edTPA®

World Language

Assessment Handbook

Version 08

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.

SCALE
Stanford Center for Assessment, Learning, & Equity

Contents

Introduction to edTPA World Language

Purpose

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

- 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 World Language assessment is composed of three tasks:

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

For this assessment, you will first plan a series of **3–5 consecutive world language lessons** (or, if teaching world language within a large time block, about **3–5 hours of connected instruction**) referred to as a learning segment. Consistent with the World-Readiness Standards for Learning Languages developed by the American Council on the Teaching of Foreign Languages (ACTFL) (2014)[1] and the ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers,[2] a learning segment prepared for this assessment should develop students' **communicative proficiency[3] in the target language within meaningful cultural context(s)**.

The development of student **communicative proficiency** will include the promotion of five main goal areas in world language education: **Communication**, **Cultures**, **Connections**, **Comparisons**, and **Communities**.

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[1] World-Readiness Standards for Learning Languages developed by the American Council on the Teaching of Foreign Languages (2014) can be found at www.actfl.org/publications/all/world-readiness-standards-learning-languages.

[2] ACTFL Program Standards for the Preparation of Foreign Language Teachers can be found at https://www.actfl.org/uploads/files/general/Documents/ACTFLCAEPStandards2013_v2015.pdf.

[3] For American Sign Language, the development of students' communicative proficiency in the target language in meaningful cultural context(s) refers to signed communicative ability.

Communication includes not only the **what** (vocabulary) and the **how** (grammar) of the target language, but also the **why**, **whom**, and **when** to say what to whom when using the target language. Communication is composed of **three modes:**

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

In addition, world language instruction should afford students opportunities to develop **cultural competence**, which encourages learners to use the language to investigate, explain, and reflect on

- the relationship between the practices, products, and perspectives of the cultures and languages studied

- the nature of language and culture through comparisons of the languages and cultures studied and their own

Meaningful cultural contexts will encompass sociocultural practices in the world language classroom, in the students' home and community, as well as in the target societies and/or cultures that speak the target language.

In sum, the goal of the learning segment is to afford students the opportunity to use the target language for real-world purposes in meaningful and culturally significant contexts. The learning segment should provide students with multiple opportunities to effectively use the target language to communicate with others. The ability to successfully communicate with others includes linguistic knowledge (e.g., grammatical forms and vocabulary) as well as interpersonal and sociocultural knowledge of the target language and its cultural practices.

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

The edTPA Tasks and the Cycle of Effective Teaching

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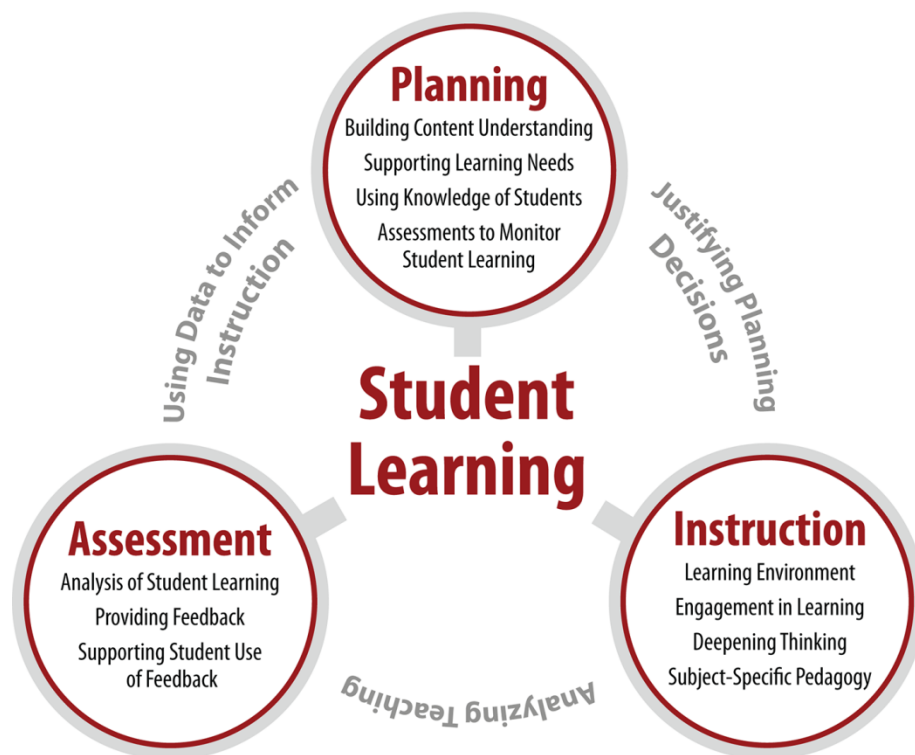
The three tasks and the evidence you provide for each are framed by your understandings of your students and their learning. As you develop, document, and teach your lessons, you will reflect upon the cyclical relationship among planning, instruction, and assessment with a focus on your students' learning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

