edTPA

English as an Additional Language

Assessment Handbook

Version 07.1

edTPA stems from a twenty-five-year history of developing performance-based assessments of teaching quality and effectiveness. The Teacher Performance Assessment Consortium (Stanford and AACTE) acknowledges the National Board for Professional Teaching Standards, the Interstate Teacher Assessment and Support Consortium, and the Performance Assessment for California Teachers for their pioneering work using discipline-specific portfolio assessments to evaluate teaching quality. This version of the handbook has been developed with thoughtful input from over six hundred teachers and teacher educators representing various national design teams, national subject matter organizations (ACEI, ACTFL, AMLE, CEC, IRA, NAEYC, NAGC, NCSS, NCTE, NCTM, NSTA, SHAPE America), and content validation reviewers. All contributions are recognized and appreciated.

S C A L E

Stanford Center for Assessment, Learning, & Equity

Contents

Introduction to edTPA English as an Additional Language[1]

Purpose

The purpose of edTPA English as an Additional Language, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach English as an additional language. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers

- employ their knowledge of subject matter based on the TESOL P–12 Professional Teaching Standards
- develop and apply knowledge of varied students' needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effects of instruction on student learning

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.

Overview of the Assessment

The edTPA English as an Additional Language assessment is composed of three tasks:

1. Planning for Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning

For this assessment, you will first plan **3–5 consecutive lessons in English as an Additional Language (EAL)** (**or if teaching within a large time block**, about **3–8 hours of connected instruction**) referred to as a learning segment. Consistent with the recommendations provided by Teachers of English to Speakers of Other Languages (TESOL) for EAL professionals (2010),[2] a learning segment prepared for this assessment should support students' English language proficiency/development (ELPD[3]) within meaningful content-based instruction. The learning segment should demonstrate your ability to plan for, implement, and assess students' English language development within content-based instruction that is relevant to students' content and language development goals. This includes developing students' command of language functions and language competencies through two or more of the four modalities (speaking, listening, reading, writing). Language competencies include the following:

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[1] The term English as an Additional Language (EAL) recognizes that English language learners (ELLs) might already speak multiple languages in addition to English.

[2] See the TESOL International Association website at http://www.tesol.org/.

[3] The term ELPD recognizes that states may use the term English language proficiency (ELP) or English language development (ELD).

- **Grammatical competence:** the ability to use correct vocabulary and sentence structures

- **Discourse competence:** the ability to produce coherent and cohesive written or spoken discourse (e.g., paragraphs or conversations) that conforms to the norms of different genres (e.g., letter, essay, interview)

- **Pragmatic competence:** the ability to use language appropriately in communication based on the context and the relationship between the speaker and listener and the writer and reader

- **Metalinguistic competence:** knowledge of linguistic/grammatical concepts and functions, and the ability to use linguistic terminology to describe or discuss them

Scaffolding, or **sheltering**, techniques, including home language, should be used as you demonstrate the ability to provide targeted supports for language development and to make content accessible to English language learners (ELLs) within a content-based unit of study, for example, in language arts, social studies, science.

You will then teach the learning segment, making a videorecording of your interactions with students during instruction. You will also assess, informally and formally, students' learning **throughout** the learning segment. Upon completion of the three tasks, you will submit artifacts from the tasks (e.g., lesson plans, clips from your videorecording, assessment materials, instructional materials, student work samples), as well as commentaries that you have written to explain and reflect on the Planning, Instruction, and Assessment components of the tasks. The artifacts and commentaries for each task will then be evaluated using rubrics especially developed for each task.

The edTPA Tasks and the Cycle of Effective Teaching

The three edTPA tasks represent a cycle of effective teaching (i.e., teaching that is focused on student learning). Planning Task 1 documents your **intended** teaching, Instruction Task 2 documents your **enacted** teaching, and Assessment Task 3 documents the **impact** of your teaching on student learning.
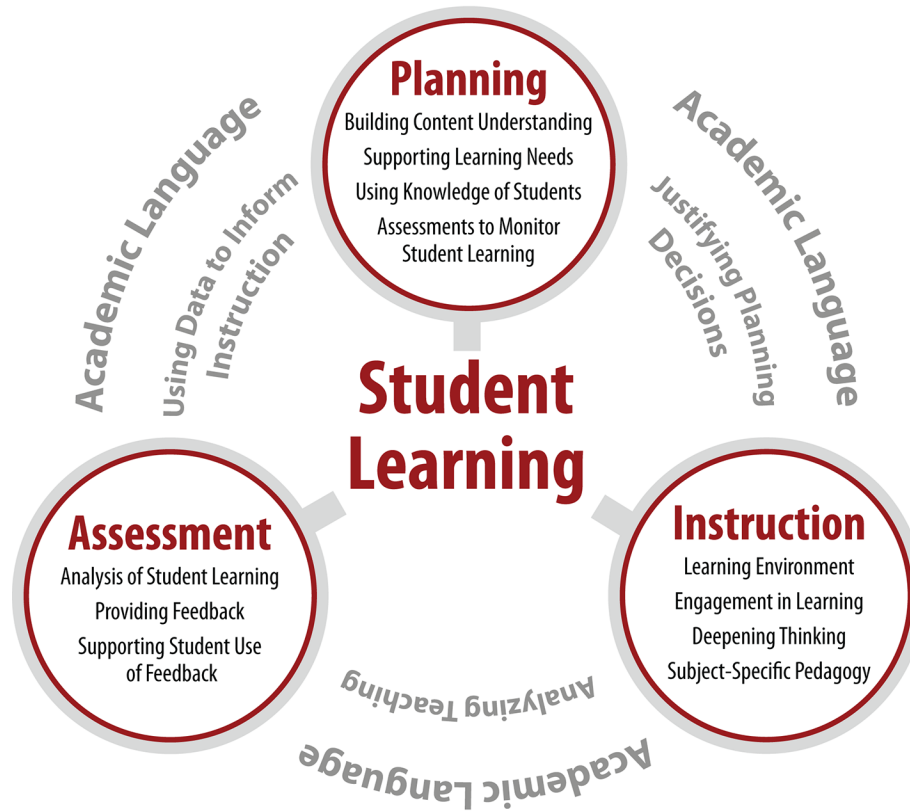
The three tasks and the evidence you provide for each are framed by your understandings of your students and their learning. As you develop, document, and teach your lessons, you will reflect upon the cyclical relationship among planning, instruction, and assessment with a focus on your students' learning needs.

Evidence of Teaching Practice: Artifacts and Commentaries

An essential part of edTPA is the evidence you will submit of how you planned, taught, and assessed your lessons to deepen student learning in English as an Additional Language. This evidence includes both artifacts and commentaries:

- **Artifacts** represent authentic work completed by you and your students. These include lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples.

- **Commentaries** are your opportunity to describe your artifacts, explain the rationale behind their choice, and analyze what you have learned about your teaching practice and your students' learning. Note that although your writing ability will not be scored directly, commentaries must be clearly written and well focused.

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. Refer to the English as an Additional Language Evidence Chart for information about how your evidence should be formatted for electronic submission.

Evaluation Criteria

The rubrics used to score your performance are included in the handbook, following the sections describing the directions for each task. The descriptors in the five-level rubrics address a wide range of performance, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).

Structure of the Handbook

The following pages provide specific instructions on how to complete each of the three tasks of the edTPA English as an Additional Language assessment. After an overview of the tasks, the handbook provides instructions for each task organized into four sections:

1. **What Do I Need to Think About?**
   This section provides focus questions for you to think about when completing the task.

2. **What Do I Need to Do?**
   This section provides specific, detailed directions for completing the task.

3. **What Do I Need to Write?**
   This section tells you what you need to write and also provides specific and detailed directions for writing the commentary for the task.

4. **How Will the Evidence of My Teaching Practice Be Assessed?**
   This section includes the rubrics that will be used to assess the evidence you provide for the task.

Additional requirements and resources are provided for you in this handbook:

- **Professional Responsibilities:** guidelines for the development of your evidence

- **English as an Additional Language Context for Learning Information:** prompts used to collect information about your school/classroom context

- **English as an Additional Language Evidence Chart:** specifications for electronic submission of evidence (artifacts and commentaries), including templates, supported file types, number of files, response length, and other important evidence specifications

- **Glossary:** definitions of key terms can be accessed by rolling your cursor over each glossary term marked with a dotted underline throughout the handbook or by referring to the **English as an Additional Language Glossary**.

