



## English as an Additional Language

### Assessment Handbook

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Version 09

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

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**SCALE**

**Stanford Center for Assessment, Learning, & Equity**

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# Introduction to edTPA English as an Additional Language<sup>1</sup>

## Purpose

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

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

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

## Overview of the Assessment

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

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

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

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<sup>1</sup> The term English as an Additional Language (EAL) recognizes that English learners might already speak multiple languages in addition to English.

<sup>2</sup> See the TESOL International Association website at <http://www.tesol.org/>.

<sup>3</sup> The term ELPD recognizes that states may use the term English language proficiency (ELP) or English language development (ELD).

through two or more of the four modalities (speaking, listening, reading, writing). Language competencies include the following:

- **Grammatical competence:** the ability to use correct vocabulary and sentence structures
- **Discourse competence:** the ability to produce coherent and cohesive written or spoken discourse (e.g., paragraphs or conversations) that conforms to the norms of different genres (e.g., letter, essay, interview)
- **Pragmatic competence:** the ability to use language appropriately in communication based on the context and the relationship between the speaker and listener and the writer and reader
- **Metalinguistic competence:** knowledge of linguistic/grammatical concepts and functions, and the ability to use linguistic terminology to describe or discuss them

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

You will then teach the learning segment, making a video recording 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 video recording, 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.

## Understanding Academic Language in edTPA: Supporting Learning and Language Development

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**Academic language (AL)** is the oral and written language used for academic purposes. AL is the "language of the discipline" used to engage students in learning and includes the means by which students develop and express content understandings.

When completing your edTPA, candidates must consider the AL (i.e., **language demands**) present throughout the learning segment in order to support student learning and language development. The **language demands** in English as an Additional Language include **the function, vocabulary/key phrases, and language competencies (grammatical, discourse, pragmatic, and metalinguistic)**.

As directed:

- Identify a key *language function* and one essential learning task within your learning segment lesson plans that allow students to practice the function (Planning Task 1, Prompts 4a/b).
- Identify *vocabulary and/or key phrases and at least one additional language demand (language competencies)* related to the language function and learning task (Planning Task 1, Prompt 4c).
- Identify and describe the *instructional and/or language development supports* you have planned to address the language demands (Planning Task 1, Prompt 4d). *Language development supports* are scaffolds, representations, and instructional strategies that teachers intentionally provide to help learners understand and use the language they need to learn within disciplines.

Academic language definitions and a few examples of language demands and supports to help teacher candidates and educator preparation programs understand edTPA Rubrics 4 and 14 are provided in the [Appendix](#). See the [English as an Additional Language Glossary](#) and the Understanding Rubric Level Progressions for [Rubric 4](#) and [Rubric 14](#) for additional examples of language demands.

## Understanding Rubrics

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing.

After each rubric, there is a corresponding resource called Understanding Rubric Level Progressions (URLP). The URLP for each rubric presents score-level distinctions and other information for each edTPA rubric, including:

1. Elaborated explanations for rubric Guiding Questions
2. Definitions of key terms used in rubrics
3. Primary sources of evidence for each rubric
4. Rubric-specific scoring decision rules
5. Examples that distinguish between levels for each rubric: Level 3, below 3 (Levels 1 and 2), and above 3 (Levels 4 and 5).

### English as an Additional Language Learning Segment Focus

Candidate's instruction should support students' English language proficiency/development within meaningful content-based instruction.

## Helpful Resources

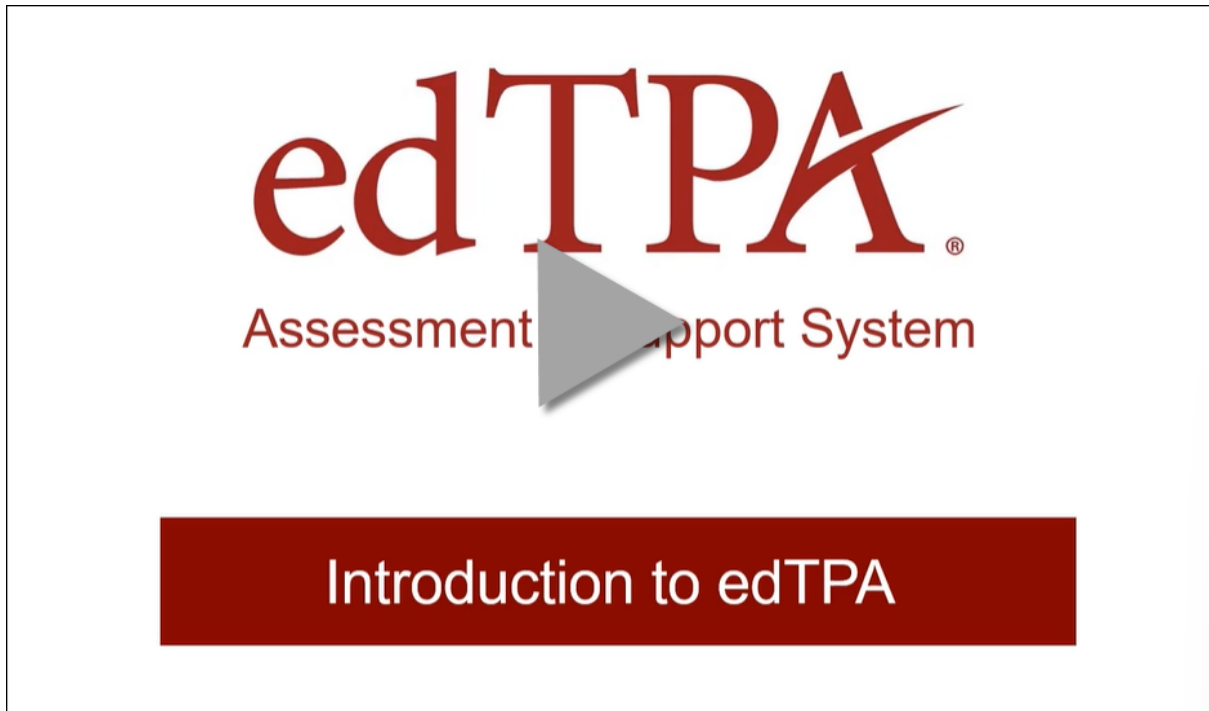
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In addition to the instructions and rubrics, the following requirements and resources are provided for you in this handbook:

- **[English as an Additional Language Evidence Chart](#)**: specifications for electronic submission of evidence (artifacts and commentaries), including templates, supported file types, number of files, response length, and other important evidence specifications
- **[Glossary](#)**: definitions of key terms can be accessed by referring to the **[English as an Additional Language Glossary](#)**.

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

### Candidate Support Webinar: Introduction to edTPA



**Video URL:** <https://vimeo.com/771727364/8cd3cb66c5>



# Planning Task 1: Planning for Instruction and Assessment

## What Do I Need to Do?

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

  - **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.<sup>5</sup>
- ▣ **Provide context information.** Complete and submit the English as an Additional Language Context for Learning Information template found in your account. This template provides essential information about your students and your school/classroom. The context information you submit should be **no more than 4 pages, including the prompts.**
- ▣ **Identify a learning segment to plan, teach, and analyze.** Review the curriculum with your cooperating teacher and select a learning segment of **3–5 consecutive lessons.** (If teaching English as an Additional Language within a large time block, select a learning segment of about **3–8 hours of connected instruction.**)
- ▣ **Identify a central focus.** Identify the central focus along with the content (subject matter) and language objectives (key language function, task, or skill) you will address in the learning segment. The central focus should support students' English language development within content-based instruction.
- ▣ **Identify and plan to support language demands.** Select a key language function from your learning objectives. Choose a learning task that provides opportunities for students to practice using that language function. Identify additional language demands associated with that task. Plan targeted supports that address the identified language demands, including the language function.
- ▣ **Write a lesson plan** for each lesson in the learning segment. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.

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

<sup>5</sup> 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.

- **Your lesson plans must** include the following information, even if your teacher preparation program requires you to use a specific lesson plan format:
  - ELPD standard(s) (e.g., WIDA or state standards that address English Language Development/Proficiency)<sup>6</sup> that are the target of student learning. (Note: Please list the **number and text** of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)
  - State-adopted student academic content standards that are the target of student learning. (Note: Please include the **number and text** of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)
  - Learning objectives associated with the ELPD and content standards
  - Formal and informal assessments used to monitor student learning, including type(s) of assessment and what is being assessed
  - Instructional strategies and language tasks (including what you and the students will be doing) that support **the needs of all students**
  - 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 prompts** listed in the Planning Commentary template found in your account **prior to teaching the learning segment** and submit the completed template.
- **Submit your original lesson plans.** If you make changes while teaching the learning segment, you may offer reflection on those changes in the Instruction Task 2 and Assessment Task 3 Commentaries.
- **Select and submit key instructional materials** needed to understand what you and the students will be doing (**no more than 5 additional pages per lesson plan**). The instructional materials might include such items as class handouts, assignments, slides, and interactive whiteboard images.
- **Submit copies of all written assessments and/or directions for any oral or performance assessments.** (Submit only the blank assessments given to students; do not submit student work samples for this task.)
- **Provide citations for the source of all materials that you did not create** (e.g., published texts, websites, and material from other educators). List all citations by lesson number at the end of the Planning Commentary. Note: Citations do not count toward the commentary page limit.

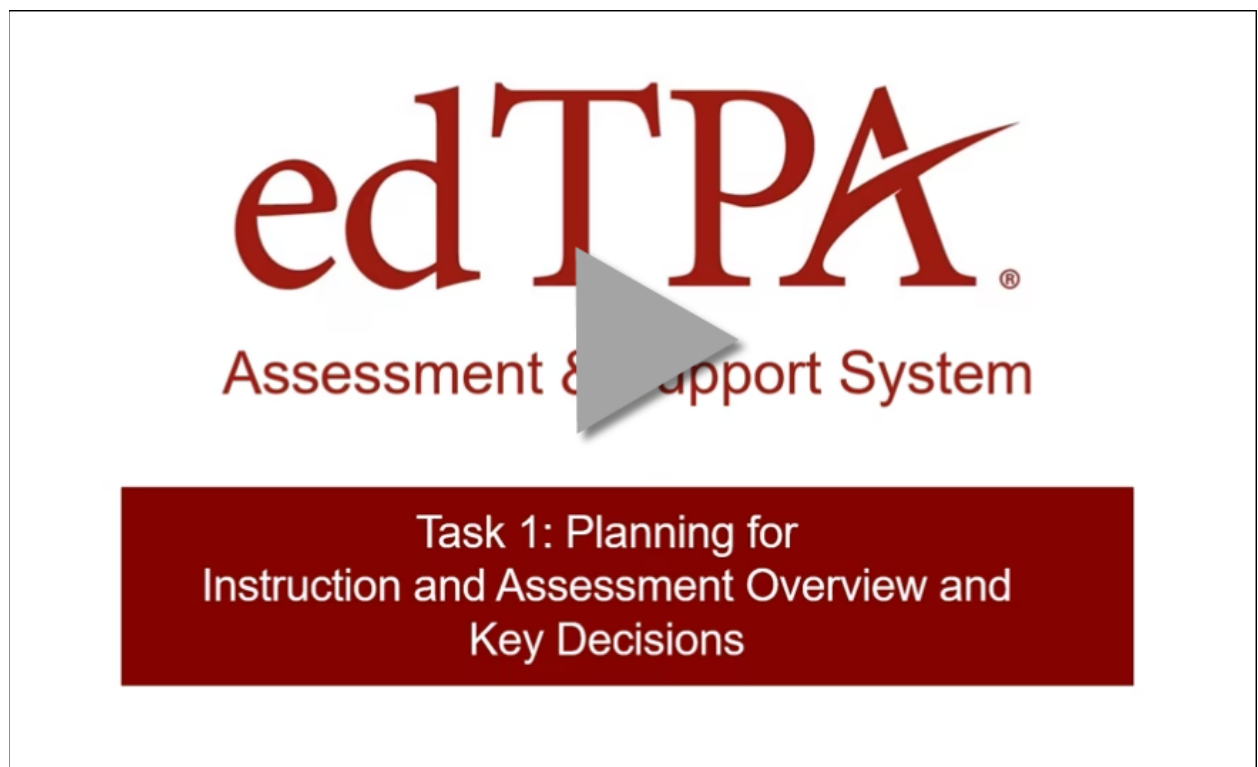
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<sup>6</sup> State standards that address English language development or proficiency may use this language, or related language in the title of their standards (e.g., English as a Second Language).

