edTPA ®

Early Childhood

Assessment Handbook

Version 08

S C A L E
Stanford Center for Assessment, Learning, & Equity

Contents

Introduction to edTPA Early Childhood

Purpose

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

- develop knowledge of subject matter, content standards, and subject-specific pedagogy
- develop and apply knowledge of varied children's needs
- consider research and theory about how children learn
- reflect on and analyze evidence of the effects of instruction on children's learning

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

Overview of the Assessment

The edTPA Early Childhood assessment is composed of three tasks:

1. Planning for Instruction and Assessment
2. Instructing and Engaging Children in Learning
3. Assessing Children's Learning

For this assessment, you will first develop and teach **3–5 consecutive learning experiences** that build on each other and are to be presented over the course of one week. These 3–5 learning experiences are referred to as a learning segment. Consistent with the *2010 National Association for the Education of Young Children* (*NAEYC*) *Standards for Initial and Advanced Early Childhood Professional Preparation Programs*[1] and the National Board for Professional Teaching Standards (NBPTS) *Early Childhood Generalist Standards,*[2] the learning segment should include developmentally appropriate practices that intentionally promote

- the active and multimodal nature of young children's learning **AND**
- language and literacy development in an interdisciplinary context.

Although our professional organization considers early childhood to be birth-eight years of age, this assessment is most appropriate for use in classroom environments with children who are toddlers or older.

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[1] The *2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs* can be found at https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/higher-ed/NAEYC-Professional-Preparation-Standards.pdf

[2] The NBPTS *Early Childhood Generalist Standards* (3rd ed.) can be found at http://nbpts.org/wp-content/uploads/EC-GEN.pdf

Developmentally appropriate practice requires that the teacher support the whole child through supportive and challenging active learning experiences that indicate an understanding of the current developmental and personal strengths and needs of young children. Instruction to promote language and literacy development should take place across disciplinary contexts and attend to the interrelated processes of listening, speaking, reading, writing, and visually representing in a learning environment that supports the whole child and provides a healthy, respectful, supportive, and challenging context for learning.

After developing the learning experiences, you will then engage children in the planned experiences and make a videorecording of your interactions with children during the learning experiences. You will also assess, informally and formally, children's learning **throughout** the learning segment. Upon completion of the three tasks, you will submit artifacts from the tasks (e.g., plans, clips from your videorecording, assessment materials, learning materials, evidence of children's learning), 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.

Although the full scope of an interdisciplinary and interrelated curriculum may not be feasible in a short learning segment, you should construct your learning segment in a comprehensive and integrated way in order to support the whole child and take into account the active, multimodal nature of young children's learning.

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. 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).

> **Early Childhood Learning Segment Focus:**
>
> Candidate's instruction should include developmentally appropriate practices to promote language and literacy development in an interdisciplinary context, and take into consideration the active and multimodal nature of young children's learning.

Candidate Support Webinar: Introduction to edTPA

Video URL: https://vimeo.com/771727364/8cd3cb66c5
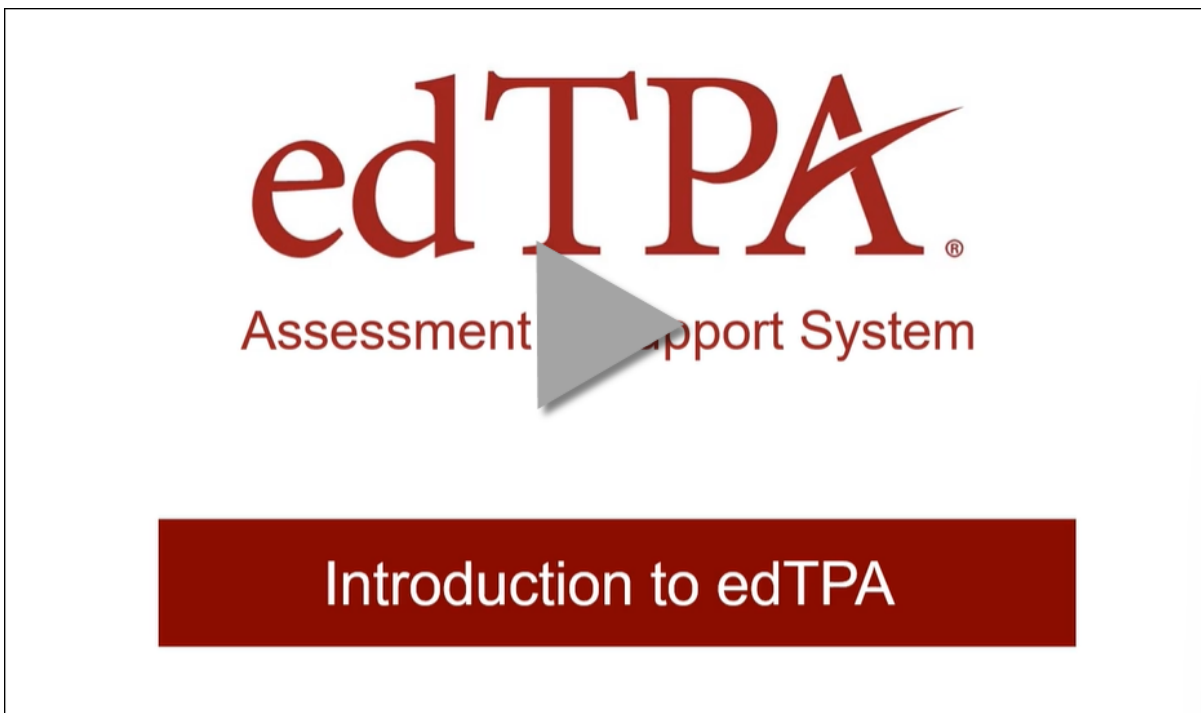
Helpful Resources

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

- **Early Childhood 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 **Early Childhood 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.

Planning Task 1: Planning for Instruction and Assessment

What Do I Need to Do?

◻ **Select a class.** If you are involved in more than one class, select one class for this assessment. If your placement has you responsible for a group rather than the full class, Planning Task 1 should describe plans for the learning experiences of that group (**minimum of 4 children**). That group will constitute "the group" for edTPA.

NOTE: In Assessment Task 3, you will need to submit work samples and video evidence from 2 children within the class/group —these will be your focus children. At least one child must have specific learning needs, for example, a child with an IEP (Individualized Education Program) or 504 plan, an English learner, a struggling reader, or a child at a different point in the developmental continuum in relation to the other children in the class/group. If possible, identify the 2 focus children before completing Planning Task 1.

◻ **Gather and submit context information.** Complete and submit the Early Childhood Context for Learning Information template found in your account. This template provides essential information about your children and your school/classroom. The context information you submit should be **no more than 4 pages, including the prompts**.

◻ **Plan a learning segment of 3–5 learning experiences.** Review the curriculum with your cooperating teacher in order to plan this learning segment.

◻ **Identify a central focus.** In your Planning Commentary, you will need to provide the central focus of your learning segment, along with the content standards and objectives that you plan to address. The central focus should promote the

  ▪ active and multimodal nature of young children's learning **AND**

  ▪ developmentally appropriate learning of language and literacy within an interdisciplinary context.

◻ **Identify key vocabulary/symbols**[3] necessary to engage children in the learning segment. In your learning segment, plan opportunities for children to use the key vocabulary. In your Planning Commentary, you will explain how you supported your children to use the selected vocabulary or symbols.

◻ **Write a plan** for each learning experience in the learning segment (for a total of 3-5 learning experiences). Your plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.

◻ **Each learning experience plan must include** the following information, even if your teacher preparation program requires you to use a specific lesson plan format:

  ▪ State-adopted standards for your children's age group and/or the age-appropriate national or professional standards for the children in your learning segment. (**NOTE:** Please include the **number and text** of each standard that is being

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[3] National Association for the Education of Young Children. Learning to Read and Write: Developmentally Appropriate Practices for Young Children. Young Children, July 1998, 53 (4): 30–46.

addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)

- Learning objectives for each learning experience that are associated with the standards

- Instructional strategies and learning activities (including what you will be doing to support needs of all children)

- Instructional resources and materials used to engage children in the learning experiences

- Informal and/or formal assessments used to monitor children's learning for each learning experience, including type(s) of assessment and what is being assessed (e.g., observations or checklists). **Be sure to plan to collect at least one work sample from each child in the class/group** (see Assessment Task 3 for more information about work samples).

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

- �«ã **List all citations for all materials that you did not create at the end of the commentary** (e.g., published texts, websites, and material from other educators). **Label each citation with the plan day/number.** Note: Citations do not count toward the commentary page limit.