Evidence of Teaching Practice: Artifacts and Commentaries

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

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

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

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

Evaluation Criteria

The rubrics used to score your performance are included in 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 World Language assessment. After an overview of the tasks, the handbook provides instructions for each task organized into four sections:

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

2. **What Do I Need to Do?**
   This section provides specific and 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

- **World Language Context for Learning Information:** prompts used to collect information about your school/classroom context

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

- **Glossary:** definitions of key terms can be accessed by referring to the **World Language Glossary**.

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

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

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

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

edTPA World Language Tasks Overview

Planning Task 1: Planning for Instruction and Assessment

What to Do	What to Submit	Evaluation Rubrics
■ Select **one** class as a focus for this assessment. ■ 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 world language 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 students to develop communicative proficiency in the target language in meaningful cultural context(s). ■ 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. ■ Respond to commentary prompts **prior to teaching the learning segment**. ■ Submit copies of all written assessments and/or clear directions for any oral or performance assessments from the learning segment.	▣ Part A: Context for Learning Information ▣ Part B: Lesson Plans for Learning Segment ▣ Part C: Instructional Materials ▣ Part D: Assessments ▣ Part E: Planning Commentary	Planning Rubrics Rubric 1: Planning for Communicative Proficiency in the Target Language Rubric 2: Planning to Support Varied Student Learning Needs Rubric 3: Using Knowledge of Students to Inform Teaching and Learning Rubric 4: Planning Assessments to Monitor and Support Students' Development of Communicative Proficiency in the Target Language

Instruction Task 2: Instructing and Engaging Students in Learning

What to Do	What to Submit	Evaluation Rubrics
▪ Obtain required permissions for videorecording from parents/guardians of your students and other adults appearing in the video. ▪ Identify lessons from the learning segment you planned in Planning Task 1 to be videorecorded. You should choose lessons that show you interacting with students to develop their communicative proficiency in the target language in meaningful cultural context(s). ▪ Videorecord your teaching **and select 1 or 2 video clips (totaling no more than 15 minutes in length, but not less than 3 minutes)**. ▪ Analyze your teaching and your students' learning in the video clip(s) by responding to commentary prompts.	▣ Part A: Video Clips ▣ Part B: Instruction Commentary	Instruction Rubrics Rubric 5: Learning Environment Rubric 6: Engaging Students' Target Language Communication Rubric 7: Deepening Student Communicative Proficiency in the Target Language Rubric 8: Subject-Specific Pedagogy Rubric 9: Analyzing Teaching Effectiveness

Assessment Task 3: Assessing Student Learning

What to Do	What to Submit	Evaluation Rubrics
■ Select **one** assessment from the learning segment that you will use to evaluate your students' developing knowledge and skills. Attach the assessment used to evaluate student performance to the end of Assessment Commentary. ■ Define and submit the evaluation criteria you will use to analyze student learning. ■ Collect and analyze student work from the selected assessment to identify **quantitative and qualitative** patterns of learning within and across learners in the class. ■ Select **3 student work samples** to illustrate your analysis of the patterns of learning within and across learners in the class. At least 1 of the samples must be from a student with specific learning needs. These 3 students will be your focus students. ■ Summarize the learning of the whole class, referring to work samples from the 3 focus students to illustrate patterns in student communicative proficiency in the target language across the class. ■ Submit feedback for the work samples for the 3 focus students in written, audio, or video form. ■ Analyze evidence of student communicative proficiency, and plan for next steps by responding to commentary prompts.	▣ Part A: Student Work Samples ▣ Part B: Evidence of Feedback ▣ Part C: Assessment Commentary ▣ Part D: Evaluation Criteria	Assessment Rubrics Rubric 10: Analysis of Student Communicative Proficiency in the Target Language Rubric 11: Providing Feedback to Guide Student Development of Communicative Proficiency in the Target Language Rubric 12: Student Understanding and Use of Feedback Rubric 13: Using Assessment to Inform Instruction

Planning Task 1: Planning for Instruction and Assessment

What Do I Need to Think About?

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

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

- What do you want your students to learn? What are the important communicative goals and core concepts you want students to develop within the learning segment?

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

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

- How 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 world language has you responsible for a group rather than the whole class, plans should describe instruction for that group (**minimum of 4 students**). That group will constitute "the whole class" for edTPA.

