edTPA®

Understanding Rubric Level Progressions

Middle Childhood English Language Arts
Version 01

Candidate Support Resource

SCALE
Stanford Center for Assessment, Learning, & Equity

Overview

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

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

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

1. Elaborated explanations for rubric Guiding Questions

2. Definitions of key terms used in rubrics

3. Primary sources of evidence for each rubric

4. Rubric-specific scoring decision rules

5. Examples that distinguish between levels for each rubric: <u>Level 3</u>, <u>below 3</u> (Levels 1 and 2), and <u>above 3</u> (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 <u>each</u> rubric, scorers must make score decisions based on the evidence provided by candidates and how it matches the rubric level criteria. A <u>pattern</u> of evidence supporting a particular score level has a heavier weight than <u>isolated</u> 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.

Drawing from the Association for Middle Level Education preparation standards,[1] all subject-specific handbooks for middle childhood attend to the knowledge, skills and abilities necessary to teach diverse young adolescents in grades four through nine. Because the secondary edTPA handbooks were developed for use in states with licenses spanning grades 7–12, there is significant overlap between the middle childhood and secondary handbooks, prompts, and rubrics, which measure content specific pedagogical knowledge.

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[1] AMLE Standards http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards/tabid/263/Default.aspx

Additionally all handbooks include attention to developmentally appropriate pedagogical practices associated with powerful learning for young and older adolescents. In particular, middle childhood edTPA prompts and rubrics are designed to attend to AMLE Performance Standards[2] (Standard 1: Young Adolescent Development Elements a and b; Standard 2: Middle Level Curriculum Elements a, b, and c; and Standard 4: Middle Level Instruction and Assessment Elements a–d).

The Middle Childhood edTPA handbooks include prompts and modified rubric level descriptors to assess additional indicators core to middle level teaching and learning—these include the following specific outcomes:

Standard 1: Young Adolescent Development

- "Middle level teacher candidates understand the major concepts, principles, and theories of young adolescent development—intellectual, physical, social, emotional, and moral."

- "Middle level teacher candidates utilize their knowledge of young adolescent development when selecting instructional strategies and making curricular decisions."

Standard 2: Middle Level Curriculum

- "Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge that reflects the subjects they teach, for example, mathematics, English/language arts, reading, science, social studies, speech and drama, health, physical education, and family and consumer science. They incorporate literacy skills and state-of-the-art technologies into teaching the content of the subjects they teach."

- "Middle level teacher candidates understand the interdisciplinary nature of knowledge and help young adolescents make connections among subject areas. They assist young adolescents in making connections with their own ideas, interests, and experiences."

- "Middle level teacher candidates understand that middle level curriculum should be relevant, challenging, integrative, and exploratory and provide learning opportunities that enhance critical thinking and problem solving in their specialty fields (e.g., mathematics, social studies, health)."

- "Middle level teacher candidates are knowledgeable about local, state, national and common core middle level curriculum standards and know how to teach and assess the content of those standards."

Standard 4: Middle Level Instruction and Assessment

- "Middle level teacher candidates are knowledgeable about teaching and assessment strategies that are especially effective in their content fields."

- "Middle level teacher candidates know a wide variety of teaching, learning, and assessment strategies, and apply them in ways that increase learning for all young adolescents. Middle level teacher candidates create learning experiences that encourage exploration, problem solving, creativity, and critical thinking so that young adolescents can be actively engaged in learning."

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[2] Note that AMLE Standards 3 and 5 are not measured by edTPA. edTPA is intended to be used as one assessment in a program's multiple measures evaluation system. A candidate's performance related to these standards is best evaluated ongoing through coursework, systematic observation and clinical supervision.

- "Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by effectively judging prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained."
- "Middle level teacher candidates understand how to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources."

The chart below reveals where the Middle Childhood indicators identified above are reflected in rubric criteria (by number) and where the secondary handbook rubric criteria already address AMLE Performance Standards and other subject-specific pedagogical standards.

