



Understanding Rubric Level Progressions

**Library Specialist
Version 01**

Candidate Support Resource

SCALE

Stanford Center for Assessment, Learning, & Equity

URLP_LBS_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.

LIBRARY SPECIALIST LEARNING SEGMENT FOCUS:

Candidate's instruction should support students to develop the library literacies necessary to become critical thinkers, enthusiastic readers, skillful researchers, and/or ethical users of information.

Planning Rubric 1: Planning for Library Literacies Learning

LBS1: How do the candidate's plans build students' library literacies to become critical thinkers, enthusiastic readers, skillful researchers, or ethical users of information?

The Guiding Question

The Guiding Question addresses how a candidate's plans build a learning segment of three to five lessons around a central focus. Candidates will explain how they plan to organize tasks, activities, and/or materials to align with the central focus and the standards/objectives. The planned learning segment must support students to **develop the library literacies necessary to become critical thinkers, enthusiastic readers, skillful researchers, or ethical users of information.**

Key Concept of Rubric:

- *Aligned*—Standards, objectives, instructional strategies and learning tasks are "aligned" when they consistently address the same/similar learning outcomes for students.
- *Significant content inaccuracies*—Content flaws in commentary explanations, lesson plans, or instructional materials that will lead to student misunderstandings and the need for reteaching.

Library Literacy Term Central to the edTPA:

- *Library literacies*—The ability to read, listen to, view, find, understand, synthesize, evaluate, and apply information gathered across formats and platforms, including, but not limited to, information literacy, digital literacy, media literacy, textual literacy, and visual literacy. These literacies are essential as students become critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.

Primary Sources of Evidence:

Context for Learning Information

Planning Commentary **Prompt 1**

Strategic review of Lesson Plans & Instructional Materials

Scoring Decision Rules

▶ Multiple Criteria	<ul style="list-style-type: none">▪ N/A for this rubric
▶ AUTOMATIC 1	<ul style="list-style-type: none">▪ Pattern of significant content inaccuracies that are core to the central focus or a key learning objective for the learning segment▪ A pattern of misalignment is demonstrated in relation to standards/objectives, learning tasks and materials across two or more lessons

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Plans for instruction are **logically sequenced** to facilitate students' learning.
- Plans are presented in a sequence in which **each lesson builds on the previous one(s)**.
- In addition, the sequencing of the plans connects student learning to critical thinking, enthusiastic reading, skillful research, OR ethical use of information. **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. Be sure to consider each component of the subject-specific emphasis (critical thinking, enthusiastic reading, skillful research, ethical use of information).

For example, a candidate writes, "The first day of instruction, Lesson #1, will be a 'thinking' day. On this day, students will be in the main instruction area of the library. In my experience, once students sit down at the computers, they are too tempted to click and type, and listening becomes more difficult; staying in the main library will minimize distractions. Lesson #2 will be the main research day. Lesson #3 will be a synthesis and production day. I plan to include at least one YouTube video that has been suggested by the 'Big6' website as a good way to show students how they already use the 'Big6' in their daily lives to make decisions. I plan to use email as the culminating multimedia tool for this project."

Below 3

Evidence that demonstrates performance below 3:

- Plans for instruction support student learning of conventions/skills (e.g., locating and accessing information) but **with little or no connection to** critical thinking, enthusiastic reading, skillful research, or ethical use of information.

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

- The candidate is paying some attention to helping students access or locate information, but the **connections** to critical thinking, enthusiastic reading, skillful research, or ethical use of information **are fleeting or so vague** that students are largely left to make sense of these on their own. For example, a candidate writes, "The skills taught in each individual lesson all support and build on the research process. However, individually any of these skills could be used on their own. For example, one skill taught in this lesson segment is keyword searching. While the goal is for students to use keyword searching to find information in the investigation part of the inquiry process, keyword searching can be used in their own lives outside of school segment was to have students complete a full research project."

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

- The candidate is **focused solely on** instruction on locating and accessing information with no attention to assisting students in understanding connections to critical thinking, enthusiastic reading, skillful research, or ethical use of information.

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, **consistent** connections between conventions/skills and critical thinking, enthusiastic reading, skillful research, OR ethical use of information.
- Consistent connections require students to routinely apply critical thinking, enthusiastic reading, skillful research, OR ethical use of information throughout the learning segment.

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

- In the commentary, the candidate clearly and consistently connects student learning to critical thinking, enthusiastic reading, skillful research, OR ethical use of information **in every lesson**. Be sure to consider the subject-specific emphasis (critical thinking, enthusiastic reading, skillful research, ethical use of information). Note that some lessons may also include tasks/activities to build background knowledge, but the major focus throughout the lessons must develop students' abilities in at least one of the components. For example, "First, students will establish the difference between a nonfiction and fiction text. They will then learn how to identify the main idea of a nonfiction text locating needed information. After that, students will learn the vocabulary associated with the structure and purpose of a nonfiction text. Each lesson is meant to give them a small piece of the puzzle with the end result being an effective use of a nonfiction text for research purposes." The candidate uses these connections to **deepen student understanding of the central focus**.

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

- **Plans include learning tasks and resources and tools**, including electronic, print, or other media, **that will support students in making clear and consistent connections among library literacies themselves.** This would include **plans that pose strategic problems and/or questions that lead students to make their own connections** and/or plans where **students develop the habit** of looking for connections among library literacies necessary to become critical thinkers, enthusiastic readers, skillful researchers or ethical users of information. For example, "The students are first asked to think critically about analyzing the data in infographics, first as a whole-class and then in small groups. The students must analyze evidence, draw inferences, and formulate conclusions. Then the students begin to think critically about familiar data from the prior research in the next segment of the unit. The students must consider how information can be organized to eventually become an infographic, but there is deeper thinking than arranging information into predetermined categories. The students must not only evaluate their information, but also make inferences about what messages the information will send to audience members. After the information is organized the students begin to create their infographics. This requires a large amount of critical thinking because the students are entirely responsible for presenting information through the infographic."

Planning Rubric 2: Planning to Support Varied Student Learning Needs

LBS2: How does the candidate use knowledge of his/her students to target support for students to become critical thinkers, enthusiastic readers, skillful researchers, and/or ethical users of information?

The Guiding Question

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

Key Concepts of Rubric:

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

Primary Sources of Evidence:

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

Planning Commentary **Prompts 2 and 3**

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

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at 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 requirement in IEPs or 504 plans.

