds learning experiences in a study or theme that cuts across multiple disciplines and enhances the meaning and authenticity of the experiences while supporting specific learning objectives and goals. Interdisciplinary connections may include concepts from outside language and literacy, such as math, science or social studies, or it may include language and literacy concepts outside of the central focus of the learning segment. Interdisciplinary connections made to *language and literacy* must go beyond a connection to prior learning and relate to *language and literacy* content outside the current learning segment and central focus.
- *Subject-specific*—refers to the specific edTPA handbook (e.g., Early Childhood); each of which has its own unique construct for this rubric. Early Childhood's Rubric 9 construct is Interdisciplinary Connections.

Primary Sources of Evidence:

Video Clips

Instruction Commentary **Prompt 4b**

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

Scoring Decision Rules

▶ Multiple Criteria	▪ N/A for this rubric
▶ AUTOMATIC 1	▪ Materials that are not appropriate or used inappropriately for the content being taught

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- In the clips, the candidate uses one or more interdisciplinary connections to intentionally promote the development of language and literacy identified related to the learning segment. Although the interdisciplinary connection may or may not be obvious in the clips, the commentary helps clarify the candidate's intention to connect children's learning to other disciplines. Example: Candidate's learning experience is on rhyming and the candidate tells the children in the clip that they are going to find rhymes for words that relate to the science concepts they just learned about. As a group, they first review the words and children are asked to raise their hands when they hear a rhyme from their science lesson. The commentary provides the context of the past science lesson and how it relates to the current learning experience and will promote the development of language and literacy within the current segment.

Below 3

Evidence that demonstrates performance below 3:

- In the clips, the candidate is not using interdisciplinary connections effectively to guide children's development of language and literacy.

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

- In the clips, the candidate may attempt to use interdisciplinary connections to facilitate understanding of language and literacy, but the connections are not clear enough in the commentary or clips to be effective. Or, the candidate makes a fleeting reference to an interdisciplinary connection or may use instructional materials that could promote an interdisciplinary connection but does not clearly establish this connection for the children or explain the connection in the commentary.
- Example, a candidate may remind children of a weekly theme of transportation and use vocabulary from a book on trains while teaching about phoneme segmentation, but does not explain in the clips or in the commentary how this connection helps children learn the language concept.

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

- In the clips, the candidate fails to make interdisciplinary connections to concepts in the learning segment.

Automatic Score of 1 is given when:

- Use of the materials seen in the clips will lead to significant child misunderstandings.
- The interdisciplinary connections are significantly inappropriate for the intended learning or cause confusion to children.

Above 3

Evidence that demonstrates performance above 3:

- In the clips, the candidate is making explicit and strategic use of interdisciplinary connections for the children in order to develop their language and literacy learning. The candidate's strategy for making connections is clearly defined in the commentary.

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

- In the clips, the candidate states carefully chosen interdisciplinary connections that will likely encourage children to think more deeply or promote a deeper understanding of the current language and literacy learning. The candidate's commentary may clarify the intended use of any interdisciplinary connections made in the clips) Example: Candidate is working on dental hygiene with the children and integrates the literary concepts of sequencing and transitional words. In the clip, he uses a chart they had used earlier in the day to record sequences in stories while they discuss the sequence of brushing teeth. He clearly states to the children that we can use the chart to sequence many things besides books and we use the same words in different contexts to identify order. This connection is discussed in the commentary as an intentional strategy to help the children solidify their understanding of the concept of sequencing.

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

- The candidate structures and supports conversations or learning experiences that help children consider interdisciplinary connections that promote language and literacy learning.
- Example: Candidate is working on dental hygiene with the children and integrates the literary concepts of sequencing and transitional words. In the clip, he uses a chart they had used earlier in the day to record sequences in stories while they discuss the sequence of brushing teeth. He clearly states to the children that we can use the chart to sequence many things besides books and we use the same words in different contexts to identify order. In addition, the candidate prompts children to make connections to the words on the chart and asks them to make their own connections to the new learning. The candidate makes these interdisciplinary connections, but also prompts the children to make the connections. These connections are discussed in the commentary as an intentional strategy to help the children solidify their understanding of the concept of sequencing.

Instruction Rubric 10: Analyzing Teaching Effectiveness

EC10: How does the candidate use evidence to evaluate and change teaching practice to meet children's varied learning needs?