Middle Childhood Indicators by Rubric	Unmodified Criteria/Score Level Descriptors Consistent with AMLE Performance Standards
Task 1 ■ Rubric 1 Planning for Content Understandings (interdisciplinary connections) ■ Rubric 3 Justification for Plans (connections to development)	**Task 1** ■ Rubric 2 Planning for Varied Student Learning Needs ■ Rubric 4 Academic Language Support ■ Rubric 5 Monitoring Student Learning
Task 2 ■ Rubric 7 Engaging Students (connections to development) ■ Rubric 10 Analyzing Teaching Effectiveness (connections to development)	**Task 2** ■ Rubric 6 Learning Environments ■ Rubric 8 Deepening Student Learning ■ Rubric 9 Subject-Specific Pedagogy
Task 3 ■ Rubric 15 Using Assessment to Inform Instruction (connections to development)	**Task 3** ■ Rubric 11 Analyzing Student Learning ■ Rubric 12 Providing Feedback to Guide Learning ■ Rubric 13 Student Understanding and Use of Feedback ■ Rubric 14 Analyzing Students' Language Use

MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS LEARNING SEGMENT FOCUS:

Candidate's instruction should support students' abilities to use textual references to construct meaning from, interpret, OR respond to complex text.

Planning Rubric 1: Planning for English Language Arts Understandings

MC ELA1: How do the candidate's plans build young adolescents' abilities to use textual references to construct meaning from, interpret, OR respond to complex text?

The Guiding Question

The Guiding Question addresses how a candidate's plans build a learning segment of three to five lessons around a central focus. Candidates will explain how they plan to organize tasks, activities, and/or materials to align with the central focus and the standards/objectives. The planned learning segment must develop students' abilities to construct meaning, interpret, OR respond to complex text. In addition, candidates will explain how they will help young adolescent learners make interdisciplinary and integrative connections between literacy and other subject areas.

Key Concepts of Rubric:

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

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

English Language Arts Terms Central to the edTPA:

- *Complex text*—According to the Common Core State Standards, complex text can be measured by three dimensions: (1) the qualitative dimensions which include the meaning, purpose, structure, language conventions, and knowledge demands of the text for the reader; (2) the quantitative dimensions, such as word length or frequency, sentence length, and text cohesion of the text; and (3) the reader and task dimensions, which are variable-specific to the readers, such as motivation, prior knowledge and experience, and the particular purpose and tasks to be done with the texts.

- *Textual references*—Specific and explicit mention of examples from the text. Textual references direct student attention to text. Textual references are not limited to direct quotes or paraphrases, but may also include references to events, scenes, images, characters and other references that bring students' attention to the text. Generic reference to the entire text is not considered a textual reference.

Young Adolescent Learning Terms Central to the edTPA:

- *Integrative*—The Association for Middle Level Education (AMLE) encourages middle grades teachers to design curriculum and select materials that are integrative, challenging, and grounded in the ideas, interests, and experiences of all young adolescents. In an integrative curriculum, a problem or issue, often initiated by the learners, is the driving force for organizing the curriculum.

- *Interdisciplinary*—An interdisciplinary curriculum makes connections across several disciplines through a theme that crosses curricular lines. The learning experiences require that knowledge from several disciplines be utilized to explore the concepts and skills of the curriculum.

Primary Sources of Evidence:

Context for Learning Information

Planning Commentary **Prompt 1**

Strategic review of Lesson Plans & Instructional Materials

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Plans for instruction are **logically sequenced** to facilitate students' learning.

- Plans are presented in a linear sequence in which **each lesson builds on the previous one**(s) OR a nonlinear sequence, e.g., when plans call for students to use interpretive skills or response to texts to develop construction of meaning from or interpretation of complex text by reasoning from what they already know to explore the central focus.

- In addition, the sequencing of the plans supports students' learning with **clear** connections to interpretive skills or responses to the text, supported by textual references during the learning segment. **These connections are explicitly written in the plans or commentary** and how the connections are made is not left to the determination of the scorer.

- Be sure to pay attention to both the subject-specific emphasis of (1) textual references and (2) one or more of the following: constructions of meaning, interpretations or responses to a text within the learning segment.

