



Middle Childhood Mathematics

Assessment Handbook

Version 07

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.

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Introduction to edTPA Middle Childhood Mathematics

Purpose

The purpose of edTPA Middle Childhood Mathematics, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach mathematics to young adolescents. The assessment is designed with a focus on young adolescent learning and principles from research and theory. It is based on findings that successful teachers

- develop knowledge of subject matter, content standards, and subject-specific pedagogy
- 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 Middle Childhood Mathematics 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 mathematics lessons** (or, if teaching within a large time block, **3–5 hours of connected instruction**) referred to as a learning segment. Consistent with the Principles and Standards for School Mathematics (NCTM 2000), a learning segment prepared for this assessment should reflect a balanced approach to mathematics. This means your segment should include learning tasks where young adolescents have opportunities to develop

- conceptual understanding
- procedural fluency
- mathematical reasoning and/or problem-solving skills
- precise communication skills

In addition, consistent with the recommendations provided by the Association for Middle Level Education (AMLE),¹ a learning segment prepared for this assessment should be

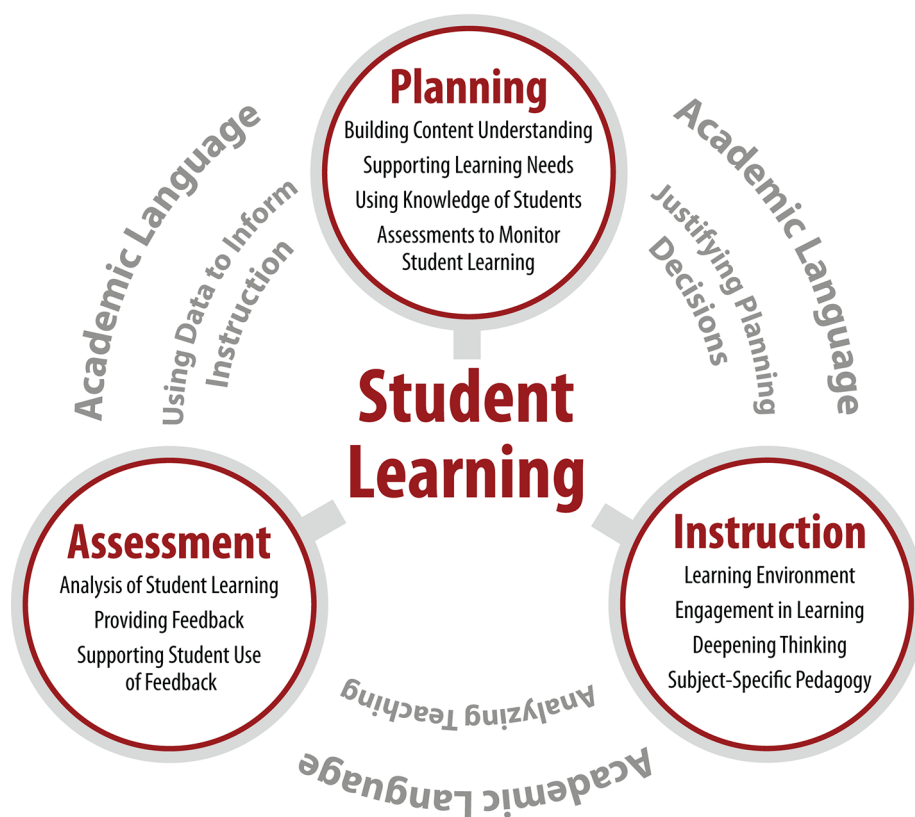
¹ See the AMLE Middle Level Teacher Preparation Standards (2012) at <http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards/tabid/263/Default.aspx>.

“developmentally responsive, challenging, empowering, and equitable.” While the full scope of AMLE’s recommendations will not be feasible in a short learning segment, you should design your lessons to provide challenging and responsive opportunities for young adolescents to learn mathematics.

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 young adolescent learning in mathematics. 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 [Middle Childhood Mathematics 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 this 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 Middle Childhood Mathematics 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
- [Middle Childhood Mathematics Context for Learning Information](#): prompts used to collect information about your school/classroom context
- [Middle Childhood Mathematics 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 referring to the [Middle Childhood Mathematics 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 Middle Childhood Mathematics Tasks Overview

Planning Task 1: Planning for Instruction and Assessment

What to Do	What to Submit	Evaluation Rubrics
<ul style="list-style-type: none"> ■ Select one class as a focus for this assessment. ■ 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 mathematics within a large time block, about 3–5 hours of connected instruction). ■ Determine a central focus for your learning segment. The central focus should support young adolescent learners to develop conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills, as well as interdisciplinary connections. ■ 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 middle childhood mathematics 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. 	<ul style="list-style-type: none"> ■ Part A: Context for Learning Information ■ Part B: Lesson Plans for Learning Segment ■ Part C: Instructional Materials ■ Part D: Assessments ■ Part E: Planning Commentary 	<p>Planning Rubrics</p> <p>Rubric 1: Planning for Mathematical Understandings</p> <p>Rubric 2: Planning to Support Varied Student Learning Needs</p> <p>Rubric 3: Using Knowledge of Students to Inform Teaching and Learning</p> <p>Rubric 4: Identifying and Supporting Language Demands</p> <p>Rubric 5: Planning Assessments to Monitor and Support Student Learning</p>