The Guiding Question

The Guiding Question addresses how the candidate examines the teaching and learning in the video clips and proposes what s/he could have done differently to better support the needs of children. The candidate justifies the changes based on children's needs and references to research and/or developmental theory.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Instruction Commentary **Prompt 5**

Video Clips (for evidence of children's learning)

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- *Primary criterion:* The proposed changes address the central focus and the candidate specifically connects those changes to the learning needs of the whole class/group.
 - Proposed changes noted by the candidate should be related to the lessons that are seen or referenced in the clips, but do not need to be exclusively from what is seen in the clips alone. This means that since only portions of the lessons will be captured by the clips, candidates can suggest changes to any part of the lesson(s) referenced in the clips, even if those portions of the lesson(s) are not depicted in the clips.
- *Secondary criterion:* The candidate refers to research or developmental theory in relation to the plans to support children's 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 children's 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 experiences, with a superficial connection to children's 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 clips. Examples include improving directions, repeating instruction without making significant changes based on the evidence of children's learning from the video clips, or including more group or independent work without indicating how the work will address specific learning needs.
- If a candidate's proposed changes have no relation to the central focus, this rubric cannot be scored beyond a Level 2.

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

- The changes are not connected to or supported by evidence of children's learning from learning experience(s) seen in the clips. For example, on a learning experience on sequencing, a candidate may suggest the children need to learn more about the scientific concepts of force and motion without explaining how the proposed changes are connected to the learning experience.

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 learning experiences seen in the video clips.
- The changes in teaching practice are supported by research and/or developmental 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/group in the video clips 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 developmental theory is related to the changes proposed. Candidates may cite research or developmental theory in their commentary, or refer to the ideas and principles from the research/theory; 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**

- The candidate explains how principles of research or developmental 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 Children's Learning

EC11: How does the candidate analyze evidence of children's language and literacy learning?

The Guiding Question

The Guiding Question addresses the candidate's analysis of children's work on a common assessment and additional evidence of learning to identify strengths, needs and patterns of learning for the focus children and across the whole class/group.

Key Concepts of Rubric:

- *Aligned*—The common 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 alone (e.g., 8/10 = A, or 5/10 = C) are not evaluation criteria. Evaluation criteria must be relevant to the learning objectives, though they may also include attention to other desired features of the assessment response, e.g., neatness, spelling.

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

- *Patterns of learning*

Primary Sources of Evidence:

Assessment Commentary **Prompt 1a–d**

3 sources of evidence (Children's work samples, video/audio evidence, and observation notes)
Evaluation criteria

Scoring Decision Rules

▶ Multiple Criteria	▪ N/A
▶ AUTOMATIC 1	▪ Significant misalignment between evaluation criteria, learning objectives, and/or analysis

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Sources of evidence from **the focus children** are used to support an accurate listing of what children did correctly and incorrectly related to language and literacy development. At Level 3, the candidate must address both strengths and needs for each focus child, but does not have to provide an equal level of analysis for both focus children.
- The analysis is aligned with the evaluation criteria and/or assessed learning objectives.

- Some differences in children's learning across the whole class/group are also identified through an analysis of the common assessment.
- A graph or chart or a written summary of performance for the children in the whole class/group is included to provide evidence of the range of performance.

Below 3

Evidence that demonstrates performance below 3:

- The analysis of the focus children's learning is superficial (e.g., primarily irrelevant global statements) or focuses only on partial data (solely on right or wrong answers) related to language and literacy.
- The analysis is contradicted by the sources of 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. The analysis presents an incomplete picture of the focus children's learning by omitting either successes or errors for one focus child.
2. The analysis does not address children's development of language and literacy.

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

1. The analysis is superficial because it ignores important evidence from the sources of evidence, focusing on irrelevant aspects of the assessment or learning.
2. The conclusions in the analysis are not supported by the sources of evidence or the summary of learning (e.g., analysis does not address focus children).

Automatic Score of 1 is given when:

- There is a significant lack of alignment between evaluation criteria, learning objectives, and/or analysis. (For example, the candidate evaluates the children only on capitalization and punctuation when the central focus is sequencing.)
- A lack of alignment can be caused by a lack of relevant evaluation criteria to assess children's performance on the learning objectives.

Above 3

Evidence that demonstrates performance above 3: The analysis:

- Identifies patterns of learning (quantitative and qualitative) that summarize what focus children know, are able to do, and still need to learn. Candidate uses the knowledge of the focus children's successes and errors to identify what they indicate about the focus children's understanding of the language and literacy concepts that were taught.
- Describes patterns for the focus children and whole class/group, small groups, or individuals.
- Is supported with evidence from the multiple sources of evidence and is consistent with the summary.