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

Review the Planning Task 1 Key Decisions and Key Points in the [Making Good Choices](#) document for supplementary advice for completing specific components of Planning Task 1.

### **Candidate Support Webinar: Task 1: Planning for Instruction and Assessment Overview and Key Decisions**



**Video URL:** <https://vimeo.com/797488626/3d5cac5f63>

## **How Will the Evidence of My Teaching Practice Be Assessed?**

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

## Planning Rubrics

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

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

Level 1 <sup>7</sup>	Level 2	Level 3	Level 4	Level 5
<p>Candidate's plans for instruction <b>focus solely on vocabulary and grammar with no connections to the content. No modalities are targeted.</b></p> <p><b>OR</b></p> <p>There are <b>significant linguistic or content inaccuracies</b> that will lead to student misunderstandings.</p> <p><b>OR</b></p> <p><b>Only content is addressed with no attention to ELD.</b></p>	<p>Candidate's plans for instruction <b>support students' language development with vague connections between language competencies and content. One modality is superficially included.</b></p>	<p>Candidate's plans for instruction <b>build on each other</b> to support students' language development <b>with clear connections</b> between language competencies and content. <b>One or more modality is clearly targeted.</b></p>	<p>Candidate's plans for instruction <b>build on each other</b> to support students' language development with <b>clear and consistent</b> connections between language competencies and content. <b>Multiple modalities</b> are clearly targeted <b>AND students are practicing in one language modality.</b></p>	<p>Candidate's plans for instruction build toward <b>deep integration between</b> language competencies and content learning. Multiple modalities are clearly targeted <b>AND students are practicing in more than one language modality.</b></p>

<sup>7</sup> 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.

# Understanding Rubric Level Progressions: Rubric 1

## The Guiding Question

The Guiding Question addresses how a candidate's plans build a learning segment of three to five lessons around a central focus. Candidates will explain how they plan to organize tasks, activities, and/or materials to align with the central focus and the standards/objectives. The planned learning segment must foster students' English language development using two or more modalities while making connections between language competencies (grammatical, discourse, pragmatic or metalinguistic) and content.

## Key Concepts of Rubric:

- [Aligned](#)<sup>8</sup>
  - For Rubric 1, standards, objectives, instructional strategies, and learning tasks are "aligned" when they consistently address language and content learning outcomes for students across the learning segment.
- [Significant content inaccuracies](#)
- [Grammatical competence](#)
- [Discourse competence](#)
- [Pragmatic competence](#)
- [Metalinguistic competence](#)
- [Language development](#)

### Primary Sources of Evidence:

Context for Learning Information

Planning Commentary **Prompt 1**

Strategic review of Lesson Plans & Instructional Materials

## Scoring Decision Rules

<b>Multiple Criteria</b>	<ul style="list-style-type: none"> <li>■ N/A for this rubric</li> </ul>
<b>AUTOMATIC 1</b>	<ul style="list-style-type: none"> <li>■ Instructional focus is solely on vocabulary and/or grammar with no connections to the content.</li> <li>■ There are significant linguistic or content inaccuracies.</li> <li>■ Only content is addressed; there are no language objectives or competencies addressed.</li> </ul>

<sup>8</sup> Links to terms from the English as an Additional Language Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

## Unpacking Rubric Levels

### Level 3

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

- Plans for instruction are **logically sequenced** to facilitate students' English language development in connection with content.
- Plans are presented in a linear sequence in which **each lesson builds on the previous one(s)** OR a nonlinear sequence, e.g., when a central theme is posed, such as food or family, and students develop English language proficiency by interpreting and/or interacting about the central theme using one or more modalities across the lessons.
- In addition, the sequencing of the plans supports students' English language development by connecting a language competency with content and focusing on one or more modalities. **These connections are explicitly written in the plans or commentary**, and how the connections are made is not left to the determination of the scorer.
- Be sure to pay attention to each component of the subject-specific emphasis (language competencies, content, and modalities).

### Below 3

#### Evidence that demonstrates performance below Level 3:

- Plans for instruction support student learning of facts and/or grammar and vocabulary but with **little or no** planned instruction to guide the development of students' English Language Proficiency in connection with content.

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

- The candidate is paying some attention to helping students develop language but the **connection** to content **is so fleeting or vague** that scorers are largely left to make sense of this on their own.
- One modality is superficially included but doesn't seem to be developed or sustained across the learning segment.

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

- The candidate is focused on teaching memorization of grammatical rules or lists of vocabulary with little or no attention to assisting students in understanding the connections between language forms and language functions.

#### Automatic Score of 1 is given when:

- Plans focus entirely on vocabulary and/or grammar without connections to content and no modalities are targeted.
- There is a **pattern** of significant linguistic or content inaccuracies that will lead to student misunderstandings. Linguistic or content flaws in the plans or instructional materials are significant and systematic, and interfere with student learning.
- Only content is addressed with no goals for students' language development.

### **Above 3**

#### **Evidence that demonstrates performance above Level 3:**

- Learning tasks are designed to support students to make clear and **consistent** connections between language competencies and content.
- Consistent connections require students to routinely apply and practice language competencies in purposeful ways in relation to content throughout the learning segment.
- Multiple modalities are targeted at students practicing in one or more modalities.

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

- Plans show intentional and consistent connections between language competencies and content.
- Multiple modalities are clearly targeted and evident in instructional activities and/or materials in the lesson plans.
- Students are practicing in **one** language modality.

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

- Learning tasks are designed to build toward **deep integration between** language competencies and content learning. This is demonstrated by plans where the content and targeted language competencies are consistently developed in explicit and meaningful relation to each other throughout the learning segment.
- Multiple modalities are clearly targeted and evident in instructional activities and/or materials in the lesson plans.
- Students are practicing **in more than one** language modality.

## Planning Rubrics continued

### Rubric 2: Planning to Support Varied Student Learning Needs

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

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



## Understanding Rubric Level Progressions: Rubric 2

### The Guiding Question

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

### Key Concept of Rubric:

- [Planned supports](#)<sup>9</sup>

#### Primary Sources of Evidence:

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

Planning Commentary **Prompts 2 and 3**

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

### Scoring Decision Rules

<b>Multiple Criteria</b>	<ul style="list-style-type: none"> <li>■ N/A for this rubric</li> </ul>
<b>AUTOMATIC 1</b>	<ul style="list-style-type: none"> <li>■ Planned support according to requirements in IEP or 504 plans is completely missing. (If there are no students with IEP/504 plans, then this criterion is not applicable)</li> </ul>

### Unpacking Rubric Levels

#### Level 3

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

- Candidate explains how planned supports for students address the learning needs of the whole class while assisting them in achieving the learning objectives.
- Candidate addresses at least one of the requirements from IEPs and 504 plans
- Planned supports address issues of prior literacy, schooling, or culture as described in the Context for Learning Information or commentary.
- Requirements must be explicitly addressed in the commentary and/or the Planning Task 1 artifacts. List of requirements and/or accommodations in the Context for Learning Information document is not sufficient by itself.

<sup>9</sup> Links to terms from the English and an Additional Language Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

**Below 3**

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

- Candidate does not plan supports for students.
- Planned supports are not closely tied to learning objectives or the central focus.
- Plans do not reflect ANY instructional requirements in IEP or 504 plans.
- Evidence does not address issues of prior literacy, schooling, or culture.

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

- Plans address at least one of the requirements set forth in IEPs and 504 plans. However, it is not clear that other planned supports will be helpful in supporting students to meet the learning objectives.
- Plans address issues of prior literacy, schooling, or culture. However, it is not clear that planned supports will be helpful in supporting the class as a whole to meet the learning objectives.
- The supports would work for almost any learning objective. Therefore, the supports are not closely connected to the learning objectives or central focus (e.g., pair high and low students during partner work without a specific description of how that supports students with a specific need, check on students who are usually having trouble, without any specific indication of what the candidate might be checking for, such as students' interactions in the target language).
- Supports are tied to learning objectives within each lesson, but there is no central focus.

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

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

**Automatic Score of 1 is given when:**

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

**Above 3**

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

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

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

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

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

- ALSO identifies possible common errors or developmental language needs and misunderstandings associated with the central focus, and describes specific strategies to identify and respond to them.
  - If the plans and commentary attend to errors or developmental language needs and misunderstandings without also satisfying Level 4 requirements, this is not sufficient evidence for Level 5.

## Planning Rubrics continued

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

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate's justification of language tasks is either <b>missing</b></p> <p><b>OR</b></p> <p><b>represents a deficit view</b> of students and their backgrounds</p> <p><b>OR</b></p> <p><b>is unrelated</b> to the demands of the content area or the language learning needs of the learners.</p>	<p>Candidate justifies language tasks with <b>limited attention to</b></p> <ul style="list-style-type: none"> <li>students' language learning needs <b>OR</b></li> <li>students' personal or community assets <b>OR</b></li> <li>how tasks meet the demands of the content area.</li> </ul>	<p>Candidate <b>justifies why</b> language tasks <b>(or their adaptations) are appropriate using examples of</b></p> <ul style="list-style-type: none"> <li>students' language learning needs <b>OR</b></li> <li>students' personal or community assets <b>OR</b></li> <li>how tasks meet the demands of the content area.</li> </ul> <p><b>Candidate makes superficial connections to research and/or theory relevant to English learner education.</b></p>	<p>Candidate justifies why language tasks (or their adaptations) are appropriate using examples of</p> <ul style="list-style-type: none"> <li>students' language learning needs <b>AND</b></li> <li>students' personal or community assets <b>AND</b></li> <li>how tasks meet the demands of the content area.</li> </ul> <p>Candidate makes <b>connections</b> to research and/or theory relevant to English learner education.</p>	<p><b>Level 4 plus:</b></p> <p>Candidate's justification is <b>supported by principles from</b> research and/or theory relevant to English learner education.</p>

## Understanding Rubric Level Progressions: Rubric 3

### The Guiding Question

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

### Key Concepts of Rubric:

- [Deficit thinking](#)<sup>10</sup>
- [Prior academic knowledge and/or prerequisite skills](#)
- [Assets](#) (personal, community)

### Primary Sources of Evidence:

Planning Commentary **Prompts 2 and 3**

### Scoring Decision Rules

<b>Multiple Criteria</b>	<ul style="list-style-type: none"> <li>■ Criterion 1 (<b>primary</b>): Justification of plans using knowledge of students—i.e., prior academic knowledge and/or prerequisite skills AND/OR assets (personal, community)</li> <li>■ Criterion 2: Research and theory connections</li> <li>■ Place greater weight or consideration on criterion 1 (justification of plans using knowledge of students).</li> </ul>
<b>AUTOMATIC 1</b>	<ul style="list-style-type: none"> <li>■ Deficit view of students and their backgrounds</li> <li>■ Justification is unrelated to demands of content or language learning needs of learners.</li> </ul>

### Unpacking Rubric Levels

#### Level 3

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

- **Primary Criterion:** The candidate explains how the learning tasks are explicitly connected to the students' prior academic knowledge and/or prerequisite skills OR knowledge of students' assets (personal, community). Assets include students' backgrounds, interests, community or family resources, and personal experiences.
- **Secondary Criterion:** The candidate refers to research or theory in relation to the plans to support student learning. The connections between the research/theory and the tasks are superficial/not clearly made. They are not well connected to a particular element of the instructional design.