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

- Plans address at least one of the instructional requirements set forth in IEPs and 504 plans. However, it is not clear that other planned 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 applying a previously modeled strategy for locating information or for organizing information in a multi-media format).
- 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. For example, "My hope is that this application of UDL to my lesson design will help to engage all students, whether they are students with ADD, students on the autism spectrum, visual learners, reluctant readers, gifted students, etc."

Automatic Score of 1:

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

Above 3

Evidence that demonstrates performance 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.

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

- The candidate explains how the supports tied to the learning objectives and the central focus 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). For example, "Differentiated grouping will allow me to closely work with the struggling readers and provide supports for researching material in the database. Two students have learning disabilities that require clarified directions, one on one help and refocusing. Differentiated instruction with the students provides multiple means of access to the material. The students not only receive visual cues, but oral affirmation as well. One student with autism will need a modified curriculum, one on one help, clarified directions and assistance with reading. For this student, I created a modified worksheet for the Lesson 2 Habitat Lesson. Instead of having her read the facts for the presentation, the fact will be narrated to her. Differentiated instruction best meets this student's needs because the videos and narrated article provide a clearer understanding of the material and the varied formats provide multiple accesses to the material in class. Differentiated Instruction works well for all students in this class because it takes into account varied learning styles of the entire class. The students will be given multiple means of accessing the material, varied grouping formats and ongoing assessments to ensure the students are prepared for the next steps of instruction."

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

- ALSO identifies possible common preconceptions, beliefs, errors, or misunderstandings associated with the central focus, and describes specific instructional strategies to identify and respond to them. For example, "A common preconceptions within my content focus is that students are naturally adept with all technologies and will be able to efficiently and successfully complete a search in a database. I will address this preconception by working closely with the students, first showing examples of how to use the advanced search features of the database. I will also monitor the students closely and intervene if the students are not staying on task."
- If the plans and commentary attend to misconceptions or common misunderstandings without also satisfying Level 4 requirements, this is not sufficient evidence for Level 5.

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

LBS3: How does the candidate use knowledge of his/her students to justify instructional plans?

The Guiding Question

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

Key Concepts of Rubric:

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

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

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

Primary Sources of Evidence:

Planning Commentary **Prompts 2 and 3**

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- *Primary Criterion:* The candidate explains how the learning tasks are explicitly connected to the students' prior academic knowledge OR knowledge of students' assets (personal, cultural, community). Assets include students' cultural and linguistic backgrounds, interests, community or family resources and personal experiences. For example, "Having seen firsthand how well the students worked in groups, I choose group discussion to keep them engaged and interacting with each other. Peer discussion and the "pair and share" method are both a large part of the teaching culture at our elementary school, so I know students will be used to them and will be able to get their thoughts across through those methods. Knowing that the students are aware of the story behind *The Hobbit* and being aware of the students' large vocabularies and capacities for reading led me to choose the above-level text. My knowledge of struggling readers in the class, and those with special needs, led me to plan to read the text aloud and stop frequently to check comprehension in order to scaffold."
- *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. For example, "This class completed a research project with the librarian one year ago when they were in first grade. They should be able to remember how they gathered information about their invertebrate and shared the information they found. This project will further develop their research skills."

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. For example, "The skills taught in this unit build on students' prior knowledge, and scaffolding is provided in the form of guided practice so that students can move to higher levels of understanding. Some of the more rural students are interested in hunting and other outdoor pursuits, while others are more focused on indoor sports. There is a large segment of students who love acting and drama, and nearly all students are avid readers of fiction, particularly fantasy and science fiction. The wonderful thing about a student-led inquiry unit is that students can connect their inquiry topics to their own interests. When designing lessons for a diverse group of learners, in addition to considering the ARCS model as described above, I also attempt to follow the principles of Universal Design for Learning (UDL)."
- The explanation needs to include **explicit connections** between the learning tasks and the examples provided.
- The candidate explains how research or theory informed the selection or design of at least one learning task or the way in which it was implemented. The connection between the research or theory and the learning task(s) must be explicit.
- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the secondary criterion at least at Level 3).

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

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

Planning Rubric 4: Identifying and Supporting Language Demands

LBS4: How does the candidate identify and support language demands associated with a key library literacies learning task?

The Guiding Question

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

Key Concepts of Rubric:

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

- **language demands**—Specific ways that academic language (vocabulary, functions, syntax, discourse) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.
- **language functions**—Purpose for which language is used. The content and language focus of the learning task, often represented by the active verbs within the learning outcomes. Common language functions in library literacies include **expressing** reading engagement, **explaining** information and information needs, **describing** new knowledge resulting from successful information access and use, **justifying** conclusions with evidence, or **interpreting** text/images via media or text.
- **vocabulary**—Words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline, (e.g., vocabulary associated with procedures for information access and retrieval). In addition, library specialists may support students in learning content specific vocabulary associated with a unit of study (e.g., comparing language of the middle ages with modern English).
- **discourse**—How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually that provide useful ways for the content to be communicated. In library literacies, language structures include written texts, visual images, and virtual texts and multi-media representations. If the language function is to interpret a text, then narrative descriptions, and/or essays including personal reactions and self-knowledge would be organized using language structures suited to audience and purpose.
- **syntax**—The rules for organizing words or symbols together into phrases, clauses, sentences or visual representations. One of the main functions of syntax is to organize language in order to convey meaning. For example, students might need to understand basic writing conventions to develop a system of note-taking or produce a written summary of research. Or, they might use citations and bibliographies that follow a certain format and structure.

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

Primary Sources of Evidence:

Planning Commentary **Prompt 4a–d**

Strategic review of Lesson Plans

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

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

- General supports are planned and described, though not in specific detail, for students' application of any two or more of the language demands (function, vocabulary and/or symbols, syntax, discourse).
 - Language supports must go beyond providing opportunities for students to practice using the language demands either individually or with other students within the learning segment. Examples of general language supports include describing and defining the function, modeling vocabulary, syntax or discourse, providing an example with little explanation, questions and answers about a language demand, whole group discussion of a language demand, or providing pictures to illustrate vocabulary. A specific example of instructional supports to help students understand the language function of 'explain' would include brainstorming what you do when you explain something and how this is different from defining something.
- The candidate may inaccurately categorize a language demand (e.g., identifies discourse as syntax), but does describe general supports for two of the language demands required of students within the learning task. For example:
 - "For discourse, I will use sentence frames to make sure that students use the correct format for their compare and contrast statements within their book reports. To support vocabulary, we will review the terms and discuss concrete examples using the sections of the books to help us find each area (e.g., table of contents, glossary...)." This example would be scored at a Level 3 because there are supports for two language demands, vocabulary and syntax, even though the candidate categorizes sentence structure (syntax) as discourse.