Instruction Task 2: Instructing and Engaging Students in Learning

What to Do	What to Submit	Evaluation Rubrics
<ul style="list-style-type: none"> ■ 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 young adolescents to develop their conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills. ■ Videorecord your teaching and select 1 or 2 video clips (no more than 20 minutes in total, but not less than 3 minutes). ■ Analyze your teaching and your students' learning in the video clip(s) by responding to commentary prompts. 	<ul style="list-style-type: none"> ▣ Part A: Video Clips ▣ Part B: Instruction Commentary 	<p>Instruction Rubrics</p> <p>Rubric 6: Learning Environment</p> <p>Rubric 7: Engaging Students in Learning</p> <p>Rubric 8: Deepening Student Learning</p> <p>Rubric 9: Subject-Specific Pedagogy: Using Representations</p> <p>Rubric 10: Analyzing Teaching Effectiveness</p>

Assessment Task 3: Assessing Student Learning

What to Do	What to Submit	Evaluation Rubrics
<ul style="list-style-type: none"> ■ Select one assessment from the learning segment that you will use to evaluate your students' developing knowledge and skills. Attach the assessment used to evaluate young adolescent performance to the end of the Assessment Commentary. ■ Define and submit the evaluation criteria you will use to analyze young adolescent learning. ■ Collect and analyze young adolescent 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 young adolescent 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 young adolescent understanding across the class. ■ Submit feedback for the work samples for the 3 focus students in written, audio, or video form. ■ Analyze evidence of young adolescents' language use from (1) the video 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 young adolescent learning, and plan for next steps by responding to commentary prompts. 	<ul style="list-style-type: none"> ■ Part A: Student Work Samples ■ Part B: Evidence of Feedback ■ Part C: Assessment Commentary ■ Part D: Evaluation Criteria 	<p>Assessment Rubrics</p> <p>Rubric 11: Analysis of Student Learning</p> <p>Rubric 12: Providing Feedback to Guide Learning</p> <p>Rubric 13: Student Understanding and Use of Feedback</p> <p>Rubric 14: Analyzing Students' Language Use and Mathematics Learning</p> <p>Rubric 15: Using Assessment to Inform Instruction</p>

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 developmentally appropriate for young adolescents 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 understandings, core concepts, and interdisciplinary connections 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, learning tasks, and assessments will you design to support young adolescent 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. If your placement for mathematics has you responsible for a group rather than a whole class, plans should describe instruction for that group (**minimum of 4 students**). That group will constitute “the whole class” for edTPA.
- **Provide context information.** The [Middle Childhood Mathematics 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 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 mathematics within a large time block, select a learning segment of about **3–5 hours of connected instruction**.)
- **Identify a central focus.** Identify the central focus along with the content standards and objectives you will address in the learning segment. The central focus should support young adolescents in developing
 - conceptual understanding
 - procedural fluency

- mathematical reasoning and/or problem-solving skills
- interdisciplinary connections as relevant
- ▣ **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:
 - 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 (subject-specific and, as relevant, interdisciplinary) associated with the content standards
 - Informal and formal assessments used to monitor student learning, including type(s) of assessment and what is being assessed
 - Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs
 - Instructional resources and materials used to engage young adolescents 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.
- ▣ **Submit copies of all written assessments and/or directions for any oral or performance assessments.** (Submit only the blank assessment 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 Middle Childhood Mathematics Evidence Chart for instructions on electronic submission of evidence. The 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 content you will teach in the learning segment.
- b. Given the central focus, describe how the standards and learning objectives within your learning segment address
 - conceptual understanding,
 - procedural fluency, **AND**
 - mathematical reasoning and/or problem-solving skills.
- c. Explain how your plans build on each other to help students make connections between concepts, computations/procedures, **AND** mathematical reasoning and/or problem-solving strategies to build understanding of mathematics.
- d. Explain how you will help young adolescents make interdisciplinary or integrative connections between the central focus of the learning segment and other subject areas.

2. Knowledge of Students to Inform Teaching

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

Consider the variety of young adolescent learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, struggling readers, 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 young adolescents 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?**
- c. Young adolescent developmental assets related to the central focus—**What do you know about your students' cognitive, physical, and social and emotional development?**
- d. Mathematical dispositions—**What do you know about the extent to which your students**
 - perceive mathematics as “sensible, useful, and worthwhile”²
 - persist in applying mathematics to solve problems
 - believe in their own ability to learn mathematics

3. Supporting Students' Mathematics Learning

Respond to prompts 3a–d below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. In addition, support your justifications using **principles from research and/or theory, including how the research/theory reflects elements of young adolescent development.**

- a. Justify how your understanding of your students' prior academic learning (from prompt 2a above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning and research/theory.
- b. Justify how your understanding of your students' personal, cultural, community, and developmental assets (from prompts 2b–c above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' assets and research/theory.
- c. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and groups of young adolescents with specific learning needs.**

Consider the variety of young adolescent learners in your class who may require different strategies/support (e.g., young adolescents with IEPs or 504 plans, English learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

- d. Describe common mathematical preconceptions, errors, or misunderstandings within your central focus and how you will address them.

² From the Common Core State Standards for Mathematics

4. Supporting Mathematics Development Through Language

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 young adolescents to develop conceptual understanding, procedural fluency, and mathematical reasoning or problem-solving skills 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.

Compare/contrast	Describe	Explain	Justify	Prove
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Please see additional examples and non-examples of language functions in the glossary.

- b. Identify a key learning task from your plans that provides young adolescents with opportunities to practice using the language function. 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 associated language demands (written or oral) young adolescents need to understand and/or use:
- Vocabulary and/or symbols
 - Mathematical precision (e.g., using clear definitions, labeling axes, specifying units of measure, stating meaning of symbols), appropriate to your students’ mathematical and language development³
 - **Plus** at least one of the following:
 - Syntax
 - Discourse
- d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt below.
- 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 (function, vocabulary and/or symbols, mathematical precision, syntax, or discourse).