You should review the *Making Good Choices* document prior to beginning the planning of the learning segment. If you are in a preparation program, it will have additional resources that provide guidance as you develop your evidence.

Review all instructions carefully before beginning to teach the learning segment to ensure that you are well prepared for all tasks. **Before you record your videos, pay particular attention to the specific content focus of each video clip submission; these foci are described in the What Do I Need to Do? sections in Instruction Task 2 and Assessment Task 3.** Refer to the Professional Responsibilities section of this handbook for important information about permissions, confidentiality, and other requirements.

If your program requires you to submit artifacts and commentaries for official scoring, refer to www.edTPA.com for complete and current information before beginning your work and to download templates for submitting materials. The website contains information about the registration process, submission deadlines, submission requirements, withdrawal/refund policies, and score reporting. It also provides contact information should you have questions about your registration and participation in edTPA.

Whether submitting directly to www.edTPA.com or via your program's electronic portfolio management system, follow the submission guidelines as documented in the Evidence Chart and review *edTPA Submission Requirements* to ensure that your materials conform to the required evidence specifications and requirements for scoring.

edTPA English as an Additional Language Tasks Overview

Planning Task 1: Planning for Instruction and Assessment		
What to Do	**What to Submit**	**Evaluation Rubrics**
▶ Select **one** class as a focus for this assessment. **The class must consist of at least 3 English language learners.** ▶ Provide relevant context information. ▶ Identify a learning segment to plan, teach, and analyze student learning. **Your learning segment should include 3–5 consecutive lessons** (or, if teaching English as an Additional Language within a large time block, about **3–8 hours of connected instruction**). ▶ Determine a central focus for your learning segment. The central focus should support students' English language development within content-based instruction. ▶ Write and submit a lesson plan for each lesson in the learning segment. ▶ Select and submit key instructional materials needed to understand what you and the students will be doing. ▶ Choose **one** language function and other language demands important to understanding English as an additional language in your learning segment. Identify a learning task where students are supported to use this language. ▶ Respond to commentary prompts **prior to teaching the learning segment**. ▶ Submit copies of all written assessments and/or clear directions for any oral or performance assessments from the learning segment.	☐ Part A: Context for Learning Information ☐ Part B: Lesson Plans for Learning Segment ☐ Part C: Instructional Materials ☐ Part D: Assessments ☐ Part E: Planning Commentary	**Planning Rubrics** [Rubric 1: Planning for English Language Development within Content-Based Instruction](#) [Rubric 2: Planning to Support Varied Student Learning Needs](#) [Rubric 3: Using Knowledge of Students to Inform Teaching and Learning](#) [Rubric 4: Identifying and Supporting Language Demands](#) [Rubric 5: Planning Assessments to Monitor and Support Students' Development of English Language](#)

Instruction Task 2: Instructing and Engaging Students in Learning

What to Do	What to Submit	Evaluation Rubrics
▶ Obtain required permissions for videorecording from parents/guardians of your students and other adults appearing in the video. ▶ Identify lessons from the learning segment you planned in Planning Task 1 to be videorecorded. You should choose lessons that show you interacting with students to support their English language development in content-based instruction. ▶ Videorecord your teaching and **select 2 video clips (no more than 10 minutes each, but not less than 3 minutes combined)**. ▶ Analyze your teaching and your students' learning in the video clips by responding to commentary prompts.	☐ Part A: Video Clips ☐ Part B: Instruction Commentary	**Instruction Rubrics** Rubric 6: Learning Environment for English Language Development within Content-Based Instruction Rubric 7: Engaging Students' English Language Development within Content-Based Instruction Rubric 8: Deepening Student English Language Development within Content-Based Instruction Rubric 9: Subject-Specific Pedagogy Rubric 10: Analyzing Teaching Effectiveness

Assessment Task 3: Assessing Student Learning

What to Do	What to Submit	Evaluation Rubrics
▶ Select **one** assessment from the learning segment that you will use to evaluate your students' development of English language proficiency through content-based instruction. Attach the assessment used to evaluate student performance to the end of the Assessment Commentary. ▶ Submit the evaluation criteria you will use to analyze student learning. ▶ Collect and analyze student work from the selected assessment to identify **quantitative and qualitative** patterns of learning within and across learners in the class. ▶ Select **3 student work samples** to illustrate your analysis of patterns of learning within and across learners in the class. At least 1 of the samples must be from a student with specific learning needs. These 3 students will be your **focus students**. ▶ Summarize the learning of the whole class, referring to work samples from the 3 focus students to illustrate patterns in student communicative proficiency toward the acquisition of English language proficiency within meaningful content. ▶ Submit feedback for the work samples for the 3 focus students in written, audio, or video form. ▶ Analyze evidence of students' language use from (1) the video clips from Instruction Task 2, (2) an additional video clip of one or more students using language within the learning segment, **AND/OR** (3) the student work samples from Assessment Task 3. ▶ Analyze evidence of student English language development by responding to commentary prompts.	☐ Part A: Student Work Samples ☐ Part B: Evidence of Feedback ☐ Part C: Assessment Commentary ☐ Part D: Evaluation Criteria	**Assessment Rubrics** Rubric 11: Analysis of Students' Development of English Language Proficiency through Content-Based Instruction Rubric 12: Providing Feedback to Guide Student Development of English Language Proficiency within Content-Based Instruction Rubric 13: Student Understanding and Use of Feedback Rubric 14: Analyzing Students' Language Use and Content Understanding Rubric 15: Using Assessment to Inform Instruction of English Language with Content

Planning Task 1: Planning for Instruction and Assessment

What Do I Need to Think About?

In Planning Task 1, you will describe your plans for the learning segment and explain how your instruction is appropriate for the students and the content you are teaching. As you develop your plans, you need to think about the following:

- What do your students know, what can they do, and what are they learning to do?

- What do you want your students to learn? What are the important English language development goals and core content-area concepts you want students to develop within the learning segment?

- How will you use your knowledge of your students' assets to inform your plans?

- What instructional strategies, language tasks, and assessments will you design to support student learning and language use?

- How will your learning segment support students to develop and use language that deepens content understanding?

- How is the teaching you propose supported by research and theory about how students learn?

What Do I Need to Do?

- ☐ **Select a class.** If you teach more than one class, select one focus class for this assessment. **The class must consist of at least 3 English language learners.** If your placement for English as an Additional Language has you responsible for a group rather than a whole class, plans should describe instruction for that group (**minimum of 3 students**).[4]

- ☐ **Provide context information.** The [English as an Additional Language Context for Learning Information](#) form is provided later in this handbook and must be submitted in a template. This form provides essential information about your students and your school/classroom. The context information you submit should be **no more than 4 pages, including the prompts**.

- ☐ **Identify a learning segment to plan, teach, and analyze.** Review the curriculum with your cooperating teacher and select a learning segment of **3–5 consecutive lessons**. (If teaching English as an Additional Language within a large time block, select a learning segment of about **3–8 hours of connected instruction**.)

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[4] If your field placement involves fewer than 3 students, which means your "whole class" has fewer than 3 students, you must include a written rationale for this number of students within the Context for Learning Information form or the Planning Commentary.

- ☐ **Identify a central focus.** Identify the central focus along with the content (subject matter) and language objectives (key language function, task, or skill) you will address in the learning segment. The central focus should support students' English language development within content-based instruction.

- ☐ **Identify and plan to support language demands.** Select a key language function from your learning objectives. Choose a learning task that provides opportunities for students to practice using that language function. Identify additional language demands associated with that task. Plan targeted supports that address the identified language demands, including the language function.

- ☐ **Write a lesson plan** for each lesson in the learning segment. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.

- ☐ **Your lesson plans must** include the following information, even if your teacher preparation program requires you to use a specific lesson plan format:

  - ELPD standard(s) (e.g., WIDA or state standards that address English Language Development/Proficiency)[5] that are the target of student learning. (Note: Please list the **number and text** of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)

  - State-adopted student academic content standards that are the target of student learning. (Note: Please include the **number and text** of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)

  - Learning objectives associated with the ELPD and content standards

  - Formal and informal assessments used to monitor student learning, including type(s) of assessment and what is being assessed

  - Instructional strategies and language tasks (including what you and the students will be doing) that support **diverse student needs**

  - Instructional resources and materials used to engage students in learning

- ☐ **Each lesson plan must be no more than 4 pages in length.** You will need to condense or excerpt lesson plans longer than 4 pages. Any explanations or rationale for decisions should be included in your Planning Commentary and deleted from your plans.