  - **Note: California candidates**—within your edTPA, you must include an English learner, a student with an identified disability, and a student from an underserved education group.[4]

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

- **Identify a learning segment to plan, teach, and analyze.** Review the curriculum with your cooperating teacher and select a learning segment of **3–5 consecutive lessons** (or, if teaching world language 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

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[4] California candidates—If you do not have any English learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.

students in developing communicative proficiency in the target language in meaningful cultural context(s).

◻ **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:

- The ACTFL World-Readiness Standards for Learning Languages (2014)[5] and/or state-adopted 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.)

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

- Instructional resources and materials used to engage students in learning

- Learning objectives associated with the appropriate content standards

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

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

- Instructional resources and materials used to engage students in learning

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

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

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

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

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[5] The ACTFL World-Readiness Standards for Learning Languages (2014) can be found at www.actfl.org/publications/all/world-readiness-standards-learning-languages.

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

What Do I Need to Write?

In Planning Task 1, you will write

- a description of your [Context for Learning](#) (see "What Do I Need to Do?" above for directions)
- lesson plans (see "What Do I Need to Do?" above for directions)
- a commentary explaining your plans (see "Planning Commentary" below for directions)

Planning Commentary

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

1. **Central Focus**

   a. Describe the central focus and purpose of the 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 students' **development of communicative proficiency in the target language**

   - in meaningful cultural context(s)
   - with a focus on all three modes of communication:[6]
     - Interpretive
     - Interpersonal
     - Presentational

   c. Explain how your plans **build on each other and make connections** between language forms and language functions to help students develop communicative proficiency in the target language within meaningful cultural context(s).

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[6] The ACTFL World-Readiness Standards for Learning Languages (2014) can be found at www.actfl.org/publications/all/world-readiness-standards-learning-languages.

> Consider how you **make connections** between language forms (e.g., vocabulary and grammar) and the accomplishment of language functions (e.g., expressing self, greeting others, introducing family members and friends, ordering food, giving advice).

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

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

   > Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, readers who struggle in their first language, students at varying levels of language proficiency, students who are underperforming or those with gaps in academic knowledge, heritage-language speakers, and/or gifted students).

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

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

3. **Supporting Students' Communicative Proficiency in the Target Language**

   Respond to prompts below (3a–d). To support your justifications, refer to the instructional materials and lesson plans you have included in Planning Task 1. **In addition, use principles from Second Language Acquisition/Teaching research and/or theory to support your justifications.**

   a. Justify how your understanding of your students' prior academic learning and personal, cultural, and community assets (from prompts 2a–b above) guided your choice or adaptation of language tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, their assets, and research/theory.

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

   > Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, readers who struggle in their first language, students at varying levels of language proficiency, students who are underperforming or those with gaps in academic knowledge, heritage-language speakers, and/or gifted students).

   c. Explain how the language tasks promote comparisons and connections between the experience and knowledge students bring (i.e., students' prior academic learning and personal/cultural/community assets) and the cultural practices, products, and perspectives of the target language.

   d. Describe common errors and misconceptions about the target language and/or the cultural practices of the target language within your content focus and how you will address them.

4. **Monitoring Student Development of Communicative Proficiency in the Target Language**

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

   a. Describe how your planned formal and informal assessments will provide direct evidence of students' development of communicative proficiency in the target language in meaningful cultural context(s) **throughout** the learning segment.

   b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their development of communicative proficiency in the target language in meaningful cultural context(s).

   > Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, readers who struggle in their first language, students at varying levels of language proficiency, students who are underperforming or those with gaps in academic knowledge, heritage-language speakers, 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 1–4, 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 Communicative Proficiency in the Target Language

How do the candidate's plans develop students' communicative proficiency in the target language in meaningful cultural context(s)?

Level 1[7]	Level 2	Level 3	Level 4	Level 5
Candidate's plans for instruction **focus solely on vocabulary and grammar with no connections to language functions of the target language**. **OR** There are **significant content inaccuracies** that will lead to student misunderstandings. **OR** Standards, objectives, language tasks, and materials are not aligned with each other.	Candidate's plans for instruction **support vague connections between language forms and functions in the target language, primarily focusing on the interpretive mode of communication**.	Candidate's plans for **instruction build on each other to provide connections** between language forms and functions of the target language, **focusing on** • **the interpretive AND** • **the interpersonal or presentational** modes of communication.	Candidate's plans for instruction build on each other to provide clear connections between language forms and functions of the target language, focusing on **all three modes of communication in meaningful cultural context(s)**.	**Level 4 plus:** Candidate explains how s/he will use language tasks and materials **to lead students** to make clear and consistent connections between functions and forms of the target language in meaningful cultural context(s).

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

Rubric 2: Planning to Support Varied Student Learning Needs

How does the candidate use knowledge of his/her students to target support for students' development of communicative proficiency in the target language in meaningful cultural context(s)?