Below 3

Evidence that demonstrates performance below 3:

- Plans for instruction support student **literal comprehension of the text** but **with little or no** planned connections to construction of meaning, interpretive skills, or responses to the text.

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

- The candidate is paying some attention to helping students understand, or respond to complex text, but the **connections** to constructing meaning from or interpreting complex text are **vague**, so that students are largely left to make sense of these on their own.

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

- The candidate is **focused on teaching literal comprehension or step-by-step procedures** where there is little or no attention to assisting students in constructing meaning from, interpreting, or responding to complex text.

Automatic Score of 1 is given when:

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

- **Standards, objectives, learning tasks, and materials are not aligned** with each other. There is a consistent 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 among textual references, and one or more of the following: constructions of meaning, interpretations, or responses to a text.

- Consistent connections require students to routinely apply understandings of complex text and explain their reasoning or strategies using textual references throughout the learning segment.

- Candidate addresses interdisciplinary connections.

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

- In the commentary, the candidate **addresses connections** among textual references, and constructions of meaning, interpretive skills, or responses to text **in every lesson**. Note that the specific use of textual references, as defined by the handbook, may not be present in every lesson, but there must be evidence that the candidate addresses connections in every lesson. For example, an introductory lesson on identifying point of view in narrative text might address connections between the use of textual references to construct meaning from, interpret, OR respond to a complex text through the candidate introducing the strategy without specific textual references to the complex text chosen for that learning segment. Connections to that specific text may come later in the learning segment.

- The candidate uses these connections **to deepen student understanding of the central focus**.

- The candidate may state general interdisciplinary connections to one or more subject areas (beyond the subject area of the learning segment) in the commentary, but these are not clearly represented in the lesson plans.

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

- **Plans include activities and questions that will clearly support students in making these connections themselves.** This would include **plans that pose strategic problems and/or questions that lead students to make the connections** and/or plans where **students** use textual references to construct meaning from, interpret, or respond to complex text.

- Interdisciplinary or real-life connections (to one or more additional subject areas) are clearly stated as objectives in the lesson plans, and connections originate from an integrative theme (e.g., Transportation), not solely from subject matter outcomes.

Planning Rubric 2: Planning to Support Varied Student Learning Needs

MC ELA 2: How does the candidate use knowledge of his/her young adolescents to target support for students to construct meaning from, interpret or respond to complex text?

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

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

Below 3

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

- Candidate does not plan supports for students.

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

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

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

- Plans address at least one of the instructional requirements 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 young adolescents during partner work without a specific description of how that supports young adolescents 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 ability to pull evidence from a text to support a claim).

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

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

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

Automatic Score of 1:

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

Above 3

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

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

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

- The candidate explains how the supports tied to the learning objectives are intended to meet specific needs of individuals or groups of students with similar needs, in addition to the whole class. Supports should be provided for more than one student—either more than one individual or for a specific group of students with similar needs (e.g., more instruction in a prerequisite skill).

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

- Identifies possible preconceptions, errors, or misconceptions associated with the central focus, and describes specific strategies to identify and respond to them.
  - 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

MC ELA3: How does the candidate use knowledge of his/her young adolescent learners 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:

- p*rior academic learning*
- *assets* (personal, cultural, community, developmental)

Primary Sources of Evidence:

Planning Commentary **Prompts 2 and 3**

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

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

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

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

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

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

Below 3

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

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

OR

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

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

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

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

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

Automatic Score of 1 is given when:

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

Above 3

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

- The candidate's justification not only uses knowledge of students—as both academic learners AND as individuals who bring in personal, cultural, community, and developmental 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, developmental), and explains how the plans reflect this knowledge. The explanation needs to include **explicit connections** between the learning tasks and the examples provided.

- The candidate explains how research or theory, including references to young adolescent development, 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 and developmental principles that are clearly reflected in the plans.

Planning Rubric 4: Identifying and Supporting Language Demands

MC ELA4: How does the candidate identify and support language demands associated with a key English Language Arts 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:

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

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

- **language functions**—Purpose for which language is used. The content and language focus of the learning task, often represented by the active verbs within the learning outcomes. Common language functions in English Language Arts include **identifying** main ideas and details; **describing** characters and plots; **interpreting** informational or poetic text; **analyzing** an author's purpose, message, and language choice, mood, tone, or other literary strategies; **comparing** ideas within and between texts.