- ☐ **Respond to the commentary prompts** listed in the Planning Commentary section **prior to teaching the learning segment**.

- ☐ **Submit your original lesson plans.** If you make changes while teaching the learning segment, you may offer reflection on those changes in the Instruction Task 2 and Assessment Task 3 Commentaries.

- ☐ **Select and submit key instructional materials** needed to understand what you and the students will be doing (**no more than 5 additional pages per lesson plan**). The instructional materials might include such items as class handouts, assignments, slides, and interactive whiteboard images.

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[5] State standards that address English language development or proficiency may use this language, or related language in the title of their standards (e.g., English as a Second Language).

◻ **Submit copies of all written assessments and/or directions for any oral or performance assessments.** (Submit only the blank assessments given to students; do not submit student work samples for this task.)

◻ **Provide citations for the source of all materials that you did not create** (e.g., published texts, websites, and material from other educators). List all citations by lesson number at the end of the Planning Commentary. Note: Citations do not count toward the commentary page limit.

> See the Planning Task 1: Artifacts and Commentary Specifications in the English as an Additional Language Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

What Do I Need to Write?

In Planning Task 1, you will write

- a description of your Context for Learning (see "What Do I Need to Do?" above for directions)

- lesson plans (see "What Do I Need to Do?" above for directions)

- a commentary explaining your plans (see "Planning Commentary" below for directions)

Planning Commentary

In Planning Task 1, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 9 single-spaced pages, including the prompts**.

1. **Central Focus**

   a. Describe the central focus and purpose of the language and content (subject matter) you will teach in the learning segment.

   b. Given the central focus, describe how the ELPD standards, content standards, and learning objectives within your learning segment address students' development **of English language proficiency and content for each competency that applies:**

      ▪ Grammatical competence—the ability to use correct vocabulary and sentence structures

      ▪ Discourse competence—the ability to produce coherent and cohesive written or spoken discourse (e.g., paragraphs or conversations) that conforms to the norms of different genres (e.g., letter, essay, interview)

- **Pragmatic competence**—the ability to use language appropriately in communication based on the context and the relationship between the speaker and writer and the listener and reader
- **Metalinguistic competence**—knowledge of linguistic/grammatical concepts and functions, and the ability to use linguistic terminology to describe or discuss them

c. Explain how your plans **build on each other and make connections** between language competencies (listed above) and content to support students' English language development in two or more of the four modalities (speaking, listening, reading, writing).

2. **Knowledge of Students to Inform Teaching**

For each of the prompts below (2a–b), describe what you know about **your** students **with respect to the central focus** of the learning segment.

Consider the variety of English language learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, Students with Limited or Interrupted Formal Education [SLIFE], readers who struggle in their first language, students at varying levels of language proficiency, long-term ELLs, underperforming students or those with gaps in academic knowledge, and/or gifted students).

a. Prior academic learning and prerequisite skills related to the central focus—**Cite evidence of what students know, what they can do, and what they are still learning to do.**

b. Personal, cultural, and community assets related to the central focus—**What do you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests?**

3. **Supporting Students' English Language and Content Learning**

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. **In addition, use principles from research and/or theory relevant to ELL education to support your justifications.**

a. Justify how your understanding of your students' prior academic learning and personal, cultural, and community assets (from prompts 2a–b above) guided your choice or adaptation of language tasks and materials when planning to provide English language development within content-based instruction. Be explicit about the connections between the language tasks and students' prior academic learning, their assets, and research/theory.

b. Justify how the demands of content guided your choice or adaptation of language tasks and materials when planning to provide English language development within content-based instruction.

c. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs**.

> Consider the variety of English language learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, Students with Limited or Interrupted Formal Education [SLIFE], readers who struggle in their first language, students at varying levels of language proficiency, long-term ELLs, underperforming students or those with gaps in academic knowledge, and/or gifted students).

4. **Supporting English Language Development in the Content Areas**

> As you respond to prompts 4a–d, consider the range of students' language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

a. **Language Function.** Using information about your students' language assets and needs, identify **one** language function essential for students to engage in the content-area learning within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

Analyze	Argue	Categorize	Compare/contrast	Describe	Explain
Interpret	Persuade	Predict	Question	Retell	Summarize

b. Identify a key language task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following language demands (written or oral) associated with the content area students need to understand and/or use:

- Vocabulary and/or key phrases
- **Plus** one or more of the following:
    - Grammatical competence
    - Discourse competence
    - Pragmatic competence
    - Metalinguistic competence

d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.

- Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (vocabulary and/or key phrases, function, grammatical competence, discourse competence, pragmatic competence, or metalinguistic competence).

5. **Monitoring Student Development of English Language and Content**

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

a. Describe how your planned formal and informal assessments will provide direct evidence of students' development of English language proficiency within content-based instruction **throughout** the learning segment.

b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their development of English language proficiency within content-based instruction.

Consider the variety of English language learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, Students with Limited or Interrupted Formal Education [SLIFE], readers who struggle in their first language, students at varying levels of language proficiency, long-term ELLs, underperforming students or those with gaps in academic knowledge, and/or gifted students).

How Will the Evidence of My Teaching Practice Be Assessed?

For Planning Task 1, your evidence will be assessed using rubrics 1–5, which appear on the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing.

Planning Rubrics

Rubric 1: Planning for English Language Development within Content-Based Instruction

How do the candidate's plans build on each other and make connections between language competencies and content to support students' English language development in two or more of the four modalities (speaking, listening, reading, writing)?

Level 1[6]	Level 2	Level 3	Level 4	Level 5
Candidate's plans for instruction **focus solely on vocabulary and grammar with no connections to the content. No modalities are targeted**. **OR** There are **significant linguistic or content inaccuracies** that will lead to student misunderstandings. **OR** **Only content is addressed with no attention to ELD.**	Candidate's plans for instruction **support students' language development with vague connections between language competencies and content.** One modality is **superficially included**.	Candidate's plans for instruction **build on each other** to support students' language development **with clear connections** between language competencies and content. **One or more modality is clearly targeted.**	Candidate's plans for instruction **build on each other** to support students' language development with **clear and consistent** connections between language competencies and content. **Multiple modalities** are clearly targeted **AND students are practicing in one language modality**.	Candidate's plans for instruction build toward **deep integration between** language competencies and content learning. Multiple modalities are clearly targeted **AND** students are practicing in **more than one** language modality.

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[6] Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

Rubric 2: Planning to Support Varied Student Learning Needs

How does the candidate use knowledge of his/her students to target support for students' development of English language in meaningful content-based instruction?

Level 1	Level 2	Level 3	Level 4	Level 5
There is **no evidence of planned supports**. **OR** **Candidate does not attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans.**	Planned supports are **loosely tied to learning objectives or the central focus of the learning segment**.	Planned supports are **tied to** learning objectives and the central focus **with attention to the characteristics of the class as a whole**.	Planned supports are tied to learning objectives and the central focus. **Supports address the needs of specific individuals or groups with similar needs through differentiated instruction.**	Level 4 plus: **Supports include specific strategies to identify and respond to common errors or developmental language needs and misunderstandings about the content or concepts being addressed.**

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

How does the candidate use knowledge of his/her students to justify instructional plans?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Candidate's justification of language tasks is either **missing** **OR** **represents a deficit view** of students and their backgrounds **OR** **is unrelated** to the demands of the content area or the language learning needs of the learners.	Candidate justifies language tasks with **limited attention to** • students' language learning needs **OR** • students' personal, cultural, or community assets **OR** • how tasks meet the demands of the content area.	Candidate **justifies why** language tasks **(or their adaptations) are appropriate using examples of** • students' language learning needs **OR** • students' personal, cultural, or community assets **OR** • how tasks meet the demands of the content area. **Candidate makes superficial connections to research and/or theory relevant to ELL education.**	Candidate justifies why language tasks (or their adaptations) are appropriate using examples of • students' language learning needs **AND** • students' personal, cultural, or community assets **AND** • how tasks meet the demands of the content area. Candidate makes **connections** to research and/or theory relevant to ELL education.	**Level 4 plus:** Candidate's justification is **supported by principles from** research and/or theory relevant to ELL education.