Below 3

Evidence that demonstrates performance below 3:

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

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

- The primary focus of support is on only one of the language demands (vocabulary, function, syntax, or discourse) with little attention to any of the other language demands.
- Support may be general, (e.g., discussing, defining or describing a language demand), or it may be targeted, (e.g., modeling a language demand while using an example with labels). Regardless, the support provided is limited to one language demand.

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

- There is a pattern of misalignment between the language demand(s) and the language supports identified. For example, the language function is listed as compare/contrast characters across two books, but the language task is focused in having students identify the elements of fairy tales versus tall tales. The supports include sentence frames that help students make predictions using textual evidence such as, ...I believe that _____ will occur because_____.

OR

- Language supports are completely missing.

Above 3

Evidence that demonstrates performance above 3:

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

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

- The candidate identifies specific planned language supports and describes how supports address each of the following: vocabulary/symbols, the language function, and at least one other language demand (syntax, and/or discourse).
- Supports are focused (e.g., provide structures or scaffolding) to address specific language demands, such as sentence starters (syntax or function); modeling how to construct an argument, explanation, or paragraph using a think aloud (function, discourse); graphic organizers tailored to organizing text (discourse or function); identifying critical elements of a language function using an example; or more in-depth exploration of vocabulary development (vocabulary mapping that includes antonym, synonym, student definition and illustration). One example of a targeted support is, "In Lesson #3, I plan to make sure that students fully understand synthesize (function). To support students, I plan to model how I synthesized diverse arguments for and against the current event topic of voter registration. As I model, I will use a think aloud to explain out loud the steps in synthesizing information across located sources to help students understand exactly what do to as they complete their own work. I will make my sample available as they work independently to further support them. Modeling with a think aloud will give my students the opportunity to see the process in action and to help them understand exactly what I mean by synthesize."

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

- The candidate includes and explains how one or more of the language supports are either designed or differentiated to meet the needs of students with differing language needs.

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

LBS5: How are the formal and informal assessments selected or designed to monitor students' progress toward developing library literacies to think critically, read enthusiastically, research skillfully, or use information ethically?

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 the library literacies students use to think critically, read enthusiastically, research skillfully, and/or use information ethically throughout the learning segment.

Key Concepts of Rubric:

- assessment—"[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."¹ Assessments provide evidence of students' prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments may include such things as student questions and responses during instruction and teacher observations of students as they work or perform. Formal assessments may include such things as quizzes, homework assignments, journals, projects, and performance tasks.

Primary Sources of Evidence:

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

Planning Commentary **Prompt 5**

Assessment Materials Strategic review of Lesson Plans

Scoring Decision Rules

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

¹ Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The planned assessments must provide evidence of students' abilities to do **at least one** of the following at various point during the learning segment:
 - think critically,
 - read enthusiastically,
 - research skillfully **or**
 - use information ethically.

For example, "For the research unit, I'm using the note-taking packets as an informal assessment which will provide me with a great way to see how these students are thinking and to determine the best ways to support them during lessons. It is also a way to get feedback about these students without singling them out, calling attention to their needs, or compromising their privacy. For the formal email assessment, my focus student is allowed to have more time in testing situations."

- 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 yield insufficient evidence to monitor students' ability to think critically, read enthusiastically, research skillfully, or use information ethically during the learning segment.

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

- Assessments produce evidence of student learning, but evidence is limited. Examples of limited assessments include a single assessment or assessments that provide limited evidence of the students' abilities in one of the areas of library literacies learning (critical thinking, enthusiastic reading, skillful research, or ethical use of information). For example, "Students were able to demonstrate their learning, despite any differences, by using clear and concise work sheets provided during the library lessons to help them in the research."
- Although assessments may provide some evidence of student learning, they do not monitor any of the areas of learning (critical thinking, enthusiastic reading, skillful research, or ethical use of information) across the learning segment.

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

- The assessments only focus on students' ability to locate and access resources/information without providing ANY evidence of students' abilities to think critically, read enthusiastically, research skillfully, or use information ethically. For example, "I have attempted to make each of these assessments clear and flexible enough so that students who struggle with reading and writing will be able to get their ideas across, while students who excel in reading and writing will find an opportunity to stretch their abilities. It is difficult to design assessments that work well for all learning styles, but I have done my best, with the principles of UDL (described above) in mind."

Automatic Score of 1:

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

Above 3

Evidence that demonstrates performance above 3:

- The array of assessments provides consistent evidence students' abilities to think critically, read enthusiastically, research skillfully, or use information ethically throughout the learning segment.
- Assessment evidence will allow the candidate to determine students' progress toward developing the library literacies necessary to think critically, read enthusiastically, research skillfully, or use information ethically.

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

- There are multiple forms of evidence, not just the same kind of evidence collected at different points in time or in different settings, to monitor student development of the library literacies students use to think critically, read enthusiastically, research skillfully, or use information ethically. "Multiple forms of evidence" means that different types of evidence are used—e.g., authentic reading/writing assignments, use of research skills in meaningful contexts rather than in isolation, as is the case with worksheet exercises—and not that there is only one type of evidence provided in the same way on homework, exit slips, a written assignment, or a final test. For example, "Throughout the lessons, I will pause to ask if anyone has any questions. After I complete every small segment during the lessons, I will ask for everyone to give a thumbs up if they understood, a thumbs down if they did not understand, and to shake their hand from side to side if they are somewhere in between. This will let me know whether the lesson is going well, or if I should fix anything in case a lot of students are confused. My formal assessments are checklists and rubrics of evaluation criteria. The evaluation criteria are formulated so that I can gauge how deeply the students are thinking about their research question, how well they evaluated sources, and how proficient they are with PowerPoint."
- The array of assessments provides evidence to track student progress **throughout the learning segment** toward developing the library literacies necessary to think critically, read enthusiastically, research skillfully, or use information ethically.
- This evidence is collected in every lesson OR the assessments correspond to a plan for the learning segment that builds understandings in one or more areas and uses that understanding to address other areas.