- ◾ **Respond to the commentary prompts** listed in the Planning Commentary template found in your account **prior to carrying out the learning segment** and submit the completed template.

- ◾ **Submit your original plans for the learning experiences.** If you make changes while carrying out the learning segment, you may offer reflection on those changes in the Instruction Task 2 and Assessment Task 3 Commentaries.

- ◾ **Select, list, and submit key instructional materials** (or a description or photos of them) needed to understand what you and the children will be doing (**no more than 5 additional pages per plan**). The instructional materials listed might include such items as blocks, drawing materials, texts, writing materials, manipulatives, and science materials.

- ◾ **Submit all assessment materials** that you plan to use to monitor children's learning. Include **only blank** assessments and criteria for your evaluation of children's learning (do not submit completed work samples, notes, or checklists for this task).

Planning Task 1: What Do I Need to Submit?

See the Planning Task 1: Artifacts and Commentary Specifications in the Early Childhood 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.

☐ Part A: Context for Learning Information (template provided)

☐ Part B: Plans for Learning Segment

☐ Part C: Instructional Materials

☐ Part D: Assessments

☐ Part E: Planning Commentary

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
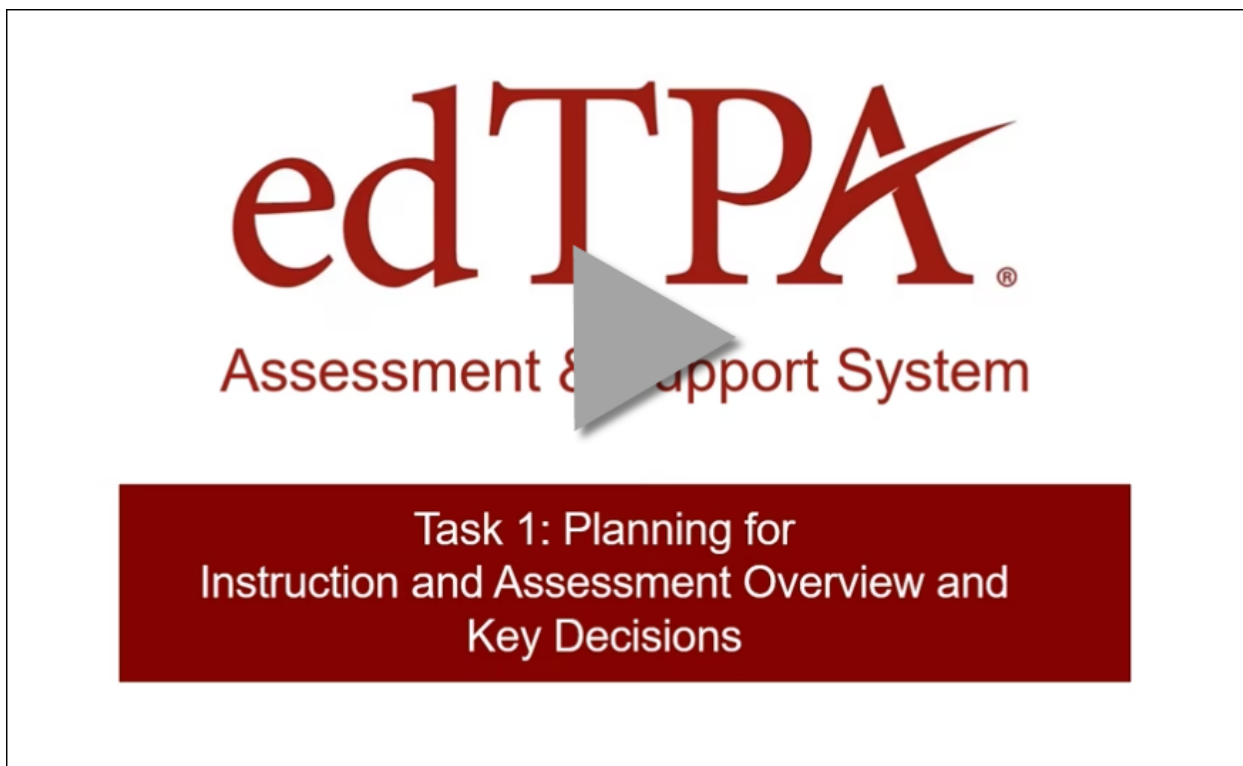
How Will the Evidence of My Planning Be Assessed?

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

Planning Rubrics

Rubric 1: Planning for the Whole Child

How do the candidate's plans build on each other to support children's language and literacy development through active and multimodal learning?

Level 1[4]	Level 2	Level 3	Level 4	Level 5
Candidate's plans for instruction are developmentally inappropriate OR **focus solely** on one modality for learning. **OR** There are **significant content inaccuracies** that will lead to children's misunderstandings. **OR** **Standards, objectives, learning tasks, and materials are not aligned with each other.**	Candidate's plans for instruction **support language and literacy development using only one modality with little connection to the active nature of children's learning**.	Candidate's plans for instruction **build on each other** to support language and literacy development through **multiple modalities with connections** to the active nature of children's learning.	Candidate's plans for instruction build on each other to support language and literacy development through multiple modalities with **connections** that **explain** the active nature of children's learning.	**Level 4 plus:** Candidate provides **clear examples of the interdisciplinary context in which the learning takes place**.

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

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 learning experiences 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 promote language and literacy development and take into consideration the active and multimodal nature of young children's learning in an interdisciplinary context.

Key Concepts of Rubric:

- Aligned[5]
- Significant content inaccuracies

Early Childhood Terms Central to the edTPA:

- Multimodal
- Interdisciplinary
- Central focus
- Learning experience
- Learning segment

Primary Sources of Evidence:

Context for Learning Information

Planning Commentary **Prompt 1a–d**

Strategic review of Lesson Plans & Instructional Materials

Scoring Decision Rules

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

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[5] Links to terms from the Early Childhood 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 <u>Level 3</u>:

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

- Plans are presented in a linear sequence OR a nonlinear sequence in which **each learning experience builds on the previous one(s)**. (A nonlinear sequence may include an interdisciplinary learning experience whereby specific language and literacy development is supported through various contexts).

- In addition, the sequencing of the plans supports children's learning by connecting multiple modes of learning with the active nature of young children's learning. **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. (For example: The candidate **specifically identifies** the multiple modalities of learning **and** opportunities for active learning.)

- Be sure to pay attention to each component of the early childhood emphasis on the active and multimodal nature of young children's learning.

Below 3

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

- Plans for instruction support children's learning of language and literacy **with limited to no** description of how the learning experiences connect to the active nature of young children's learning.

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

- The candidate has planned to help children understand language and literacy through **one modality**, and the connections to the active nature of young children's learning **are fleeting or vague**.

    o If candidate plans address learning through more than one modality to promote language and literacy development but make little connection to the active nature of children's learning (e.g., general statements about children's need for active learning loosely related to the learning segment), this rubric is scored at Level 2.

    o Note: the candidate should receive a score of 2 if the scorer determines that connections **could** be made, but these connections are not made **by the candidate**.

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

- The candidate plans learning experiences that are developmentally inappropriate OR instruction **solely focuses on one modality** for learning with no connection to the active nature of young children's learning.

Automatic Score of 1 is given when:

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

- **Standards, objectives, learning tasks, and materials are not aligned** with each other. There is a pattern of misalignment across two or more learning experiences.

- If the candidate uses more than one modality but the sequencing of the learning experiences is not logical, such that it does not promote children's understanding of the learning segment's concept or theme, this rubric is scored at a Level 1.

- If one standard or objective does not align within the learning segment, this level of misalignment is not significant enough for an Automatic 1.

Above 3

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

- Learning experiences are designed to support children in language and literacy development and include the use of multiple modalities for learning. The candidate provides **explanations** of how the planned learning experiences facilitate active learning in young children. These explanations must relate to the planned learning segment.

- Learning experiences are implemented within an interdisciplinary context.

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

- The candidate plans for children's language and literacy development to occur through multiple modalities.

- Connections to the active nature of young children's learning require that the candidate **explains how** the planned learning experiences promote active learning of language and literacy through **multiple modalities**. At Level 3, the candidate explains **what** s/he is planning in order to accommodate children's needs for active multimodal experiences; **at Level 4**, the candidate explains **how** these planned multimodal active experiences meet those needs. In the commentary, the candidate addresses **how** learning is connected through children's activity in the learning experience; the candidate should provide this explanation for more than one modality. For example: "I will actively engage the children during the activity about motion and force by having all the children manipulate different types of objects. The children will take turns and use their hands to move the objects across the carpet area. We will also identify each object and describe it together. By having the children use their hands and communicate with me and each other about the objects and how they move…"

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

- Learning experiences are intentionally designed within an interdisciplinary context, such as math, science or social studies or an additional language and literacy concept that falls outside the identified focus of the current learning segment. The candidate explicitly plans to help children make the connections between the current lessons and concepts from other disciplines.