<sup>10</sup> Links to terms from the English as an Additional Language Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

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

### ***Below 3***

#### **Evidence that demonstrates performance below Level 3:**

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

OR

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

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

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

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

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

#### **Automatic Score of 1 is given when:**

- Candidate's justification of language tasks:
  - includes a pattern representing a deficit view of students and their backgrounds. (See the explanation of deficit thinking listed above under Key Concepts of Rubric.)
  - is unrelated to the demands of the content area or the language learning needs of the learners.

### ***Above 3***

#### **Evidence that demonstrates performance above Level 3:**

- Candidate's justification of language tasks uses knowledge of students as language learners, knowledge of students as individuals who bring in personal or community assets and an example of how the tasks meet the demands of the content area. Candidate also uses research or theory to inform planning.

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

- The evidence includes specific examples from language learning need AND knowledge of students' assets (personal, community) AND examples of how language tasks meet demands of the content area. Candidate explains how the plans reflect all of this knowledge. The explanation needs to include **explicit connections** between the learning tasks and the examples provided.

- The candidate explains how research or theory relevant to ELL education informed the selection or design of at least one learning task or the way in which it was implemented. The connection between the research or theory and the learning task(s) must be explicit.
- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the secondary criterion at least at Level 3).

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

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

## Planning Rubrics continued

### Rubric 4: Identifying and Supporting Language Demands

How does the candidate identify and support language demands associated with a key content learning activity?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Language demands<sup>11</sup> identified by the candidate are <b>not consistent with the selected language function<sup>12</sup></b> <b>OR</b> task.</p> <p><b>OR</b></p> <p>Language development supports are <b>missing or are not aligned</b> with the language demand(s) for the learning task.</p>	<p>Language development supports <b>primarily address one language demand</b> (vocabulary/key phrases, function, or grammatical, discourse, pragmatic, or metalinguistic competence).</p>	<p><b>General language development supports address use of two or more language demands</b> (vocabulary/key phrases, function, or grammatical, discourse, pragmatic, or metalinguistic competence).</p>	<p><b>Targeted language development supports</b> address use of</p> <ul style="list-style-type: none"> <li>• <b>vocabulary/key phrases,</b></li> <li>• <b>language function, AND</b></li> <li>• <b>one or more additional language demands</b> (grammatical, discourse, pragmatic, or metalinguistic competence).</li> </ul>	<p><b>Level 4 plus:</b></p> <p>Language development supports are <b>designed to meet the needs of students with different levels of language learning.</b></p>

<sup>11</sup> Language demands include language function; vocabulary and/or key phrases; and grammatical, pragmatic, discourse, or metalinguistic competence.

<sup>12</sup> Language function refers to the learning outcome (verb) selected in prompt 4a (e.g., analyze, interpret, summarize).



# Understanding Rubric Level Progressions: Rubric 4

## The Guiding Question

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

## Key Concepts of Rubric:

Use the terms below and their definitions from the glossary as well as the [Academic Language Appendix](#) to further clarify concepts on Rubric 4.

- [Language demands](#)<sup>13</sup>
- [Language function](#)
- [Vocabulary/key phrases](#)
- [Language competencies](#)

### Primary Sources of Evidence:

Planning Commentary **Prompt 4a–d**

Strategic review of Lesson Plans

## Scoring Decision Rules

<b>Multiple Criteria</b>	<ul style="list-style-type: none"> <li>■ Criterion 1: Language demands identified</li> <li>■ Criterion 2 (<b>primary</b>): Language development supports</li> <li>■ Place greater weight or consideration on criterion 2 (language development supports)</li> </ul>
<b>AUTOMATIC 1</b>	<ul style="list-style-type: none"> <li>■ None</li> </ul>

## Unpacking Rubric Levels

### Level 3

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

- General supports are planned and described, though not in specific detail, for students' application of any two or more of the language demands (vocabulary/key phrases, language functions, language competencies).
  - Language development supports must go beyond providing opportunities for students to practice using the language demands either individually or with other students within the learning segment. Examples of general language development supports include describing and defining the function, modeling vocabulary or any one of the language competencies, providing an example with little explanation, questions and answers about a language demand, whole group discussion of a language demand, or providing pictures to illustrate vocabulary.

<sup>13</sup> Links to terms from the English as an Additional Language Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

- The candidate may inaccurately categorize a language demand (e.g., identifies grammatical competency as pragmatic competency), but does describe general supports for two of the language demands required of students within the learning task. For example:
  - "For pragmatic competence, before students write their letter to the Mayor, I will review a sample letter with the class to identify common grammar errors to watch for such as punctuation, capitalization and incomplete sentences. To develop vocabulary, we will create a list of common terms we may use in our letters and discuss their meanings as a class." This example would be scored at a level 3 because there are supports for two language demands, vocabulary and grammatical competence, even though the candidate categorizes punctuation and capitalization (grammatical competency) as pragmatic competency.

### ***Below 3***

#### **Evidence that demonstrates performance below Level 3:**

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

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

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

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

- There is a pattern of misalignment between the language demand(s) and the language development supports identified. For example, the language function is listed as compare/contrast, but the language task is that the students will be adding two three-digit numbers and explaining what strategy they used. The candidate plans and provides a support for correct grammar usage within student explanations.

OR

- Language development supports are completely missing.

### ***Above 3***

#### **Evidence that demonstrates performance above Level 3:**

- The supports specifically address the language function, vocabulary/key phrases, and at least one other language demand (grammatical, discourse, pragmatic, or metalinguistic competence) in the context of the chosen task.

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

- The candidate identifies specific planned language development supports and describes how supports address each of the following: vocabulary/symbols, the language function, and at least one other language demand (grammatical, discourse, pragmatic, or metalinguistic competence).
- Supports are focused (e.g., provide structures or scaffolding) to address specific language demands, such as sentence starters (grammatical competence or function); modeling how to construct an argument, explanation, or paragraph using a

think aloud (function or other language competencies); graphic organizers tailored to organizing text (function or other language competencies); identifying critical elements of a language function using an example; or more in-depth exploration of vocabulary development (vocabulary mapping that includes antonym, synonym, student definition and illustration).

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

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

## Planning Rubrics continued

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

How are the informal and formal assessments selected or designed to monitor students' development of English language in content-based instruction?

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

# Understanding Rubric Level Progressions: Rubric 5

## The Guiding Question

The Guiding Question addresses the alignment of the assessments with the standards and objectives and the extent that assessments provide multiple forms of evidence to monitor student progress throughout the learning segment. It also addresses required adaptations from IEPs or 504 plans. The array of assessments should provide evidence of students' development of English language proficiency.

## Key Concepts of Rubric:

- [Assessment \(formal and informal\)](#)<sup>14</sup>

### Primary Sources of Evidence:

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

Planning Commentary **Prompt 5**

Assessment Materials Strategic review of Lesson Plans

## Scoring Decision Rules

<b>Multiple Criteria</b>	<ul style="list-style-type: none"> <li>■ N/A for this rubric</li> </ul>
<b>AUTOMATIC 1</b>	<ul style="list-style-type: none"> <li>■ None of the assessment adaptations required by IEPs or 504 plans are made. (If there are no students with IEPs or 504 plans, then this criterion is not applicable).</li> </ul>

## Unpacking Rubric Levels

### Level 3

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

- The planned assessments provide evidence of students' development of English language proficiency **at various points** within the learning segment.
- Requirements from the IEP or 504 plan must be explicitly addressed in the commentary and/or the Planning Task 1 artifacts. List of assessment requirements and/or accommodations in the Context for Learning Information document is not sufficient by itself.

### Below 3

#### Evidence that demonstrates performance below Level 3:

- The planned assessments will yield limited or insufficient evidence to monitor development of English language proficiency during the learning segment.

<sup>14</sup> Links to terms from the English as an Additional Language Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

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

- Assessments will produce evidence of student learning, but evidence is limited.
- Examples of limited assessments include a single assessment or assessments that only evaluate students' ability to memorize grammatical forms and list vocabulary words in isolation of a meaningful context.

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

- Assessments do not provide evidence of students' English language development.
- Assessments only focus on content learning without providing any evidence of students' development of English language proficiency.

**Automatic Score of 1 is given when:**

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

**Above 3****Evidence that demonstrates performance above Level 3:**

- The array of assessments provides consistent evidence of students' development of English language proficiency in the content area throughout the learning segment.
- Assessment evidence will allow the candidate to determine students' continual progress toward developing English language proficiency in the content area.

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

- There are multiple forms of evidence, not just the same kind of evidence collected at different points in time or in different settings, to monitor student development of English language proficiency for the central focus. "Multiple forms of evidence" means that different types of evidence are used to demonstrate English language proficiency in the content area—e.g., interpret texts, ability to interact with others in oral and written forms of English language, ability to present information to larger audiences in English, both in written and oral forms—and not that there is only one type of evidence on homework, exit slips, and the final test.
- The array of assessments provides evidence to track student progress across the lessons toward developing the English language proficiency as defined by the standards and learning objectives.

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

- Describes how assessments are targeted and explicit in design to allow individuals or groups with specific needs to demonstrate their learning without oversimplifying the content.
- The strategic design of assessments goes beyond, for example, allowing extra time to complete an assignment or adding a challenge question.

# Instruction Task 2: Instructing and Engaging Students in Learning

## What Do I Need to Do?

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- **Obtain required permissions for video recording.** Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video. Adjust the camera angle to exclude individuals for whom you do not have permission to film.
- **Examine your lesson plans for the learning segment** and identify challenging learning tasks in which you and students are actively engaged. The video clips you select for submission should provide a sample of how you interact with students to develop their English language proficiency.
- **Identify lessons to video record.**
- **Provide 2 video clips (each no more than 10 minutes in length, but not less than 3 minutes combined)** that demonstrate how you interact with students in a positive learning environment to develop English language proficiency in meaningful academic context(s) with a focus on two or more modalities (speaking, listening, reading, writing) and one or more competencies (grammatical, discourse, pragmatic, or metalinguistic).
  - The **first clip** should focus on students engaging through modalities to develop ELPD through content (modality in content) or supporting students in practicing language.
  - The **second clip** should focus on academic language development in relation to one or more competencies and supporting students in making connections between the content and their backgrounds, experiences, and prior knowledge. Here, you as the teacher candidate should be preparing/modeling to prepare students to practice language and allowing and/or supporting students to practice language.
  - The video clips can feature either the whole class or a targeted group of students (**minimum of 3 students**<sup>15</sup>) within the class, with a focus on student-student interactions. One clip may feature interactions between you and your students, with the other focusing on interactions among the students.
  - The video clips may include interactions in English, home language, or bi/multilingual that are (1) between you and your students and (2) among the students, including your responses to student comments, questions, and needs.
  - If languages other than English are used, translations are necessary only when highlighting key exchanges that reveal students' content understandings and/or language proficiency. Translations do not need to be a full transcript and can be provided within the commentary and noted with video clip time stamps.