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

- The analysis describes consistencies in performance across the whole class/group and what focus children know and are able to do and where they need to support.
- The analysis goes beyond a listing of the focus children's successes and errors, to an **explanation of the focus children's understandings** in relation to their performance on the identified assessment(s). An exhaustive list of what the focus children did right and wrong, or the % correct or incorrect responses, should be scored at Level 3, as that does not constitute a pattern of learning. A pattern of learning goes beyond these quantitative differences to identify specific content understandings or misunderstandings, or partial understandings by the focus children that are contributing to the quantitative differences.
- **Specific examples from the sources of evidence are used to demonstrate the patterns of learning.** An example would be, "As a whole, the group struggled with sentence starters. Only 3 children got a score of 10 or higher and therefore the vast majority did not use the starters pre-written in their booklets or used them incorrectly. 5 out of the 10 children used the starter words, but put them at the end. It is unusual for so many children to score so low on writing sentences. When we talked together as a whole class/group and when I talked to individual students, the majority of them were able to use the starter words. I also observed both focus children using them when practicing saying their sentences to their partners. It seems that the children understand how they should be used when speaking, but not when actually writing their sentences. The starter words had never appeared in their writing booklets before so the children might have been confused rather than helped by their presence."

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

- The candidate uses specific evidence from the sources of evidence to demonstrate qualitative patterns of understanding. The analysis uses these qualitative patterns to interpret the range of similar correct or incorrect responses from the focus children (e.g., quantitative patterns), to determine elements of what the children learned and what would be most productive to continue to work on. The qualitative patterns may include struggles, partial understandings, and/or attempts at solutions. An example would be, "Ten out of 15 of the students in the class were able to correctly answer at least 90% of the rhyming questions. The 5 children who had more difficulty identifying rhyming words were those who are still unable to match written letters to sounds. They are also children who seem to have difficulty parsing phonemes from words. The 2 focus children showed a similar pattern. FC1 is very good at matching sounds and letters and he got all the rhyming questions right. In my notes and in the video evidence, FC1 consistently matches sounds and letters and is great with rhyming words. FC2 has had a very hard time identifying letters from hearing sounds and she has shown little phonemic awareness. She only got half of the rhyming questions correct, indicating to me that she was most likely guessing. My video evidence also shows that she had difficulty rhyming when she insists that "bag" and "bat" rhyme. I will need to work in small groups with some children, including FC2, on both phonemic awareness and phonics in order to help them develop rhyming skills. Other children are ready for more complex rhyming lessons such as use of beginning consonant blends."

Assessment Rubric 12: Providing Feedback to Guide Learning

EC12: What type of feedback does the candidate provide to focus children?

The Guiding Question

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

Key Concepts of Rubric:

- *Feedback*—includes written or verbal questions, responses, and/or advice provided directly to children by candidate.
- *Significant content inaccuracies*—Content flaws in the feedback are significant and systematic, and interfere with children's 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 child (e.g., lengthy written explanations for young children or English learners without a mention that these comments will be discussed with the children).

Primary Sources of Evidence:

Assessment Commentary **Prompt 2a–b**

Evidence of feedback (written, audio/video)

Note: A written script of verbal feedback is not an acceptable form of evidence of feedback.

Scoring Decision Rules

▶ Multiple Criteria	▪ N/A
▶ AUTOMATIC 1	▪ One or more content errors in the feedback that will mislead child/children in significant ways ▪ No evidence of feedback for one or more focus children
▶ Preponderance of Evidence	▪ N/A

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The feedback for both focus children identifies **specific strengths OR needs** for improvement, although the candidate may not necessarily provide the same type or amount of feedback to both focus children.

- At Level 3, the candidate **MUST** provide the focus children with qualitative feedback about their performance that is **aligned with the learning objectives**. Specific feedback includes such things as questioning, pointing to successful use of vocabulary or strategy, naming a type of question answered correctly, pointing to and naming errors, suggesting information that would help answer questions successfully. Checkmarks, points deducted, grades, or scores do not meet Level 3, even when they distinguish errors from correct responses.

Below 3

Evidence that demonstrates performance below 3:

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

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

- The feedback is related to the assessed learning objectives, however the feedback is vague and does not identify specific strengths or needs for improvement.
- At Level 2, general feedback includes identifying what a focus child did or did not do successfully, with little detail, e.g., checkmarks for correct responses, points deducted, smiley faces with comments such as "Watch out for punctuation!" 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!").