Rubric 2: Planning to Support Varied Learning Needs

How does the candidate use knowledge of the children to support children's varied learning needs?

Level 1	Level 2	Level 3	Level 4	Level 5
There **is no evidence of planned supports**. **OR** **Candidate does not attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans.**	The learning experiences are **loosely tied to learning objectives** and are **presented in the same way to all children**, with little consideration of differences in the children's learning approaches or needs.	The learning experiences include **supports that are tied to learning objectives and provide some opportunities** for children with different learning approaches or needs to learn and/or demonstrate their learning.	The learning experiences include supports that are tied to learning objectives and promote the **developmental needs of specific individuals or groups with similar needs**.	Level 4 plus: **Supports include specific strategies to identify and respond to developmental approximations or misunderstandings.**

Understanding Rubric Level Progressions: Rubric 2

The Guiding Question

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

Key Concept of Rubric:

- [Planned supports](#)[6]

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/or Instructional Materials to clarify planned supports.

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ Planned support according to requirements in IEP or 504 plans is completely missing. ■ NOTE: If there are no children with IEPs or 504 plans, then this criterion is not applicable.

Unpacking Rubric Levels

Level 3

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

- Candidate explains how the planned supports for children address the learning needs of the whole class/group (e.g., children with varied learning needs or approaches) and support them in achieving the learning objectives.

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

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

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[6] Links to terms from the Early Childhood 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 <u>below Level 3</u>: Candidate plans insufficient supports to develop children's 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 children.
- Planned supports are not closely tied to learning objectives or the central focus.
- Evidence does not address ANY instructional requirement in IEPs or 504 plans.

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

- Planning Task 1 evidence addresses at least one of the instructional requirements in IEPs and 504 plans that are applicable to the learning segment; other than that, all learning experiences are presented to all children in the same way.
- The planned supports would work for almost any learning objective, and it is unclear:
  - How the supports are connected to differences in children's learning approaches OR
  - If the supports will promote learning related to the objectives or central focus (e.g., pair high and low children during partner work without a specific description of how that supports children with a specific need, generic statements such as, "Check on children who are usually having trouble without any specific indication of the targeted learning"; reviewing for misunderstandings with thumbs up/thumbs down; strategic grouping of children without specifying why this grouping matters for learning related to the learning segment).
- Supports are tied to learning objectives in 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 children's needs as described by the candidate is absent.

Automatic Score of 1 is given when:

- If IEP/504 requirements are listed 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/group or individuals. If the candidate includes one or more of the IEP or 504 plan requirements for any child in the lesson plans or commentary, then the score is determined by the Planned Support criterion. (If there are no children with IEPs or 504 plans, then this criterion is not applicable. When the required supports are not applicable to the planned learned experiences or those children included in the learning segment, then an Automatic 1 is not given. For example, if a required support includes a twice-a-week individual session with a speech therapist and this is not listed in the lesson plan, a scorer should not assign an Automatic 1 score.)

Above 3

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

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

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

- The candidate **provides an explanation** of how the supports are tied to the learning objectives and are intended to meet **specific needs** of individuals or groups of children with similar needs, in addition to the whole class/group. Differentiated supports should be provided for more than one child—either more than one individual or for a specific group of children with similar needs (e.g., more instruction in a prerequisite skill; more teacher-direction; kinesthetic integration with auditory presentation).

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

- ALSO identifies possible developmental approximations, preconceptions, errors, or misunderstandings associated with the central focus, and describes specific strategies to identify and respond to them.

  - If the plans and commentary attend to developmental approximations or common misunderstandings without also satisfying Level 4 requirements, this is not sufficient evidence for Level 5.

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

How does the candidate use knowledge of the children to justify instructional plans?

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

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 children, by drawing upon knowledge of individuals or groups, as well as research or developmental theory.

Key Concepts of Rubric:

- [Deficit thinking](#)[7]
- [Prior academic learning and/or prerequisite skills](#)
- [Assets](#) (personal, community)

Primary Sources of Evidence:

Planning Commentary **Prompts 2 and 3**

Scoring Decision Rules

Multiple Criteria	- Criterion 1 (primary): Justification of plans using knowledge of children—i.e., prior academic learning and/or prerequisite skills AND/OR assets (personal, community) - Criterion 2 (secondary): Research and theory connections - Place greater weight or consideration on criterion 1 (justification of plans using knowledge of children).
AUTOMATIC 1	Deficit view of children and their backgrounds

Unpacking Rubric Levels

Level 3

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

- **Primary Criterion**: The candidate explains how the learning tasks are explicitly connected to the children's prior academic knowledge OR knowledge of children's assets (personal, community). Assets include children's personal backgrounds, interests, community or family resources and personal experiences. (Prior academic learning and/or prerequisite skills example: The candidate states that the children have previously sequenced 3 events from a story, so now they are ready to expand their retelling skills to include up to 6 events in the current lesson. Assets example: Candidate explains that since many of the children live on or near a farm and have experienced growing food, the candidate will use that knowledge to help the children learn sequencing in a book about plant life cycles.)

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[7] Links to terms from the Early Childhood 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).

- **Secondary Criterion:** The candidate refers to research or developmental theory in relation to the plans to support children's learning. However, the connections between the research/theory and the learning experiences are superficial/not clearly made.
    - If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion**.
    - If evidence meets the primary criterion at Level 4, and candidate has NO connection to research/theory, the rubric is scored at Level 3.

Below 3

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

- There is a limited amount of evidence that the candidate has considered the prior academic learning and/or prerequisite skills of the children in the whole class/group when planning the learning experiences.
- Evidence for young children in general is used to justify plans rather than the prior academic learning and/or prerequisite skills of children in this whole class/group.

OR

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

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

- The candidate's justification of the learning experiences makes some connection with what they know about the children's prior academic learning and/or prerequisite skills OR assets (personal, community). These connections are not strong, but are instead vague or unelaborated, or involve a listing of what candidates know about the children in terms of prior knowledge or background **without making a direct connection to how that knowledge is related to planning for this learning segment**.

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

- There is no evidence that the candidate uses knowledge of children to plan the learning experiences.

Automatic Score of 1 is given when:

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

Above 3

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

- The candidate's justification not only uses knowledge of children's development—as both learners AND as individuals who bring in personal or community assets—but also uses research and/or developmental theory to inform planning.

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

- The evidence includes specific examples from children's prior academic learning and/or prerequisite skills **AND** knowledge of children's assets (personal, community). The candidate **explains** how the plans reflect an understanding of children's prior academic learning and/or prerequisite skills and assets. The explanation needs to include **explicit connections** between the learning experiences and the examples provided.

- The candidate explains how research and/or developmental theory informed the selection or design of at least one learning experience 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 developmental 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 and/or developmental theory support or **set a foundation for** their planning decisions.
    - The justifications are explicit, well-articulated, and demonstrate a thorough understanding of the research/theory principles that are clearly reflected in the plans.

Rubric 4: Identifying and Supporting Vocabulary Development

How does the candidate identify and support children's vocabulary[8] development?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies vocabulary/symbols that is developmentally inappropriate **OR** is **not aligned with the learning experience or central focus**. **OR** **Vocabulary supports are missing or are not aligned with the learning task.**	Candidate **identifies vocabulary/symbols vaguely aligned with** the learning experience or central focus. **Plans include general support for vocabulary development.**	Candidate identifies vocabulary/symbols **related** to the learning experience and central focus. Plans include general support for vocabulary development.	Candidate identifies vocabulary/symbols related to the learning experience and central focus. Plans include **differentiated** support **to target some children's use of vocabulary/symbols.**	**Level 4 plus:** **Vocabulary supports are differentiated** to meet the needs of **all children with different levels of language development**.

[8] National Association for the Education of Young Children. Learning to Read and Write: Developmentally Appropriate Practices for Young Children. Young Children, July 1998, 53 (4): 30–46.

Understanding Rubric Level Progressions: Rubric 4

The Guiding Question

The Guiding Question examines the specific vocabulary and/or symbols identified in the learning segment and identifies support for the use of the selected vocabulary or symbols.