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<sup>15</sup> If your field placement includes 5 students or less, which leads your video clips to include fewer than 3 students, you must provide a clear rationale for this within the Instruction Commentary.

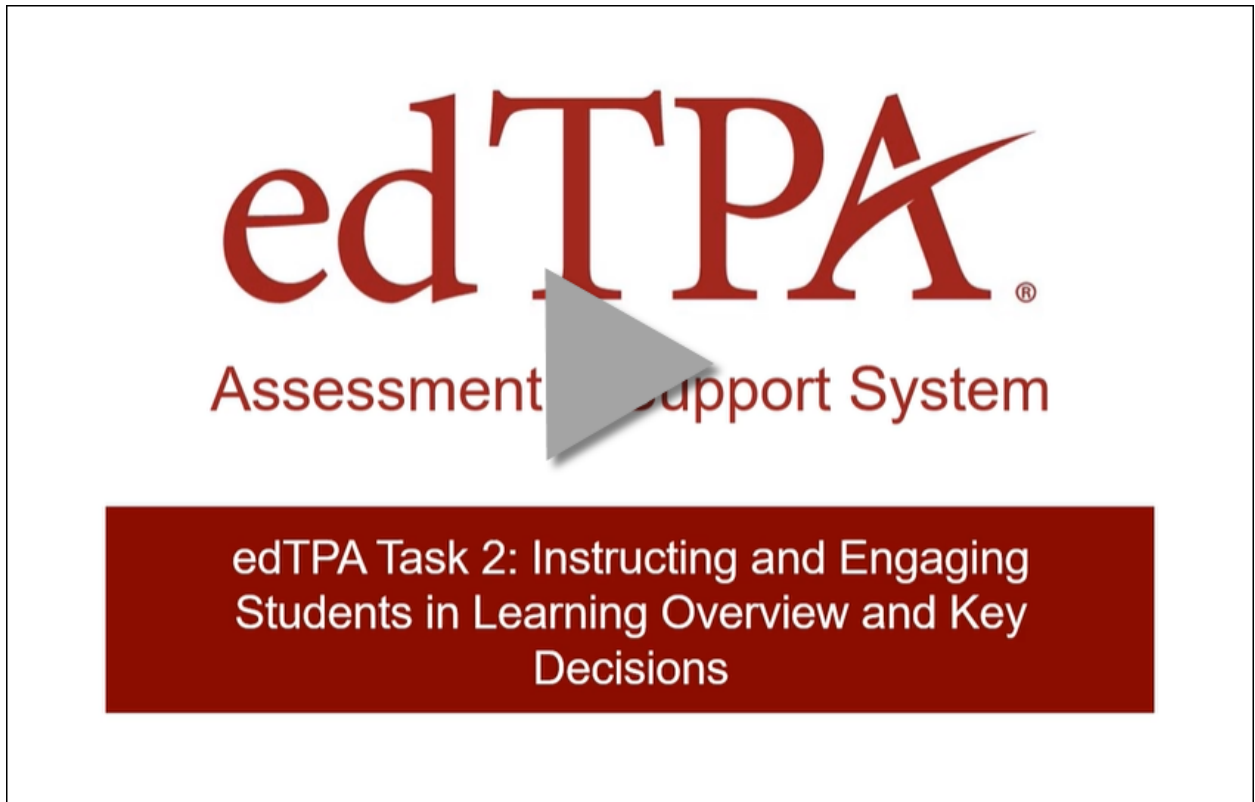
- **(Optional) Provide evidence of students' language use.** You may provide evidence of language use with your video clips from Instruction Task 2, an additional video clip of one or more students using language within the learning segment (**no more than 5 minutes in length**), **AND/OR** through the student work samples analyzed in Assessment Task 3.
- **Video record your classroom teaching.** Tips for video recording your class are available from your teacher preparation program.
- **Select video clips 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 clips you submit. If most of the audio in a clip cannot be understood by a scorer, **submit another clip**. If there are occasional audio portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the following: 1) provide a transcript with time stamps of the inaudible portion and refer to the transcript in your response; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).
  - A video clip must be continuous and unedited, with no interruption in events.
  - If you have inadvertently included individuals for whom you do not have permission to film in the video clips you plan to submit, you may use software to blur the faces of these individuals. This is not considered editing. Other portions of the submitted video clips, including the classroom, your face, and the faces of individuals for whom you have obtained permission to film, should remain unblurred.
  - Do not include the name of the state, school, or district in your video. Use first names only for all individuals appearing in the video.
- **Respond to the prompts** listed in the Instruction Commentary template found in your account below **after viewing the video clips** and submit the completed template.
- **Determine if additional information is needed to understand what you and the students are doing in the video clips.** For example, if there are graphics, texts, or images that are not clearly visible in the video, or comments that are not clearly heard, you may insert digital copies or transcriptions at the end of the Instruction Commentary (**no more than 2 pages in addition to the responses to commentary prompts**).

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

Review the Instruction Task 2 Key Decisions and Key Points in the [Making Good Choices](#) document for supplementary advice for completing specific components of Instruction Task 2.



## Candidate Support Webinar: Task 2: Instructing and Engaging Students in Learning Overview and Key Decisions



**Video URL:** <https://vimeo.com/803471740/a2f6307f88>

## How Will the Evidence of My Teaching Practice Be Assessed?

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

## Instruction Rubrics

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

How does the candidate demonstrate a positive learning environment that supports students' English language development within content-based instruction?

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

# Understanding Rubric Level Progressions: Rubric 6

## The Guiding Question

The Guiding Question addresses the type of learning environment that the candidate establishes and the degree to which it fosters respectful interactions between the candidate and students, and among students.

## Key Concepts of Rubric:

- [Respect](#)<sup>16</sup>
- [Rapport](#)
- [Learning environment](#)

### Primary Sources of Evidence:

Video Clips

Instruction Commentary **Prompt 2**

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

## Scoring Decision Rules

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

## Unpacking Rubric Levels

### Level 3

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

- The candidate's interactions with students are respectful, demonstrate rapport (evidence of relationship between candidate and students and/or ease of interaction that goes back and forth based on relevance or engaged conversation), and students communicate easily with the candidate.
- There is evidence that the candidate facilitates a positive learning environment wherein students are willing to answer questions and work together without the candidate or other students criticizing their responses.
- There is evidence of mutual respect among students. Examples include attentive listening while other students speak, respectful attention to another student's idea (even if disagreeing), working together with a partner or group to accomplish tasks.

<sup>16</sup> Links to terms from the English as an Additional Language Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

**Below 3**

**Evidence that demonstrates performance below Level 3:** The clips:

- Do not exhibit evidence of positive relationships and interactions between candidate and students.
- Reveal a focus on classroom management and maintaining student behavior and routines rather than engaging students in learning.

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

- Although clips reveal the candidate's respectful interactions with students, there is an emphasis on the candidate's rigid control of student behaviors, discussions and other activities in ways that limit and do not support learning in ways that limit and do not support learning.

**What distinguishes a Level 1 from a Level 2:** At Level 1, there are **two different ways** that evidence is scored:

1. The clips reveal evidence of candidate-student or student-student interactions that discourage student contributions, disparage the student(s), or take away from learning.
2. The classroom management is so weak that the candidate is not able to, or does not successfully, redirect students, or the students themselves find it difficult to engage in learning tasks because of disruptive behavior.

**Note: Classroom management styles vary. Video clips that show classroom environments where students are productively engaged in the learning task should not be labeled as disruptive.**

**Examples of this may include students engaging in discussion with peers, speaking without raising their hands, or being out of their seats.**

**Above 3**

**Evidence that demonstrates performance above Level 3:** The clips:

- Reveal a positive learning environment where students are willing to practice language AND that includes tasks/discussions that challenge student thinking and encourage respectful student-student interaction.

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

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

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

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

## Instruction Rubrics continued

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

How does the candidate actively engage students in developing English language proficiency within content-based instruction?

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

## Understanding Rubric Level Progressions: Rubric 7

### The Guiding Question

The Guiding Question addresses how the candidate provides video evidence of engaging students in content-based language tasks and discussions to develop their English language proficiency.

### Key Concepts of Rubric:

- [Engaging students in learning](#)<sup>17</sup>

#### Primary Sources of Evidence:

Video clips

Instruction Commentary **Prompt 3**

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

### Scoring Decision Rules

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

### Unpacking Rubric Levels

#### Level 3

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

- The clips show that the students are engaged in language tasks that provide opportunities for students to develop English language proficiency in content-based instruction that involves one or more modalities and one or more competencies.

#### Below 3

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

- Students are participating in tasks that provide little opportunity to develop English language proficiency.

<sup>17</sup> Links to terms from the English as an Additional Language Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

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

- Students are participating in tasks that limit their opportunity to develop English language proficiency. This may be due to the structure of the learning task, the way in which it is implemented, or its vague relation to the development of language in content-based instruction.
- Instruction focuses either on one competency OR one modality—but not both.
- In addition, the candidate may refer to students' learning from prior units, but the references are indirect or unclear and do not facilitate new learning.

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

- The learning tasks seen in the video clips focus entirely on grammar rules or vocabulary with no attention to a modality and therefore provide no opportunity to develop language proficiency.

**Above 3**

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

- The language tasks as seen in the clips are structured to engage students in ways that:
  - Integrate the development of English language proficiency with content-based instruction using **multiple** modalities and **at least one** competency.
  - Deepen communicative language proficiency.

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

- The language tasks in the clips integrate the development of English language development with content-based instruction using **two or more** modalities and **at least one** competency.

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

- Has students engaged in language and/or practicing language tasks that lead them to deepen and extend their communicative proficiency in English in meaningful academic context(s). Students are clearly extending their linguistic repertoire and engaging in the language task in deep ways.

## Instruction Rubrics continued

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

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

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



## Understanding Rubric Level Progressions: Rubric 8

### The Guiding Question

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

### Key Concepts of Rubric:

- [Significant content inaccuracies](#)<sup>18</sup>
  - For Rubric 8, significant content inaccuracies include content flaws within processes or examples used during the lesson that will lead to student misunderstandings and the need for reteaching.

#### Primary Sources of Evidence:

Video Clips

Instruction Commentary **Prompt 4a**

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

### Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ Pattern of <b>significant content inaccuracies</b> that are core to the central focus or a key learning objective for the learning segment

### Unpacking Rubric Levels

#### Level 3

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

- The candidate elicits student responses that encourage and extend English language development within content-based instruction involving one modality and one competency, e.g., by asking students to "say more" or "give an example," or "repeat and add on." If language proficiency allows, prompts would be higher order to elicit more complex linguistic responses.

<sup>18</sup> Links to terms from the English as an Additional Language Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

**Below 3****Evidence that demonstrates performance below Level 3:**

- In the clips, classroom interactions provide students with limited or no opportunities to elaborate on their responses in order to develop English language proficiency.

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

- The candidate asks questions that elicit single word answers and do little to encourage students to think about the content being taught or to elaborate. Students are not asked to rephrase using complete utterances and single-word answers are accepted.

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

- There is little to no opportunity shown in the clips that students were able to use English to express ideas, experiences, and/or opinions—instead the teacher does most of the prompting and responding even though students have the linguistic resources to respond.

**Automatic Score of 1 is given when:**

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

**Above 3****Evidence that demonstrates performance above Level 3:**

- In the clips, the candidate uses student ideas and thinking to develop students' English language proficiency in one or more modalities and competencies within content-based instruction or their abilities to evaluate their own learning.