5. Monitoring Student Learning

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

³ For an elaboration of “precision,” refer to the Standards for Mathematical Practice in the Common Core State Standards for Mathematics (June 2010), which can be found at <https://learning.ccsso.org/wp-content/uploads/2022/11/ADA-Compliant-Math-Standards.pdf>.

- a. Describe how your planned formal and informal assessments will provide direct evidence of young adolescents' conceptual understanding, procedural fluency, **AND** mathematical reasoning and/or problem-solving skills **throughout** the learning segment.
- b. Explain how the design or adaptation of your planned assessments allows young adolescents with specific needs to demonstrate their learning.

Consider the variety of young adolescent learners in your class who may require different strategies/support (e.g., young adolescents with IEPs or 504 plans, English learners, struggling readers, 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 Mathematical Understandings

How do the candidate's plans build young adolescents' conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills?

Level 1 ⁴	Level 2	Level 3	Level 4	Level 5
<p>Candidate's plans for instruction focus solely on facts and/or procedures with no connections to</p> <ul style="list-style-type: none"> • concepts OR • mathematical reasoning and/or problem-solving skills. <p>OR</p> <p>There are significant content inaccuracies that will lead to young adolescent misunderstandings.</p> <p>OR</p> <p>Standards, objectives, learning tasks, and materials are not aligned with each other.</p>	<p>Candidate's plans for instruction support learning of facts and procedures with vague connections to</p> <ul style="list-style-type: none"> • concepts AND • mathematical reasoning and/or problem-solving skills. 	<p>Candidate's plans for instruction build on each other to support learning of facts and procedures with clear connections to</p> <ul style="list-style-type: none"> • concepts AND • mathematical reasoning and/or problem-solving skills. 	<p>Candidate's plans for instruction build on each other to support learning of facts and procedures with clear and consistent connections to</p> <ul style="list-style-type: none"> • concepts AND • mathematical reasoning and/or problem-solving skills. <p>Plans support mathematics learning and imply interdisciplinary connections.</p>	<p>Level 4 plus: Candidate explains how s/he will use learning tasks and materials to lead young adolescents to make clear and consistent connections within mathematics, as well as explicit and relevant, interdisciplinary connections.</p>

⁴ 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.

Planning Rubrics continued

Rubric 2: Planning to Support Varied Student Learning Needs

How does the candidate use knowledge of his/her students to target support for young adolescents to develop conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>There is no evidence of planned supports.</p> <p>OR</p> <p>Candidate does not attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans.</p>	<p>Planned supports are loosely tied to learning objectives or the central focus of the learning segment.</p>	<p>Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole.</p>	<p>Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs.</p>	<p>Level 4 plus: Supports include specific strategies to identify and respond to preconceptions, common errors, and misunderstandings.</p>

Planning Rubrics continued

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
<p>Candidate's justification of learning tasks is either missing OR represents a deficit view of young adolescents and their backgrounds.</p>	<p>Candidate justifies learning tasks with limited attention to young adolescents'</p> <ul style="list-style-type: none"> • prior academic learning OR • personal, cultural, community, or developmental assets. 	<p>Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of young adolescents'</p> <ul style="list-style-type: none"> • prior academic learning OR • personal, cultural, community, or developmental assets. <p>Candidate makes superficial connections to research and/or theory.</p>	<p>Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of young adolescents'</p> <ul style="list-style-type: none"> • prior academic learning AND • personal, cultural, community, or developmental assets. <p>Candidate makes connections to research and/or theory, including young adolescent development.</p>	<p>Level 4 plus: Candidate's justification is supported by principles from research and/or theory, including young adolescent development.</p>

Planning Rubrics continued

Rubric 4: Identifying and Supporting Language Demands

How does the candidate identify and support language demands associated with a key mathematics learning task?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Language demands⁵ identified by the candidate are not consistent with the selected language function⁶ OR task.</p> <p>OR</p> <p>Language supports are missing or are not aligned with the language demand(s) for the learning task.</p>	<p>Language supports primarily address one language demand (vocabulary and/or symbols, function, mathematical precision, syntax, discourse).</p>	<p>General language supports address use of two or more language demands (vocabulary and/or symbols, function, mathematical precision, syntax, discourse).</p>	<p>Targeted language supports address use of</p> <ul style="list-style-type: none"> • vocabulary and/or symbols, • language function, AND • one or more additional language demands (mathematical precision, syntax, discourse). 	<p>Level 4 plus: Language supports are designed to meet the needs of young adolescents with different levels of language learning.</p>

⁵ Language demands include: language function, vocabulary and/or symbols, mathematical precision, syntax and discourse (organizational structures, text structure, etc.).

⁶ Language function refers to the learning outcome (verb) selected in prompt 4a (e.g., compare/contrast, conjecture).