Rubric 4: Identifying and Supporting Language Demands

How does the candidate identify and support language demands associated with a key content learning activity?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Language demands[7] identified by the candidate are **not consistent with the selected language function[8] OR task**. **OR** Language supports are **missing or are not aligned** with the language demand(s) for the learning task.	Language supports **primarily address one language demand** (vocabulary/key phrases, function, or grammatical, discourse, pragmatic, or metalinguistic competence).	**General language supports address use of two or more language demands** (vocabulary/key phrases, function, or grammatical, discourse, pragmatic, or metalinguistic competence).	**Targeted language supports** address use of • **vocabulary/key phrases,** • **language function, AND** • **one or more additional language demands** (grammatical, discourse, pragmatic, or metalinguistic competence).	**Level 4 plus:** Language supports are **designed to meet the needs of students with different levels of language learning**.

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[7] Language demands include language function; vocabulary and/or key phrases; and grammatical, pragmatic, discourse, or metalinguistic competence.

[8] Language function refers to the learning outcome (verb) selected in prompt 4a (e.g., analyze, interpret, summarize).

Rubric 5: Planning Assessments to Monitor and Support Students' Development of English Language

How are the informal and formal assessments selected or designed to monitor students' development of English language in content-based instruction?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
The assessments **are not designed to capture evidence** of students' development of English language proficiency in content-based instruction. **OR** **Assessments only capture evidence of content** learning rather than English language development. **OR** **Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.**	The assessments **provide limited evidence to monitor students'** development of English language proficiency in content-based instruction **during the learning segment**.	The assessments **provide evidence to monitor students'** development of English language proficiency in content-based instruction **at different points during the learning segment**.	The assessments provide **multiple forms of evidence** to monitor students' development of English language proficiency in content-based instruction **throughout** the learning segment.	**Level 4 plus:** **The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their** English language proficiency in content-based instruction.

Instruction Task 2: Instructing and Engaging Students in Learning

What Do I Need to Think About?

In Instruction Task 2, you will demonstrate how you support and engage students in learning. Before you begin your instruction, you need to think about the following:

- What kind of learning environment do you want to develop in order to establish respect and rapport, and to support students' engagement in learning?

- What kinds of language tasks actively engage students in the central focus of the learning segment?

- How will you elicit and build on student responses in ways that develop communicative proficiency in English as an Additional Language in meaningful academic context(s)?

- How do you use your students' full language repertoire (home language and English) as a bridge to support students' content learning?

- In what ways will you connect new content to your students' prior academic learning and linguistic, personal, cultural, or community assets during your instruction?

- How will you use evidence from your instruction to examine and change your teaching practices to more effectively meet a variety of student learning needs?

What Do I Need to Do?

- ☐ **Obtain required permissions for videorecording.** Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video. Adjust the camera angle to exclude individuals for whom you do not have permission to film.

- ☐ **Examine your lesson plans for the learning segment** and identify challenging learning tasks in which you and students are actively engaged. The video clips you select for submission should provide a sample of how you interact with students to develop their English language proficiency.

- ☐ **Identify lessons to videorecord.**

- ☐ **Provide 2 video clips (each no more than 10 minutes in length, but not less than 3 minutes combined)** that demonstrate how you interact with students in a positive learning environment to develop English language proficiency in meaningful academic context(s) with a focus on two or more modalities (speaking, listening, reading, writing) and one or more competencies (grammatical, discourse, pragmatic, or metalinguistic).

    - The **first clip** should focus on students engaging through modalities to develop ELPD through content (modality in content)—or supporting students in practicing language.

- The **second clip** should focus on academic language development in relation to one or more competencies and supporting students in making connections between the content and their backgrounds, experiences, and prior knowledge. Here, you as the teacher candidate should be preparing/modeling to prepare students to practice language and allowing and/or supporting students to practice language.

- The video clips can feature either the whole class or a targeted group of students (**minimum of 3 students⁹**) within the class, with a focus on student-student interactions. One clip may feature interactions between you and your students, with the other focusing on interactions among the students.

- The video clips may include interactions in English, home language, or bi/multilingual that are (1) between you and your students and (2) among the students, including your responses to student comments, questions, and needs.

- If languages other than English are used, translations are necessary only when highlighting key exchanges that reveal students' content understandings and/or language proficiency. Translations do not need to be a full transcript and can be provided within the commentary and noted with video clip time stamps.

- ☐ **(Optional) Provide evidence of students' language use.** You may provide evidence of language use with your video clips from Instruction Task 2, an additional video clip of one or more students using language within the learning segment (**no more than 5 minutes in length**), **AND/OR** through the student work samples analyzed in Assessment Task 3.

- ☐ **Videorecord your classroom teaching.** Tips for videorecording your class are available from your teacher preparation program.

- ☐ **Select video clips to submit** and verify that each clip meets the following requirements:

  - Check the video and sound quality to ensure that you and your students can be **seen** and **heard** on the video clips you submit. If most of the audio in a clip cannot be understood by a scorer, **submit another clip**. If there are occasional audio portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the following: 1) provide a transcript with time stamps of the inaudible portion and refer to the transcript in your response; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).

  - A video clip must be continuous and unedited, with no interruption in events.

  - If you have inadvertently included individuals for whom you do not have permission to film in the video clips you plan to submit, you may use software to blur the faces of these individuals. This is not considered editing. Other portions of the submitted video clips, including the classroom, your face, and the faces of individuals for whom you have obtained permission to film, should remain unblurred.

  - Do not include the name of the state, school, or district in your video. Use first names only for all individuals appearing in the video.

- ☐ **Respond to the commentary prompts** listed in the Instruction Commentary section below **after viewing the video clips**.

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⁹ If your field placement includes 5 students or less, which leads your video clips to include fewer than 3 students, you must provide a clear rationale for this within the Instruction Commentary.

◻ **Determine if additional information is needed to understand what you and the students are doing in the video clips.** For example, if there are graphics, texts, or images that are not clearly visible in the video, or comments that are not clearly heard, you may insert digital copies or transcriptions at the end of the Instruction Commentary (**no more than 2 pages in addition to the responses to commentary prompts**).

See the [Instruction Task 2: Artifacts and Commentary Specifications](#) in the English as an Additional Language Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

What Do I Need to Write?

Instruction Commentary

In Instruction Task 2, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 6 single-spaced pages, including the prompts**. If needed, insert no more than 2 additional pages of supporting documentation for the videorecordings at the end of the commentary (e.g., translations of key interactions, digital copies of indiscernible materials, or transcriptions of inaudible comments). These additional pages do not count toward the commentary page limit noted above.

1. Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.

2. **Promoting a Positive Learning Environment**

   Refer to scenes in the video clips where you provided a positive learning environment.

   a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

3. **Engaging Students in Developing English Language Proficiency**

   Refer to examples from the video clips in your responses to the prompts.

   a. Explain how your instruction engaged students in developing English language proficiency within content-based instruction with a focus on two or more modalities (speaking, listening, reading, writing) and one or more competencies (grammatical, discourse, pragmatic, metalinguistic).

4. **Deepening Students' English Language Proficiency during Instruction**

   Refer to examples from the video clips in your explanations.

   a. Explain how you **elicited and built on student responses** to promote thinking and develop students' English language proficiency in relation to one or more language competencies and modalities, within content-based instruction.

    b.   Explain how your instruction promotes comparisons and connections between the content being taught and the students' cultural and linguistic backgrounds, experiences, and prior academic knowledge.

5. Analyzing Teaching

Refer to examples from the video clips in your responses to the prompts.

    a.   What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student development of English language proficiency (e.g., missed opportunities)?

> Consider the variety of English language learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, Students with Limited or Interrupted Formal Education [SLIFE], readers who struggle in their first language, students at varying levels of language proficiency, long-term ELLs, underperforming students or those with gaps in academic knowledge, and/or gifted students).

    b.   Why do you think these changes would improve student development of English language proficiency? Support your explanation with evidence of student learning **AND** principles from theory and/or research relevant to ELL education.

How Will the Evidence of My Teaching Practice Be Assessed?

For Instruction Task 2, your evidence will be assessed using rubrics 6–10, which appear on the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, instruction, and writing.

Instruction Rubrics

Rubric 6: Learning Environment for English Language Development within Content-Based Instruction

How does the candidate demonstrate a positive learning environment that supports students' English language development within content-based instruction?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
The clips reveal evidence of **disrespectful interactions** between teacher and students or between students. **OR** Candidate **allows disruptive behavior** to interfere with student learning.	The candidate demonstrates **respect for** students. **AND** Candidate provides a **learning environment that serves primarily to control student behavior,** and minimally supports the learning objectives.	The candidate demonstrates **rapport with** and respect for students. **AND** Candidate provides a **positive, low-risk learning environment in which students feel comfortable taking risks with language and respect each other**.	The candidate demonstrates rapport with and respect for students. **AND** Candidate provides a **challenging learning environment** in which students take risks with language and respect each other.	The candidate demonstrates rapport with and respect for students. **AND** Candidate provides a challenging learning environment that **provides opportunities to express varied perspectives** and promotes mutual respect among students.