**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. For example, "Since there are no identified IEP or 504 plans present in this lesson segment, explicit differentiation has not been provided to assist students in demonstrating their learning. In an attempt to scaffold or assist students that are struggling readers, any written assessment, such as the pre-assessment, will be read to and projected on the Promethean board for the entire class. Those that are able to complete the pre-assessment without assistance will be able to work on their own. Small group activities will be grouped heterogeneously, some groups will be self-chosen by the students. During practice time, I will circulate the room to make sure students are staying on task and using the tools appropriately. During this time, I will be asking questions about their use of the tools. Students will also be asked to share anything they have created during this practice time with the class. When students are sharing their work, I will look for creativity, exploration of new aspects of the tools and development of critical thinking skills. I will also know this by the questions the students ask me. If students are expanding upon the ideas presented I will know they are using critical thinking skills. In the final day, students will be asked to fill out a graphic organizer. In this organizer, I ask students questions that encourage them to think critically. None of the questions can be answered by repeating back something that was said in an earlier lesson. Each of the questions challenges students to come up with their own thoughts and ideas about what was learned. I will know if students are thinking critically if their answers both reflect ideas that have been discussed and expand on those ideas in a way that indicates a deeper understanding. I will look for vocabulary used earlier in the lessons such as "effective", "appropriate", "evaluate", "engage", etc.]"
- Strategic design of assessments includes variation for students with specific needs and goes beyond, for example, allowing extra time to complete an assignment or adding a challenge question.

Instruction Rubric 6: Learning Environment

LBS6: 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.

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

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

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

- 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 clips:

- 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 clips 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 clips 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 clips

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

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

- The learning environment supports learning tasks that appropriately challenge students and challenge them by promoting higher-order thinking or application to develop new learning. There must be evidence that the environment is challenging for students. Examples include: students cannot answer immediately, but need to think to respond; the candidate asks higher-order thinking questions; students are trying to apply their initial learning to another context.
- The learning environment encourages and supports mutual respect among students, e.g., candidate reminds students to discuss ideas respectfully with each other.

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

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

Instruction Rubric 7: Engaging Students in Learning

LBS7: How does the candidate actively engage students in developing the library literacies necessary to become critical thinkers, enthusiastic readers, skillful researchers, or ethical users of information?

The Guiding Question

The Guiding Question addresses how the candidate provides video evidence of engaging students in meaningful tasks and discussions that develop **the library literacies necessary** to become critical thinkers, enthusiastic readers, skillful researchers, or ethical users of information.

Key Concepts of Rubric:

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

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

Primary Sources of Evidence:

Video 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 tasks▪ Criterion 2: Connections between students' academic learning AND/OR assets (personal, cultural, community) and new learning▪ Place greater weight or consideration on the criterion 1 (engagement in learning tasks).
▶ AUTOMATIC 1	<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 students are engaged in learning tasks that provide opportunities for students to focus on **the library literacies necessary to** think critically, read enthusiastically, research skillfully, or use information ethically. Although these library literacies are evident in conversations, they are addressed at a cursory level. For example, in the video clip at 1:25–3:25, the candidate has students think about and construct research questions before starting research or looking for information. The candidate relates this to the research process, but moves on, leaving the connection to previously learned Big 6 steps (Step 1–Task Definition, Step 2–Information Seeking Strategies, etc.) at a cursory level.
- *Secondary Criterion:* The clips show the candidate **making connections** to students' prior academic learning to help them develop the new abilities.

Below 3

Evidence that demonstrates performance below 3:

- Students are participating in tasks that **provide little opportunity to focus** the library literacies necessary to become critical thinkers, enthusiastic readers, skillful researchers, or ethical users of information.

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

- Students are participating in rote tasks that primarily focus on conventions/skills (e.g., location of and access to resources/information) and **provide little opportunity to address** the library literacies necessary to become critical thinkers, enthusiastic readers, skillful researchers, or ethical users of information.
- The structure of the learning tasks or activities or the way in which they are implemented constrains student development of conventions/skills.
- 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 clips have little relation to the central focus identified.
- In addition, the candidate is not using either students' prior academic learning or assets (personal, cultural, community) to build new learning.

Above 3

Evidence that demonstrates performance above 3:

- The learning tasks as seen in the clips are structured in ways that engage students to **develop** the library literacies necessary to think critically, read enthusiastically, research skillfully, or use information ethically.
- 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 clips include structures or scaffolding that develop the library literacies students need to think critically, read enthusiastically, research skillfully, or use information ethically. 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. For example, "Before the clip, I had students fill out a KWL chart, which prompted them to recall information they knew about PowerPoint. When we reconvened as a class (as shown in Clip 1 at 4:30–6:27), I asked them to share what they remembered about using the program. I didn't disregard the simple answers, such as 'use different fonts' or 'make things bold and italics.' I acknowledged their prior knowledge before moving forward and showing them, in the larger sense, what they could do with PowerPoint: to present their findings clearly. Furthermore, I opened the whole lesson at Clip 1 0:00 to 1:45 by talking about a recent PowerPoint summary of a survey on the top ten career interests for urban African American and Hispanic teens. By linking to their personal experiences and interests, talking about career choices made the lesson (and PowerPoint in general) seem more relevant and interesting. I talked about how urban minority teens are often left to find their own way and many have a strong affinity for technology and a desire to work directly with technology in a career. I explained that it is a tool that can be effective in many different areas, which segued into its uses in the academic world." (This evidence from the commentary is verified when viewing the video clip(s).
- In addition, the candidate draws upon not only prior academic learning, but also students' knowledge and assets (personal, cultural, community) from outside school to develop new learning.

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

- The learning tasks as seen in the clips are structured or scaffolded so that students will integrate and apply skills in ways that **extend their development of deep understandings of the library literacies necessary** to think critically, read enthusiastically, research skillfully, or use information ethically. For example, "In the lesson 3 video, I used several strategies to elicit student responses regarding skillful researching and critical thinking. First, the website evaluation sheet helped students walk through an evaluation process and make judgments of their own (video clip 2 at 5:35–6:50). The first five minutes of the video (video clip 2 0:00–5:00) show me circulating and assisting students as they work to compare the two websites. In the last minutes of the video (clip 2 from 5:50 on), I led students in a brief discussion of what they had found during their work time. In this segment, you can see students grappling with difficult concepts such as reliability, authorship, bias, and purpose of websites. Overall, the discussion shows a solid basic understanding from students about several ways they can evaluate online content. At several points, the complexity of this concept becomes clear. In video clip 2 at the 6:30 mark, I attempted to clarify the fact that a .com website can still provide useful information. This is a tough concept for 4th graders, who may prefer a more black and white system of evaluation. However, I think it was important to begin introducing the gray areas of the Internet at an early age, so students can begin to develop realistic evaluative skills." (This evidence from the commentary is verified when viewing the video clip(s).
- 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 8: Deepening Student Learning

LBS8: How does the candidate elicit student responses to promote library literacies and develop their abilities to become critical thinkers, enthusiastic readers, skillful researchers, or ethical users of information?