Planning Rubrics continued

Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the informal and formal assessments selected or designed to monitor young adolescents' conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The assessments only provide evidence of students' procedural skills and/or factual knowledge.</p> <p>OR</p> <p>Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.</p>	<p>The assessments provide limited evidence to monitor young adolescents'</p> <ul style="list-style-type: none"> • conceptual understanding, • procedural fluency, AND • mathematical reasoning and/or problem-solving skills <p>during the learning segment.</p>	<p>The assessments provide evidence to monitor young adolescents'</p> <ul style="list-style-type: none"> • conceptual understanding, • procedural fluency, AND • mathematical reasoning and/or problem-solving skills <p>during the learning segment.</p>	<p>The assessments provide multiple forms of evidence to monitor young adolescents' progress toward developing</p> <ul style="list-style-type: none"> • conceptual understanding, • procedural fluency, AND • mathematical reasoning and/or problem-solving skills <p>throughout the learning segment.</p>	<p>Level 4 plus:</p> <p>The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</p>

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 young adolescents 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 young adolescents' engagement in learning?
- What kinds of learning tasks actively engage young adolescents in the central focus of the learning segment?
- How will you elicit and build on young adolescents' responses in ways that develop and deepen content understanding?
- In what ways will you connect new content to young adolescents' prior academic learning and personal, cultural, community, or developmental 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 young adolescent learning needs?

What Do I Need to Do?

- **Obtain required permission 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 plans for the learning segment** and identify challenging learning tasks in which you and young adolescents are actively engaged. The video clip(s) you select for submission should provide a sample of how you interact with young adolescents to support them to develop conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills.
- **Identify lessons to videorecord.**
- **Provide 1–2 video clips (no more than 20 minutes total, but not less than 3 minutes)** that demonstrate how you interact with young adolescents in a positive learning environment to develop
 - conceptual understanding,
 - procedural fluency, **AND**
 - mathematical reasoning and/or problem-solving skills.

- **(Optional) Provide evidence of students' language use.** You may provide evidence of language use with your video clip(s) from Instruction Task 2, as 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.
- Determine whether you will feature the whole class or a targeted group of young adolescents (**minimum of 4 students**) within the class.
- **Videorecord your classroom teaching.** Tips for videorecording your class are available from your teacher preparation program.
- **Select video clip(s) to submit** and verify that the clip(s) meet the following requirements:
 - Ensure that you and your students can be seen in the video clips you submit. Also, ensure that your face appears at least once in the video for identification purposes.
 - Check the sound quality to ensure that you and your students can be heard on the video clip(s) 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 clip(s) 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 clip(s), 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 prompts** listed in the Instruction Commentary section below **after viewing the video clip(s)**.
- **Determine if additional information is needed to understand what you and the students are doing in the video clip(s)**. 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 Middle Childhood Mathematics 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., 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 clip(s)? Identify the lesson(s) by lesson plan number.

2. Promoting a Positive Learning Environment

Refer to scenes in the video clip(s) where you provided a positive learning environment.

- a. How did you demonstrate mutual respect for, rapport with, and responsiveness to young adolescents with varied needs (academic and developmental) and backgrounds, and challenge young adolescents to engage in learning?

3. Engaging Students in Learning

Refer to examples from the video clip(s) in your responses to the prompts.

- a. Explain how your instruction engaged young adolescents in developing
 - conceptual understanding
 - procedural fluency
 - mathematical reasoning and/or problem-solving skills
- b. Describe how your instruction linked young adolescents' prior academic learning and personal, cultural, community, or developmental assets with new learning.

4. Deepening Student Learning during Instruction

Refer to examples from the video clip(s) in your explanations.

- a. Explain how you **elicited and built on student responses** to promote thinking and develop
 - conceptual understanding,
 - procedural fluency, **AND**
 - mathematical reasoning and/or problem-solving skills.
- b. Explain how you used representations to support young adolescents' understanding and use of mathematical concepts and procedures.

5. Analyzing Teaching

Refer to examples from the video clip(s) in your responses to the prompts.

- a. What changes would you make to your instruction—for the whole class and/or for young adolescents who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

Consider the variety of young adolescent learners in your class who may require different strategies/support (such as students with IEPs or 504 plans, English learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

- b. Why do you think these changes would improve young adolescent learning? Support your explanation with evidence of young adolescent learning **AND** principles from theory and/or research, including young adolescent development.

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

How does the candidate demonstrate a respectful learning environment that supports young adolescents' engagement in learning?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The clip(s) reveal evidence of disrespectful interactions between teacher and young adolescents or between young adolescents.</p> <p>OR</p> <p>Candidate allows disruptive behavior to interfere with young adolescent learning.</p>	<p>The candidate demonstrates respect for young adolescents.</p> <p>AND</p> <p>Candidate provides a learning environment that serves primarily to control young adolescent behavior, and minimally supports the learning goals.</p>	<p>The candidate demonstrates rapport with and respect for young adolescents.</p> <p>AND</p> <p>Candidate provides a positive, low-risk learning environment that reveals mutual respect among young adolescents.</p>	<p>The candidate demonstrates rapport with and respect for young adolescents.</p> <p>AND</p> <p>Candidate provides a challenging learning environment that promotes mutual respect among young adolescents.</p>	<p>The candidate demonstrates rapport with and respect for young adolescents.</p> <p>AND</p> <p>Candidate provides a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among young adolescents.</p>