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

- **discourse**—How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually that provide useful ways for the content to be communicated. In English Language Arts, language structures include text structures, writing processes, developing and/or presenting speeches, or dramatic readings; and sets of characteristics of genres. If the language function is to analyze plot, then appropriate language structures include rising action, climax and falling action. If the language function is to persuade, then appropriate language structures include claims, supporting evidence, and counterarguments.

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

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

Primary Sources of Evidence:

Planning Commentary **Prompt 4a–d**

Strategic review of Lesson Plans

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

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

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

  - Language supports must go beyond providing opportunities for students to practice using the language demands either individually or with other students within the learning segment.
    Examples of general language supports include describing and defining the function, modeling vocabulary, syntax or discourse, providing an example with little explanation, questions and answers about a language demand, whole group discussion of a language demand, or providing pictures to illustrate vocabulary.

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

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

Below 3

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

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

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

- The primary focus of support is on only one of the language demands (vocabulary, function, syntax, or discourse) with little to no 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, but the language task requires students to present an argument justifying a character's perspective. Support for constructing the argument includes sentence frames.

OR

- Language supports are completely missing.

Above 3

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

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

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

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

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

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

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

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

MC ELA5: How are the informal and formal assessments selected or designed to monitor young adolescents' progress toward the standards/objectives?

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, including a written product. It also addresses required adaptations from IEPs or 504 plans. The array of assessments should provide evidence of students' abilities to comprehend, construct meaning from, interpret, or respond to text.

Key Concepts of Rubric:

- **assessment (formal and informal):** "[R]efer[s] to all those activities undertaken by teachers and by their students . . . that provide information to be used as feedback to modify teaching and learning activities."[3] 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, then this criterion is not applicable.)

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[3] Black, P., & Wiliam, 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 <u>Level 3</u>:

- The planned assessments provide evidence of students constructing meaning from, interpreting, or responding to text <u>at various points</u> within the learning segment. The assessments must provide specific evidence of the subject-specific emphasis of constructions of meaning, interpretations, or responses to a text, including a written product.

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

Below 3

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

- The planned assessments will yield insufficient evidence to monitor students' abilities to construct meaning from, interpret, or respond to text.

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

- Assessments will produce evidence of student learning, but evidence is limited. Examples of **limited** assessments include a single assessment in which students respond to text or multiple assessments in which students select textual references from text without explanation or discussion of reasoning behind selections. Although assessments may provide some evidence of student learning, they do not specifically monitor constructions of meaning, interpretations, or responses to a text across the learning segment.

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

- The assessments only focus on literal comprehension or procedural completion of tasks/activities without providing evidence of constructions of meaning, interpretations, or responses to a text.

Automatic Score of 1:

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

Above 3

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

- The array of assessments, including a written product, provides consistent evidence of meaning construction, interpretation, or response to text.

- Assessment evidence will allow the candidate to determine students' progress toward developing the abilities to construct meaning from, interpret, or respond to text.

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 ability to construct meaning from, interpret, or respond to text tied to the central focus. "Multiple forms of evidence" means that different types of evidence are used—e.g., gathering textual evidence, graphic organizers, extended written response, creative writing, oral presentations, visual presentations—and not that there is only one type of evidence on homework, exit slips, and the final test.

- The array of assessments provides evidence to track student progress toward developing constructions of meaning from, interpretations of, or responses to text defined by the standards and learning objectives.

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

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

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

Instruction Rubric 6: Learning Environment

MC ELA 6: How does the candidate demonstrate a positive learning environment that supports young adolescents' 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 young adolescent learners, 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 <u>Level 3</u>: In the clips:

- The candidate's interactions with young adolescent learners 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 <u>below 3</u>: The clips:

- Do not exhibit evidence of positive relationships and interactions between the candidate and young adolescent learners.