The Guiding Question

The Guiding Question addresses how, in the video clips, 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.

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 prompts students to offer responses that are related to critical thinking, enthusiastic reading, skillful research, or ethical use of information (e.g., by using "how" and "why" questions). Some instruction may be characterized by initial questions focusing on skills to lay a basis for later higher-order questions.

Below 3

Evidence that demonstrates performance below 3:

- In the clips, classroom interactions provide students with limited or no opportunities to learn the abilities to think critically, read enthusiastically, research skillfully, or use information ethically.

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

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

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

- There are few opportunities shown in the clips in which students were able to express ideas or demonstrate understanding of skills.

Score of 1 is given when:

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

Above 3

Evidence that demonstrates performance above 3:

- In the clips, the candidate uses and builds upon student ideas and thinking to develop students' abilities to think critically, read enthusiastically, research skillfully, or use information ethically. This may also include supporting students' abilities to evaluate their own learning.

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

- The candidate follows up on student responses to encourage the student or his/her peers to explore or build on the ideas expressed.
- The candidate uses this strategy to develop students' abilities to think critically, read enthusiastically, research skillfully, or use information ethically.
- Examples of "building on student responses" includes referring to a previous student response in developing a point or explanation; calling on the student to elaborate on what s/he said; posing questions to guide a student discussion; soliciting student examples and asking another student to identify what they have in common; asking a student to summarize a lengthy discussion or rambling explanation; and asking another student to respond to a student comment or answer a question posed by a student to move instruction forward.

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

- There is evidence in the clips that the candidate structures and supports student-student conversations and interactions that facilitate students' ability to evaluate and self-monitor their critical thinking, enthusiastic reading, skillful research, or ethical use of information.

Instruction Rubric 9: Subject-Specific Pedagogy

LBS9: How does the candidate use resources and/or tools to help students understand how to think critically, read enthusiastically, research skillfully, and/or use information ethically?

The Guiding Question

The Guiding Question addresses how the candidate uses resources/tools to help students develop their abilities to think critically, read enthusiastically, research skillfully, and/or use information ethically.

Key Concepts of Rubric:

- N/A

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	■ Mismatch between or among strategies, skills, and the students' readiness to learn ■ Significant content inaccuracies

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- In the clips, the candidate guides conversation and/or structures explorations using resources and/or tools to help students understand how to think critically, read enthusiastically, research skillfully, or use information ethically. For example, "In video clip two at 1:15 to 3:20, I use the projector to introduce Zotero, both the website and plugin, to the students who will be using this free tool to keep track of sources consulted in the research process (video clip 2 at 3:10 to end). Ethical use of information, with an emphasis on accurate citation to all referenced sources, is discussed following the interactive demonstration, with students prompted to respond to various scenarios which call for formal citation (quotes, statistics, etc.) or no citation (common knowledge)." (This evidence from the commentary is verified when viewing the video clip(s).

Below 3

Evidence that demonstrates performance below 3:

- In the clips, the candidate is not using resources and/or tools effectively to develop students' abilities to think critically, read enthusiastically, research skillfully, or use information ethically.

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

- The candidate attempts to use resources and/or tools to help students think critically, read enthusiastically, research skillfully, or use information ethically, but the attempts are not strong enough or clear enough to be effective. For example, "During the instruction at mark 1:43 (video clip 1), I am shown holding an encyclopedia and nonfiction book about Nigeria in front of the class. I also can be seen showing the class different websites that will allow them to find information on Nigeria." (This evidence from the commentary is verified when viewing the video clip(s).)

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

- The candidate stays focused on students' ability to locate and access resources/information with little or no attention to thinking critically, reading enthusiastically, researching skillfully, or using information ethically.

Automatic Score of 1 is given when:

- The resources and/or tools used are significantly inappropriate for the intended learning.
- The use of resources and/or tools will lead to significant student misunderstandings.

Above 3

Evidence that demonstrates performance above 3:

- In the clips, the candidate is making strategic choice or use of resources and/or tools to deepen students' understanding of how to think critically, read enthusiastically, research skillfully, or use information ethically.

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

- In the clips, the candidate's strategic choice of resources and/or tools supports students to expand their understanding about how to think critically, read enthusiastically, research skillfully, or use information ethically. For example, "In the lesson 3 video clip 2, there were two main tools/resources used to facilitate skillful researching. The first was the pair of websites I had selected for students to analyze and compare. The two websites were provided as links on the library home page for easy access by students. (students seen accessing the websites at 4:50 to end) The second resource was the evaluation sheet I created. The questions on the sheet guided students through an evaluation process (seen in Video clip 2 from 8:30 to end)." (This evidence from the commentary is verified when viewing the video clip(s).)

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

- Supports students in their own use of resources and/or tools in ways that deepen their understanding of how to think critically, read enthusiastically, research skillfully, or use information ethically. For example, "In video clip 1 at 6:30 to 8:45, I prefaced the questions I asked with an introductory idea, then asked the question. When the question did not receive responses, I gave the students more time to think and an alternate perspective by rephrasing the question and expanding upon the initial question. I asked open ended questions such as "When your teachers/coaches are asking you to reflect, what do you do? What is your process?" so that students would have to think critically in order to answer the question. In video clip 1 from 8:45 to 10:00, I was using a Web 2.0 tool, Polleverywhere, to elicit student responses and to hear from some of the students that were hesitant to answer questions verbally." (This evidence from the commentary is verified when viewing the video clip(s).)

Instruction Rubric 10: Analyzing Teaching Effectiveness

LBSL10: 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 clips 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:

Instruction Commentary **Prompt 5**

Video Clips (for evidence of student learning)

Scoring Decision Rules

▶ Multiple Criteria	<ul style="list-style-type: none">■ Criterion 1 (primary): Proposed changes■ Criterion 2: 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 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 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 theory in relation to the plans to support student learning. The connections between the research/theory and the tasks are vague/not clearly made. For example, "I think a clearer, more black and white distinction between websites would have been more developmentally appropriate for 4th graders particularly for students with IEP or 504 plans (in this class that includes a student with autism, two students with ADD, etc.). I wrote about the ARCS model of student motivation in task 1, and I believe that it is relevant here as well. Questioning students, providing sufficient wait time, and engaging all students in classroom conversation can have positive impacts upon student confidence and satisfaction, and I will continue to work on this aspect of my teaching over time."
- 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 of library literacies necessary for critical thinking, enthusiastic reading, skillful research, or the ethical use of information.