Instruction Rubrics continued

Rubric 7: Engaging Students in Learning

How does the candidate actively engage young adolescents in developing conceptual understanding, procedural fluency, AND/OR mathematical reasoning and/or problem-solving skills?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Young adolescents are participating in tasks that are vaguely or superficially related to</p> <ul style="list-style-type: none"> mathematical concepts, procedures, OR mathematical reasoning and/or problem-solving skills. 	<p>Young adolescents are participating in learning tasks focusing primarily on mathematical procedures with little attention to understanding of</p> <ul style="list-style-type: none"> mathematical concepts OR mathematical reasoning and/or problem-solving skills. 	<p>Young adolescents are engaged in learning tasks that address understanding of</p> <ul style="list-style-type: none"> mathematical concepts, procedures, AND mathematical reasoning and/or problem-solving skills. 	<p>Young adolescents are engaged in learning tasks that develop understanding of</p> <ul style="list-style-type: none"> mathematical concepts, procedures, AND mathematical reasoning and/or problem-solving skills. 	<p>Young adolescents are engaged in learning tasks that deepen and extend their understanding of</p> <ul style="list-style-type: none"> mathematical concepts, procedures, AND mathematical reasoning and/or problem-solving skills.
<p>There is little or no evidence that the candidate links young adolescents' prior academic learning or personal, cultural, community, or developmental assets with new learning.</p>	<p>Candidate makes vague or superficial links between prior academic learning and new learning.</p>	<p>Candidate links prior academic learning to new learning.</p>	<p>Candidate links prior academic learning AND personal, cultural, community, or developmental assets to new learning.</p>	<p>Candidate prompts young adolescents to link prior academic learning AND personal, cultural, community, or developmental assets to new learning.</p>

Instruction Rubrics continued

Rubric 8: Deepening Student Learning

How does the candidate elicit responses to promote thinking and to develop conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does most of the talking and young adolescents provide few responses.</p> <p>OR</p> <p>Candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>Candidate primarily asks surface-level questions and evaluates young adolescents' responses as correct or incorrect.</p>	<p>Candidate elicits young adolescents' responses related to understanding</p> <ul style="list-style-type: none"> • mathematical concepts, • procedures, OR • mathematical reasoning and/or problem-solving skills. 	<p>Candidate elicits and builds on young adolescents' responses to develop understanding of</p> <ul style="list-style-type: none"> • mathematical concepts, • procedures, AND • mathematical reasoning and/or problem-solving skills. 	<p>Level 4 plus:</p> <p>Candidate facilitates interactions among young adolescents so they can evaluate their own abilities to understand and apply</p> <ul style="list-style-type: none"> • mathematical concepts, • procedures, AND • mathematical reasoning and/or problem-solving skills.

Instruction Rubrics continued
Rubric 9: Subject-Specific Pedagogy: Using Representations

How does the candidate use representations to develop young adolescents' understanding of mathematical concepts and procedures?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate stays focused on facts or procedures with little or no attention to mathematical concepts.</p> <p>OR</p> <p>Candidate uses mathematically inappropriate representations or uses representations in ways that will lead to young adolescents' misunderstandings.</p>	<p>Candidate makes vague or superficial use of representations to help young adolescents understand mathematical concepts and procedures.</p>	<p>Candidate uses representations in ways that address young adolescents' understanding of mathematical concepts and procedures.</p>	<p>Candidate provides opportunities for students to use representations in ways that deepen young adolescents' understanding of mathematical concepts and procedures.</p>	<p>Level 4 plus: Candidate facilitates interactions among young adolescents so they can evaluate their own abilities to use representations to represent and understand mathematical concepts and procedures.</p>

Instruction Rubrics continued
Rubric 10: Analyzing Teaching Effectiveness

How does the candidate use evidence to evaluate and change teaching practice to meet young adolescents' varied learning needs?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate suggests changes unrelated to evidence of young adolescent 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 young adolescents' collective learning needs related to the central focus. Candidate makes superficial connections to research and/or theory.	Candidate proposes changes that address individual and collective learning needs related to the central focus. Candidate makes connections to research and/or theory, including young adolescent development.	Level 4 plus: Candidate justifies changes using principles from research and/or theory , including young adolescent development.

Assessment Task 3: Assessing Student Learning

What Do I Need to Think About?

In Assessment Task 3, you will analyze both student learning and student 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 students have learned?
- How will you provide meaningful feedback to your students?
- How will you use evidence of what 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 content understanding?

What Do I Need to Do?

- **Select one 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 young adolescents to demonstrate
 - conceptual understanding
 - procedural fluency
 - mathematical reasoning and/or problem-solving skills
- **Define and submit the evaluation criteria** you will use to analyze young adolescent learning related to the mathematical goals 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 young adolescents were still struggling to understand) you identified in your assessment analysis. These young adolescents will be your **focus students** for this task. **At least one of the focus students must have an identified learning need** (for example, an English learner, a student with an IEP [Individualized Education Program] or 504 plan, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge).

- **Document the feedback** you gave to 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 young adolescents' understanding and use of the targeted academic language function and other language demands.** You may choose evidence from the video clip(s) 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 Middle Childhood Mathematics 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?

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**. 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 Student Learning

- 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
 - conceptual understanding,
 - procedural fluency, **AND**
 - mathematical reasoning and/or problem-solving skills.

Consider what young adolescents understand and do well, and where they continue to struggle (e.g., preconceptions, common errors, common struggles, 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 clip(s) 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 the learning objectives measured.
- c. Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.

3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the clip(s) and/or student work samples as evidence. Evidence from the clip(s) 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 the video clip(s) 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 symbols, AND
 - mathematical precision, syntax, or discourse
 to develop content understandings.

4. Using Assessment to Inform Instruction

- a. Based on your analysis of young adolescent 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 young adolescent learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

- b. Explain how these next steps follow from your analysis of young adolescent learning. Support your explanation with principles from research and/or theory as well as young adolescent development.