- 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 <u>above 3</u>: The clips

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

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

- The learning environment supports learning experiences that appropriately challenge young adolescent learners 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 young adolescent learners to express, debate, and evaluate differing perspectives about constructing meaning from, interpreting, or responding to complex text with each other. Perspectives could be from curricular sources, students' ideas, and/or lived experiences.

Instruction Rubric 7: Engaging Students in Learning

MC ELA7: How does the candidate actively engage young adolescents in developing their abilities to construct meaning from, interpret, OR respond to complex text?

The Guiding Question

The Guiding Question addresses how the candidate provides video evidence of engaging young adolescent students in meaningful tasks and discussions to develop their understanding of constructing meaning from, interpretation or responding to complex text.

Key Concepts of Rubric:

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

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

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 3**

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

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

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

- *Primary Criterion*: The clips show that the students are engaged in learning tasks that provide opportunities for students to construct meaning from, interpret, or respond to complex text. Although these content understandings are evident in conversations, they are addressed at a cursory level. For example, the candidate leads a call and response activity in which students are called on to share an example of textual references they have identified to support a specific candidate-determined theme. The candidate's instruction is cursory because the candidate confirms responses but does not engage students in explaining rationales, discussing similarities and differences between responses, or interacting with the text at a deeper level than simply sharing out.

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

Below 3

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

- Students are participating in tasks that provide little opportunity to construct meaning from, interpret, or respond to complex text.

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

- Students are participating in tasks that provide little opportunity to construct meaning from, interpret, or respond to complex text

- The structure of the learning task or the way in which it is implemented constrains student development of constructing meaning from, interpreting, or responding to complex text. For example, the candidate defines simile. Students are then instructed to read a poem and circle when "like" and "as" are used. All uses of the words "like" and "as" in the poem are indeed similes. Students then share the examples they find with the class. The candidate's instruction constrains student development to simply matching words rather reading for understanding of similes.

- 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, developmental) to build new learning.

Above 3

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

- The learning tasks as seen in the clips are structured to engage students to construct meaning from, interpret, or respond to complex text.

- Connections between students' prior academic learning and assets (personal, cultural, community, developmental) are made to support 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 promote construction of meaning, interpretation, or response to complex text. 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, the candidate leads a whole class discussion in which students are called on to share examples of textual references they have identified to support themes they have chosen from a text. Students are consistently prompted to build on each other's responses by presenting either 1) other examples that support the same previously shared theme or 2) how the same previously shared example could also support a different theme. As students share their examples and reasoning, the candidate constructs a concept map/web on the board reflecting how the themes and supports are being connected by students.

- In addition, the candidate draws upon not only prior academic learning, but also students' assets (personal, cultural, community, developmental) 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 construct meaning from, interpret, or respond to complex text in ways that are appropriately challenging and directly related to new learning.

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

Instruction Rubric 8: Deepening Student Learning

MC ELA8: How does the candidate elicit young adolescent learners' responses to promote thinking and develop their abilities to construct meaning from, interpret, OR respond to complex text?

The Guiding Question

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

Key Concepts of Rubric:

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

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 <u>Level 3</u>:

- The candidate prompts students to offer responses that require thinking related to constructing meaning from, interpreting, or responding to complex text, e.g., by using "how" and "why" questions. Some instruction may be characterized by initial questions focusing on facts to lay a basis for later higher-order questions in the clip.

Below 3

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

- In the clips, classroom interactions provide students with limited or no opportunities to think and learn.

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

- The candidate asks questions that elicit right/wrong or yes/no answers and do little to encourage students to construct meaning from, interpret, or respond to text.

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

- There are few opportunities shown in the clips that students were able to express ideas.

Automatic Score of 1 is given when:

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

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

Above 3

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

- In the clips, the candidate uses student ideas and thinking to develop abilities to construct meaning from, interpret, or respond to text or their 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' understanding of constructing meaning from, interpreting, or responding to complex text.

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

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

- There is evidence in the clips that the candidate structures and supports student-student conversations and interactions that facilitate students' ability to evaluate and self-monitor their learning.

Instruction Rubric 9: Subject-Specific Pedagogy: Using Textual References

MC ELA9: How does the candidate use textual references to help young adolescents understand how to construct meaning from, interpret, OR respond to a complex text?