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

- The candidate follows up on student responses to encourage the student or his/her peers to explore or build on the ideas expressed.
- The candidate uses this strategy to develop students' English language proficiency within one or more modalities and competencies.
- Examples of "building on student responses" includes referring to a previous student response in developing a point or an argument; calling on the student to elaborate on what s/he said; posing questions to guide a student discussion; soliciting student examples and asking another student to identify what they have in common; asking a student to summarize a lengthy discussion or rambling explanation; and asking another student to respond to a student comment or answer a question posed by a student to move instruction forward.

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

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

## Instruction Rubrics continued

### Rubric 9: Subject-Specific Pedagogy

**How does the candidate promote comparisons and connections between the content being taught and the students' backgrounds, experiences, and prior academic knowledge and/or prerequisite skills?**

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's instruction <b>does not provide opportunities for students to demonstrate connections between the content being taught and their backgrounds, experiences, and prior academic knowledge and/or prerequisite skills.</b> <sup>19</sup>	Candidate's instruction <b>provides limited opportunities for students to demonstrate an understanding of the connections</b> between the content being taught and their backgrounds, experiences, and prior academic knowledge and/or prerequisite skills.	Candidate's instruction <b>provides opportunities</b> for students to demonstrate an understanding of the connections between the content being taught and their backgrounds, experiences, and prior academic knowledge and/or prerequisite skills.	Candidate's instruction provides <b>purposeful opportunities</b> for students to demonstrate an understanding of the <b>explicit connections</b> between the content being taught and their backgrounds, experiences, and prior academic knowledge and/or prerequisite skills.	<b>Level 4 plus:</b> Candidate's language tasks <b>provide multiple entry points for students to engage in making meaningful</b> connections between the content being taught and their backgrounds, experiences, and prior academic knowledge and/or prerequisite skills.

<sup>19</sup> For example, relevant student knowledge and experiences may include home language, directionality of text, cognate work, or contrastive rhetoric.

# Understanding Rubric Level Progressions: Rubric 9

## The Guiding Question

The Guiding Question addresses how the candidate provides opportunities for students to make connections between the content being taught and students' backgrounds, experiences and prior knowledge.

## Key Concepts of Rubric:

- N/A

## Primary Sources of Evidence:

Video Clips

Instruction Commentary **Prompt 4b**

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

## Scoring Decision Rules

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

## Unpacking Rubric Levels

### Level 3

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

- In the clips, candidate's instruction provides opportunities for students to demonstrate an understanding of the relation between the content being learned and their own language (including home language), culture, experiences, and/or prior academic knowledge and/or prerequisite skills.

### Below 3

#### Evidence that demonstrates performance below Level 3:

- In the clips, the candidate is providing limited to no opportunities for students to demonstrate an understanding of the connections between the content and their own language (including home language), culture, experiences, and/or prior academic knowledge and/or prerequisite skills.

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

- In the clips, candidate's instruction provides limited opportunities for students to demonstrate an understanding of the relation between the content being taught and their own language (including home language), culture, experiences, and/or prior academic knowledge and/or prerequisite skills.

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

- Candidate's instruction neglects to provide opportunities for students to demonstrate an understanding of the relation between the content being taught and their own language (including home language), culture, experiences, and/or prior academic knowledge and/or prerequisite skills.

**Above 3**

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

- Candidate's instruction provides purposeful opportunities for students to demonstrate an understanding of the explicit relations between the content being taught and their own language (including home language), culture, experiences, and/or prior academic knowledge and/or prerequisite skills.

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

- In the clips, candidate's instruction includes meaningful opportunities for students to show that they understand how the content they are learning is directly related to their own language (including home language), culture, experiences, backgrounds, and/or prior academic knowledge and/or prerequisite skills. Such tasks might include strategically asked questions, opportunities for reflection, or semantic mapping with peers that provide opportunities for students to explicitly share the connections between their content understanding, their backgrounds and/or their prior knowledge.

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

- Language tasks provide multiple entry points for students to make meaningful connections between content taught and their backgrounds and/or prior academic knowledge and/or prerequisite skills.

## Instruction Rubrics continued

### Rubric 10: Analyzing Teaching Effectiveness

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

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate <b>suggests changes unrelated to evidence of student learning.</b>	Candidate <b>proposes changes to teacher practice that are superficially related to student learning needs</b> (e.g., task management, pacing, improving directions).	<p>Candidate proposes changes that address <b>students' collective learning needs related to the central focus.</b></p> <p>Candidate makes <b>superficial connections to research and/or theory relevant to English learner education.</b></p>	<p>Candidate proposes changes that address <b>individual and collective learning needs</b> related to the central focus.</p> <p>Candidate makes <b>connections to research and/or theory relevant to English learner education.</b></p>	<p><b>Level 4 plus:</b></p> <p>Candidate <b>justifies changes using principles from research and/or theory</b> relevant to English learner education.</p>

# Understanding Rubric Level Progressions: Rubric 10

## The Guiding Question

The Guiding Question addresses how the candidate examines the teaching and learning in the video clips and proposes what s/he could have done differently to better support the needs of all students. The candidate justifies the changes based on student needs and references to research and/or theory.

## Key Concepts of Rubric:

- N/A

### Primary Sources of Evidence:

Instruction Commentary **Prompt 5**

Video Clips (for evidence of student learning)

## Scoring Decision Rules

<b>Multiple Criteria</b>	<ul style="list-style-type: none"> <li>■ Criterion 1 (<b>primary</b>): Proposed changes</li> <li>■ Criterion 2: Connections to research/theory</li> <li>■ Place greater weight or consideration on criterion 1 (proposed changes).</li> </ul>
<b>AUTOMATIC 1</b>	<ul style="list-style-type: none"> <li>■ None</li> </ul>

## Unpacking Rubric Levels

### Level 3

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

- **Primary Criterion:** The proposed changes address the central focus, and the candidate explicitly connects those changes to the learning needs of the class as a whole.
  - Proposed changes noted by the candidate should be related to the lessons that are seen or referenced in the clips, but do not need to be exclusively from what is seen in the clips alone. This means that since only portions of the lessons will be captured by the clips, candidates can suggest changes to any part of the lesson(s) referenced in the clips, even if those portions of the lesson(s) are not depicted in the clips.
- **Secondary Criterion:** The candidate refers to research or theory in relation to the plans to support student learning. The connections between the research/theory and the tasks are vague/not clearly made.
- If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion.**
- If evidence meets the primary criterion at Level 4, and candidate has NO connection to research/theory, the rubric is scored at Level 3.

**Below 3****Evidence that demonstrates performance below Level 3:**

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

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

- The changes address improvements in teaching practice that mainly focus on how the candidate structures or organizes learning tasks, with a superficial connection to student learning. There is little detail on the changes in relation to either the central focus or the specific learning that is the focus of the video clips. Examples include asking additional higher-order questions without providing examples, improving directions, repeating instruction without making significant changes based on the evidence of student learning from the video clips, or including more group work without indicating how the group work will address specific learning needs.
- If a candidate's proposed changes have nothing to do with the central focus, this rubric cannot be scored beyond a Level 2.

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

- The changes are not supported by evidence of student learning from lessons seen or referenced in the clips.

**Above 3****Evidence that demonstrates performance above Level 3:**

- The proposed changes relate to the central focus and explicitly address individual and collective needs that were within the lessons seen in the video clips.
- The changes in teaching practice are supported by research and/or theory relevant to ELL education.

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

- The changes clearly address the learning needs of individuals in addition to the learning needs of the whole class in the video clips by providing additional support and/or further challenge in relation to the central focus. Candidate should explain how proposed changes relate to individuals' needs.
- The candidate explains how research or theory relevant to ELL education is related to the changes proposed. Candidates may cite research or theory in their commentary or refer to the ideas and principles from the research; either connection is acceptable, as long as they clearly connect the research/theory to the proposed changes.
- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the secondary criterion at least at Level 3).

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

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



# Assessment Task 3: Assessing Student Learning

## What Do I Need to Do?

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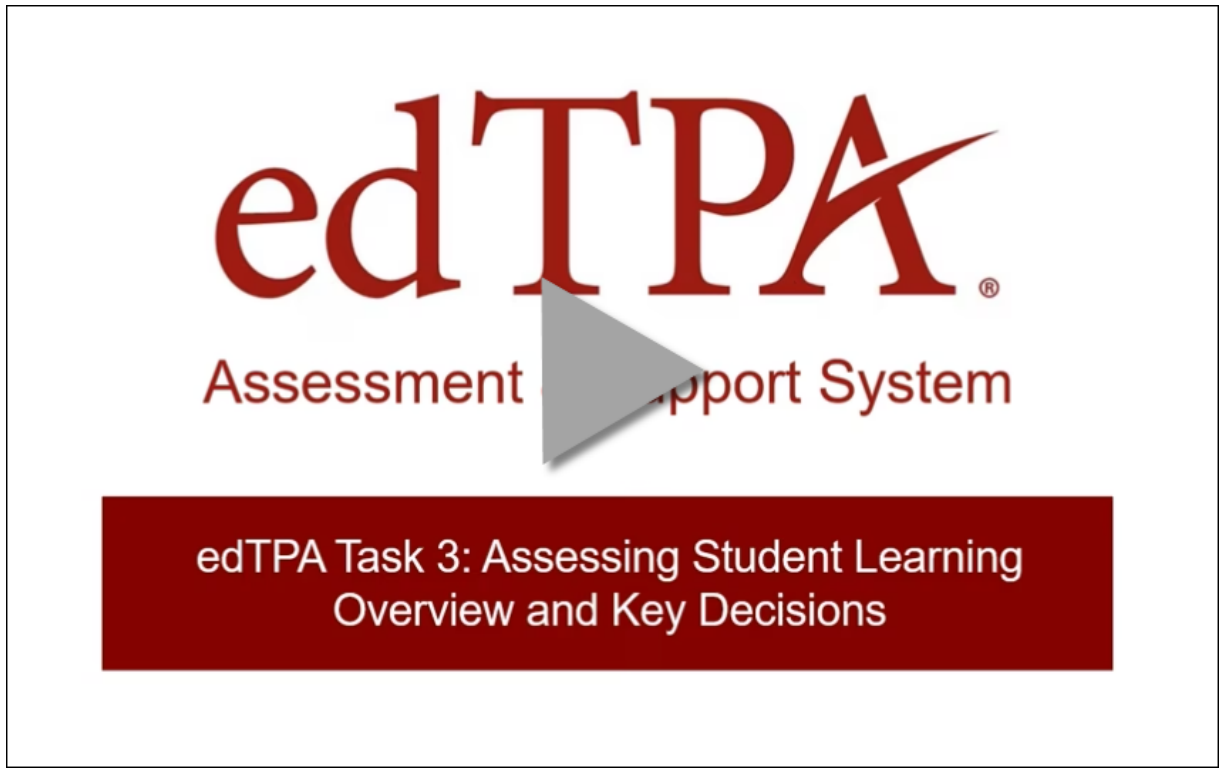
- ▣ **Select one assessment from your learning segment you will use** to evaluate your students' developing knowledge and skills. It should be an assessment that is completed by the whole class featured in the learning segment. (If you are teaching only a group within the class for the learning segment, that group will be "the whole class.") The assessment should reflect the work of individuals, not groups, but may be individual work from a group task. **The assessment should provide opportunities for students to demonstrate their path toward the acquisition of English language proficiency within content-based instruction.**
- ▣ **If some portions of the student work include students' home language, provide an explanation for how the home language bridges or demonstrates content learning as part of your analysis in the Assessment Commentary.**
- ▣ **Define and submit the evaluation criteria** you will use to analyze student learning related to English language proficiency described above.
- ▣ **Collect and analyze student work** from the selected assessment to identify **quantitative and qualitative** patterns of learning within and across learners in the class. You may submit text files with scanned student work, a video or audio file of a student's oral work, **OR** a student-created video or multimedia file. For each focus student, a video or audio work sample must be no more than 5 minutes in total running time.
- ▣ **Select 3 student work samples** that represent the patterns of learning (i.e., what individuals or groups generally understood and what a number of students were still struggling to understand) you identified in your assessment analysis. These students will be your **focus students** for this task. **At least one of the focus students must have an identified learning need** (for example, an English learner, a student with an IEP [Individualized Education Program] or 504 plan, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge).
- ▣ **Document the feedback** you gave to each of the **3 focus students** on the work sample itself, as an audio clip, or as a video clip. You must submit evidence of the actual feedback provided to each focus student, and not a description of the feedback.
- ▣ If you submit a student work sample or feedback as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).
- ▣ If you submit a student work sample or feedback as a video or audio clip and additional students are present, clearly identify which students are your focus students in the relevant prompts (1d and 2a) of the Assessment Commentary (**in no more than 2 sentences**).