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 Student Learning

How does the candidate analyze evidence of young adolescent learning of conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The analysis is superficial or not supported by either work samples or the summary of young adolescent learning.</p> <p>OR</p> <p>The evaluation criteria, learning objectives, and/or analysis are not aligned with each other.</p>	<p>The analysis focuses on what young adolescents did right OR wrong.</p> <p>OR</p> <p>The analysis focuses solely on young adolescents' ability to apply procedures and/or their factual knowledge.</p>	<p>The analysis focuses on what young adolescents did right AND wrong.</p> <p>AND</p> <p>Analysis includes some differences in whole class learning.</p>	<p>Analysis uses specific examples from work samples to demonstrate patterns of learning consistent with the summary.</p> <p>AND</p> <p>Patterns of learning are described for whole class.</p>	<p>Analysis uses specific evidence from work samples to demonstrate the connections between quantitative and qualitative patterns of learning for individuals or groups.</p>

Assessment Rubrics continued

Rubric 12: Providing Feedback to Guide Learning

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Feedback is unrelated to the learning objectives OR is developmentally inappropriate.</p> <p>OR</p> <p>Feedback contains significant content inaccuracies.</p> <p>OR</p> <p>No feedback is provided to one or more focus students.</p>	<p>Feedback is general and addresses needs AND/OR strengths related to the learning objectives.</p>	<p>Feedback is specific and addresses either needs OR strengths related to the learning objectives.</p>	<p>Feedback is specific and addresses both strengths AND needs related to the learning objectives.</p>	<p>Level 4 plus: Feedback for one or more focus students</p> <ul style="list-style-type: none"> provides a strategy to address an individual learning need OR makes connections to prior learning or experience to improve learning.

Assessment Rubrics continued

Rubric 13: Student Understanding and Use of Feedback

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Opportunities for understanding or using feedback are not described.</p> <p>OR</p> <p>Candidate provides limited or no feedback to inform student learning.</p>	<p>Candidate provides vague description of how focus students will understand or use feedback.</p>	<p>Candidate describes how focus students will understand or use feedback related to the learning objectives.</p>	<p>Candidate describes how s/he will support focus students to understand and use feedback on their strengths OR weaknesses related to the learning objectives.</p>	<p>Candidate describes how s/he will support focus students to understand and use feedback on their strengths AND weaknesses related to the learning objectives.</p>

Assessment Rubrics continued

Rubric 14: Analyzing Students' Language Use and Mathematics Learning

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate identifies young adolescent language use that is superficially related or unrelated to the language demands (function, vocabulary and/or symbols and additional demands).</p> <p>OR</p> <p>Candidate's description or explanation of language use is not consistent with the evidence submitted.</p>	<p>Candidate describes how young adolescents use only one language demand (vocabulary and/or symbols, function, mathematical precision, syntax, or discourse).</p>	<p>Candidate explains and provides evidence of young adolescents' use of</p> <ul style="list-style-type: none"> • the language function AND • one or more additional language demands (vocabulary and/or symbols, mathematical precision, syntax, discourse). 	<p>Candidate explains and provides evidence of young adolescents' use of</p> <ul style="list-style-type: none"> • the language function, • vocabulary and/or symbols, AND • additional language demand(s) (mathematical precision, syntax, discourse) <p>in ways that develop content understandings.</p>	<p>Level 4 plus:</p> <p>Candidate explains and provides evidence of language use and content learning for young adolescents with varied needs.</p>

Assessment Rubrics continued

Rubric 15: Using Assessment to Inform Instruction

How does the candidate use the analysis of what young adolescents know and are able to do to plan next steps in instruction?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Next steps do not follow from the analysis.</p> <p>OR</p> <p>Next steps are not relevant to the learning objectives assessed.</p> <p>OR</p> <p>Next steps are not described in sufficient detail to understand them.</p>	<p>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.</p>	<p>Next steps propose general support that improves young adolescent learning related to assessed learning objectives.</p> <p>Next steps are loosely connected with research and/or theory.</p>	<p>Next steps provide targeted support to individuals or groups to improve their learning relative to</p> <ul style="list-style-type: none"> • conceptual understanding, • procedural fluency, • mathematical reasoning and/or problem-solving skills. <p>Next steps are connected with research and/or theory, including young adolescent development.</p>	<p>Next steps provide targeted support to individuals AND groups to improve their learning relative to</p> <ul style="list-style-type: none"> • conceptual understanding, • procedural fluency, • AND/OR • mathematical reasoning and/or problem-solving skills. <p>Next steps are justified with principles from research and/or theory, including young adolescent development.</p>

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	<p>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.</p> <p>To ensure confidentiality of your students and yourself, do not share your video on any publicly accessible platforms or websites (YouTube, Facebook, etc.).</p>
Acquire permissions	<p>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.</p> <p>If your program does not provide the necessary forms, you may refer to the sample forms found on www.edTPA.com.</p> <p>The release forms are not to be submitted with your materials, but you should follow your campus policy for retaining them.</p>
Cite sources	<p>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.</p>
Align instruction with state standards	<p>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.</p>
Follow the guidelines for candidate support at www.edTPA.com	<p>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:</p> <ul style="list-style-type: none"> ■ 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 clip(s) 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.

Middle Childhood Mathematics

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

- In what type of school do you teach? (Type an “X” next to the appropriate description; if “other” applies, provide a brief description.)
 Elementary school (K–6): _____
 Middle school (6–8): _____
 K–8: _____
 7–9: _____
 Other (please describe): _____
- Where is the school where you are teaching located? (Type an “X” next to the appropriate description.)⁷
 City: _____
 Suburb: _____
 Town: _____
 Rural: _____
- List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, remedial course, honors course) that will affect your teaching in this learning segment.
- 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, interdisciplinary teaming, or standardized tests.

About the Class Featured in this Learning Segment

- What is the name of this course?
- What is the length of the course? (Type an “X” next to the appropriate description; if “other” applies, provide a brief description.)
 One semester: _____
 One year: _____
 Other (please describe): _____
- What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?
- Is there any ability grouping or tracking in mathematics? If so, please describe how it affects your class.