The Guiding Question

The Guiding Question addresses how the candidate uses textual references (e.g., direct quotes or paraphrases, references to events, scenes, images, characters and other references that bring students' attention to the text) in the clips to build students' understanding of how to construct meaning from, interpret, or respond to complex text.

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**	- The textual references are significantly inappropriate for the intended learning.
	- The use of the textual references will lead to significant student misunderstandings.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- In the clips, the candidate guides conversation or structures explorations using textual references that help students construct meaning from, interpret, or respond to complex text. For example, the candidate leads whole class discussion in which students identify examples from a text that support a claim.

Below 3

Evidence that demonstrates performance below 3:

- In the clips, the candidate is not using textual references effectively to guide student learning.

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

- The candidate attempts to use textual references to facilitate student learning, but the connections between textual references **AND** constructions of meaning, interpretations, or responses to a text are not strong enough or clear enough to be effective.

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

- The candidate stays focused on literal comprehension or rote procedures and fails to make connections between textual references and constructing meaning from, interpreting, or responding to complex text.

Automatic Score of 1 is given when:

- The textual references are significantly inappropriate for the intended learning.
- The use of the textual references will lead to significant student misunderstandings.

Above 3

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

- In the clips, the candidate is making strategic choices or use of textual references to develop students' abilities to construct meaning from, interpret, or respond to complex text.

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

- In the clips, the candidate poses carefully chosen textual references to encourage students to think more deeply about complex text in order to construct meaning from, interpret, or respond to complex text. For example, the candidate intentionally chooses the passage(s) from a text for the purpose of supporting student analysis. Students are provided the passage(s), and the learning task requires students to justify their thought processes using the passage(s) for evidence.

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

- In the clips, the candidate meets Level 4 AND structures and supports student-student conversations to help them evaluate their own use of textual references to explore complex text.

Instruction Rubric 10: Analyzing Teaching Effectiveness

MC ELA10: How does the candidate use evidence to evaluate and change teaching practice to meet young adolescents' 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, including young adolescent development.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:
Instruction Commentary **Prompt 5**
Video Clip(s) (for evidence of student learning)

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

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

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

  - Proposed changes noted by the candidate should be related to the lessons that are seen or referenced in the 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.

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

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

Below 3

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

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

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 about how the changes relate 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. 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 <u>above 3</u>:

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

- The changes in teaching practice are supported by research and/or theory, including understandings of young adolescent development.

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, including young adolescent development, 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 research principles or theory (including young adolescent development) **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

MC ELA11: How does the candidate analyze evidence of young adolescent learning related to constructing meaning from, interpreting, or responding to complex text?

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 use of textual references for constructing meaning from, interpreting, or responding to complex text.

- The analysis is aligned with the evaluation criteria and/or assessed learning objectives.

- Some general differences in learning across the class are identified.

Below 3

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

- The analysis is superficial (e.g., primarily irrelevant global statements) or focuses only on partial data (on right or wrong answers or only on literal comprehension, rote procedures, or facts).

- The analysis is contradicted by the work sample evidence.

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

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

1. Although aligned with the summary, the analysis presents an incomplete picture of student learning by only addressing either successes or errors.

2. The analysis does not address constructing meaning from, interpreting, or responding to complex text.

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 <u>above 3</u>: 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, "Most students were successful on identifying theme (Writing Rubric: Identifying Themes) but far fewer were successful with supporting the theme with evidence (Writing Rubric: Identifying Theme). Student A was able to identify the theme of isolation, although was only able to provide one textual reference to demonstrate theme within the novel. However, most students were like Student B, who could pull textual references to support the theme, but could not explain how the textual references truly supported their claim about theme. Therefore, I understand many of my students recognize textual evidence, but are not yet able to articulate to others the thought process of how they know their evidence supports their theme."