Rubric 7: Engaging Students' English Language Development within Content-Based Instruction

How does the candidate actively engage students in developing English language proficiency within content-based instruction?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Students are **observed** in tasks that **focus solely on vocabulary and grammar with no modality use**.	Students are **participating in language tasks that superficially relate to the development of English language proficiency in content-based instruction primarily focusing on one modality OR one competency**.	Students are **engaged in** language tasks **that address the development of English language proficiency in content-based instruction**, focusing on **one or more modalities and one or more competencies**.	Students are engaged in language tasks that **integrate** the development of **English language proficiency in content-based instruction addressing two or more** modalities and one or more competencies.	**Level 4 plus:** Students are engaged in language tasks that **lead students to deepen and extend communicative proficiency in English in meaningful academic context(s)**.

Rubric 8: Deepening Student English Language Development within Content-Based Instruction

How does the candidate elicit student responses to promote students' English language proficiency within content-based instruction?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does most of the talking and students provide few responses. **OR** Candidate responses include **significant content inaccuracies** that will lead to student misunderstandings.	Candidate **primarily asks surface-level questions about correct usage of grammar and vocabulary and evaluates student responses as correct or incorrect**.	Candidate **elicits student responses that address English language proficiency with respect to one language competency and one modality in content-based instruction**.	Candidate elicits **and builds on students' responses that develop** English language proficiency **in relation to one or more** language competencies and modalities in content-based instruction.	Level 4 plus: **Candidate facilitates interactions among students to develop their English language proficiency in relation to language competencies and modalities.**

Rubric 9: Subject-Specific Pedagogy

How does the candidate promote comparisons and connections between the content being taught and the students' cultural and linguistic backgrounds, experiences, and prior academic knowledge?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Candidate's instruction **does not provide opportunities for students to demonstrate connections between the content being taught and their cultural and linguistic backgrounds, experiences, and prior academic knowledge.**[10]	Candidate's instruction **provides limited opportunities for students to demonstrate an understanding of the connections** between the content being taught and their cultural and linguistic backgrounds, experiences, and prior academic knowledge.	Candidate's instruction **provides opportunities** for students to demonstrate an understanding of the connections between the content being taught and their cultural and linguistic backgrounds, experiences, and prior academic knowledge.	Candidate's instruction provides **purposeful opportunities** for students to demonstrate an understanding of the **explicit connections** between the content being taught and their cultural and linguistic backgrounds, experiences, and prior academic knowledge.	**Level 4 plus:** **Candidate's language tasks provide multiple entry points for students to engage in making meaningful** connections between the content being taught and their cultural and linguistic backgrounds, experiences, and prior academic knowledge.

[10] For example, relevant student knowledge and experiences may include home language, directionality of text, cognate work, or contrastive rhetoric.

Rubric 10: Analyzing Teaching Effectiveness

How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Candidate **suggests changes unrelated to evidence of student learning**.	Candidate **proposes changes to teacher practice that are superficially related to student learning needs** (e.g., task management, pacing, improving directions).	Candidate proposes changes that address **students' collective learning needs related to the central focus**. **Candidate makes superficial connections to research and/or theory relevant to ELL education.**	Candidate proposes changes that address **individual and collective learning needs** related to the central focus. Candidate makes **connections to** research and/or theory relevant to ELL education.	**Level 4 plus:** Candidate **justifies changes using principles from** research and/or theory relevant to ELL education.

Assessment Task 3: Assessing Student Learning

What Do I Need to Think About?

In Assessment Task 3, you will analyze ELLs' learning and their use of language. Before you begin the analysis, you need to think about the following:

- How will you gather evidence and make sense of what ELL students have learned?
- How will you provide meaningful feedback to your ELL students?
- How will you use evidence of what ELL students know and are able to do to plan next steps in instruction?
- How will you identify evidence of and explain students' use of language that demonstrates the development of English language proficiency?

What Do I Need to Do?

- ☐ **Select <u>one</u> assessment from your learning segment you will use** to evaluate your students' developing knowledge and skills. It should be an assessment that is completed by the whole class featured in the learning segment. (If you are teaching only a group within the class for the learning segment, that group will be "the whole class.") The assessment should reflect the work of individuals, not groups, but may be individual work from a group task. **The assessment should provide opportunities for students to demonstrate their path toward the acquisition of English language proficiency within content-based instruction.**

- ☐ **If some portions of the student work include students' home language, provide an explanation for how the home language bridges or demonstrates content learning as part of your analysis in the Assessment Commentary.**

- ☐ **Define and submit the evaluation criteria** you will use to analyze student learning related to English language proficiency described above.

- ☐ **Collect and analyze student work** from the selected assessment to identify **quantitative and qualitative** patterns of learning within and across learners in the class. You may submit text files with scanned student work, a video or audio file of a student's oral work, **OR** a student-created video or multimedia file. For each focus student, a video or audio work sample must be no more than 5 minutes in total running time.

- ☐ **Select 3 student work samples** that represent the patterns of learning (i.e., what individuals or groups generally understood and what a number of students were still struggling to understand) you identified in your assessment analysis. These students will be your **focus students** for this task. **At least one of the focus students must be an ELL with specific learning needs** (e.g., a student with an IEP or 504 plan, a Student with Limited or Interrupted Formal Education [SLIFE], a reader struggling in his or her first language, a long-term ELL, an underperforming student or a student with gaps in

academic knowledge, and/or a gifted student). Note: California candidates must include one focus student who is an English language learner.[11]

- ☐ **Document the feedback** you gave to the each of the **3 focus students** on the work sample itself, as an audio clip, or as a video clip. You must submit evidence of the actual feedback provided to each focus student, and not a description of the feedback.

- ☐ If you submit a student work sample or feedback as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).

- ☐ If you submit a student work sample or feedback as a video or audio clip and additional students are present, clearly identify which students are your focus students in the relevant prompts (1d and 2a) of the Assessment Commentary (**in no more than 2 sentences**).

- ☐ **Respond to the prompts** listed in the Assessment Commentary section below **after analyzing student work from the selected assessment**.

- ☐ **Include and submit the chosen assessment, including the directions/prompts provided to students.** Attach the assessment (**no more than 5 additional pages**) to the end of the Assessment Commentary.

- ☐ **Provide evidence of students' understanding and use of the targeted academic language function and other language demands.** You may choose evidence from the video clips submitted in Instruction Task 2, an additional video clip of one or more students using language within the learning segment (**no more than 5 minutes in length**), **AND/OR** student work samples submitted in Assessment Task 3.

See the [Assessment Task 3: Artifacts and Commentary Specifications](#) in the English as an Additional Language Evidence Chart for instructions on the electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

What Do I Need to Write?

Assessment Commentary

In Assessment Task 3, you will write a commentary responding to the prompts below. Your commentary should be **no more than 10 single-spaced pages, including the prompts**. If student work includes students' home language, include translations of the segments needed for your analysis of student learning within your commentary prompt responses.

---

[11] California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

Attach the assessment used to evaluate student performance (**no more than 5 additional pages**) and, if necessary, a transcription of inaudible portions of a video or audio clip of feedback or a student work sample (**no more than 2 additional pages**) to the end of the Assessment Commentary. These additional pages do not count toward the commentary page limit noted above.

1. **Analyzing Students' Development of English Language Proficiency through Content-Based Instruction**

   a. Identify the specific learning objectives measured by the assessment you chose for analysis.

   b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted in Assessment Task 3, Part D.

   c. Use evidence found in the **3 student work samples and the whole class summary** to analyze the patterns of learning **for the whole class** and differences for groups or individual learners relative to their development of English language proficiency within content-based instruction. Provide translations of home language used in the work samples as needed to support your analysis.

   > Consider what students understand and do well, and where they continue to struggle as they acquire English language proficiency and content simultaneously (e.g., common errors, confusions, need for greater challenge).

   d. If a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

2. **Feedback to Guide Further Learning**

   Refer to specific evidence of submitted feedback to support your explanations.

   a. Identify the format in which you submitted your evidence of feedback for the 3 focus students. Choose one of the following:

   - Written directly on work samples or in separate documents that were provided to the focus students

   - In audio files

   - In video clips from Instruction Task 2 (provide a time-stamp reference) or in separate video clips

   If a video or audio clip of feedback occurs in a group context (e.g., discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description) who is being given feedback.

   b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to their development of English language proficiency within content-based instruction.

   c. Describe how you will support each focus student to understand and use this feedback to further their learning related to their development of English language proficiency within content-based instruction.