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

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

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

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's justification of language tasks is either **missing OR represents a deficit view** of students and their backgrounds.	Candidate justifies language tasks with **limited attention to students'** • **prior academic learning OR** • **personal, cultural, or community assets**.	Candidate **justifies** why language tasks (or their adaptations) **are appropriate using examples of students'** • prior academic learning **OR** • personal, cultural, or community assets. **Candidate makes superficial connections to research and/or theory.**	Candidate justifies why language tasks (or their adaptations) are appropriate using examples of students' • prior academic learning **AND** • personal, cultural, or community assets. Candidate makes **connections** to Second Language Acquisition/Teaching research and/or theory.	**Level 4 plus:** Candidate's justification is **supported by principles from** Second Language Acquisition/Teaching research and/or theory.

Rubric 4: Planning Assessments to Monitor and Support Students' Development of Communicative Proficiency in the Target Language

How are the informal and formal assessments selected or designed to monitor students' development of communicative proficiency in the target language in meaningful cultural context(s)?

Level 1	Level 2	Level 3	Level 4	Level 5
The assessments **provide no evidence** of students' development of communicative proficiency in the target language. **OR** **Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.**	The assessments **provide limited evidence to monitor students'** development of communicative proficiency in the target language **during the learning segment**.	The assessments **provide some evidence to monitor students'** development of communicative proficiency in the target language in a meaningful cultural context **during the learning segment**.	The assessments provide **multiple forms of evidence** to monitor students' development of communicative proficiency in the target language in meaningful cultural context(s) **throughout** the learning segment.	**Level 4 plus:** **The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their communicative proficiency in the target language.**

Instruction Task 2: Instructing and Engaging Students in Learning

What Do I Need to Think About?

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

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

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

- How will you elicit and build on student responses in ways that develop communicative proficiency in the target language in meaningful cultural context(s)?

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

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

What Do I Need to Do?

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

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

- **Identify lessons to videorecord.**

- **Provide 1–2 video clips (totaling no more than 15 minutes in length, but not less than 3 minutes)** that demonstrate how you interact with students in a positive learning environment to develop their communicative proficiency in the target language in meaningful cultural context(s) with a focus on at least two modes of communication:[8]

  - Interpretive **AND**

  - Interpersonal **OR** Presentational

  Ensure that each video clip captures interactions between you and your students and among the students themselves that develop their communicative proficiency in the target language.

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[8] The ACTFL World-Readiness Standards for Learning Languages (2014) can be found at www.actfl.org/publications/all/world-readiness-standards-learning-languages.

◻ Determine whether you will feature the whole class or a targeted group of students (**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 each clip meets 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 commentary 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 World Language Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

What Do I Need to Write?

Instruction Commentary

In Instruction Task 2, you will write a commentary responding to the prompts below. Your commentary should be no more than **6 single-spaced pages, including the prompts**. If needed, insert no more than 2 additional pages of supporting documentation for the videorecordings at the end of the commentary (e.g., 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 students with varied needs and backgrounds, and challenge students to engage in learning?

3. **Engaging Students in Communication in the Target Language**

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

   a. Explain how your instruction engaged students in developing communicative proficiency in the target language in a meaningful cultural context with a focus on at least two modes of communication:[9]

      ▪ Interpretive **AND**

      ▪ Interpersonal **OR** Presentational

   b. Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.

4. **Deepening Student Communicative Proficiency in the Target Language during Instruction**

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

   a. Explain how you **elicited and built upon student responses** to promote thinking and develop students' communicative proficiency in the target language in meaningful cultural context(s).

   b. Explain how you supported your students' development of communicative proficiency in the target language with respect to

      ▪ language forms

      ▪ language functions

      ▪ meaningful cultural context(s)

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[9] The ACTFL World-Readiness Standards for Learning Languages (2014) can be found at www.actfl.org/publications/all/world-readiness-standards-learning-languages.

c. Explain how your instruction promotes comparisons between students' personal, cultural, or community assets and the cultural practices, products, and perspectives of the target language.

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 students who need greater support or challenge—to better support student development of communicative proficiency in the target language (e.g., missed opportunities)?

> Consider the variety of learners in your class who may require different strategies/support (such as students with IEPs or 504 plans, English learners, readers who struggle in their first language, students at varying levels of language proficiency, students who are underperforming or those with gaps in academic knowledge, heritage-language speakers, and/or gifted students).

b. Why do you think these changes would improve student development of communicative proficiency in the target language? Support your explanation with evidence of student learning and principles from Second Language Acquisition/Teaching theory and/or research.

How Will the Evidence of My Teaching Practice Be Assessed?