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 of to interpret the range of similar correct or incorrect responses from individuals or groups (e.g., quantitative patterns), and to determine elements of what students learned and what would be most productive to work on. The qualitative patterns may include struggles, partial understandings, and/or attempts at solutions. An example is, "Most students were successful in selecting an appropriate theme (23 out of 26) as illustrated by Students A and B, who both identified isolation as a theme in the novel. Most students were like Student B, who could pull multiple textual references to support the theme, but could not explain how the textual references truly supported their claim about theme (15 out of 26). Student B successful identifies as evidence the quote, "I was, to a great degree taught with regard to my favorite studies. My father was not scientific, and I was left to struggle with a child's blindness, added to a student's thirst for knowledge." However, Student B, like the majority of students, simply states, "This is an example of isolation," without any additional justification or reasoning provided. This pattern suggests that most students understand what theme is and what evidence can serve as examples of theme, but that they lack the ability to form adequate justifications or explanations of their thinking. Like with Student B, many students seem to believe simply stating the evidence to support the theme is, by itself, a full justification. Many students confuse making a statement that evidence and theme are connected with fully explaining how specific words or phrases within the quote demonstrate how a character feels isolated from those around him. While 18 students were able to provide evidence of theme, only 8 were able to provide full explanations of the reasoning used to connect their evidence to the theme."

Assessment Rubric 12: Providing Feedback to Guide Learning

MC ELA12: What type of feedback does the candidate provide to the focus students?

The Guiding Question

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

Key Concepts of Rubric:

- *Significant content inaccuracies*—Content flaws in the feedback are significant and systematic, and interfere with student learning.

- *Developmentally inappropriate feedback*—Feedback addressing concepts, skills, or processes 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 English learners or feedback to a student with an explanation that references a concept later in the curriculum).

Primary Sources of Evidence:
Assessment Commentary **Prompt 1a, 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 <u>Level 3</u>:

- The feedback identifies <u>specific</u> strengths OR needs for improvement. At Level 3, the candidate MUST provide the focus students with qualitative feedback about their performance that is aligned with the learning objectives. Specific feedback includes such things as pointing to successful use of a strategy, naming errors and identifying where they occur, acknowledging student reasoning and processing skills, suggesting information that would help improve the quality of work, identifying new areas of focus for the student in light of what s/he has already mastered. Checkmarks, points deducted, grades, or scores do not meet Level 3, even when they distinguish errors from correct responses.

Below 3

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

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

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

- Although the feedback is related to the assessed learning objectives, it is also vague and does not identify specific strengths or needs for improvement. At Level 2, general feedback includes identifying what each focus student did or did not do successfully with little detail, e.g., checkmarks for correct responses, points deducted, underlining/circling/highlighting rubric language without noting where in the student work the highlighted comments apply, and language such as, "Watch for spelling!" that is not linked to a specific strength or need. General feedback does not address the specific error or correct solution (e.g., "Proofread" or "Yes!").

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

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

2. Feedback is not developmentally appropriate.

Automatic Score of 1 is given when:

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

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

Above 3

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

- Feedback is specific, 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, "You did a great job explaining why Emma is a main character. Make sure to provide signal words for your reader so we know when you are moving on to a new point or new example."

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've identified an appropriate main idea. Always try to include details from the text that backs up your stated main idea."

  OR

  - A meaningful connection to experience or prior learning. For example, the candidate refers back to a prior assignment: "I want you to remember the work you did on developing a main idea. Just like that was a main idea you were going to write about, think of details that backs up your main idea in your writing. As you rewrite your paper make sure your details back up your main idea.

Assessment Rubric 13: Student Understanding and Use of Feedback

MC ELA13: 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 Written or Oral Feedback

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

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

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

    - Example for understanding feedback: Students participate in a whole class learning activity created to clarify the difference between tone and mood. Although the activity addresses a common need for clarification, it explicitly includes content that one or more focus students were given feedback on.

    OR

    - Example for **using** feedback: Students select a paragraph from their writing to revise for greater clarity. Candidate asks students to revise their work based on feedback given and resubmit revised work.

Below 3

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

- 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 <u>how</u> the students will understand or use the feedback are missing For example, "The focus students will get their work back. The feedback will tell them what they did right and wrong in their journal writing. They will write the same type of journal response next week."; or, e.g., description discusses whole class understanding or use of feedback without explicit attention to feedback given to one or more focus student.