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

- Feedback is not related to the learning objectives. Examples: Stickers or stamps, or feedback that is focused on effort rather than content is considered unrelated to learning objectives (e.g., Nice work!). Feedback that is focused on penmanship and capitalization, when the learning objectives are strictly related to understanding rhyming, is unrelated to the learning objectives.
- Feedback that is limited to a single remark such as identifying the total percent correct or an overall grade or a comment like "Nice work!" should be scored at a Level 1, as these examples do not even provide general feedback.
- Feedback is not developmentally appropriate (e.g., extensive written feedback for a kindergartner without evidence of verbal discussion with the child of what was written).

Automatic Score of 1 is given when:

1. Feedback includes inaccuracies that will misdirect the focus children.
2. There is **no** evidence of feedback for one or more focus children **on the common assessment**; this includes when there is only a description of feedback rather than actual feedback (video, audio, or written) presented to the focus children.

Above 3

Evidence that demonstrates performance above 3:

- For each focus child, feedback is specific, related to assessed learning objectives, and addresses children's strengths AND needs for improvement based on the learning objectives.

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

- Specific feedback addresses both strengths and needs aligned with the learning objectives. For example, "You did a great job listing 3 facts from the story. Please check your spelling—Remember to use our word wall if you aren't sure how to spell a word."

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 child includes:
 - A strategy to address a specific learning need, including the need for a greater challenge. For example, "You wrote down the correct words next to their pictures. Next time you can show me even more of what you can do by writing a complete sentence instead of just the word. Remember to use your capitalization and punctuation rules."

OR

- A meaningful connection to experience or prior learning. For example, the candidate refers back to a prior lesson: "I noticed that in yesterday's lesson you were able to identify only some of the characters in the book. Today, after you used the graphic organizer, you remembered all of the characters and also what they did in the story. You've learned to use a tool to help you remember more details."

Assessment Rubric 13: Children's Understanding and Use of Feedback

EC13: How does the candidate support focus children to understand and use the feedback to guide their further learning?

The Guiding Question

The Guiding Question addresses how the candidate explains how they will help focus children 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 written or oral feedback

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Candidate describes how the focus children 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 children.
- **The description should be specific enough that you understand what the candidate and/or focus children are going to do.** Otherwise, it is vague and the evidence should be scored at Level 2.
 - Example for **understanding** feedback: Candidate goes over new words the focus children have had difficulty reading and how they can be decoded (needs) OR Candidate reminds children of the specific decoding skills they used when they successfully read a new word (strengths).
 - Example for **using** feedback: Candidate asks focus children to read a new passage that contains words they missed earlier (needs) OR Candidate asks children to read new words using similar decoding skills (strengths).

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 the focus children will understand or use feedback is very general or superficial. Details about how the children will understand or use the feedback are missing. For example: "I will have Student B keep practicing her reading."
- The use of feedback is not clearly related to the assessed learning objectives.

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

- Opportunities for understanding or using feedback are not described **OR**
- There is NO evidence of feedback for one or more of the focus children.

Above 3

Evidence that demonstrates performance above 3:

- Support for the focus children to understand **AND** use feedback is described in enough detail to understand how children 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 children to understand and use feedback on their strengths **OR** needs to further develop their learning in relation to learning objectives. For example: A candidate might describe teaching focus children a poem or other mnemonic to help them correctly remember a concept or skill with which they had difficulty.

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

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

Assessment Rubric 14: Analyzing Children's Vocabulary Development

EC14: How does the candidate analyze children's use of vocabulary to develop content understanding?

The Guiding Question

The Guiding Question addresses how the candidate explains the children used the vocabulary associated with the learning experience. The evidence of vocabulary use and the analysis of this evidence should support understanding of the central focus and develop language and literacy understanding.

Key Concepts of Rubric:

- **Vocabulary**—Includes developmentally appropriate sounds, words, phrases, sentences and paragraphs that children must use or create to engage in the learning experience.

Primary Sources of Evidence:

Assessment Commentary **Prompt 3**

Evidence of children's language use (children's work samples and/or video evidence)

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The candidate explains and identifies evidence that the children used or attempted to use the identified vocabulary. Use of vocabulary can include children correctly verbalizing or writing the words, sounds, phrases, or correctly answering questions when candidate says or writes the vocabulary. Attempted use includes verbal and written attempts as well as attempts to understand the candidate saying or writing the words (or reading them on a worksheet).
- The evidence addresses children's use of vocabulary associated with the learning experience. It is not sufficient for the candidate to point to the artifact and make a general statement that, for example, "As seen in the work samples, the children used the vocabulary." The candidate must explain how the children used, attempted to use, or were unable to use the identified vocabulary, e.g., "Child 1 and 2 used the vocabulary and also explicitly connected it with the text we read. Child 1 was unable to use _____ correctly when..."