For Instruction Task 2, your evidence will be assessed using rubrics 5–9, 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 5: Learning Environment

How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?

Level 1	Level 2	Level 3	Level 4	Level 5
The clips reveal **evidence of disrespectful interactions** between teacher and students or between students. **OR** Candidate **allows disruptive behavior to interfere with student learning**.	The candidate **demonstrates respect for students**. **AND** Candidate provides a learning environment that **serves primarily to control student behavior, and minimally supports the learning goals**.	The candidate demonstrates rapport with and respect for students. **AND** Candidate provides a **positive, low-risk learning environment that reveals mutual respect among students**.	The candidate demonstrates rapport with and respect for students. **AND** Candidate provides a **challenging learning environment that promotes** mutual respect among students.	The candidate demonstrates rapport with and respect for students. **AND** Candidate provides a challenging learning environment that **provides opportunities to express varied perspectives** and promotes mutual respect among students.

Rubric 6: Engaging Students' Target Language Communication

How does the candidate actively engage students in developing communicative proficiency in the target language in meaningful cultural context(s)?

Level 1	Level 2	Level 3	Level 4	Level 5
Students **are observed in tasks that focus solely on vocabulary and grammar with no connections to language functions of the target language**.	Students are **participating in language tasks that provide vague connections between language forms and functions in the target language, primarily focusing on the interpretive mode of communication**.	Students are **engaged in cooperative language tasks** that **provide connections** between language forms and functions of the target language **in a meaningful cultural context**, focusing on • interpersonal **OR** • presentational mode of communication.	Students are engaged in cooperative language tasks that provide **clear** connections between language forms and functions of the target language in meaningful cultural context(s), focusing on • interpersonal **OR** • presentational mode of communication.	Students are engaged in cooperative language tasks that **lead students to deepen and extend communicative proficiency** in the target language in meaningful cultural context(s).
There is **little or no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning**.	Candidate makes vague or superficial links between **prior academic learning and new learning**.	Candidate links **prior academic learning to new learning**.	Candidate links prior academic learning **AND personal, cultural, or community assets** to new learning.	Candidate **prompts students to link** prior academic learning **AND** personal, cultural, or community assets to new learning.

Rubric 7: Deepening Student Communicative Proficiency in the Target Language

How does the candidate elicit student responses to promote their communicative proficiency in the target language in meaningful cultural context(s)?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does most of the talking and students provide few responses. **OR** Candidate responses include **significant content inaccuracies** that will lead to student misunderstandings.	Candidate **primarily asks surface-level questions about correct usage of grammar and vocabulary and evaluates student responses as correct or incorrect**.	Candidate **elicits student responses related to use of the target language that require going beyond the correct usage of grammar and vocabulary**.	Candidate elicits **and builds on students' responses to develop communicative proficiency, making connections between language functions and forms in meaningful cultural context(s)**.	Level 4 plus: **Candidate facilitates interactions among students so they can evaluate their own abilities** to develop communicative proficiency, making connections between language functions and forms in meaningful cultural context(s).

Rubric 8: Subject-Specific Pedagogy

How does the candidate promote comparisons and connections between students' prior experiences and knowledge and the new cultural practices, products, and perspectives of the target language?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's instruction **does not address comparisons among the practices, products, and perspectives of the culture(s) studied**. **OR** Materials used in the clip(s) include **significant linguistic and/or cultural inaccuracies** that will lead to student misunderstandings.	Candidate's instruction provides **limited opportunities for students to demonstrate an understanding** of the relation among the practices, products, and perspectives of the culture(s) studied.	Candidate's instruction **provides** opportunities for students to demonstrate an understanding of the relation among the practices, products, and perspectives of the culture(s) studied and **their own experiences and knowledge**.	Candidate's instruction provides **purposeful** opportunities for students to demonstrate an understanding of the relation among the practices, products, and perspectives of the culture(s) studied, and **make explicit connections** to their own experiences and knowledge.	**Level 4 plus:** **Candidate's language tasks encourage use of the target language both within and beyond the school setting for personal enjoyment and enrichment.**

Rubric 9: Analyzing Teaching Effectiveness

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

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate suggests changes unrelated to evidence of student learning.	Candidate **proposes changes to teacher practice that are superficially related to student learning needs** (e.g., improving directions).	Candidate proposes changes that address **students' collective learning needs related to the central focus**. **Candidate makes superficial connections to research and/or theory.**	Candidate proposes changes that address **individual and collective learning needs** related to the central focus. Candidate makes **connections** to Second Language Acquisition/ Teaching research and/or theory.	**Level 4 plus:** Candidate **justifies changes using principles from** Second Language Acquisition/ Teaching research and/or theory.