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

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

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

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

Above 3

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

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

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

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

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

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

Assessment Rubric 14: Analyzing Students' Language Use and English Language Arts Learning

MC ELA14: How does the candidate analyze young adolescents' use of language to develop content understanding?

The Guiding Question

The Guiding Question addresses how the candidate explains students' use of the identified language demands and how that use demonstrates and develops understanding of the central focus and content and language 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 English Language Arts include **identifying** main ideas and details; **describing** characters and plots; **interpreting** informational or poetic text; **analyzing** an author's purpose, message, and language choice, mood, tone, or other literary strategies; **comparing** ideas within and between texts.

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

- **discourse**—How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually that provide useful ways for the content to be communicated. In English Language Arts, language structures include text structures, writing processes, developing and/or presenting speeches, or dramatic readings; and sets of characteristics of genres. If the language function is to analyze plot, then appropriate language structures include rising action, climax and falling action. If the language function is to persuade, then appropriate language structures include claims, supporting evidence, and counterarguments

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

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

Primary Sources of Evidence:

Assessment Commentary **Prompt 3**

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

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

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

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

- It is not sufficient for the candidate to reference an artifact and make a general statement, for example, "As seen in the work samples, the student used the vocabulary in their work." The candidate must <u>explain</u> how the students used the identified language and reference or identify an example of that use from the artifact, e.g., "Students 1 and 2 used the vocabulary term 'theme' and then explained how the meaning, author's purpose, and/or function of themes supported their interpretations of the novel in their analyses. Student 3 correctly selected quotes representing themes from the text, but did not provide explanation of how those examples demonstrated themes and supported his interpretation of the text."

Below 3

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

- 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).

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 identified language demands (function, vocabulary, and additional demands) addressed in the Assessment commentary. For example (language function is to justify the theme), "In the video, you can see the student with the pink shirt describing the characters from the novel."

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

Above 3

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

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

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

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

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

- The candidate identifies and explains evidence that students 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 evidence of how student language use demonstrates growth and/or struggles in developing content understandings. For example, the candidate notes that, "All students could give a complete explanation using some commonly used vocabulary words, like metaphor, simile, and personification (video timestamp references—4:35, 5:07). Most of the students could produce detailed explanations (the language function) in terms of how figurative language is used in the text to help the reader visualize the text (e.g., 2:15). However, other students' explanations were incomplete (e.g., at 3:45), not explaining the purpose of the figurative language), suggesting that while some students can identify examples of metaphor, similes and personification, they need more support understanding their purposeful use by an author."

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

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

Assessment Rubric 15: Using Assessment to Inform Instruction

MC ELA15: How does the candidate use the analysis of what young adolescents 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 including development 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**	■ Criterion 1 (**primary**): Next steps for instruction
	■ Criterion 2: Connections to research/theory (including young adolescent development)
	■ Place greater weight or consideration on criterion 1 (next steps for instruction).
► **AUTOMATIC 1**	■ None

Unpacking Rubric Levels

Level 3

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

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

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

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

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

Below 3

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

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

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

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

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

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

Above 3

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

- Next steps are based on the assessment results and provide scaffolded or structured support that is directly focused on specific student learning needs related to constructing meaning from, interpreting, or responding to complex text.
- Next steps are supported by research and/or theory, including young adolescent development.

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 constructing meaning from, responding to, or interpreting complex text. Candidate should be explicit about how next steps will strategically support individuals or groups and explain how that support will address each individual or group's needs in relation to the area of constructing meaning from, interpreting, or responding to complex text.
- The candidate discusses how the research or theory, including young adolescent development, is related to the next steps in ways that make some level of sense given their students and central focus. They may cite the research or theory in their discussion, or they may refer to the ideas from the research. Either is acceptable, as long as they clearly connect the research/theory to their next steps.
- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the second criterion at least at Level 3).

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

- The next steps are clearly aimed at supporting specific student needs for <u>both</u> individuals and groups with similar needs related to constructing meaning from, interpreting, or responding to complex text. 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 constructing meaning from interpreting or responding to complex text.

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