Below 3

Evidence that demonstrates performance below 3:

- The candidate's description and/or evidence of children's vocabulary use is limited or inappropriate.

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

- The evidence of children's vocabulary use is limited to an introduction of vocabulary (with limited or no opportunities for children to use the vocabulary). Examples: passive repetition of/listening to vocabulary the candidate says or writes.
- The candidate does not explain how children's use of the vocabulary is related to learning or the learning experience.

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

- The candidate identifies vocabulary that is unrelated or not clearly related to the identified learning experience.

Above 3

Evidence that demonstrates performance above 3:

- Candidate identifies specific evidence of children's use (or attempted use) of the vocabulary in ways that support children's development of the content.
- Candidate's discussion of children's use of vocabulary demonstrates how this use develops content understandings.
- Candidate explains and provides evidence of vocabulary use and content learning for children with distinct language needs.

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

- The candidate explains and provides evidence of children's use, attempted use, or inability to use the vocabulary AND explains how the children's ability to use the vocabulary will develop understandings related to the learning experience. The explanation uses specific evidence from the video and/or work samples. The discussion of children's vocabulary use explains how this use develops content understandings.
- The candidate's analysis includes how evidence of children's vocabulary use demonstrates growth and/or struggles in developing content understandings. For example, the candidate notes that, "All students could come up with a rhyming word by the end of the lesson when they were asked to, and most of the children were able to explain that it's changing the ending sound that makes a rhyme. That indicated to me that they clearly understood both the vocabulary words of 'rhyme' and 'ending sound' and also understood why words rhyme or not."

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

- Provides and explains evidence that children with distinct language needs are supported and can use (or make attempts to use) the vocabulary for content learning specific to this learning experience. For example: add the following to the previous example for Level 4: " I will need to work with some children who couldn't verbalize the explanation to help them see that changing the first sound is what makes a rhyme. I will also need to make certain they understand what 'first sound' means and determine if they are having difficulties parsing phonemes."

Assessment Rubric 15: Using Assessment to Inform Instruction

EC15: How does the candidate use the analysis of what children 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 and research or developmental theory to propose the next steps of instruction for the focus children and the whole class/ group. Next steps should be related to the standards/objectives assessed and based on the assessment that was analyzed.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Assessment Commentary **Prompt 1 and 4**

Audio/Video & Written evidence of learning

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- *Primary Criterion*: The next steps focus on support for children's learning that is general for the whole class/group, not specifically targeted for individual children. The support addresses learning related to the learning objectives that were assessed.
- *Secondary Criterion*: The candidate refers to research or developmental 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 children's learning needs that were identified in the analysis of learning.
- Candidate does not explain how next steps are related to children's learning.

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

- The next steps are related to the analysis of learning and the learning objectives assessed.
- The next steps address improvements in teaching practice that mainly focus on how the candidate structures or organizes learning experiences, with a superficial connection to children's 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 learning segment. Examples include repeating instruction or focusing on improving conditions for learning, such as pacing or classroom management, and with vague or superficial attention to language and literacy development and the active nature of young children's learning.

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. For instance, if the analysis describes a general lack of understanding of the concepts by most of the children, next steps describing building on the 'newly acquired knowledge of the concepts' would be inappropriate based on the analysis and would score at a Level 1.
2. Next steps are **unrelated to the learning objectives** assessed. For instance, a learning segment focused on rhyming has next steps that focus on character and setting or capitalization/punctuation.
3. Next steps are **not described in sufficient detail** to understand them, e.g., "more practice" or "review the activity."

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 children's learning needs related to language and literacy development and the active and multimodal nature of young children's learning.
- Next steps are supported by research and/or developmental theory.

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

- The next steps are clearly aimed at supporting the specific needs for individual children or groups of children with similar needs and address learning related to language and literacy development and the active and multimodal nature and of young children's learning. Candidate should be explicit about how next steps will strategically support individual children or groups and explain how that support will address each child's or group's needs in relation to the focus of the learning experience.

- The candidate discusses how the research or developmental theory is related to the next steps in ways that make sense given their focus children 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. (secondary criterion)
- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the secondary criterion at least at Level 3).

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

- Explains how the principles of research or developmental 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.