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 clips. Examples include asking additional higher-order questions without providing examples, improving directions, repeating instruction without making significant changes based on the evidence of student learning from the video clips, or including more group work without indicating how the group work will address specific learning needs. For example, "I would have allowed students more time after the second lesson (not shown in video clips) to conduct their research. I would have also, during Clip 1, asked the students whether they had any personal experiences with PowerPoint that they would have liked to share. In the future if I taught these lessons again, I would also split Lesson 3 into two lessons to benefit all students in the classroom."
- 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 clips.

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

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

- The changes clearly address the learning needs of individuals in addition to the learning needs of the whole class in the video 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 theory is related to the changes proposed. Candidates may cite research or theory in their commentary, or refer to the ideas and principles from the research; either connection is acceptable, as long as they clearly connect the research/theory to the proposed changes.
- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the secondary criterion at least at Level 3).

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

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

Assessment Rubric 11: Analysis of Student Learning

LBS11: How does the candidate analyze evidence of student learning of the library literacies necessary to think critically, read enthusiastically, research skillfully, or use information ethically?

The Guiding Question

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

Key Concepts of Rubric:

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

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

- *Patterns of learning*

Primary Sources of Evidence:

Assessment Commentary **Prompt 1**

Student work samples

Evaluation criteria

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The analysis is an accurate listing of what students did correctly and incorrectly in relation to the library literacies necessary to think critically, read enthusiastically, research skillfully, or use information ethically.
- The analysis is aligned with the evaluation criteria and/or assessed learning objectives.

- Some general differences in learning across the class are identified. For example, "First, some of the questions on the sheet are more concrete and simple to find than others. Predictably, these are the questions that all students were able to answer correctly. The more complex questions gave students more trouble. One example of this was the author of website #2. This information was buried within the website, and required some skillful searching to uncover. With this in mind, I was pleasantly surprised that 13 students were able to find this information. The 3 students with IEP or 504 plans within the class performed very well. Two scored at the highest level, with all 17 questions answered correctly, and the third answered 14 questions correctly, meeting my standard."

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 basic conventions/skills or use of tools to locate or access information).
- 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. For example, "While it is evident that all of the students understood the task of finding out information on their topic, the facts they choose to record could have been information they pulled from their own brains, rather than information they had researched. The assessment showed that students did not understand that they were supposed to pull pertinent information from the whole article. It was also evident from the assessment that students did not understand that they were not supposed to copy from the article word for word".
2. The analysis does not address the library literacies students use to think critically, read enthusiastically, research skillfully, or use information ethically.

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

1. The analysis is superficial because it ignores important evidence from the work samples, focusing on trivial aspects.
2. The conclusions in the analysis are not supported by the work samples or the summary of learning.

Automatic Score of 1 is given when:

- There is a significant lack of alignment between evaluation criteria, learning objectives, and/or analysis. A lack of alignment can be caused by a lack of relevant evaluation criteria to assess student performance on the learning objectives.

Above 3

Evidence that demonstrates performance above 3: The analysis:

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

- Describes patterns for the whole class, groups, or individuals.
- Is supported with evidence from the work samples and is consistent with the summary.

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

- The analysis describes consistencies in performance (patterns) across the class in terms of what students know and are able to do and where they need to improve.
- The analysis goes beyond a listing of students' successes and errors, to an explanation of student understanding in relation to their performance on the identified assessment. An exhaustive list of what students did right and wrong, or the % of students with correct or incorrect responses, should be scored at Level 3, as that does not constitute a pattern of student learning. A pattern of student learning goes beyond these quantitative differences to identify specific content understandings or misunderstandings, or partial understandings that are contributing to the quantitative differences.
- Specific examples from work samples are used to demonstrate the whole class patterns. An example is, "The student work samples reflect the general learning patterns for the class (in terms of skillful researching); students were able to at the very least mention Elizabethan England and their group's topic. Work Samples #1 and #2 both reflect the largest trend of the class: when the students tried to find specific information to respond to their research questions, they related their topic to the current day rather than to the historical period under study. Work Sample #3, reveals a second trend in the class: students did not create a specific inquiry in regard to their topic. Instead, they identified a question that would have served a report in which they simply rattled off facts on their topic. 'What type of weapons were used in the 14th century?' is a question that supports deep understanding. Although Student #3 completed parts A, B, and C, he did not truly understand what those parts were trying to get him to think about. In part C, which is the last piece of the research question that is supposed to give the question purpose ('Why does your reader need to know this?'), Student #3 wrote, 'Give specific facts and make it simple to understand.' This is not answering the 'why is the question worthwhile?' part."

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

- The candidate uses specific evidence from work samples to demonstrate qualitative patterns of understanding. The analysis uses these qualitative patterns to interpret the range of similar correct or incorrect responses from individuals or groups (e.g., quantitative patterns), and to determine elements of what students learned and what would be most productive to work on. The qualitative patterns may include struggles, partial understandings, and/or attempts at solutions. An example would be, "All of the students wrote an acceptable question that could be used for future critique of Web 2.0 tools. This is in line with the 3 focus students as well. Student One wrote a two-part question that addressed multiple points that had been discussed during class as methods for analyzing Web 2.0 tools. Student Two also wrote an acceptable question but needed a slight wording change to make it work better. Student Three was more specific, writing a question that would work for a specific circumstance but not necessarily for overall review of a tool. Both students One and Three were able to give specific examples of how the tool could be used, indicating understanding of both the tool and how to analyze it. The area where many students struggled was with the reflection. Many students answered the question clearly but only skimmed the surface of what could have been explored in this question."

Assessment Rubric 12: Providing Feedback to Guide Learning

LBS12: 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 the focus students are doing well and what needs to improve in relation to the learning objectives.

Key Concepts of Rubric:

- *Significant content inaccuracies*—Content flaws 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 language learners).

Primary Sources of Evidence:

Assessment Commentary **Prompt 2a–b**

Evidence of feedback (written, audio/video)

Scoring Decision Rules

▶ Multiple Criteria	▪ N/A
▶ AUTOMATIC 1	▪ One or more content errors in the feedback that will mislead student(s) in significant ways ▪ No evidence of feedback for one or more focus students
▶ Preponderance of Evidence	▪ You must apply the preponderance of evidence rule when the focus students receive varying types of feedback. For example, when the candidate provides feedback on both strengths and needs for 2 out of the 3 focus students, this example would be scored at a Level 4 according to the preponderance of evidence rule.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at 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 pointing to successful use of library literacy strategy, pointing to and naming errors, or suggesting information that will help solve a research problem successfully. Checkmarks, points deducted, grades, or scores do not meet the Level 3, even when they distinguish errors from correct responses. For example (as seen on student work samples), "Student #1: You were able to research and find information to match all the categories on the organizer. You need to remember to label where you found the information so you can site your sources when you are writing your report later. Student #2: What specific and descriptive facts that you found! You remembered to list the sources for each of your facts. Remember that you need to have information on all categories listed on the organizer. Student #3: You found facts to fit into some of the categories. You only listed one source instead of two. I bet you would be able to find more information if you found another source."