Key Concepts of Rubric:

- [Vocabulary/symbols](#)[9]

Primary Sources of Evidence:

Planning Commentary **Prompts 4a–c**

Learning experience noted in prompt 4b

(If necessary: Lesson plans/Instructional materials)

Scoring Decision Rules

Multiple Criteria	▪ Criterion 1 (secondary): Vocabulary/symbols identified ▪ Criterion 2 (primary): Vocabulary supports
AUTOMATIC 1	▪ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- **Primary Criterion:** General support to promote children's development of the vocabulary/symbols is described, but not in specific detail.

- **Secondary Criterion:** The candidate identifies vocabulary/symbols related to the central focus and planned learning experiences:

- The candidate will receive a score of 3 if the evidence meets the primary criterion at Level 3, and the secondary criterion can be scored at level 2 or higher.

Below 3

Evidence that demonstrates performance below Level 3:

- Little to no support is described to promote children's development of the vocabulary/symbols.

- The candidate provides a superficial description of the vocabulary/symbols with little or no attention to how it is used in the learning experience.

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[9] Links to terms from the Early Childhood 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,

- **Primary Criterion:** General support to promote children's development of the vocabulary/symbols is described, but not in specific detail.
- **Secondary Criterion:** The vocabulary/symbols identified has little relation to the central focus or identified learning experience.

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

- Vocabulary supports are not identified OR are not aligned to the identified learning experience.
- The vocabulary/symbols identified is developmentally inappropriate OR unrelated to the central focus or identified learning experience.

Above 3

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

- The supports are differentiated to address some specific children's understanding and planned use of vocabulary/symbols.
- The candidate identifies vocabulary/symbols related to the central focus and identified learning experience.

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

- **Primary criterion:** The candidate plans specific vocabulary supports in relation to children's language needs to engage these children in the learning experience. The candidate describes how vocabulary supports are specific for some children in the whole class/group. If the candidate describes the supports in detail but does not explain how they are related to the needs of the children in the whole class/group, this evidence should not be scored at a level 4.
- Vocabulary supports promote the use or attempted use of vocabulary/symbols and may include instructional materials and strategies that are selected, modified, and/or scaffolded to assist some specific learners.
- **Secondary criterion:** The candidate identifies vocabulary/symbols related to the central focus and planned learning experiences.

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

- The candidate **explains** how the vocabulary supports are either designed or differentiated to meet the needs of all children in the learning segment who have differing language needs. This explanation goes beyond superficial and includes rationales for differentiated supports.

Rubric 5: Planning Assessments to Monitor and Support Children's Learning

How do the informal and formal assessments monitor children's multimodal learning of language and literacy?

Level 1	Level 2	Level 3	Level 4	Level 5
Planned assessments **only provide evidence of one mode of learning**. **OR** **Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.**	Planned assessments **provide limited evidence from multiple modalities to monitor children's** learning **during the learning segment**.	Planned assessments **provide evidence from multiple modalities** to monitor children's learning **at some points during the learning segment**.	Planned assessments provide evidence from multiple modalities to monitor children's learning **throughout** the learning segment.	**Level 4 plus:** **Planned assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.**

Understanding Rubric Level Progressions: Rubric 5

The Guiding Question

The Guiding Question addresses how the assessments are selected or designed so that they align to the standards and objectives, and the extent to which assessments provide multiple forms of evidence to monitor children's progress throughout the learning segment. It also addresses required adaptations from IEPs or 504 plans as well as supportive modifications based on needs of individuals or groups of children. The array of assessments should provide evidence of children's language and literacy development through more than one modality and encourage children to actively demonstrate learning.

Key Concepts of Rubric:

- [Assessment (formal or informal)][10]

Primary Sources of Evidence:

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

Planning Commentary **Prompt 5**

Assessment Materials

Strategic review of Lesson Plans

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ None of the assessment adaptations required by IEPs or 504 plans are made. (If there are no children with IEPs or 504 plans, then this criterion is not applicable.)

Unpacking Rubric Levels

Level 3

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

- The planned assessments provide evidence from more than one modality of children's learning of language and literacy at various points within the learning segment.

- Assessments gather evidence of learning related to the central focus and may be formative, summative or both.

- The evidence that is yielded by the assessments, both formative and summative, is explained and the determination of how the candidate will be able to monitor children's learning is not left up to the scorer. Candidates must identify the learning

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[10] Links to terms from the Early Childhood 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).

they plan to assess and how they plan to assess it. (Example: "During the discussion on the differences between facts and opinions, I will note on my checklist who is able to state an opinion and use complete sentences.").

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

Below 3

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

- The planned assessments will yield insufficient evidence to monitor children's learning of language and literacy within the learning segment.

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

- Assessments may include more than one modality to monitor children's learning, but it is unclear how the assessments will produce evidence of learning. For example, the candidate may identify **the assessment** but does not describe the learning that will be assessed (e.g., "I will monitor learning with a checklist aligned to the learning objectives") or the candidate may describe the learning to be assessed, but does not identify the assessment.

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

- Assessments focus only on one modality to monitor learning.

Automatic Score of 1 is given when:

- If there is NO attention to ANY **assessment-related** IEP/504 plan requirements in either the commentary or the Planning Task 1 artifacts, an automatic 1 is applied; otherwise the evidence for the other criteria will determine the score. If the candidate includes one or more of the IEP or 504 plan requirements for any child in the lesson plans or commentary, then the score is determined by the Planned Support criterion. (If there are no children with IEPs or 504 plans, then this criterion is not applicable. When the IEP/504 requirements are not applicable to the planned learned experiences or those children included in the learning segment, then an Automatic 1 is not given.)

Above 3

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

- The array of planned assessments uses multiple modalities and will provide consistent evidence to monitor children's learning for each lesson.
- Assessment evidence will allow the candidate to determine children's progress toward developing language and literacy.

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

- The array of assessments provides evidence to track children's progress of language and literacy development through multiple modes of learning—this type of evidence is collected in every lesson.

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

- Describes how assessments are explicitly designed or adapted/modified to target individuals or groups with specific needs to allow them to demonstrate their learning.

- Strategic design of assessments goes beyond things like allowing extra time to complete an assignment, shortening worksheets, or adding a challenge question. For example: Candidate describes in detail how and why a group of children who have difficulty writing will be asked to sort pictures and word cards in a small group session to determine if they understand the concept of sequencing. Candidate explains how this method will provide the information needed to assess each child's learning.

Instruction Task 2: Instructing and Engaging Children in Learning

What Do I Need to Do?

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

◘ **Examine your plans for the learning segment** and identify learning experiences to videorecord. The video clips you select for submission should demonstrate how you support children's language and literacy development in an interdisciplinary context though active and multimodal learning. Your instruction should challenge and actively engage children to deepen their understandings in developmentally appropriate ways.

◘ **Identify 2 children who will be the focus children of this learning segment.** At least one child must have specific learning needs, for example, a child with an IEP (Individualized Education Program) or 504 plan, an English learner, a struggling reader, or a child at a different point in the developmental continuum in relation to the other children in the class/group.

◘ **Videorecord** your instruction.

   NOTE: Consider recording your entire learning segment.

◘ **Verify** that the videorecording meets the following requirements:

   ▪ Ensure that you and the children you are working with 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 the children you are working with can be heard on the video clips you submit. If most of the audio in a clip cannot be understood, **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 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).

   ▪ Video clips must be continuous and unedited, with no interruption in events.

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

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

- **Select 2 video clips (continuous and unedited, with no interruption in events, together totaling no more than 15 minutes, but not less than 3 minutes).** Clips should demonstrate how you interact with children and create a positive learning environment to support

    - active, multimodal learning

    - language and literacy learning in an interdisciplinary context

  Clip 1 should show class/group interaction (**minimum of 4 children**), and **Clip 2** should show small-group interaction or interaction with an individual.

REMINDER: Before videorecording, consider the **additional** video evidence you will be asked to **submit in Assessment Task 3**.

- **Evidence of Learning for Each Focus Child:** Video or audio evidence of learning for each focus child. Either identify evidence from video clips submitted in Instruction Task 2 (i.e., provide time stamps), **OR** submit **additional** videos (**no more than 7 minutes per child**).

- **Evidence of Feedback to Each Focus Child:** Video, audio, or written evidence of feedback provided to each focus child on the common assessment. Either identify evidence from video clips submitted in Instruction Task 2 (i.e., provide time stamps) **OR** submit **additional** video (**no more than 3 minutes per child**).

- **Evidence of Vocabulary Use:** Video or work sample evidence of one or more children using the key vocabulary and/or symbols identified in Planning Task 1. Either identify evidence from video clips submitted in Instruction Task 2 (i.e., provide time stamps) **OR** submit **additional** video (**no more than 5 minutes**), **OR** reference children's work samples submitted in Assessment Task 3.