- **Respond to the prompts** listed in the Assessment Commentary template found in your account **after analyzing student work from the selected assessment** and submit the completed template.
- **Include and submit the chosen assessment, including the directions/prompts provided to students.** Attach the assessment (**no more than 5 additional pages**) to the end of the Assessment Commentary.
- **Provide evidence of students' understanding and use of the targeted academic language function and other language demands.** You may choose evidence from the video clips submitted in Instruction Task 2, an additional video clip of one or more students using language within the learning segment (**no more than 5 minutes in length**), **AND/OR** student work samples submitted in Assessment Task 3.

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

Review the Assessment Task 3 Key Decisions and Key Points in the [Making Good Choices](#) document for supplementary advice for completing specific components of Assessment Task 3.

## Candidate Support Webinar: Task 3: Assessing Student Learning Overview and Key Decisions



Video URL: <https://vimeo.com/803917885/55799d6eb7>

## How Will the Evidence of My Teaching Practice Be Assessed?

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

## Assessment Rubrics

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

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

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

# Understanding Rubric Level Progressions: Rubric 11

## The Guiding Question

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

## Key Concepts of Rubric:

- [Aligned](#)<sup>20</sup>
- [Evaluation criteria](#)
- [Patterns of learning](#)

### Primary Sources of Evidence:

Assessment Commentary **Prompt 1**

Student work samples

Evaluation criteria

## Scoring Decision Rules

<b>Multiple Criteria</b>	<ul style="list-style-type: none"> <li>■ N/A for this rubric</li> </ul>
<b>AUTOMATIC 1</b>	<ul style="list-style-type: none"> <li>■ Significant misalignment between evaluation criteria, learning objectives, and/or analysis</li> </ul>

## Unpacking Rubric Levels

### Level 3

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

- The analysis is an accurate listing of what students did correctly and incorrectly.
- The analysis is aligned with the evaluation criteria and/or assessed learning objectives.
- Some general differences in learning across the class are identified.

<sup>20</sup> Links to terms from the English as an Additional Language Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

### **Below 3**

#### **Evidence that demonstrates performance below Level 3:**

- The analysis is superficial (e.g., primarily irrelevant global statements) or focuses only on partial data (on right or wrong answers for language within content).
- The analysis is contradicted by the work sample evidence.
- The analysis is based on an inconsistent alignment with evaluation criteria and/or standards/objectives.

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

1. Although aligned with the summary, the analysis presents an incomplete picture of student learning by only addressing either successes or errors related to language within content.
2. The analysis does not address students' development of communicative proficiency in the target language.

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

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

#### **Automatic Score of 1 is given when:**

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

### **Above 3**

**Evidence that demonstrates performance above Level 3:** The analysis:

- Identifies patterns of learning (quantitative and qualitative) that summarize what students know, are able to do, and still need to learn.
- Describes patterns for the whole class, groups, or individuals.
- Is supported with evidence from the work samples and is consistent with the summary.

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

- The analysis describes consistencies in performance (patterns) across the class in terms of what students know and are able to do and where they need to improve.
- The analysis goes beyond a listing of students' successes and errors, to an explanation of student understanding in relation to their performance on the identified assessment. An exhaustive list of what students did right and wrong, or the % of students with correct or incorrect responses, should be scored at Level 3, as that does not constitute a pattern of student learning. A pattern of student learning goes beyond these quantitative differences to identify specific content understandings or misunderstandings, or partial understandings that are contributing to the quantitative differences.
- Specific examples from work samples are used to demonstrate the whole class patterns. An example is, "All students made use of the provided sentence frames. I think these sentence frames were a good support strategy for all students, but especially for Student A, our newcomer. Student A is able to use "I predict that Mary will ..." and "I think maybe Mary will..." in his reader's response letter. Only two of the nine students were able to use sequence signal words accurately in their summaries. Most students were like Student C, who only used "then" over and over, signally that many students are still struggling with how to choose the correct sequence signal words when writing summaries.

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

- The candidate uses specific evidence from work samples to demonstrate qualitative patterns of understanding. The analysis uses these qualitative patterns to interpret the range of similar correct or incorrect responses from individuals or groups (e.g., quantitative patterns), and to determine elements of what students learned and what would be most productive to work on. The qualitative patterns may include struggles, partial understandings, and/or attempts at solutions. An example would be "All students made use of the provided sentence frames to write their summaries. For half of the students, the sentence frames allowed them to write responses that were accurate in content and followed sentence structures. For 25% of the students, they were able to finish the sentence frames with the content they wanted but often struggled with completing the sentence structure accurately. For example, Student B shared that, "I predict Mary will ran home to bully get away from." As can be seen in this sample, the verb tense is past and the order of the words in the sentence does not make sense yet, but the intent of the content is clear—get away from the bully. In terms of using sequence signal words, 20% of the students were able to use sequence signal words accurately in their summaries. Student B is one of the two. He uses "first," "then" "after a while" and even incorporates "meanwhile" and "shortly after" which were all covered in class and part of the work bank. However, the other 80% of the students were like Student C, who only used "then" over and over, signally that most students are still struggling with how to choose the correct sequence signal words when writing summaries."

## Assessment Rubrics continued

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

What type of feedback does the candidate provide to focus students on their strengths and areas for improvement?

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



# Understanding Rubric Level Progressions: Rubric 12

## The Guiding Question

The Guiding Question addresses the evidence of feedback provided to the focus students in relation to the development of English Language Proficiency within content-based instruction. Feedback may be written on the three student work samples or provided in a video/audio format. The feedback should identify what students are doing well and what needs to improve in relation to English language proficiency within content.

## Key Concepts of Rubric:

- [Significant content inaccuracies](#)<sup>21</sup>
  - For Rubric 12, significant content inaccuracies include language inaccuracies in the feedback that are significant and systematic, and interfere with student learning.
- [Developmentally inappropriate feedback](#)

### Primary Sources of Evidence:

Assessment Commentary **Prompt 2a–b**

Evidence of feedback (written, audio/video)

## Scoring Decision Rules

<b>Multiple Criteria</b>	<ul style="list-style-type: none"> <li>■ N/A for this rubric</li> </ul>
<b>AUTOMATIC 1</b>	<ul style="list-style-type: none"> <li>■ One or more systematic errors in the feedback that will mislead student(s) in significant ways</li> <li>■ No evidence of feedback for one or more focus students</li> </ul>
<b>Preponderance of Evidence</b>	<ul style="list-style-type: none"> <li>■ You must apply the preponderance of evidence rule when the focus students receive varying types of feedback. For example, when the candidate provides feedback on both strengths and needs for 2 out of the 3 focus students, this example would be scored at a Level 4 according to the preponderance of evidence rule.</li> </ul>

## Unpacking Rubric Levels

### Level 3

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

- The feedback identifies **specific** strengths OR needs for improvement. At Level 3, the candidate **MUST** provide the focus students with qualitative feedback, which addresses English language proficiency OR content. Specific feedback includes such things as pointing to the student's use of a strategy, or language within content,

<sup>21</sup> Links to terms from the English as an Additional Language Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

use of the identified language function for a learning task, or a specific linguistic feature evaluated in the oral presentation or written discourse.

### ***Below 3***

#### **Evidence that demonstrates performance below Level 3:**

- Evidence of feedback is general, unrelated to the assessed learning objectives (i.e., relevant English Language proficiency or content), developmentally inappropriate, inaccurate, or missing for one or more focus students.

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

- Although the feedback is related to the English Language proficiency or content, it is also vague and does not identify specific strengths and/or needs for improvement. At Level 2, general feedback includes identifying what each focus student did or did not do successfully with little detail, e.g., checkmarks for correct responses, points deducted, and comments such as, "Watch out for verb tenses!" that are not linked to a specific strength or need. General feedback does not address the specific error or correct solution (e.g., "Check your work" or "Yes!"). Feedback that is limited to a single remark, such as identifying the total percent correct (86%), an overall letter grade (B), or one comment such as "Nice work!" with no other accompanying comments or grading details does not meet the Level 2 requirement and should be scored at a Level 1. Those examples of a single piece of feedback do not even provide any general feedback to focus students that is related to the learning objectives.

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

1. Feedback is not related to the learning objectives.
2. Feedback is not developmentally or linguistically appropriate.

#### **Automatic Score of 1 is given when:**

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

### ***Above 3***

#### **Evidence that demonstrates performance above Level 3:**

- Feedback is specific, related to English language proficiency **within** content, and addresses students' strengths AND needs.

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

- Specific feedback addresses both strengths AND needs related to English language proficiency **within** content. For example, "You did a great job explaining the cause-and-effect relationship in this article. You used phrases such as "as a result," "therefore," and "consequently." Remember to use correct punctuation to connect sentences when you use these phrases so that you do not end up with run-on sentences."

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

- The feedback for at least one focus student includes:
  - A strategy to address a specific learning need, including the need for a greater challenge. For example, "When you are asked to predict what is going to happen next in the story, use your prior knowledge and the contextual clues to help you make inferences. What clues does the author give you in the text? What has the character done far that might be a clue? What clues do the illustrations share? What do you know about such situations that might help you make a good prediction based on all of the information from the text you gathered? Use these kinds of questions to help you make predictions."

OR

- A meaningful connection to experience or prior learning. For example, the candidate refers back to a prior lesson: "Remember we talked about making text-to-self connection in our previous lesson? Can you write about a situation in your own life that is similar to what (name of the main character) experiences in this story?"

## Assessment Rubrics continued

### Rubric 13: Student Understanding and Use of Feedback

How does the candidate support focus students to understand and use the feedback to guide their development of English language proficiency in content-based instruction?

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

## Understanding Rubric Level Progressions: Rubric 13

### The Guiding Question

The Guiding Question addresses how the candidate explains how they will help focus students understand and use the feedback provided in order to improve their English language proficiency within content-based instruction.

### Key Concepts of Rubric:

- N/A

### Primary Sources of Evidence:

Assessment Commentary **Prompt 2c**

Evidence of Oral or Written Feedback

### Scoring Decision Rules

<b>Multiple Criteria</b>	■ N/A for this rubric
<b>AUTOMATIC 1</b>	■ None

### Unpacking Rubric Levels

#### Level 3

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

- Candidate describes **how** the focus students will understand OR use feedback related to English language proficiency or content. This description needs to relate to the feedback given to one or more of the focus students.
- The description should be specific enough that you understand what the candidate and/or students are going to do. Otherwise, it is vague, and the evidence should be scored at Level 2.
  - Example for **understanding** feedback: Candidate reviews work with whole class focusing on common mistakes that explicitly include content that one or more focus students were given feedback on.
  - Example for **using** feedback: Candidate asks focus students to revise work using feedback given and resubmit revised work.