3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the video clips and/or student work samples as evidence. Evidence from the clips may focus on one or more students.

> You may provide evidence of students' language use **from ONE, TWO, OR ALL THREE of the following sources:**
>
> 1. Use video clips from Instruction Task 2 and provide time-stamp references for evidence of language use.
>
> 2. Submit an additional video file named "Language Use" of no more than 5 minutes in length and cite language use (this can be footage of one or more students' language use). Submit the clip in Assessment Task 3, Part B.
>
> 3. Use the student work samples analyzed in Assessment Task 3 and cite language use.

a. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use the

- selected language function,
- vocabulary and/or key phrases, **AND**
- grammatical, discourse, pragmatic, or metalinguistic competence

to develop content understandings.

4. Using Assessment to Inform Instruction

a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction to impact student learning:

- For the whole class
- For the 3 focus students and other individuals/groups with specific needs

Consider the variety of English language learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, Students with Limited or Interrupted Formal Education [SLIFE], readers who struggle in their first language, students at varying levels of language proficiency, long-term ELLs, underperforming students or those with gaps in academic knowledge, and/or gifted students).

b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from theory and/or research relevant to ELL education.

How Will the Evidence of My Teaching Practice Be Assessed?

For Assessment Task 3, your evidence will be assessed using rubrics 11–15, which appear on the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, instruction, assessment, and writing.

Assessment Rubrics

Rubric 11: Analysis of Students' Development of English Language Proficiency through Content-Based Instruction

How does the candidate analyze evidence of student learning of English language proficiency through content-based instruction?

Level 1	Level 2	Level 3	Level 4	Level 5
The analysis is **superficial or not supported** by either student **work samples or the summary of student learning**. **OR** The evaluation criteria, learning objectives, and/or analysis **are not aligned** with each other.	The analysis focuses on what students did **right OR wrong**.	The analysis focuses on what students did **right AND wrong**. **AND** **Analysis includes some differences in whole class learning.**	Analysis **uses specific examples from work samples to demonstrate patterns of learning** in language within content consistent with the summary. **AND** **Patterns of learning are described for whole class.**	Analysis uses specific **evidence** from work samples **to demonstrate the connections between quantitative and qualitative patterns of learning** in language within content **for individuals or groups**.

Rubric 12: Providing Feedback to Guide Student Development of English Language Proficiency within Content-Based Instruction

What type of feedback does the candidate provide to focus students on their strengths and areas for improvement?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Feedback is unrelated to the learning objectives OR is developmentally inappropriate. **OR** Feedback **contains significant content inaccuracies** and/or misconceptions about the target culture(s). **OR** **No feedback is provided to one or more focus students.**	Feedback is **general** and **addresses needs AND/OR strengths related to English language proficiency or content**.	Feedback is **specific** and **addresses either** needs **OR strengths related** to English language proficiency or content.	Feedback is specific and **addresses both strengths AND needs** related to **connections between** English language proficiency **and** content.	Level 4 plus: **Feedback for one or more focus students** • **provides a strategy to address an individual learning need OR** • **makes connections to prior learning or experience to improve learning.**

Rubric 13: Student Understanding and Use of Feedback

How does the candidate support focus students to understand and use the feedback to guide their development of English language proficiency in content-based instruction?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Opportunities for understanding or using feedback are not described. **OR** Candidate **provides limited or no feedback to inform English language proficiency in content-based instruction**.	Candidate **provides vague description of how focus students will understand or use feedback with regards to English language proficiency**.	Candidate **describes** how focus students will understand or use feedback **related to English language proficiency with content**.	Candidate describes how **s/he will support** focus students to understand **and** use feedback **on their strengths OR weaknesses** to make connections between English language proficiency and meaningful content.	Candidate describes how s/he will support focus students to understand and use feedback on their strengths **AND** weaknesses to make connections between English language proficiency and meaningful content.

Rubric 14: Analyzing Students' Language Use and Content Understanding

How does the candidate analyze students' use of language to develop content understanding?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Candidate identifies student **language use that is superficially related or unrelated** to the language demands (function,[12] vocabulary/key phrases, and additional demands). **OR** Candidate's description or **explanation of language use is not consistent** with the evidence submitted.	Candidate **describes how students use only one language demand (function, vocabulary/key phrases, or grammatical, discourse, pragmatic, or metalinguistic competence)**.	Candidate **explains and provides evidence of students' use of** • the **language function AND** • **one or more additional language demands** (vocabulary/key phrases or grammatical, discourse, pragmatic, or metalinguistic competence).[13]	Candidate explains and provides evidence of students' use of • the language function, • **vocabulary/key phrases, AND** • additional language demand(s) (grammatical, discourse, pragmatic, or metalinguistic competence) **in ways that develop content understandings**.	Level 4 plus: Candidate explains and provides evidence of **language use and content learning for students with varied needs**.

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[12] Previous footnote is now obsolete and has been deleted.

[13] Previous footnote is now obsolete and has been deleted.

Rubric 15: Using Assessment to Inform Instruction of English Language with Content

How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Next steps **do not follow** from the analysis. **OR** Next steps are **not relevant to the learning objectives** assessed. **OR** Next steps are **not described in sufficient detail** to understand them.	Next steps **primarily focus on changes to teaching practice that are superficially related to student learning needs, for example, repeating instruction, pacing, or classroom management issues**.	Next steps **propose general support that improves student learning related to English language proficiency and content learning objectives assessed**. **Next steps are loosely connected with research and/or theory relevant to ELL education.**	Next steps **provide targeted support to individuals or groups to improve their learning relative to** English language proficiency and content learning objectives assessed. Next steps are **connected** with research and/or theory relevant to ELL education.	Next steps provide targeted support to individuals **AND** groups to improve their learning relative to English language proficiency and content learning objectives assessed. Next steps are **justified with principles from** research and/or theory relevant to ELL education.

Professional Responsibilities

Refer to the following table for an overview of your professional responsibilities in developing evidence for edTPA. If you are submitting artifacts and commentaries for official scoring, refer to www.edTPA.com for complete and current information before beginning your work. Included here are important information and policies such as submission requirements and deadlines, registration agreements, attestations, permissions, and confidentiality. Whether or not you are submitting for official scoring, you should fulfill the professional responsibilities described below.

Responsibility	Description
Protect confidentiality	To protect confidentiality, please remove your name and use pseudonyms or general references (e.g., "the district") for your state, school, district, and cooperating teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or institutions. During videorecording, use students' first names only. To ensure confidentiality of your students and yourself, do not share your video on any publicly accessible platforms or websites (YouTube, Facebook, etc.).
Acquire permissions	Before you record your classroom instruction, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the videorecording. Your program will provide you with procedures and necessary forms to obtain these permissions, according to agreements with the school or district in which you are student teaching or completing your internship. If your program does not provide the necessary forms, you may refer to the sample forms found on www.edTPA.com. The release forms are not to be submitted with your materials, but you should follow your campus policy for retaining them.
Cite sources	Provide citations for the source of all materials that you did not create (e.g., published texts, websites, material from other educators). List all citations by lesson number at the end of the Planning Commentary. Note: Citations do not count toward the commentary page limit.
Align instruction with state standards	As part of the assessment, you will document the alignment of your lesson plans with state-adopted academic content standards that are the target of student learning. Refer to the education agency website for your state to obtain copies of relevant standards for this assessment.
Follow the guidelines for candidate support at www.edTPA.com	Follow the guidelines for candidate support found at www.edTPA.com as you develop your evidence for edTPA. Although you may seek and receive appropriate support from your university supervisors, cooperating/master teachers, university instructors, or peers during this process, the ultimate responsibility for completing this assessment lies with you. **Therefore, when you submit your completed work, you must be able to confirm your adherence with certain statements, such as the following:** ■ I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment. ■ I have not previously taught this learning segment to the students/class. ■ The video clips submitted are unedited (continuous) and show me teaching the students/class profiled in the evidence submitted. ■ The student work included in the documentation is that of my students, completed during the learning segment documented in this assessment. ■ I am author of the commentaries and other written responses to prompts in this assessment. ■ Appropriate citations have been made for all materials in the assessment whose sources are from published text, the Internet, or other educators.