- **Respond to the prompts** listed in the Instruction Commentary template found in your account **after viewing the video clips** and submit the completed template.

- **Determine if additional information is needed to understand what you and the children 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 the commentary prompts**).

Instruction Task 2: What Do I Need to Submit?

See the Instruction Task 2: Artifacts and Commentary Specifications in the Early Childhood 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.

☐ Part A: Video Clips

☐ Part B: Instruction Commentary

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
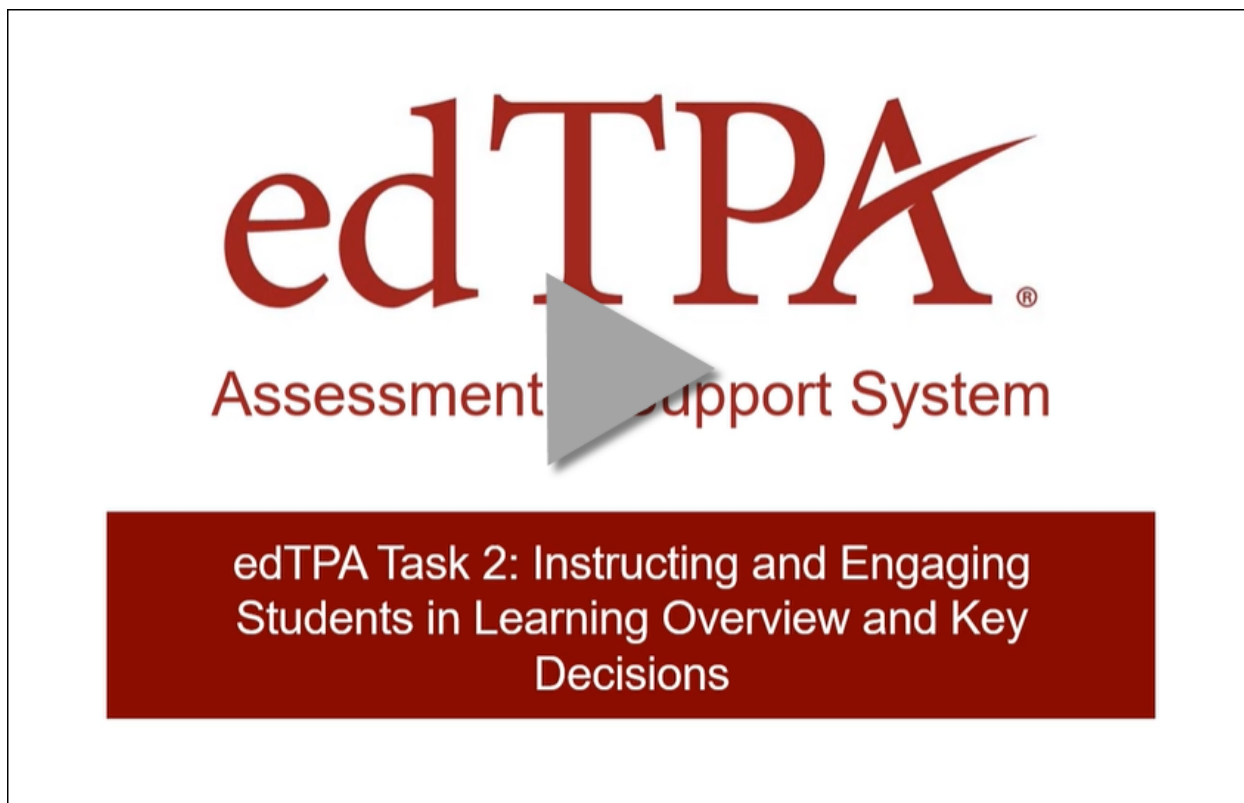
How Will the Evidence of My Instruction Be Assessed?

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

Instruction Rubrics

Rubric 6: Learning Environment

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

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

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 challenges the children to learn while fostering respectful interactions between the candidate and children, and among children.

Key Concepts of Rubric:

- Respect[11]
- 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 clips. Candidates sometimes describe events that do not appear in the clips or conflict with scenes from the clips—**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 clip(s):

- The candidate's interactions with children are respectful and demonstrate rapport. There is evidence of a positive comfortable relationship between candidate and children and/or an ease of interaction that goes back and forth based on relevance or engaged conversation, such that both children and candidate are seen to communicate easily with each other.

- There is evidence that the candidate facilitates a positive learning environment wherein children are willing to answer questions and work together without the candidate or other children criticizing their responses.

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[11] Links to terms from the Early Childhood 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).

- There is evidence of mutual respect among children. Examples include attentive listening while other children speak, respectful attention to another child's idea (even if disagreeing), working together with a partner or group to accomplish tasks.

Below 3

Evidence that demonstrates performance <u>below Level 3</u>: The clip(s):

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

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

- Although clips reveal the candidate's respectful interactions with children, there is an emphasis on candidate's control of children behaviors, discussions, and other activities in ways that limit and do not support active learning. A major focus of the candidate's interactions with the children is controlling their behavior.

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 a pattern of candidate-child or child-child interactions that discourage children contributions, disparage children, or take away from learning.

2. The classroom management is so weak that the candidate is not able to, or does not successfully, redirect children, or the children 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 children are productively engaged in the learning experience should not be scored as disruptive. Examples of this may include children engaging in discussion with peers, speaking without raising their hands, or being out of their seats.

Above 3

Evidence that demonstrates performance <u>above Level 3</u>: The clip(s)

- Reveal a learning environment that includes tasks/discussions that both support and challenge children's thinking and encourage respectful child-child interaction.

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

- The learning environment supports learning experiences that appropriately challenge children by promoting higher-order thinking or application to develop new learning. The candidate may provide children with social or cognitive challenges and opportunities.

- There must be evidence that the environment is both supportive and challenging for children. Examples include: candidate asks questions which children cannot answer immediately, but need to think to respond or asks children to apply their initial learning to another context.

- The learning environment encourages and supports mutual respect among children, e.g., to discuss ideas respectfully with each other. Children are working/talking with each other in activities related to the central focus to actively engage in responding to cognitive challenges provided by the candidate (e.g., Think-Pair-Share, Talk and Turn, small group activities).

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

- The learning environment encourages children to express, debate, and evaluate their own thinking or differing perspectives/ideas related to the central focus. Perspectives could be from curricular sources, children's own ideas, and/or lived experiences. The commentary should reflect the intentionality of the candidate in setting up this type of learning environment.

- For very young children (Pre-K or K), whose cognitive abilities and capacity to sustain attention require more teacher-direction/facilitation, the commentary should reveal both the candidate's understanding of the value in allowing children time to engage in free-thinking and exchange of ideas with their peers and the thought and effort the candidate used to provide this kind of opportunity for the children.

Rubric 7: Engaging Children in Learning

How does the candidate engage children in the active and multimodal nature of children's development of language and literacy?

Level 1	Level 2	Level 3	Level 4	Level 5
Children are **observed** in learning experiences that **focus solely on one modality for learning OR are developmentally inappropriate**.	Children are **participating** in learning experiences that promote language and literacy development through **at least one modality with vague support of the active nature of children's learning**.	Children are **engaged** in learning experiences that promote language and literacy development through at least one modality that **supports** the active nature of children's learning.	Children are engaged in learning experiences that promote language and literacy development **through multiple modalities** that support the active nature of children's learning.	Children are engaged in active, multimodal learning experiences that **deepen and extend** their language and literacy development and are embedded in an **interdisciplinary context**.
There is **little or no evidence that the candidate links** children's development with new learning.	Candidate makes vague or **superficial** links between children's development and **new learning**.	Candidate links children's development **AND prior academic learning and/or prerequisite skills to new learning**.	Candidate links children's development, prior academic learning and/or prerequisite skills, **AND personal or community assets** to new learning.	Candidate **prompts children to link** their prior academic learning and/or prerequisite skills **AND** personal or community assets to new learning.

Understanding Rubric Level Progressions: Rubric 7

The Guiding Question

The Guiding Question addresses how the candidate engages children in meaningful learning experiences and discussions to develop their understanding of language and literacy through multiple modalities that promote the active nature of young children's learning. This engagement is demonstrated in video evidence provided by the candidate.