⁷ 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.

5. Identify any textbook or instructional program you primarily use for mathematics instruction. If a textbook, please provide the title, publisher, and date of publication.
6. List other resources (e.g., electronic whiteboard, graphing calculators, online resources) you use for mathematics instruction in this class.

About the Young Adolescents in the Class Featured in this Learning Segment

1. Grade level: _____
Age range of students: _____
2. Number of
 - students in the class: _____
3. 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 young adolescent 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 specific language needs
- Needing greater challenge or support
- Who struggle with reading
- Who are underperforming students or have gaps in academic knowledge

For Assessment Task 3, you will choose work samples from 3 focus students. **At least one of the focus students must have an identified learning need** (for example, an English learner, a student with an IEP [Individualized Education Program] or 504 plan, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge).

Students with IEPs/504 Plans

IEPs/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
<i>Example: Visual processing</i>	2	<i>Close monitoring, translating information in word problems into sketches</i>

Students with Specific Language Needs

Language Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: English learners with only a few words of English</i>	2	<i>Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals)</i> <i>Have students use pre-taught key words and graphic organizers to complete sentence starters</i>
<i>Example: Students who speak a variety of English other than that used in textbooks</i>	5	<i>Make connections between the language students bring and the language used in the textbook</i>

Students with Other Learning Needs

Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: Struggling readers</i>	5	<i>Provide oral explanations for directions and simplified text for word problems</i>

Middle Childhood Mathematics 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. If you have materials that must be translated into English as per the [edTPA Submission Requirements](#), those translations should be added to the original materials as part of the same file or, if applicable, to the end of the commentary template. There is no page limit for required translations into English.

Planning Task 1: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Context for Learning Information (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages , including prompts	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.
Part D: Assessments	.doc; .docx; .odt; .pdf	1	1	No limit	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Video Clips ⁸	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	1	2	No more than 20 minutes total running time (but not less than 3 minutes)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Use Arial 11-point type. Single space with 1" margins on all sides. <p>IMPORTANT:</p> <ul style="list-style-type: none"> Insert documentation at the end of the commentary file if <ul style="list-style-type: none"> you or the students are using graphics, texts, or images that are not clearly visible in the video you chose to submit a transcript for occasional 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").

⁸ **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	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Student Work Samples ⁹	<p>For written work samples: .doc; .docx; .odt; .pdf</p> <p>For audio work samples: asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</p> <p>For video work samples: asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p>	3	3	<p>No page limit for written work samples</p> <p>No more than 5 minutes per focus student for video or audio student work samples</p>	<ul style="list-style-type: none"> ■ 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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⁹ **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	Min # of Files	Max # of Files	Response Length	Additional Information
Part B: Evidence of Feedback ¹⁰ And, if included, video evidence of academic language use	<p>For written feedback not written on the work samples: .doc; .docx; .odt; .pdf</p> <p>For audio feedback: asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</p> <p>For video clips (feedback and/or language use): asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p>	0	4	<p>No page limit for written feedback</p> <p>No more than 3 minutes per focus student for video or audio feedback</p> <p>No more than 5 minutes for video evidence of student language use</p>	<ul style="list-style-type: none"> ■ 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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¹⁰ **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	Min # of Files	Max # of Files	Response Length	Additional Information
Part C: Assessment Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	<p>No more than 10 pages of commentary, including prompts</p> <p>Plus</p> <ul style="list-style-type: none"> ■ 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, feedback, and/or video evidence of language use 	<ul style="list-style-type: none"> ■ Use Arial 11-point type. ■ Single space with 1" margins on all sides. <p>IMPORTANT: Insert a copy of the chosen assessment, including directions/prompts provided to students.</p>
Part D: Evaluation Criteria	.doc; .docx; .odt; .pdf	1	1	No limit	

Middle Childhood Mathematics 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 understandings. Academic language represents the language of the discipline that students need to learn and use to participate and engage in the content area in meaningful ways. There are **language demands** that teachers need to consider as they plan to support student learning of content. These **language demands** include **language functions, vocabulary, discourse, and syntax**.

- **language demands:**¹¹ Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.
- **language functions:** The content and language focus of the learning task, represented by the active verbs within the learning outcomes. Common language functions in mathematics include **describing** mathematical phenomena, **predicting** from models and data, **comparing** based on common attributes, **summarizing** mathematical information, **justifying** conclusions, **evaluating** data and mathematical representations, **classifying** based on attributes, **explaining** how or why certain strategies work, **drawing conclusions** based on data, **representing** mathematical information, and so on. Some specific mathematics verbs are non-examples of language functions because they focus on a mathematical action, not a language-based action. Examples of mathematical functions that ARE NOT language functions include **solve** problems, **simplify** the expressions, **calculate** the answers, and **estimate** the answers.
- **vocabulary:** Includes words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.¹²
- **discourse:** Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated.¹³ In mathematics, language structures include symbolic representations such as numbers, equations, two-column proofs (which can be translated into words), graphic representation (which is shorthand language for complex sets of data), and narrative (e.g., to describe or compare). If the language function is to prove, then appropriate language structures include formal two-column

¹¹ O'Hara, S., Pritchard, R., & Zwiers, J. (2012). Identifying academic language demands in support of the common core standards. *ASCD Express*, 7(17).

¹² Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards

¹³ Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for English language learners: What teachers need to know.

proofs as well as informal explanations that begin with a statement of the problem and known information, followed by a series of statements, such as, “And then, I know _____ because _____,” ending with what is to be proved.