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?

What Do I Need to Do?

- **Select <u>one</u> assessment from your learning segment you will use** to evaluate your students' developing knowledge and skills. It should be an assessment that is completed by the whole class featured in the learning segment. (If you are teaching only a group within the class for the learning segment, that group will be "the whole class.") The assessment should reflect the work of individuals, not groups, but may be individual work from a group task. The assessment should provide opportunities for students to demonstrate communicative proficiency through the interpersonal or presentational modes of communication in the target language in meaningful cultural context(s).

- **Define and submit the evaluation criteria** you will use to analyze student learning related to the understandings 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. (Note that the oral assessment must be given to the whole class, though not necessarily at the same time.) For each focus student, a video or audio work sample must be no more than 5 minutes in total running time. If you have student work samples (from a single assessment) with more than one file type (i.e., video/audio AND written work samples), submit the audio or video work samples in Part A and submit the written student work samples in Part B (attached to the feedback).

- **Select 3 student work samples** that represent the patterns of learning (i.e., what individuals or groups generally understood and what a number of students were still struggling to understand) you identified in your assessment analysis. These students will be your focus students for this task. **At least one of the focus students must 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 commentary 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.

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

What Do I Need to Write?

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 Communicative Proficiency in the Target Language**

    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 for groups or individual learners. The analysis should focus on students' communicative proficiency in the target language **through the interpersonal or presentational modes of communication** in the target language in meaningful cultural context(s).

    > Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, misconceptions about a target culture, 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 communicative proficiency in the target language.

    c. Describe how you will support each focus student to understand and use this feedback to guide improvement of communicative proficiency in the target language, either within the learning segment or at a later time?

3. **Using Assessment to Inform Instruction**

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

    ▪ For the whole class

    ▪ For the 3 focus students and other individuals/groups with specific needs

> Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, readers who are struggling in their first language, students at different levels of language proficiency, students who are underperforming or those with gaps in academic knowledge, heritage-language speakers, and/or gifted students).

b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from Second Language Acquisition/Teaching research and/or theory.

How Will the Evidence of My Teaching Practice Be Assessed?

For Assessment Task 3, your evidence will be assessed using rubrics 10–13, 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 10: Analysis of Student Communicative Proficiency in the Target Language

How does the candidate analyze evidence of student development of communicative proficiency?

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

Rubric 11: Providing Feedback to Guide Student Development of Communicative Proficiency in the Target Language

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

Level 1	Level 2	Level 3	Level 4	Level 5
Feedback is **unrelated** to the learning objectives **OR is developmentally inappropriate**. **OR** Feedback **contains significant content inaccuracies**. **OR** **No feedback is provided to one or more focus students.**	Feedback is **general** and **addresses needs AND/OR strengths related to the learning objectives**.	Feedback is **specific** and addresses **either** needs **OR** strengths **related to the learning objectives**.	Feedback is specific and **addresses both strengths AND needs** related to the learning objectives.	**Level 4 plus:** **Feedback for one or more focus students** • **provides a strategy to address an individual learning need OR** • **makes connections to prior learning or experience to improve learning.**

Rubric 12: Student Understanding and Use of Feedback

How does the candidate support focus students to understand and use the feedback to guide the development of communicative proficiency in the target language?

Level 1	Level 2	Level 3	Level 4	Level 5
Opportunities for understanding or using feedback are not described. **OR** Candidate **provides limited or no feedback related to the learning objectives**.	Candidate **provides vague description of how focus students will understand or use feedback**.	Candidate **describes** how focus students will understand or use feedback.	Candidate describes how **one or more** focus students will understand **and** use feedback **to address a specific learning need**.	Candidate explicitly identifies support strategies that will guide one or more focus students to understand and use the feedback.

Rubric 13: Using Assessment to Inform Instruction

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

Level 1	Level 2	Level 3	Level 4	Level 5
Next steps **do not follow** from the analysis. **OR** Next steps are **not relevant to the learning objectives** assessed. **OR** Next steps are **not described in sufficient detail** to understand them.	Next steps primarily **focus on changes to teaching practice that are superficially related to student learning needs**, for example, repeating instruction, pacing, or classroom management issues.	Next steps **propose general support that improves student learning related to assessed learning objectives**. Next steps are **loosely connected with research and/or theory**.	Next steps **provide targeted support to individuals or groups to improve their communicative proficiency related to** • **the interpretive AND** • **the interpersonal OR presentational** modes of communication. Next steps are **connected** with research and/or theory.	Next steps provide targeted support to individuals **AND** groups to improve their communicative proficiency related to **all three modes of communication in meaningful cultural context(s)**. Next steps are **justified with principles from** Second Language Acquisition/ Teaching research and/or theory.