Key Concepts of Rubric:

- [Engaging children in learning](#)[12]
- [Assets](#) (personal, community)

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	■ Criterion 1 (primary): Engagement in learning experience ■ Criterion 2: Connections between the new learning and children's development, prior academic learning and/or prerequisite skills, AND/OR assets (personal, community) ■ When scoring rubric 7, place greater weight or consideration on the criterion 1 (engagement in learning experience).
AUTOMATIC 1	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- **Primary Criterion:** The clips show that the children are engaged in learning experiences that provide opportunities for language and literacy development through a modality of learning that promotes the active nature of young children's learning. Example: Children are taking turns using an interactive whiteboard. Those children waiting for a turn have papers to write on to record their own answers. The candidate explains that a **deliberate effort was made** to ensure all children are engaged.

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[12] Links to terms from the Early Childhood 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).

- **Secondary Criterion:** The clips show the candidate **making connections** to children's prior academic learning and/or prerequisite skills to help them develop the new understandings and the commentary provides context for this and also connects children's development with new learning.

Below 3

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

- In the clips, children are **participating** in learning experiences that provide limited or no opportunity for them to engage in active learning that develops language and literacy learning related to the central focus.

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

- **Primary Criterion:** Children are participating in tasks that primarily focus on at least one modality for learning and provide **little opportunity for children to engage in active learning**. For example, participation in rote tasks that require little thinking or spending a lot of time waiting for a turn to do something active. Example: Children are seen sitting and listening to the candidate reading a story or giving directions or instruction. The children seem to be listening and interested, but they are not given the opportunity (during the clips) to be actively engaged.

- The structure of the learning experience or the way in which it is implemented constrains children's development of language and literacy (e.g., activities that are "fun" but do not support learning of the central focus).

- **Secondary Criterion:** In addition, the candidate may refer to children's learning from prior units, but the references are indirect or unclear and are not likely to facilitate new learning (secondary criterion).

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

- **Primary Criterion:** The video clips show learning experiences that promote only one modality for learning OR are developmentally inappropriate for these children.

- The links the candidate makes between children's development and new learning are developmentally inappropriate, resulting in children's lack of understanding of concepts being taught.

- **Secondary Criterion:** The candidate is neither using children's prior academic learning and/or prerequisite skills nor assets (personal, community) to build new learning.

Above 3

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

- The learning experiences as seen in the clips are structured to engage children to develop language and literacy through multiple modalities that promote active learning.

- Connections between children's development, prior academic learning and/or prerequisite skills, and assets (personal, community) support the new learning. (Secondary criterion)

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

- **Primary Criterion:** The learning experiences in the clips include structures or scaffolding that promote the development of language and literacy while engaging the active nature of young children through multiple modalities of learning. At Level 4, more than one modality promotes the active nature of learning.

- **Secondary Criterion:** In addition, the candidate draws upon not only children's development and prior academic learning and/or prerequisite skills, but also children's assets (personal, community) to develop new learning.

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

- The learning experiences as seen in the clips promote active and multimodal learning and are structured or scaffolded using an interdisciplinary context so that children will develop language and literacy in ways that are appropriately challenging and directly related to learning the concepts being taught. In the commentary, the candidate explains with specific examples how the learning experiences seen in the clips deepen and extend language and literacy learning.

- In addition, the candidate encourages children to make connections to their prior academic learning and/or prerequisite skills and assets (personal, community) and use these connections to support new learning.

Rubric 8: Deepening Children's Learning

How does the candidate elicit children's responses to promote active development of language and literacy?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate **does most of the talking, and children provide few responses**. **OR** Candidate responses include **significant content inaccuracies** that will lead to children's misunderstandings.	Candidate **primarily asks surface-level questions and** evaluates children's responses as **correct or incorrect**.	Candidate **elicits children's responses to promote their understanding of language and literacy**.	Candidate **elicits and builds** on children's responses to promote their understanding **and active development of language and literacy**.	Level 4 plus: **Candidate facilitates interactions among children so they can evaluate their own abilities to actively develop language and literacy.**

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 children's responses to guide learning; this can occur during whole class/group discussions, small group discussions, or consultations with individual children.

Key Concepts of Rubric:

- [Significant content inaccuracies](#)[13]

  o 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 **significant content inaccuracies** that are core to the central focus or a key learning objective for the learning segment

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The candidate provides **developmentally appropriate** prompts (e.g., questions or statements) to support children to offer responses that require thinking related to language and literacy understanding (e.g., by using a variety of fact-based, "how" and "why" questions). Some instruction may be characterized by initial questions focusing on facts to lay a basis for later higher-order questions in the clips.

- For example, some Pre-K and K children may be appropriately challenged by being asked to respond to factual questions that require them to think about a story that was read and formulate a response to a question about what happened in the book. However, 'why' and 'how' questions are also appropriate for young children and can

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help those children who are ready to answer these questions develop higher order thinking skills.

Below 3

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

- In the clips, classroom interactions provide children with limited or no opportunities to think and learn about language and literacy.

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

- Most of the candidate's questions are closed-ended, requiring true/false, 'yes/no' answers, or the questions focus on facts or offer limited opportunities for response that do little to encourage children's thinking about the language and literacy.

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

- There are few opportunities presented for children to express ideas/thinking related to the learning experience.

Automatic Score of 1 is given when:

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

Above 3

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

- In the clips, the candidate uses children's ideas and thinking to further their understanding of language and literacy through active learning.

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

- The candidate follows up on children's responses to encourage them or their peers to explore or build on the ideas expressed (e.g., after eliciting a response, the candidate further prompts a child or other children in order to extend the question/response moving on to a different question).
- The candidate uses this instructional strategy to develop children's understanding of language and literacy and promote the active nature of young children's learning.
- Examples of "building on children's responses" include:
  - referring to a previous child's response in developing a point or clarifying a fact;
  - calling on the child to elaborate on what s/he said;
  - posing questions to guide children's discussion;
  - soliciting a child's examples and asking another child to identify what they have in common;
  - asking a child to summarize a lengthy discussion or rambling explanation; and
  - asking another child to respond to a child's comment or answer a question posed by a child 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 child-child conversations and interactions that facilitate children's ability to evaluate and self-monitor their learning. In the commentary, the candidate may describe how s/he provides this structure and support and how the interactions promote self-evaluation.

Rubric 9: Subject-Specific Pedagogy

How does the candidate use interdisciplinary learning experiences to promote children's development of language and literacy?

Level 1	Level 2	Level 3	Level 4	Level 5
Learning experiences seen in the clips promote language and literacy development **with little to no attention to interdisciplinary connections**. **OR** Materials used in the clips include **significant content inaccuracies** that will lead to children's misunderstandings.	In the clips, the candidate makes **vague or superficial reference to interdisciplinary connections** to promote language and literacy development.	In the clips, the candidate **makes interdisciplinary connections to promote** language and literacy development.	In the clips, the candidate makes interdisciplinary connections **in ways that deepen children's development of language and literacy**.	**Level 4 plus:** Candidate helps children make their own interdisciplinary connections **in ways that promote the development of language and literacy**.

Understanding Rubric Level Progressions: Rubric 9

The Guiding Question

The Guiding Question addresses how the candidate uses interdisciplinary connections for the children in the video clips to build their understanding of language and literacy.

Key Concepts of Rubric:

- [Interdisciplinary](#)[14]
- [Subject-specific](#)

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	■ Materials that are not appropriate or used inappropriately for the content being taught

Unpacking Rubric Levels

Level 3

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

- In the clips, the candidate uses one or more interdisciplinary connections to intentionally promote the development of language and literacy identified related to the learning segment. Although the interdisciplinary connection may or may not be obvious in the clips, the commentary helps clarify the candidate's intention to connect children's learning to other disciplines. Example: Candidate's learning experience is on rhyming and the candidate tells the children in the clip that they are going to find rhymes for words that relate to the science concepts they just learned about. As a group, they first review the words and children are asked to raise their hands when they hear a rhyme from their science lesson. The commentary provides the context of the past science lesson and how it relates to the current learning experience and will promote the development of language and literacy within the current segment.

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Below 3

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

- In the clips, the candidate is not using interdisciplinary connections effectively to guide children's development of language and literacy.

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

- In the clips, the candidate may attempt to use interdisciplinary connections to facilitate understanding of language and literacy, but the connections are not clear enough in the commentary or clips to be effective. Or, the candidate makes a fleeting reference to an interdisciplinary connection or may use instructional materials that could promote an interdisciplinary connection but does not clearly establishing this connection for the children or explain the connection in the commentary.

- Example, a candidate may remind children of a weekly theme of transportation and use vocabulary/symbols from a book on trains while teaching about phoneme segmentation, but does not explain in the clips or in the commentary how this connection helps children learn the language concept.