English as an Additional Language Context for Learning Information

Use the Context for Learning Information to supply information about your school/classroom context.

About the School Where You Are Teaching

1. In what type of school do you teach? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)

   Pre–K: _____
   Elementary school: _____
   Middle school: _____
   High school: _____
   Other (please describe): _____

2. Where is the school where you are teaching located? (Type an "X" next to the appropriate description.)[14]

   City: _____
   Suburb: _____
   Town: _____
   Rural: _____

3. List any special features of your school or classroom setting (e.g., push-in ESL, pull-out ESL, bilingual, self-contained, co-taught, newcomer) that will affect your teaching in this learning segment.

4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

About the Class Featured in this Learning Segment

1. What is the name of the class? (Include English language proficiency level of students.)

2. What is length of the class? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)

   a. One semester: _____

   b. One year: _____

   c. Other (please describe): _____

3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?

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[14] If you need guidance when making a selection, reference the NCES locale category definitions (https://nces.ed.gov/surveys/ruraled/definitions.asp) or consult with your placement school administrator.

4. Is there any ability grouping or tracking in English as an additional language? If so, please describe how it affects your class.

5. Identify any textbook or instructional program you primarily use for English language instruction. If a textbook, please provide the title, publisher, and date of publication.

6. List other resources (e.g., electronic whiteboard, hands-on materials, online resources) you use for English language instruction in this class.

About the Students in the Class Featured in this Learning Segment

1. Grade level(s): _____

2. English language proficiency/development level(s)—please explain your state's ELPD levels _____

3. Number of

    - students in the class: _____

    - males: _____ females: _____

4. Briefly describe the home language(s) of your students: _____

5. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

> Consider the variety of English language learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment. For example, students
>
> - With Individualized Education Programs (IEPs) or 504 plans
>
> - With Limited or Interrupted Formal Education (SLIFE)
>
> - Who are long-term ELLs
>
> - Needing greater challenge or support
>
> - Who are at varying levels of language proficiency
>
> - Who struggle in their first language
>
> - Who are underperforming or have gaps in academic knowledge
>
> For Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.[15]

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[15] California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

Students with IEPs/504 Plans		
IEPs/504 Plans: Classifications/Needs	**Number of Students**	**Supports, Accommodations, Modifications, Pertinent IEP Goals**
Example: Visual processing	*2*	*Close monitoring and the use of video and pictures to represent new concepts and ideas in English*

Students with Other Learning Needs		
Other Learning Needs	**Number of Students**	**Supports, Accommodations, Modifications**
Example: Struggling readers in their first language	*5*	*Provide oral explanations for grammar in the students' first language; provide clear prompts as well as simplified text for cultural information*

English as an Additional Language Evidence Chart

Your evidence must be submitted to the electronic portfolio management system used by your teacher preparation program. Your submission must conform to the artifact and commentary specifications for each task. This section provides instructions for all evidence types as well as a description of supported file types for evidence submission, number of files, response lengths, and other information regarding format specifications. Note that your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

English as an Additional Language (EAL) permits some use of languages other than English in the video clips or work samples. Translations may be necessary in order to highlight key interactions in the video clip(s) that reveal students' content understanding and/or language proficiency. These translations, noted with time stamps, can be provided at the end of the applicable commentary, in up to 2 additional pages that do not count toward the commentary page limit. If some portions of the student work sample include student's home language, provide an explanation for how the home language bridges or demonstrates content learning as part of your analysis in the Assessment Commentary.

Planning Task 1: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	**Max**		
Part A: Context for Learning Information (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 4 pages,** including prompts	▪ Use Arial 11-point type. ▪ Single space with 1" margins on all sides.
Part B: Lesson Plans for Learning Segment	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages per lesson	▪ Submit 3–5 lesson plans in 1 file. ▪ Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.). ▪ All rationale or explanation for plans should be written in the Planning Commentary and removed from lesson plans.
Part C: Instructional Materials	.doc; .docx; .odt; .pdf	1	1	**No more than 5 pages** of **KEY** instructional materials per lesson plan	▪ Submit all materials in 1 file. ▪ Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.). ▪ Order materials as they are used in the learning segment.

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Planning Task 1: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	**Max**		
Part D: Assessments	.doc; .docx; .odt; .pdf	1	1	No limit	▪ Submit assessments in 1 file. ▪ Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.). ▪ Order assessments as they are used in the learning segment.
Part E: Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 9 pages** of commentary, including prompts	▪ Use Arial 11-point type. ▪ Single space with 1" margins on all sides. ▪ Respond to prompts before teaching the learning segment.

Instruction Task 2: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	**Max**		
Part A: Video Clips[16]	flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	2	2	Running time **no more than 10 minutes each** (but not less than 3 minutes combined)	▪ Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear in the video. ▪ Refer to Instruction Task 2, What Do I Need to Do? for video clip content and requirements. ▪ When naming each clip file, include the number of the lesson shown in the video clip.

Part B: Instruction Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 6 pages** of commentary, including prompts
				
				If needed, **no more than 2 additional pages** of supporting documentation
					▪ Use Arial 11-point type.
					▪ Single space with 1" margins on all sides.
					
					IMPORTANT:
					▪ Insert documentation at the end of the commentary file if
					  ▪ you or the students are using graphics, texts, or images that are not clearly visible in the video
					  ▪ you provide translations of key interactions with students in their home language
					  ▪ you chose to submit a transcript for occasionally inaudible portions of the video
					▪ If submitting documentation, include the video clip number, lesson number, and explanatory text (e.g., "Clip 1, lesson 2, text from a whiteboard that is not visible in the video," "Clip 2, lesson 4, transcription of a student response that is inaudible").

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[16] **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Assessment Task 3: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	**Max**		
Part A: Student Work Samples[17]	**For written work samples:** .doc; .docx; .odt; .pdf **For audio work samples:** flv, asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma **For video work samples:** flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	3	3	No page limit for written work samples **No more than 5 minutes per focus student** for video or audio student work samples	▪ For written work samples, use correction fluid, tape, or a felt-tip marker to **mask or remove students' names, your name, and the name of the school before copying/scanning any work samples.** If your students' writing is illegible, write a transcription directly on the work sample. ▪ On each work sample, indicate the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample). If more than one focus student appears in a video or audio work sample, upload the same work sample separately for each focus student who is seen/heard and label appropriately. Describe how to recognize each of the focus students in the clip and provide the label associated with the clip in prompt 1d of the Assessment Commentary. ▪ When naming each work sample file, include the student number. ▪ If you submit a student work sample or feedback as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).

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[17] **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	**Max**		
Part B: Evidence of Feedback[18] And, if included, video evidence of academic language use	**For written feedback not written on the work samples:** .doc; .docx; .odt; .pdf **For audio feedback:** flv, asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma **For video clips (feedback and/or language use):** flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	0	4	No page limit for written feedback **No more than 3 minutes per focus student** for video or audio feedback **No more than 5 minutes** for video evidence of student language use	▪ Document the location of your evidence of feedback in the Assessment Commentary. ▪ If feedback is not included as part of the student work samples or recorded on the video clip(s) from Instruction Task 2, submit only **1** file for each focus student—a document, video file, **OR** audio file—and label the file with the corresponding student number (Student 1 Feedback, Student 2 Feedback, or Student 3 Feedback). ▪ If more than one focus student appears in a video or audio clip of feedback, upload the same clip separately for each focus student who is seen/heard and label appropriately. ▪ When naming each feedback file, include the student number. ▪ If you submit a student work sample or feedback as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing). ▪ For Academic Language—If you choose to submit a video clip of student language use, it should be **no more than 5 minutes**. You may identify a portion of a clip provided for Instruction Task 2 or submit an entirely new clip.

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[18] **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part C: Assessment Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 10 pages** of commentary, including prompts Plus ■ **no more than 5 additional pages** for the chosen assessment, ■ if necessary, no more than **2 additional total pages** of transcription of video/audio evidence for a work sample and feedback, and/or video evidence of language use	■ Use Arial 11-point type. ■ Single space with 1" margins on all sides. **IMPORTANT:** ■ Insert a copy of the chosen assessment, including directions/prompts provided to students. ■ If student work includes students' home language, include translations of the segments needed for your analysis of student learning within your commentary prompt responses.
Part D: Evaluation Criteria	.doc; .docx; .odt; .pdf	1	1	No limit	

English as an Additional Language Glossary

Source citations for glossary entries are provided as footnotes in this section.

academic language: Oral and written language used for academic purposes. Academic language is the means by which students develop and express content-specific understandings. Academic language represents the language of the discipline that students need to learn and use to participate and engage in the content area or discipline in meaningful ways.

artifacts: Authentic work completed by you and your students including lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples. Artifacts are submitted as part of your evidence.