#### Below 3

#### Evidence that demonstrates performance below Level 3:

- Opportunities for understanding or using feedback are superficially described or absent.

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

- The description of how the focus students will understand or use feedback is very general or superficial. Details about **how** the students will understand or use the feedback are missing, making the description not very clearly related to English language proficiency or content. For example, "The focus students will get their work back. The feedback will tell them what they did right and wrong when solving the problem. They will solve another similar problem next week," or, e.g., description discusses whole class understanding or use of feedback without explicit attention to feedback given to one or more focus students.

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

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

**Above 3****Evidence that demonstrates performance above Level 3:**

- Support for the focus students to understand AND use feedback is described in enough detail to understand how it will help students improve on their strengths and weaknesses of English language proficiency in content.

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

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

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

- Describes planned or implemented support for the focus students to understand and use feedback on their strengths AND weaknesses to help improve their learning of English language proficiency within content.

## Assessment Rubrics continued

### Rubric 14: Analyzing Students' Language Use and Content Understanding

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate identifies student <b>language use that is superficially related or unrelated</b> to the language demands (function, vocabulary/key phrases, and additional demands).</p> <p><b>OR</b></p> <p>Candidate's description or <b>explanation of language use is not consistent</b> with the evidence submitted.</p>	<p>Candidate <b>describes how students use only one language demand</b> (function, vocabulary/key phrases, or grammatical, discourse, pragmatic, or metalinguistic competence).</p>	<p>Candidate <b>explains and provides evidence of students' use of</b></p> <ul style="list-style-type: none"> <li>the language function <b>AND</b></li> <li>one or more additional language demands (vocabulary/key phrases or grammatical, discourse, pragmatic, or metalinguistic competence).</li> </ul>	<p>Candidate explains and provides evidence of students' use of</p> <ul style="list-style-type: none"> <li>the language function,</li> <li>vocabulary/key phrases, <b>AND</b></li> <li>additional language demand(s) (grammatical, discourse, pragmatic, or metalinguistic competence)</li> </ul> <p><b>in ways that develop content understandings.</b></p>	<p>Level 4 plus:</p> <p>Candidate explains and provides evidence of <b>language use and content learning for students with varied needs.</b></p>

# Understanding Rubric Level Progressions: Rubric 14

## The Guiding Question

The Guiding Question addresses how the candidate explains students' use of the identified language demands and how that use demonstrates and develops English language proficiency within content-based instruction.

## Key Concepts of Rubric:

Use the terms below and their definitions from the glossary as well as the [Academic Language Appendix](#) to further clarify concepts on Rubric 14.

- [Language demands](#)<sup>22</sup>
- [Language function](#)
- [Vocabulary/key phrases](#)
- [Language competencies](#)

### Primary Sources of Evidence:

Assessment Commentary **Prompt 3**

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

## Scoring Decision Rules

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

## Unpacking Rubric Levels

### Level 3

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

- The candidate explains and identifies evidence that the students used or attempted to use the language function AND one additional language demand (vocabulary/key phrases, grammatical, discourse, pragmatic, or metalinguistic competency). Note: The language demands discussed in the Assessment Commentary do not have to be the same as those discussed in Task 1.
- It is not sufficient for the candidate to reference an artifact and make a general statement, for example, "As seen in the work samples, the student used the vocabulary in their work." The candidate must **explain** how the students used the identified language and reference or identify an example of that use from the artifact, e.g., "In video clip 2 (1:10 to 1:45) Student 1 uses identified key vocabulary such as protagonist, conflict and resolution to summarize the story we just read."

<sup>22</sup> Links to terms from the English as an Additional Language Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).



### **Below 3**

#### **Evidence that demonstrates performance below Level 3:**

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

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

- The candidate's description and/or evidence of students' language use is limited to only one language demand (vocabulary/key phrases, function, or grammatical, discourse, pragmatic, or metalinguistic competency).

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

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

### **Above 3**

#### **Evidence that demonstrates performance above Level 3:**

- Candidate identifies evidence of student use of the language function, vocabulary, and additional language demands (grammatical, discourse, pragmatic, or metalinguistic competency).
- Candidate explains how evidence of student language represents their development of content understandings, which may include growth and/or struggles with both understanding and expressing content understandings.
- Candidate explains and provides evidence of language use and content learning for students with distinct language needs.

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

- The candidate identifies and explains evidence that students are able to use the language function, vocabulary, and associated language competencies and explains how they will develop content learning. The explanation uses specific evidence from the video and/or work samples. The discussion of student language use demonstrates how this use develops content understandings.
- The candidate's analysis includes how evidence of student language use demonstrates growth and/or struggles in developing content understandings. For example, the candidate notes that, "All students could give a complete explanation using some commonly used vocabulary words, like character, conflict, plot (references video timestamps 4:35, 5:07 of video). Most of the students could write an essay comparing and contrasting literary elements (the language function). However, some of the students' explanations were incomplete (e.g., work sample for Student 2), not explaining how a specific literary element differs from one story to the other, suggesting that some students still need support to develop their ideas in writing in terms of how to structure their essays and how to use evidence from the text to support their statements. This was evident for Student 3 who claimed there were different elements, but did not explain what was different in any detail (See Work Sample 3 paragraph 1), nor use any information from the text to provide evidence for the differences. More scaffolding and organizational structures are needed to help students develop compare and contrast essays, including gathering the information needed prior to writing and then organizing their writing using that information."

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

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

## Assessment Rubrics continued

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

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Next steps <b>do not follow</b> from the analysis.</p> <p><b>OR</b></p> <p>Next steps are <b>not relevant to the learning objectives</b> assessed.</p> <p><b>OR</b></p> <p>Next steps are <b>not described in sufficient detail</b> to understand them.</p>	<p>Next steps <b>primarily focus on changes to teaching practice that are superficially related to student learning needs, for example, repeating instruction, pacing, or classroom management issues.</b></p>	<p>Next steps <b>propose general support that improves student learning related to English language proficiency and content learning objectives assessed.</b></p> <p><b>Next steps are loosely connected with research and/or theory relevant to English learner education.</b></p>	<p>Next steps <b>provide targeted support to individuals or groups to improve their learning relative to</b> English language proficiency and content learning objectives assessed.</p> <p>Next steps are <b>connected</b> with research and/or theory relevant to English learner education.</p>	<p>Next steps provide targeted support to individuals <b>AND</b> groups to improve their learning relative to English language proficiency and content learning objectives assessed.</p> <p>Next steps are <b>justified with principles from</b> research and/or theory relevant to English learner education.</p>

# Understanding Rubric Level Progressions: Rubric 15

## The Guiding Question

The Guiding Question addresses how the candidate uses conclusions from the analysis of student work and research or theory to propose the next steps of instruction. Next steps should be related to the standards/objectives assessed and based on the assessment that was analyzed. They also should address the whole class, groups with similar needs, and/or individual students.

## Key Concepts of Rubric:

- N/A

### Primary Source of Evidence:

Assessment Commentary **Prompt 4**

## Scoring Decision Rules

<b>Multiple Criteria</b>	<ul style="list-style-type: none"> <li>■ Criterion 1 (<b>primary</b>): Next steps for instruction</li> <li>■ Criterion 2: Connections to research/theory</li> <li>■ Place greater weight or consideration on criterion 1 (next steps for instruction).</li> </ul>
<b>AUTOMATIC 1</b>	<ul style="list-style-type: none"> <li>■ None</li> </ul>

## Unpacking Rubric Levels

### Level 3

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

- **Primary Criterion:** The next steps focus on support for student learning that is general for the whole class, not specifically targeted for individual students. The support addresses learning related to English language proficiency and the learning objectives that were assessed.
- **Secondary Criterion:** The candidate refers to research or theory when describing the next steps. The connections between the research/theory and the next steps are vague/not clearly made.
- If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion.**
- If evidence meets the primary criterion at Level 4, and candidate has NO connection to research/theory, the rubric is scored at Level 3.

### Below 3

#### Evidence that demonstrates performance below Level 3:

- The next steps are not directly focused on student learning needs that were identified in the analysis of the assessment.
- Candidate does not explain how next steps are related to the development of students'
- English language proficiency and the learning objectives.

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

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

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

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

**Above 3****Evidence that demonstrates performance above Level 3:**

- Next steps are based on the assessment results and provide scaffolded or structured support that is directly focused on specific student learning needs related to English language proficiency and learning objectives that were assessed.
- Next steps are supported by research and/or theory.

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

- The next steps are clearly aimed at supporting specific student needs for either individuals (2 or more students) **OR** groups with similar needs related to the development of students' English language proficiency in relation to content standards and learning objectives. Candidate should be explicit about how next steps will strategically support individuals OR groups and explain how that support will address individuals' or groups' needs in relation to English language development in the content area.
- The candidate discusses how the research or theory relevant to ELL education is related to the next steps in ways that make some level of sense given their students and central focus. They may cite the research or theory in their discussion, or they may refer to the ideas from the research. Either is acceptable, as long as they clearly connect the research/theory to their next steps.
- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the second criterion at least at Level 3).

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

- The next steps are clearly aimed at supporting specific student needs for **both** individuals **AND** groups with similar needs related to the development of students' English language proficiency in relation to content standards and learning objectives. Candidate should be explicit about how next steps will strategically support individuals AND groups and explain how that support will address individuals' AND groups' needs in relation to English language development in the content area.
- The candidate explains how principles of research or theory relevant to ELL education support the proposed changes, with clear connections between the principles and the next steps. The explanations are explicit, well articulated, and demonstrate a thorough understanding of the research or theoretical principles involved.

# English as an Additional Language Evidence Chart

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

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

## Planning Task 1: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Context for Learning Information (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages, including prompts	<ul style="list-style-type: none"> <li>Use Arial 11-point type.</li> <li>Single space with 1-inch margins on all sides.</li> </ul>
Part B: Lesson Plans for Learning Segment	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages per lesson	<ul style="list-style-type: none"> <li>Submit 3–5 lesson plans in 1 file.</li> <li>Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.).</li> <li>All rationale or explanation for plans should be written in the Planning Commentary and removed from lesson plans.</li> </ul>
Part C: Instructional Materials	.doc; .docx; .odt; .pdf	1	1	No more than 5 pages of KEY instructional materials per lesson plan	<ul style="list-style-type: none"> <li>Submit all materials in 1 file.</li> <li>Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.).</li> <li>Order materials as they are used in the learning segment.</li> </ul>

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## Planning Task 1: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part D: Assessments	.doc; .docx; .odt; .pdf	1	1	No limit	<ul style="list-style-type: none"> <li>Submit assessments in 1 file.</li> <li>Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.).</li> <li>Order assessments as they are used in the learning segment.</li> </ul>
Part E: Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	<b>No more than 9 pages</b> of commentary, including prompts	<ul style="list-style-type: none"> <li>Use Arial 11-point type.</li> <li>Single space with 1-inch margins on all sides.</li> <li>Respond to prompts before teaching the learning segment.</li> </ul>



## 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 <sup>23</sup>	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	2	2	Running time <b>no more than 10 minutes each</b> (but not less than 3 minutes combined)	<ul style="list-style-type: none"> <li>Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear in the video.</li> <li>Refer to <a href="#">Instruction Task 2, What Do I Need to Do?</a> for video clip content and requirements.</li> <li>When naming each clip file, include the number of the lesson shown in the video clip.</li> </ul>
Part B: Instruction Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	<b>No more than 6 pages</b> of commentary, including prompts  If needed, <b>no more than 2 additional pages</b> of supporting documentation	<ul style="list-style-type: none"> <li>Use Arial 11-point type.</li> <li>Single space with 1-inch margins on all sides.</li> </ul> <p><b>IMPORTANT:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>you provide translations of key interactions with students in their home language</li> <li>you chose to submit a transcript for occasionally inaudible portions of the video</li> <li>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”).</li> </ul>