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

- In the clips, the candidate fails to make interdisciplinary connections to concepts in the learning segment.

Automatic Score of 1 is given when:

- Use of the materials seen in the clips will lead to significant child misunderstandings.

- The interdisciplinary connections are significantly inappropriate for the intended learning or cause confusion to children.

Above 3

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

- In the clips, the candidate is making explicit and strategic use of interdisciplinary connections for the children in order to develop their language and literacy learning. The candidate's strategy for making connections is clearly defined in the commentary.

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

- In the clips, the candidate states carefully chosen interdisciplinary connections that will likely encourage children to think more deeply or promote a deeper understanding of the current language and literacy learning. The candidate's commentary may clarify the intended use of any interdisciplinary connections made in the clips) Example: Candidate is working on dental hygiene with the children and integrates the literary concepts of sequencing and transitional words. In the clip, he uses a chart they had used earlier in the day to record sequences in stories while they discuss the sequence of brushing teeth. He clearly states to the children that we can use the chart to sequence many things besides books and we use the same words in different contexts to identify order. This connection is discussed in the commentary as an intentional strategy to help the children solidify their understanding of the concept of sequencing.

What distinguishes a Level 5 from a Level 4: At Level 5, in the clip(s), the candidate meets all of Level 4 AND

- The candidate structures and supports conversations or learning experiences that help children consider interdisciplinary connections that promote language and literacy learning.

- Example: Candidate is working on dental hygiene with the children and integrates the literary concepts of sequencing and transitional words. In the clip, he uses a chart they had used earlier in the day to record sequences in stories while they discuss the sequence of brushing teeth. He clearly states to the children that we can use the chart to sequence many things besides books and we use the same words in different contexts to identify order. In addition, the candidate prompts children to make connections to the words on the chart and asks them to make their own connections to the new learning. The candidate makes these interdisciplinary connections, but also prompts the children to make the connections. These connections are discussed in the commentary as an intentional strategy to help the children solidify their understanding of the concept of sequencing.

Rubric 10: Analyzing Teaching Effectiveness

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

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

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 children. The candidate justifies the changes based on children's needs and references to research and/or developmental theory.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Instruction Commentary **Prompt 5**

Video Clips (for evidence of children's learning)

Scoring Decision Rules

Multiple Criteria	- Criterion 1 (primary): Proposed changes
	- Criterion 2 (secondary): Connections to research/theory
	- Place greater weight or consideration on criterion 1 (proposed changes).
AUTOMATIC 1	- None

Unpacking Rubric Levels

Level 3

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

- **Primary Criterion:** The proposed changes address the central focus and the candidate specifically connects those changes to the learning needs of the whole class/group.
    - o 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 developmental theory in relation to the plans to support children's learning. The connections between the research/theory and the tasks are vague/not clearly made.

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

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

Below 3

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

- The changes proposed by the candidate are not directly related to children's 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 experiences, with a superficial connection to children's 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 improving directions, repeating instruction without making significant changes based on the evidence of children's learning from the video clips, or including more group or independent work without indicating how the work will address specific learning needs.

- If a candidate's proposed changes have no relation to 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 connected to or supported by evidence of children's learning from learning experience(s) seen in the clips. For example, on a learning experience on sequencing, a candidate may suggest the children need to learn more about the scientific concepts of force and motion without explaining how the proposed changes are connected to the learning experience.

Above 3

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

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

- The changes in teaching practice are supported by research and/or developmental theory.

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/group in the video clips by providing additional support and/or further challenge in relation to the central focus. Candidate should explain how proposed changes relate to each individual's needs.

- The candidate explains how research or developmental theory is related to the changes proposed. Candidates may cite research or developmental theory in their commentary, or refer to the ideas and principles from the research/theory; 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

- The candidate explains how principles of research or developmental theory **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 Children's Learning

What Do I Need to Do?

- **Select <u>one</u> common assessment from your learning segment you will use** to evaluate children's language and literacy development. The common assessment

  - must be completed by all of the children in the class. (If you are working with only a group within the class for the learning segment, that group will be "the class.")

  - can be in the form of writing, drawing, painting, photos, project work, etc. If children complete a product, and you submit a photo of the work sample, be sure that the photograph illustrates how the work sample meets your evaluative criteria.

  - must reflect the work of individuals but does not need to be gathered at the same exact time for every child; however, it can be individual work from a group task.

  - must provide opportunities for children to demonstrate **language and literacy development**.

- **Define and submit the evaluation criteria for the common assessment** you will use to analyze children's learning related to their language and literacy development.

- **Collect and analyze evidence of children's learning** from the common assessment. In your Assessment Commentary, you will provide a summary of children's learning and an analysis that identifies patterns of learning (both **quantitative and qualitative**) within and across learners in the class/group.

- **Collect and submit the following 3 sources of evidence for each of the 2 focus children:**

  - **Video or audio evidence of learning.** The video/audio clips (**no more than 7 minutes each**) should provide evidence of each focus child's development of language and literacy related to the learning segment. If evidence is submitted as a videorecording from Instruction Task 2, provide the time-stamp reference in the appropriate prompt within the Assessment Commentary.

  - **Observation** (e.g., anecdotal notes or observation tool; **no more than 2 pages per focus child**). Observation tools used and notes should document the child's development of language and literacy.

  - **Work sample from the common assessment.** For each focus child, submit and analyze the work sample from the common assessment (selected for the class/group) in Assessment Task 3. You may submit text files with scanned work, a video or audio file of a child's oral work, **OR** a video or multimedia file created by a focus child. For each focus child, a video or audio work sample must be no more than 5 minutes in total running time.

- **Document the feedback** you gave to each **of the 2 focus children on the common assessment**. Provide feedback on the work sample itself, as an audio clip, or as a video clip. You must submit evidence of the actual feedback provided to the focus children, and not a description of the feedback.

◧ If you submit evidence of learning, a work sample, or feedback as a video or audio clip and comments made by you or your focus children 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 (**NOTE:** The transcript does not replace the actual evidence; be sure to submit the evidence in addition to the transcript.); 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 evidence of learning, a work sample, or feedback as a video or audio clip and additional children are present, **clearly identify which children are the focus children in the relevant prompts (1e and 2a) of the Assessment Commentary** (**in no more than 2 sentences**).

◧ **Provide evidence of children's understanding and use of the key vocabulary/symbols**. You may choose evidence from the video clips submitted in Instruction Task 2, an additional video clip of one or more children using the key vocabulary/symbols within the learning segment (**no more than 5 minutes in length**), **AND/OR** children's work samples submitted in Assessment Task 3.

◧ **Respond to the prompts** listed in the Assessment Commentary template found in your account **after analyzing children's work from the selected assessment** and submit the completed template.

◧ **Include the common assessment or a description of the common assessment and (if applicable) any directions/prompts provided to the children.** Attach the common assessment or the description (**no more than 5 additional pages**) to the end of the Assessment Commentary.

Assessment Task 3: What Do I Need to Submit?

See the Assessment Task 3: Artifacts and Commentary Specifications in the Early Childhood 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.

☐ Part A: Video or Audio Evidence of Learning

☐ Part B: Observation Notes and Work Samples

☐ Part C: Evidence of Feedback (and if applicable, Vocabulary Use)