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."[19] 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. In English as an Additional Language education, formal assessment of communicative proficiency includes evaluation of students' work in terms of performance and use of the target language in meaningful cultural context(s). Some examples of performance assessments include project outcomes, posters, any written work (e.g., letters, online posts), videos or oral recordings of student presentations, peer feedback forms, checklists, and rubrics.

assets (knowledge of students):

- **personal:** Refers to specific background information that students bring to the learning environment. Students may bring interests, knowledge, everyday experiences, family backgrounds, and so on, which a teacher can draw upon to support learning.

- **cultural:** Refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages and dialects, worldviews, literature, art, and so on, that a teacher can draw upon to support learning.

- **community:** Refers to common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events, practices, and so on, that a teacher can draw upon to support learning.

central focus: A description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the

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

subject-specific components in the learning segment. The central focus of English as an Additional Language teaching is developing student communicative proficiency in English in meaningful cultural context(s). For example, the central focus for an English as an Additional Language learning segment might be talking about family and self by using adjectives, pronouns, and vocabulary that relate to kinship, and verbs such as "to be" and "to have" in the target language. The whole segment can focus on the development of students' communicative proficiency in English, developing their skills to be able to introduce and talk about self and family through the creation of family albums, biographical writing pieces, and posters/drawings of family trees with labels.

commentary: Submitted as part of each task and, along with artifacts, make up your evidence. The commentaries should be written to explain the rationale behind your teaching decisions and to analyze and reflect on what you have learned about your teaching practice and your students' learning.

communication: According to the ACTFL standards,[20] the current organizing principle for English as an Additional Language teaching and learning practices is **communication**, which highlights not only the **what** (vocabulary) and **how** (grammar) of the target language, but also the **why** and the **when** to say what to **whom** when using the target language. Communication is composed of three modes: interpretive (e.g., reading a news article in the target language, listening to a podcast in the target language), interpersonal (e.g., ordering food in the target language, interviewing a classmate in the target language), and presentational (e.g., introducing self, family, friends to the class in the target language, making a formal presentation about a cultural practice and perspective in the target language/culture). Grammar and vocabulary are still essential tools for communication; however, it is the actual use of grammar and vocabulary to communicate in meaningful and culturally appropriate ways with users of other languages that is the main goal of English as an Additional Language education in the 21st century.

content-based instruction: Content instruction (e.g., mathematics, English language arts, science, social studies) that is relevant and based on the ELL's grade-level standards.

content objective: Objectives that define desired content outcomes for the lesson.

engaging students in learning: Using instructional and motivational strategies that promote students' active involvement in language tasks that increase their knowledge, skills, and abilities related to specific learning objectives. Engagement in learning contrasts with student participation in language tasks that are not well designed and/or implemented and do not increase student learning.

evaluation criteria: Performance indicators or dimensions that are used to assess evidence of student learning. They indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment. Evaluation criteria can be represented in various ways, such as a rubric, a point system for different levels of performance, or rules for awarding full versus partial credit. Evaluation criteria may examine correctness/accuracy, cognitive complexity, sophistication or elaboration of responses, or quality of explanations.

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[20] The American Council on the Teaching of Foreign Languages. (1999). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press.

evidence: Consists of **artifacts** that document how you planned and implemented instruction **AND commentaries** that explain your plans and what is seen in the videorecording(s) or examine what you learned about your teaching practice and your students' learning. Evidence should demonstrate your ability to design lesson plans with instructional supports that deepen student learning, use knowledge of your students to inform instruction, foster a positive learning environment that promotes student learning, monitor and assess student progress toward learning objectives, and analyze your teaching effectiveness. Your evidence must be submitted electronically using the electronic portfolio management system used by your teacher preparation program.

input: The classroom materials and texts (oral or written) through which learners gain access to English. Emphasis is given to authentic input found in the "real world," that is, not produced strictly for pedagogical reasons, as well as to materials generated by students in interaction and collaboration in the target language. Examples of authentic input include musical videos, movies and other short films/video clips, songs, newspaper articles, literature, and any work created by students for genuine communicative purposes, such as dialogues, posters, writings, journals, poems, literary work, and so on.

language competencies:

- **grammatical competence:** The ability to use correct vocabulary and sentence structures. Example: Correctly conjugate verbs for regular and irregular past tense (e.g., "diluted," "broke").

- **discourse competence:** The ability to produce coherent and cohesive written or spoken discourse (e.g., paragraphs or conversations) that conforms to the norms of different genres (e.g., letter, essay, interview). Example: Use of language that is appropriate for a given audience when giving a class presentation in mathematics.

- **pragmatic competence:** The ability to use language appropriately in communication based on the context and the relationship between the speaker and writer and the listener and reader. Example: Discerning an author's intent in a written text in social studies.

- **metalinguistic competence:** Knowledge of linguistic/grammatical concepts and functions, and the ability to use linguistic terminology to describe or discuss them. Example: Describing the literal and implied meaning in a fictional text in English language arts.

language functions: The function is the purpose the language is intended to achieve within school and in real-world contexts, both orally and in writing. Functions consist of what speakers do and accomplish by using language in meaningful contexts. Common interpersonal language functions include greeting, expressing likes and dislikes, making requests, giving and receiving information, initiating and ending conversations, and so on. Common academic language functions include defining, classifying, comparing/contrasting, explaining, arguing, interpreting, and evaluating ideas. To help you find the functions in your learning segment, remember that functions are associated with verbs (i.e., actions) found in your learning outcome statements.

language objectives: Objectives that define desired language outcomes for the lesson (e.g., vocabulary, language functions, language skills, grammar, or language structures).

language supports: The scaffolds, representations, and pedagogical strategies teachers provide to help learners understand, use, and practice the concepts and language they need to learn within disciplines (Santos, Darling-Hammond, Cheuk, 2012).[21] The language supports planned within the lessons in edTPA should directly support learners to understand and use identified language demands (vocabulary/key phrases, function, or grammatical, discourse, pragmatic, or metalinguistic competence) to deepen content understandings.

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

learning environment: The designed physical and emotional context, established and maintained throughout the learning segment to support a positive and productive learning experience for students.

learning objectives: Student learning outcomes to be achieved by the end of the lesson or learning segment.

learning segment: A set of 3–5 lessons that build one upon another toward a central focus, with a clearly defined beginning and end.

long-term ELLs: ELLs who have been classified as ELLs without becoming fluent in English for a significant period of time that is defined by the school district and/or state.

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

planned supports: Instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus.

prior academic learning and prerequisite skills: Includes students' academic content knowledge and skills, first and second language development, and level of second language proficiency, as well as academic experiences developed prior to the learning segment.

rapport: A close and harmonious relationship in which the people or groups understand each other's feelings or ideas and communicate well with each other.

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[21] Santos, M., Darling-Hammond, L., & Cheuk, T. (2012). Teacher development to support English language learners in the context of common core state standards. Stanford University Understanding Language. Available at http://ell.stanford.edu/sites/default/files/pdf/academic-papers/10-Santos%20LDH%20Teacher%20Development%20FINAL.pdf

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.

rubrics: Subject-specific evaluation criteria used to score your performance on edTPA. These rubrics are included in the handbook, following the directions for each task. The descriptors in the five-level rubrics address a wide range of performance, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).

scaffolding: The linguistic support given to ELLs that is tailored to meet the needs of ELLs at their level of ELPD; these scaffolds, which may include students' use of their home language, are gradually removed as the students become more fluent in English.

sheltering: Providing meaningful instruction to ELLs in the content areas; ELL strategies are used so that ELLs can access challenging content while learning English.

Students with Limited or Interrupted Formal Education (SLIFE): ELLs who have missed a significant amount of schooling due to reasons such as natural disaster, war, poverty, and so on. As a result, SLIFE students experience gaps in their education and are not on grade level in their first language.

variety of English language learners: Students in your class who may require different strategies or support. These students include but are not limited to students with IEPs or 504 plans, Students with Limited or Interrupted Formal Education (SLIFE), readers who struggle in their first language, students at varying levels of language proficiency, long-term ELLs, underperforming students or those with gaps in academic knowledge, and/or gifted students.