Professional Responsibilities

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

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

World Language Context for Learning Information

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

About the School Where You Are Teaching

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

   Elementary: _____
   Middle school: _____
   High school: _____
   Other (please describe): _____

2. Where is the school where you are teaching located? (Type an "X" next to the appropriate description.)[10]

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

3. List any special features of your school or classroom setting (e.g., supporting English learners in English-only classrooms, focused on the socialization of recent immigrants as well as on language skills) that will affect your teaching in this learning segment.

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

About the Class Featured in this Learning Segment

1. What is the name of the course?

2. 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): _____

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

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

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[10] 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 language instruction. If a textbook, please provide the title, publisher, and date of publication.

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

About the Students in the Class Featured in this Learning Segment

1. Grade level(s): _____

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 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
    > >
    > > ▪ Who are heritage-language speakers of the target language (e.g., Spanish-speaking students in Spanish classes)
    >
    > 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). **Note: California candidates**—within your edTPA, you must include an English learner, a student with an identified disability, and a student from an underserved education group.[11]

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[11]California candidates—If you do not have any English learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.

Students with IEPs/504 Plans

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

Students with Specific Language Needs

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

Students with Other Learning Needs

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

World Language Evidence Chart

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

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	▪ Use Arial 11-point type. ▪ Single space with 1" margins on all sides.
Part B: Lesson Plans for Learning Segment	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages per lesson	▪ Submit 3–5 lesson plans in 1 file. ▪ Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.). ▪ All rationale or explanation for plans should be written in the Planning Commentary and removed from lesson plans.
Part C: Instructional Materials	.doc; .docx; .odt; .pdf	1	1	**No more than 5 pages** of **KEY** instructional materials per lesson plan	▪ Submit all materials in 1 file. ▪ Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.). ▪ Order materials as they are used in the learning segment.
Part D: Assessments	.doc; .docx; .odt; .pdf	1	1	No limit	▪ Submit assessments in 1 file. ▪ Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.). ▪ Order assessments as they are used in the learning segment.
Part E: Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 9 pages** of commentary, including prompts	▪ Use Arial 11-point type. ▪ Single space with 1" margins on all sides. ▪ Respond to prompts before teaching the learning segment.

Instruction Task 2: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Video Clips[12]	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	1	2	**No more than 15 minutes total running time** (but not less than 3 minutes)	■ Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear in the video. ■ Refer to Instruction Task 2, What Do I Need to Do? for video clip content and requirements. ■ When naming each clip file, include the number of the lesson shown in the video clip.

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

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[12] **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[13]	**For written work samples:** .doc; .docx; .odt; .pdf **For audio work samples:** asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma **For video work samples:** asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	3	3	No page limit for written work samples **No more than 5 minutes per focus student** for video or audio student work samples	▪ For written work samples, use correction fluid, tape, or a felt-tip marker to **mask or remove students' names, your name, and the name of the school before copying/scanning any work samples**. If your students' writing is illegible, write a transcription directly on the work sample. ▪ On each work sample, indicate the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample). If more than one focus student appears in a video or audio work sample, upload the same work sample separately for each focus student who is seen/heard and label appropriately. Describe how to recognize each of the focus students in the clip and provide the label associated with the clip in prompt 1d of the Assessment Commentary. ▪ When naming each work sample file, include the student number. ▪ If you have student work samples (from a single assessment) with more than one file type (i.e., video/audio AND written work samples), submit the audio or video work samples in Part A and submit the written student work samples in Part B (attached to 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).

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[13] **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[14]	**For written feedback not written on the work samples:** .doc; .docx; .odt; .pdf **For audio feedback:** asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma **For video clip feedback:** asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	0	3	No page limit for written feedback **No more than 3 minutes per focus student** for video or audio feedback	▪ 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 have student work samples (from a single assessment) with more than one file type (i.e., video/audio AND written work samples), submit the audio or video work samples in Part A and submit the written student work samples in Part B (attached to 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).

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[14] **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	**No more than 10 pages** of commentary, including prompts Plus ■ **no more than 5 additional pages** for the chosen assessment ■ if necessary, **no more than 2 additional total pages** of transcription of video/audio evidence for a work sample and feedback	■ Use Arial 11-point type. ■ Single space with 1" margins on all sides. **IMPORTANT:** Insert a copy of the chosen assessment, including directions/prompts provided to students.
Part D: Evaluation Criteria	.doc; .docx; .odt; .pdf	1	1	No limit	

World Language Glossary

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

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

assets (knowledge of students):

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

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

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

central focus: A description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment. The central focus of world language teaching is developing students' communicative proficiency in the target language in meaningful cultural context(s). For example, the central focus for a world language learning segment might be talking about family and self by using adjectives, pronouns, vocabulary that relates to kinship, and verbs such as "to be" and "to have" in the target language. The whole segment can focus on the development of students' communicative proficiency in the target language, developing their skills to be able to introduce and talk about self and family through the creation of family albums, biographical writing pieces, and posters/drawings of family trees with labels.