Below 3

Evidence that demonstrates performance below 3:

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

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

- Although the feedback is related to the assessed learning objectives, it is also vague and does not identify specific strengths or needs for improvement. At Level 2, general feedback includes identifying what each focus student did or did not do successfully with little detail, e.g., checkmarks for correct responses, points deducted, and comments such as, "Too large of a topic!" that are not linked to a specific strength or need. General feedback does not address the specific error or correct solution (e.g., "Great facts!" 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. Feedback is not related to the learning objectives.
2. Feedback is not developmentally appropriate.

Automatic Score of 1 is given when:

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

Above 3

Evidence that demonstrates performance above 3:

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

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

- Specific feedback addresses both strengths and needs. For example, "This is a great question! The engagement of the audience is very important when giving a presentation, maybe there is one part you could add to this question to make it really great? Think about: What is it about the Prezi tool that makes it engaging? Will this aspect be useful for all parts of your presentation?" or "Great job using labels and drawing something that happened in the story we read. Could you add a specific character trait word from our chart to tell about Poppleton?"

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

- The feedback for at least one focus student includes:
A strategy to address a specific learning need, including the need for a greater challenge.
For example, "You need to revisit your facts. This is not specific. Re-read your article. Write facts that are the main idea of what you read. Your question is thoughtful; however, the topic is too large. Try focusing on one or two specific animals and use a T chart to gather your notes about their similarities."

OR

- A meaningful connection to experience or prior learning. For example, the candidate refers back to a prior library lesson. "Remember step 3 of the Big 6 process which we used in the research project you did last semester: You need to not only find resources but also locate information in those sources that respond to your specific research question. And once you've found important information that will be useful to you, be certain you add that source to Zotero so you may accurately cite it in your final paper."

Assessment Rubric 13: Student Understanding and Use of Feedback

LBS13: How does the candidate support focus students to understand and use the feedback to guide their further learning?

The Guiding Question

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

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Assessment Commentary **Prompt 2c**

Evidence of Oral or Written Feedback

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Candidate describes 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.
 - Example for *using* feedback: Candidate asks focus students to revise work using feedback given and resubmit revised work.

- Full example of both understanding and using: "When I return the website evaluation sheets to students along with my comments, it will be important to give students time to read and process my feedback. This time for reflection is often skipped over in the hurry to cover new material. Ideally, I would take the first 5 minutes of the following lesson to give this feedback to students and give them time to internalize it. Then the next lesson would provide additional time for students to apply and practice website evaluation skills. I could circulate while students work during the next lesson, check in with individual students who struggled with some of the concepts of the assessment, and provide additional scaffolding as needed. Students who had achieved mastery on the website evaluation exercise could begin to brainstorm their research questions in small groups."

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 students will understand or use feedback is very general or superficial. Details about how the students will understand or use the feedback are missing. The description discusses whole class understanding or use of feedback without explicit attention to feedback given to one or more focus students. For example, "The first thing that I would do to support student learning would be to explain to students, face to face what I meant with the feedback to ensure that they understand my comments. The next thing I would do would be to give a short review on what it means to narrow or focus a topic. It wasn't just my three focus students who had trouble with this topic; all of the students seemed to have trouble with the topic. This suggests that I need to better explain how to narrow down or focus a topic."
- The use of feedback is not clearly related to the assessed learning objectives.

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

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

Above 3

Evidence that demonstrates performance above 3:

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

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

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

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

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

Assessment Rubric 14: Analyzing Students' Language Use and Library Literacies Learning

LBS14: How does the candidate analyze students' use of language to develop library literacies?

The Guiding Question

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

Key Concepts of Rubric:

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

- **language demands**—Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.
- **language functions**—Purpose for which language is used. The content and language focus of the learning task, often represented by the active verbs within the learning outcomes. Common language functions in library literacies include **expressing** reading engagement, **explaining** information and information needs, **describing** new knowledge resulting from successful information access and use, **justifying** conclusions with evidence, or **interpreting** text/images via media or text.
- **vocabulary**—Words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline, (e.g., vocabulary associated with procedures for information access and retrieval). In addition, library specialists may support students in learning content specific vocabulary associated with a unit of study (e.g., comparing language of the middle ages with modern English).
- **discourse**—How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually that provide useful ways for the content to be communicated. In library literacies, language structures include written texts, visual images, and virtual texts and multi-media representations. If the language function is to interpret a text, then narrative descriptions, and/or essays including personal reactions and self-knowledge would be organized using language structures suited to audience and purpose.
- **syntax**—The rules for organizing words or symbols together into phrases, clauses, sentences or visual representations. One of the main functions of syntax is to organize language in order to convey meaning. For example, students might need to understand basic writing conventions to develop a system of note-taking or produce a written summary of research. Or, they might use citations and bibliographies that follow a certain format and structure.

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

Primary Sources of Evidence:

Assessment Commentary **Prompt 3**

Evidence of Student Language Use (student work samples and/or video evidence)

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The candidate explains and identifies evidence that the students used or attempted to use the language function AND one additional language demand (vocabulary and syntax and/or discourse). Note: The language demands discussed in the Assessment Commentary do not have to be the same as those discussed in Task 1.
- It is not sufficient for the candidate to reference an artifact and make a general statement, for example, "As seen in the work samples, the student used the vocabulary in their multimedia reports." The candidate must explain how the students used the identified language and reference or identify an example of that use from the artifact. For example, "During Lesson 2 (Habitat Lesson) in Video 1, students were asked to describe a bear and its habitat using some of the vocabulary we had been learning. The first student responded 'This is a brown bear that has a brown coat of thick fur. It's brown. It lives in grasslands of Alaska where it can find lots of berries and roots to eat, using its long claws. Brown bears are omnivores....' (1:35–2:35). The student's response showed that he could not only understand how to "describe," but could use related vocabulary as he described the bear (habitat, claws, omnivore)."