- **syntax:** The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).¹⁴
- **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).¹⁵ The language supports planned within the lessons in edTPA should directly support learners to understand and use identified language demands (vocabulary and/or symbols, language function, and discourse or syntax) to deepen content understandings.

aligned: Consistently addressing the same/similar learning outcomes for students.

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.”¹⁶ Assessments provide evidence of students’ prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments may include such things as student questions and responses during instruction and teacher observations of students as they work or perform. Formal assessments may include such things as quizzes, homework assignments, journals, projects, and performance tasks.

assets (knowledge of students):

- **personal:** Refers to specific background information that young adolescents bring to the learning environment. Students may bring interests, knowledge, mathematical dispositions, everyday experiences, backgrounds, and so on, which a teacher can draw upon to support learning.
- **cultural:** Refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages and dialects, worldviews, literature, art, and so on, that a teacher can draw upon to support learning.
- **community:** Refers to common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices, and so on, that a teacher can draw upon to support learning.
- **developmental:** Refers to specific background information about cognitive, physical, social, and emotional development that a teacher can draw upon to support student learning. See below for definitions of each aspect of development.

¹⁴ Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms*. San Francisco, CA: Jossey-Bass.

¹⁵ 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.

¹⁶ Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.

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 procedures, align with content standards and learning objectives, and address the subject-specific components in the learning segment. For example, the subject-specific components for middle childhood mathematics are: conceptual understanding, procedural fluency, **AND** mathematical reasoning and/or problem-solving skills. A central focus for the learning segment might be relationships between symbolic expressions and graphs of lines. The learning segment would focus on conceptual understanding of linear functions, slope, and intercepts, and the associated procedures and mathematical reasoning and/or problem-solving skills.

cognitive development: Refers to the changes and advancement that occur in intellectual development during adolescence, such as the shift from concrete operational thinking to formal abstract thinking.

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.

conceptual understanding: "Students demonstrate *conceptual understanding* in mathematics . . . when they recognize, label, and generate examples of concepts; use and interrelate models, diagrams, manipulatives, and varied representations of concepts; identify and apply principles; know and apply facts and definitions; compare, contrast, and integrate related concepts and principles; recognize, interpret, and apply the signs, symbols, and terms used to represent concepts."¹⁷

engaging students in learning: Using instructional and motivational strategies that promote students' active involvement in learning tasks that increase their knowledge, skills, and abilities related to specific learning objectives. Engagement in learning contrasts with student participation in learning 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.

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

¹⁷ National Assessment of Educational Progress (NAEP). 1990-2003 Framework, Mathematical Abilities. Retrieved from <http://nces.ed.gov/nationsreportcard/mathematics/abilities.asp>

effectiveness. Your evidence must be submitted electronically using the electronic portfolio management system used by your teacher preparation program.

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

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

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.

learning 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. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment. A sample mathematical learning task for algebra II might be to give students an equation $ax^2 + bx + c$. Show them how to use graphic calculators to find a graph for $y = 2x^2 + 3x + 5$. Then ask them to plug in different values for a , b , and c , selecting positive and negative rational numbers, and record conjectures about how the value of each affects the graph.

mathematical reasoning: “[T]he capacity to think logically about the relationships among concepts and situations. Such reasoning is correct and valid, stems from careful consideration of alternatives, and includes knowledge of how to justify the conclusions. One uses it to navigate through the many facts, procedures, concepts, and solution methods and to see that they all fit together in some way, that they make sense.”¹⁸

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”).

physical development: Refers to the growth and development of skeletal, structural, and muscular systems that includes the changes brought about by puberty.

¹⁸ National Research Council. (2001). Adaptive reasoning. In *Adding it up: Helping children learn mathematics* (p. 151). Washington, DC: National Academy Press.

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' content knowledge and skills as well as academic experiences developed prior to the learning segment.

problem-solving skills: Skills to “engag[e] in a task for which the solution method is not known in advance.”¹⁹

procedural fluency: Procedural fluency is a critical component of mathematical proficiency. Procedural fluency is the ability to apply procedures accurately, efficiently, and flexibly; to transfer procedures to different problems and contexts; to build or modify procedures from other procedures; and to recognize when one strategy or procedure is more appropriate to apply than another. To develop procedural fluency, students need experience in integrating concepts and procedures and building on familiar procedures as they create their own informal strategies and procedures. Students need opportunities to justify both informal strategies and commonly used procedures mathematically, to support and justify their choices of appropriate procedures, and to strengthen their understanding and skill through distributed practice.²⁰

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.

representation: The term representation refers both to process and to product—in other words, to the act of capturing a mathematical concept or relationship in some form and to the form itself. . . . Moreover, the term applies to processes and products that are observable externally as well as to those that occur “internally,” in the minds of people doing mathematics. All these meanings of representation are important to consider in school mathematics. (From National Council of Teachers of Mathematics [2000]. *Principles and Standards for School Mathematics*, p. 67)

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).

social and emotional development: Refers to the ways in which adolescents develop understandings of self and others. Milestones at various levels of development include identity formation, self-awareness/self-concept, pro-social behavior, peer relationships, social responsibility, and moral reasoning.

¹⁹ National Council of Teachers of Mathematics (NCTM). (2000). *Principles and standards for school mathematics* (p. 52). Reston, VA: NCTM.

²⁰ From "Procedural Fluency in Mathematics". Downloaded from www.nctm.org on February 9, 2016.

variety of young adolescent learners: Students in your class who may require different strategies or support. These young adolescents include but are not limited to students with IEPs or 504 plans, English learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.