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

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

communication: According to the ACTFL standards, the current organizing principle for world language teaching and learning practices is **communication**, which highlights not only the **what** (vocabulary) and **how** (grammar) of the target language, but also the **why** and the **when** to say what to **whom** when using the target language. Communication is composed of three modes: interpretive, interpersonal, and presentational (see "modes of communication" below). Grammar and vocabulary are still essential tools for communication; however, it is the actual use of grammar and vocabulary to communicate in meaningful and culturally appropriate ways with users of other languages that is the main goal of world language education in the twenty-first century.

communicative proficiency: The ability to use language for real-world purposes in meaningful and culturally significant contexts. According to the ACTFL (2014) standards, the development of student communicative proficiency will include the promotion of five main goal areas[16] in world language education: Communication, Cultures, Connections, Comparisons, and Communities. The role of the teacher is to design environments that support the attainment of and engagement with all these areas, enabling students to effectively deploy linguistic, interpersonal, and sociocultural knowledge to communicate with others in the target language.[17]

cultural practices, products, and perspectives: According to the ACTFL standards, cultural practices refer to patterns of behavior accepted by a society and aspects of culture such as rites of passage, norms for politeness, the use of space, and so on. Cultural practices represent the knowledge of "*what to do when and where*." Cultural practices involve the creation and use of cultural products, such as paintings, literary work, folk tales, movies, vases, chopsticks, a system of education, books, food, and so on. Cultural perspectives refer to values and beliefs. Practices and products reflect the perspectives of the culture(s) studied.

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

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

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[16] The ACTFL World-Readiness Standards for Learning Languages (2014) can be found at www.actfl.org/publications/all/world-readiness-standards-learning-languages.

[17] For American Sign Language, the development of students' communicative proficiency in the target language in meaningful cultural context(s) refers to signed communicative ability.

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

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

language forms: Structures or ways of organizing oral or written language serve a particular function. Language forms can be at the sentence level, paragraph level, or symbolic level. If the function is to compare, then appropriate language forms could include Venn diagrams or pattern sentences such as "The _____ is longer/larger/heavier than the _____." If the function is to greet, then appropriate language forms could be practiced via a role-play or simulation in which students use culturally appropriate greeting expressions (e.g., "Hi," "How are you?", "Nice to meet you" in the target language). Language forms also include essential vocabulary students need to know to be able to communicate in the target language in meaningful cultural context(s).

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

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

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

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

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

meaningful cultural context(s): According to the ACTFL standards, world language instruction should afford students opportunities to make connections and comparisons between the experiences and knowledge they bring and the cultural products, practices, and perspectives of the target language cultures they are learning about. The role of the teacher is to provide opportunities for authentic uses of language for communicative purposes. In world language education, meaningful cultural contexts encompass sociocultural practices in the target language societies and/or cultures that speak the target language, as well as in the world language classroom and in the students' home and community.

modes of communication (interpretive, interpersonal, and presentational): According to the ACTFL standards, [18] communication is composed of three modes: *interpretive* (reading, listening, or viewing of authentic materials), *interpersonal* (active negotiation of meaning among individuals through speaking and listening and/or reading and writing in the target language), and *presentational* (creation of messages through writing, speaking, or visually representing).

- *Interpretive:* Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- *Interpersonal:* Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- *Presentational:* Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Interpretive communication is the interpretation of meaning (including cultural) from a source that is heard, read, or viewed with no opportunity to interact with the author of that source (e.g., reading a news article in the target language, listening to a podcast in the target language, watching a movie in the target language). Interpretive is not translating or completing rote grammar exercises.

Interpersonal communication is a spontaneous, two-way exchange where students provide and obtain information, express feelings/emotions, and exchange opinions (e.g., ordering food in the target language, interviewing a classmate in the target language, engaging in thinking-pair-sharing about a cultural topic in the target language). Interpersonal is not a memorized dialogue, one student asking all the questions, or students reading/asking previously prepared questions.

Presentational communication is one-way communication that is delivered through writing, speaking, or visually presenting (e.g., introducing self, family, friends to the class in the target language, making a formal presentation about a cultural practice and perspective in

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[18] ACTFL Performance Descriptors for Language Learners © ACTFL, Inc., 2012

the target language/culture, sharing a blog with wider audiences in the target language). Presentational is not random or unplanned.

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

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

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

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

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).

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