Below 3

Evidence that demonstrates performance below 3:

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

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

- The candidate's description and/or evidence of students' language use is limited to only one language demand (vocabulary, function, syntax, or discourse). For example, "When Student #3 fills in the author and purpose of each website, she is showing that she can understand and apply these terms. When she answers the final question by selecting website #1, she is demonstrating that she has a working knowledge of what it means for a website to be reliable (a key word)."

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

- The candidate identifies language use that is unrelated or not clearly related to the language demands (function, vocabulary, and additional demands) addressed in the Assessment commentary.

Above 3

Evidence that demonstrates performance above 3:

- Candidate identifies specific evidence of student use of the language function and vocabulary along with at least one other language demand (syntax and/or discourse).
- Candidate explains how evidence of student language represents their development of content understandings, which may include growth and/or struggles with both understanding and expressing content understandings.

Candidate explains and provides evidence of language use and library literacies for students with distinct language needs.

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

- The candidate identifies and explains evidence that students are able to use the language function, vocabulary, AND associated language demands (syntax and/or discourse). The explanation uses specific evidence from the video and/or work samples.
- The candidate's analysis includes how evidence of student language use demonstrates growth and/or struggles in developing content understandings. For example, "In Clip 1 at 3:40, I ask a student to show the group where in the library information about domestic animals can be found. She is able to correctly identify the category of Pets in the library, which demonstrates an understanding of both the terms domestic and category. Both of these are key vocabulary terms, which are tied to the function of 'categorize,' which is the primary language function. Additionally, during the assessment activity in Lesson 1, seen throughout Clip 2, the students correctly sort the animals into their appropriate categories. This activity requires the students to be able to correctly use the language function of categorize. Each student in the class was able also able to use the sentence frames, 'The _____ is a pet because... and the _____ is a wild animal because...' as shown in the work samples (syntax)."

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

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

Assessment Rubric 15: Using Assessment to Inform Instruction

LBS15: 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.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Assessment Commentary **Prompt 4**

Scoring Decision Rules

▶ Multiple Criteria	<ul style="list-style-type: none">▪ Criterion 1 (primary): Next steps for instruction▪ Criterion 2: Connections to research/theory▪ Place greater weight or consideration on criterion 1 (next steps for instruction).
▶ AUTOMATIC 1	<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 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. For example, "The assessment illustrated that many students continued to have trouble with gathering facts (the major objective for the learning segment). They were easily able to find the articles and the information, but did not understand how to pull facts from a source. Thus, a brief review will be done to help students improve in their learning of creating at least two "I Wonder" statements or questions that narrow their frame of research and of locating at least three different articles on their topic using the library databases. For example, I would have students carefully read selected passages from an article and highlight which specific parts of the passage are facts. I would demonstrate this activity with one passage, then we would do the next passage together as a whole class, and finally students would work independently to demonstrate mastery of identifying discrete facts within an article. Next, I would have students practice their summarizing skills, stressing paraphrasing and using their own words. Something I realized from the assessments was that too many students simply copied the information directly from the text, they either did not read the text, or they did not understand that they were supposed to write down facts about the article, not just write down the first two sentences. According to Teaching for Inquiry, summarizing is one of the easiest ways to get students to pay attention and check for their understanding of the topic. Having students provide a brief recap of what they read will help students not only understand what they learned, but also fill them with confidence. Students tend to be more confident that they are successful learners when they are able to summarize at the end of reading from a text and illustrate that they understood what they just read (Small, Arnone, Stripling & Berger, 2012)."
- *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.
- Candidate does not explain how next steps are related to student learning.

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

- The next steps are related to the analysis of student learning and the standards and learning objectives assessed.

- The next steps address improvements in teaching practice that mainly focus on how the candidate structures or organizes learning tasks, with a superficial connection to student learning. There is little detail on the changes in relation to the assessed student learning. Examples include repeating instruction or focusing on improving conditions for learning such as pacing or classroom management, with no clear connections to how changes address the student learning needs identified. For example, "I would re-teach or further explain these concepts to individual students as necessary. In a future lesson, I would review the concepts introduced in this lesson and provide additional opportunities for students to practice."

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 conceptual understanding, procedural fluency, and/or problem-solving/reasoning skills.
- 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 at least one of the following areas: thinking critically, reading enthusiastically, researching skillfully, or using information ethically. 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 library literacies. For example, "Based on my analysis of students learning, the next steps for the three focus students are to provide them with more practice using different technologies. The students in the group all struggled to remain focused on the task and the students also had difficulties navigating the database PebbleGo at times. I will support additional practice by providing five search examples for the entire class to work through as a group. Information will be added into an interactive Smart Board game to be played as a class. My next steps for this whole class are to continue to build on their foundational research skills. The students will still need assistance accessing the databases and typing on the keyboard, so I will provide predesigned search queries using items such as *, like, not and equal and giving them ideas to try such as color, dorsal fin, fur. Field and animal characteristics will be student generated from a class discussion. Before accessing the database, students will create unique search queries using a form and I will check their queries while circulating through the class."

- The candidate discusses how the research and/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 and/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. For example, "These next steps follow from my analysis of student learning by giving students a chance to practice the parts of the process that were difficult for them. This falls in line with a more explicit style of instruction. In explicit instruction, when the teacher recognizes that not all students mastered the skill she was trying to teach, she returns to that skills, finds different ways to present the information, and gives students more time to practice. I think all students in my class could benefit from working on their synthesizing abilities. I also think they need to spend time reflecting on their work, and getting to that, as Bloom called it, higher-order thinking skill of being able to evaluate one's work. Self-assessment strategies are embedded throughout the AASL's Standards for the 21st Century learner as well. I would also do this type of research project again but give students many choices in the research process. This flows from the constructivist theory of learning, which states that students learn best when they are able to create meaning for themselves throughout the learning process. Students learn best when they are able to connect new learning to what they already know. Constructivist theorists believe that when students are given a choice in what they learn and how they demonstrate that learning, that they feel more ownership and responsibility for their work. Giving students these choices allows struggling learners to express their learning in a way that is comfortable to them. It also allows gifted students to build more of a challenge into their learning. I think these students would benefit from being able to make choices about their research from the beginning."
- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the secondary criterion at least at Level 3).

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

- The next steps are clearly aimed at supporting both individuals and groups with similar needs related to at least one of the following areas: thinking critically, reading enthusiastically, researching skillfully, or using information ethically. Candidate should be explicit about how next steps will strategically support individuals and groups and explain how that support will address each individual's and group's needs in relation to the areas of library literacy.
- The candidate explains how principles of research and/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 and/or theoretical principles involved.