<sup>23</sup> **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](http://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 <sup>24</sup>	<p><b>For written work samples:</b> .doc; .docx; .odt; .pdf</p> <p><b>For audio work samples:</b> asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</p> <p><b>For video work samples:</b> asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p>	3	3	<p>No page limit for written work samples</p> <p><b>No more than 5 minutes per focus student</b> for video or audio student work samples</p>	<ul style="list-style-type: none"> <li>For written work samples, use correction fluid, tape, or a felt-tip marker to <b>mask or remove students' names, your name, and the name of the school before copying/scanning any work samples</b>. If your students' writing is illegible, write a transcription directly on the work sample.</li> <li>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.</li> <li>When naming each work sample file, include the student number.</li> <li>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 (<b>no more than 2 additional pages</b>) 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).</li> </ul>

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<sup>24</sup> **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](http://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 <sup>25</sup>  And, if included, video evidence of academic language use	<b>For written feedback not written on the work samples:</b> .doc; .docx; .odt; .pdf  <b>For audio feedback:</b> asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma  <b>For video clips (feedback and/or language use):</b> asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	0	4	No page limit for written feedback  <b>No more than 3 minutes per focus student</b> for video or audio feedback  <b>No more than 5 minutes</b> for video evidence of student language use	<ul style="list-style-type: none"> <li>Document the location of your evidence of feedback in the Assessment Commentary.</li> <li>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 <b>1</b> file for each focus student—a document, video file, <b>OR</b> audio file—and label the file with the corresponding student number (Student 1 Feedback, Student 2 Feedback, or Student 3 Feedback).</li> <li>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.</li> <li>When naming each feedback file, include the student number.</li> <li>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 (<b>no more than 2 additional pages</b>) 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).</li> <li>For Academic Language—If you choose to submit a video clip of student language use, it should be <b>no more than 5 minutes</b>. You may identify a portion of a clip provided for Instruction Task 2 or submit an entirely new clip.</li> </ul>

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<sup>25</sup> **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](http://www.edtpa.com) for the current requirements.

## Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part C: Assessment Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	<p><b>No more than 10 pages</b> of commentary, including prompts</p> <p>Plus</p> <ul style="list-style-type: none"> <li>no more than 5 additional pages for the chosen assessment,</li> <li>if necessary, <b>no more than 2 additional total pages</b> of transcription of video/audio evidence for a work sample and feedback, and/or video evidence of language use</li> </ul>	<ul style="list-style-type: none"> <li>Use Arial 11-point type.</li> <li>Single space with 1-inch margins on all sides.</li> </ul> <p><b>IMPORTANT:</b></p> <ul style="list-style-type: none"> <li>Insert a copy of the chosen assessment, including directions/prompts provided to students.</li> <li>If student work includes students' home language, include translations of the segments needed for your analysis of student learning within your commentary prompt responses.</li> </ul>
Part D: Evaluation Criteria	.doc; .docx; .odt; .pdf	1	1	No limit	

# English as an Additional Language

## Glossary

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

**academic language:** Oral and written language used for meaning making. AL is the "language of the discipline" used to engage students in learning and includes the means by which students develop and express content understandings. When completing their edTPA, candidates must consider the AL (i.e., **language demands**) present throughout the learning segment in order to support student learning and language development. The **language demands** include **language functions**, **vocabulary/key phrases**, and **language competencies**.

- **language demand:**<sup>26</sup> Specific ways that academic language must be used by students in order to participate in content-learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding. For EAL this includes language functions, vocabulary/key phrases, and language competencies.
- **language development:** The process through which learners come to understand and communicate language. It is with and through language that students learn, think, and express information, ideas, perspectives, and questions orally and in writing. In English as an Additional Language, language development instruction is designed to help students learn and acquire English to a level of proficiency that maximizes their capacity to engage successfully in academic studies taught in English.<sup>27</sup>
- **language function:** Language functions refer to what speakers do and accomplish by using language in meaningful contexts. Common interpersonal language functions include greeting, expressing likes and dislikes, making requests, giving and receiving information, initiating and ending conversations, and so on. Common academic language functions include defining, classifying, comparing/contrasting, explaining, arguing, interpreting, and evaluating ideas. To help you find the functions in your learning segment, remember that functions are associated with verbs (i.e., actions) found in your learning outcome statements.
- **vocabulary/key phrases:** Words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.

<sup>26</sup> O'Hara, S., Pritchard, R., & Zwiers, J. (2012). Identifying academic language demands in support of the common core standards. *ASCD Express*, 7(17).

<sup>27</sup> Saunders, W., Goldenberg, C., & Marcelletti, D. (2013). English language development: Guidelines for instruction. *American Educator*, 37(2), 13.

- **language competencies:** Language competencies include grammatical, discourse, pragmatic and metalinguistic competencies. Grammatical competence focuses on accurate use of vocabulary and grammar/structure. Discourse competence focuses on coherence (e.g., organization of ideas) and cohesion (e.g., appropriate transitions & pronouns) in spoken or written discourse appropriate for a specific genre. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated. Pragmatic competence refers to the use of speech acts (e.g., making a request) appropriate to specific social contexts (e.g., writing to the city council in a formal style, but to a good friend in a casual style). Metalinguistic competence refers to the understanding of linguistic terms and concepts, and the ability to talk about them and use them. In instructional context, this may refer to how we bring students' attention to features of language and to the use of strategies to develop language skills.
  - **grammatical competence:** The ability to use correct vocabulary and sentence structures. Example: Correctly conjugate verbs for regular and irregular past tense (e.g., “diluted,” “broke”).
  - **discourse competence:** The ability to produce coherent and cohesive written or spoken discourse (e.g., paragraphs or conversations) that conforms to the norms of different genres (e.g., letter, essay, interview). Example: Use of language that is appropriate for a given audience when giving a class presentation in mathematics.
  - **pragmatic competence:** The ability to use language appropriately in communication based on the context and the relationship between the speaker and writer and the listener and reader. Example: Discerning an author’s intent in a written text in social studies.
  - **metalinguistic competence:** Knowledge of linguistic/grammatical concepts and functions, and the ability to use linguistic terminology to describe or discuss them.-Example: Describing the literal and implied meaning in a fictional text in English language arts.
- **language development supports:** The scaffolds, representations, and pedagogical strategies teachers provide to help learners understand, use, and practice the concepts and language they need to learn within disciplines (Santos, Darling-Hammond, Cheuk, 2012).<sup>28</sup> The language development supports planned within the lessons in edTPA should directly support learners to understand and use identified language demands (vocabulary/key phrases, language functions, and language competencies) to deepen content understandings.

**aligned:** Consistently addressing the same/similar learning outcomes for students (i.e., assessment, evaluation criteria, learning objectives, and analysis).

**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.

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<sup>28</sup> Santos, M., Darling-Hammond, L., & Cheuk, T. (2012). Teacher development to support English language learners in the context of common core state standards. Stanford University Understanding Language.

**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.”<sup>29</sup> Assessments provide evidence of students’ prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments may include such things as student questions and responses during instruction and teacher observations of students as they work or perform. In English as an Additional Language education, formal assessment of communicative proficiency includes evaluation of students’ work in terms of performance and use of the target language in meaningful context(s). Some examples of performance assessments include project outcomes, posters, any written work (e.g., letters, online posts), videos or oral recordings of student presentations, peer feedback forms, checklists, and rubrics.

**assets (personal, community):**

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

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

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

**communication:** According to the ACTFL standards,<sup>30</sup> the current organizing principle for English as an Additional Language teaching and learning practices is **communication**, which highlights not only the **what** (vocabulary) and **how** (grammar) of the target language, but also the **why** and the **when** to say what to **whom** when using the target language. Communication is composed of three modes: interpretive (e.g., reading a news article in the target language, listening to a podcast in the target language), interpersonal (e.g., ordering food in the target language, interviewing a classmate in the target language), and

<sup>29</sup> Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.

<sup>30</sup> The American Council on the Teaching of Foreign Languages. (1999). *Standards for foreign language learning in the 21<sup>st</sup> century*. Lawrence, KS: Allen Press.

presentational (e.g., introducing self, family, friends to the class in the target language, making a formal presentation about a social practice and perspective in the target language/culture). Grammar and vocabulary are still essential tools for communication; however, it is the actual use of grammar and vocabulary to communicate in meaningful and culturally appropriate ways with users of other languages that is the main goal of English as an Additional Language education in the 21st century.

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

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

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

**developmentally inappropriate feedback:** Feedback addressing concepts, skills, or procedures well above or below the content and/or language objectives assessed (without clearly identified need) OR feedback that is not appropriate for the English language proficiency level of the student

**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. Evaluation criteria must be relevant to the learning objectives, though they may also include attention to other desired features of the assessment response, e.g., neatness, spelling.

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



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

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

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

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

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

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

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

**meaning making:** The process by which learners make connections with prior knowledge and experiences (i.e., interpreting texts; composing texts; engaging in research; participating in discussions; speaking with others; and listening to, viewing, and giving presentations) and actively construct knowledge by engaging with content in a meaningful and relevant way.

**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 knowledge and/or 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 may be context dependent.

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

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

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

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

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

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

# Appendix: Academic Language

## Language Demands

### I. Functions

Definition	Examples (bolded and underlined within learning objectives)
<ul style="list-style-type: none"> <li>Purposes for which language is used.</li> <li>Content and language focus of learning tasks often represented by the <b>active verbs within the learning outcomes</b>.</li> </ul>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>Students will be able to <b><u>compare</u></b> the lengths of various objects in the classroom.</li> <li>Students will be able to <b><u>explain</u></b> what makes a story allegorical.</li> <li>Students will be able to <b><u>describe</u></b> two events that led to the Revolutionary War.</li> </ul>

### II. Vocabulary—Includes words, phrases, and symbols used within disciplines

Definition	Examples
Words and phrases with subject-specific meanings that differ from meanings used in everyday life	table, ruler, force, balance
General academic vocabulary used across disciplines	compare, analyze, evaluate, describe
Subject-specific vocabulary defined for use in the discipline	exponent, numerator, photosynthesis, setting, hypothesis, constitution

### III. Four Language Competencies

Competency	Definition of Each Competency
1. Grammatical competence	1. The ability to use correct vocabulary and sentence structures
2. Discourse competence	2. The ability to produce coherent and cohesive written or spoken discourse (e.g., paragraphs or conversations) that conforms to the norms of different genres (e.g., letter, essay, interview)
3. Pragmatic competence	3. The ability to use appropriately in communication based on the context and the relationship between the speaker and writer and listener and reader
4. Metalinguistic competence	4. The knowledge of linguistic/grammatical concepts and functions, and the ability to use linguistic terminology to discuss them

## Example of Planned Language Development Supports

To help programs and candidates begin to develop their understanding of language development supports, **start by examining a key standard or learning objective.**

The chart below identifies sample language demands with related examples of supports based on one selected learning objective in the relevant content area.

**Example learning objective:** Students will *identify* the main topic of paragraphs within multi-paragraph texts. They will be expected to be able to tell the difference between the *title, main idea, details*, and key details of a nonfiction text.

Identified Language Demands	Identified Language Development Supports
Identify (Function)	Model how to identify the parts of a paragraph
Title, main topic, details (Vocabulary)	Review vocabulary and make a word chart
Paragraph (Discourse competency)	Label a paragraph as a class