☐ Part D: Assessment Commentary

☐ Part E: Evaluation Criteria

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
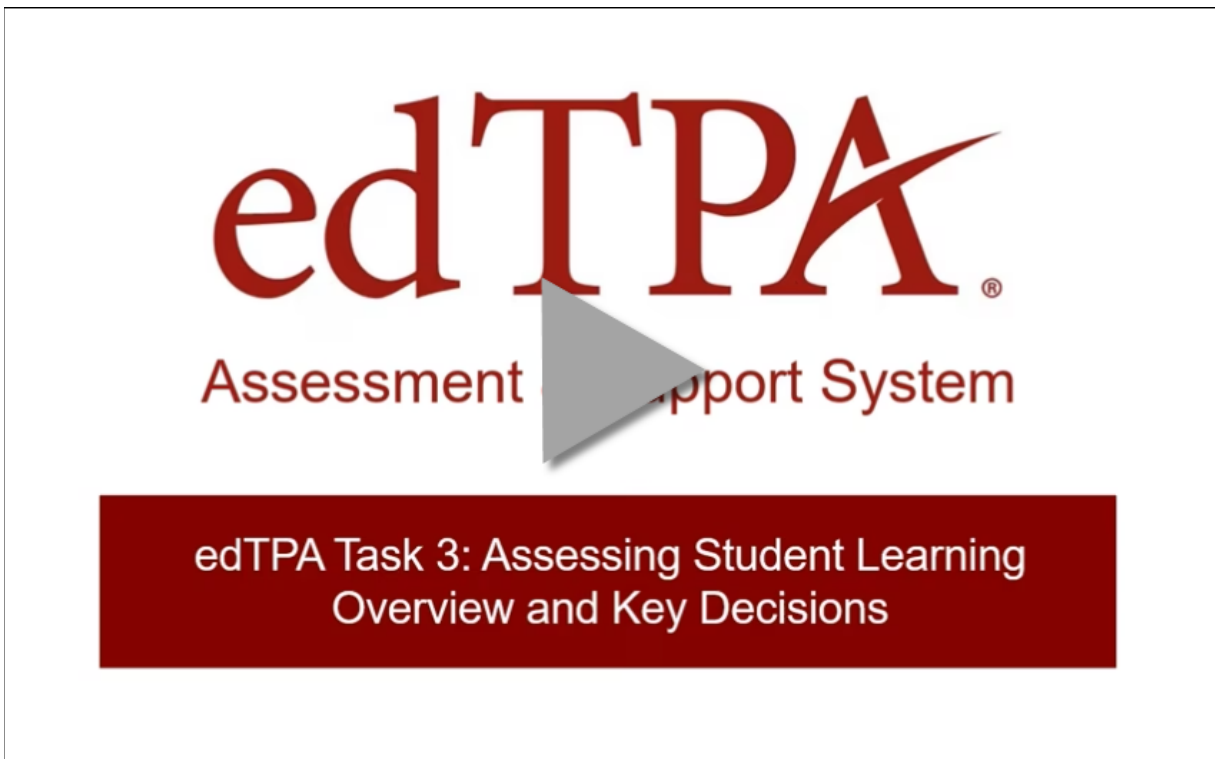
How Will the Evidence of My Assessment Be Assessed?

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

Assessment Rubrics

Rubric 11: Analysis of Children's Learning

How does the candidate analyze evidence of children's language and literacy learning?

Level 1	Level 2	Level 3	Level 4	Level 5
The analysis is superficial or not supported by either sources of evidence or the summary of children's learning. **OR** The evaluation criteria, learning objectives, and/or analysis **are not aligned with each other**.	The analysis focuses **solely** on children's **strengths OR needs**.	The analysis focuses on **the focus children's strengths AND needs**. **AND** **Analysis includes some attention to differences in children's learning across the class.**	Analysis **uses specific examples** from the sources of evidence to **demonstrate patterns of learning for the focus children**. **AND** **Patterns of learning** are described for the class.	Analysis uses specific examples from the sources of evidence to demonstrate the **connections between quantitative and qualitative patterns of learning related to the focus children's strengths and needs**.

Understanding Rubric Level Progressions: Rubric 11

The Guiding Question

The Guiding Question addresses the candidate's analysis of children's work on a common assessment and additional evidence of learning to identify strengths, needs and patterns of learning for the focus children and across the whole class/group.

Key Concepts of Rubric:

- Aligned[15]
- Evaluation criteria
- Patterns of learning

Primary Sources of Evidence:

Assessment Commentary **Prompt 1a–d**

3 sources of evidence (Children's work samples, video/audio evidence, and observation notes)

Evaluation criteria

Scoring Decision Rules

Multiple Criteria	- N/A for this rubric
AUTOMATIC 1	- Significant misalignment between evaluation criteria, learning objectives, and/or analysis

Unpacking Rubric Levels

Level 3

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

- Sources of evidence from the focus children are used to support an accurate listing of what children did correctly and incorrectly related to language and literacy development. At Level 3, the candidate must address both strengths and needs for each focus child, but does not have to provide an equal level of analysis for both focus children.

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

- Some differences in children's learning across the whole class/group are also identified through an analysis of the common assessment.

- A graph or chart or a written summary of performance for the children in the whole class/group is included to provide evidence of the range of performance.

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[15] Links to terms from the Early Childhood 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 <u>below Level 3</u>:
- The analysis of the focus children's learning is superficial (e.g., primarily irrelevant global statements) or focuses only on partial data (solely on right or wrong answers) related to language and literacy.
- The analysis is contradicted by the sources of 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. The analysis presents an incomplete picture of the focus children's learning by omitting either successes or errors for one focus child.
2. The analysis does not address children's development of language and literacy.

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 sources of evidence, focusing on irrelevant aspects of the assessment or learning.
2. The conclusions in the analysis are not supported by the sources of evidence or the summary of learning (e.g., analysis does not address focus children).

Automatic Score of 1 is given when:
- There is a significant lack of alignment between evaluation criteria, learning objectives, and/or analysis. (For example, the candidate evaluates the children only on capitalization and punctuation when the central focus is sequencing.)
- A lack of alignment can be caused by a lack of relevant evaluation criteria to assess children's performance on the learning objectives.

Above 3

Evidence that demonstrates performance <u>above Level 3</u>: The analysis:
- Identifies patterns of learning (quantitative and qualitative) that summarize what focus children know, are able to do, and still need to learn. Candidate uses the knowledge of the focus children's successes and errors to identify what they indicate about the focus children's understanding of the language and literacy concepts that were taught.
- Describes patterns for the focus children and whole class/group, small groups, or individuals.
- Is supported with evidence from the multiple sources of evidence and is consistent with the summary.

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

- The analysis describes consistencies in performance across the whole class/group and what focus children know and are able to do and where they need to support.

- The analysis goes beyond a listing of the focus children's successes and errors, to an **explanation of the focus children's understandings** in relation to their performance on the identified assessment(s). An exhaustive list of what the focus children did right and wrong, or the % correct or incorrect responses, should be scored at Level 3, as that does not constitute a pattern of learning. A pattern of learning goes beyond these quantitative differences to identify specific content understandings or misunderstandings, or partial understandings by the focus children that are contributing to the quantitative differences.

- **Specific examples from the sources of evidence are used to demonstrate the patterns of learning**. An example would be, "As a whole, the group struggled with sentence starters. Only 3 children got a score of 10 or higher and therefore the vast majority did not use the starters pre-written in their booklets or used them incorrectly. 5 out of the 10 children used the starter words, but put them at the end. It is unusual for so many children to score so low on writing sentences. When we talked together as a whole class/group and when I talked to individual children, the majority of them were able to use the starter words. I also observed both focus children using them when practicing saying their sentences to their partners. It seems that the children understand how they should be used when speaking, but not when actually writing their sentences. The starter words had never appeared in their writing booklets before so the children might have been confused rather than helped by their presence."

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

- The candidate uses specific evidence from the sources of evidence to demonstrate qualitative patterns of understanding. The analysis uses these qualitative patterns to interpret the range of similar correct or incorrect responses from the focus children (e.g., quantitative patterns), to determine elements of what the children learned and what would be most productive to continue to work on. The qualitative patterns may include struggles, partial understandings, and/or attempts at solutions. An example would be, "Ten out of 15 of the children in the class were able to correctly answer at least 90% of the rhyming questions. The 5 children who had more difficulty identifying rhyming words were those who are still unable to match written letters to sounds. They are also children who seem to have difficulty parsing phonemes from words. The 2 focus children showed a similar pattern. FC1 is very good at matching sounds and letters and he got all the rhyming questions right. In my notes and in the video evidence, FC1 consistently matches sounds and letters and is great with rhyming words. FC2 has had a very hard time identifying letters from hearing sounds and she has shown little phonemic awareness. She only got half of the rhyming questions correct, indicating to me that she was most likely guessing. My video evidence also shows that she had difficulty rhyming when she insists that "bag" and "bat" rhyme. I will need to work in small groups with some children, including FC2, on both phonemic awareness and phonics in order to help them develop rhyming skills. Other children are ready for more complex rhyming lessons such as use of beginning consonant blends."

Rubric 12: Providing Feedback to Guide Learning

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

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

Understanding Rubric Level Progressions: Rubric 12

The Guiding Question

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

Key Concepts of Rubric:

- Feedback[16]

- Significant content inaccuracies

    o For Rubric 12, significant content inaccuracies include content flaws in the feedback that are significant and systematic, and interfere with children's learning.

- Developmentally inappropriate feedback

Primary Sources of Evidence:

Assessment Commentary **Prompt 2a–b**

Evidence of feedback (written, audio/video)

Note: A written script of verbal feedback is not an acceptable form of evidence of feedback.

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ One or more content errors in the feedback that will mislead child/children in significant ways ■ No evidence of feedback for one or more focus children
Preponderance of Evidence	■ N/A for this rubric

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The feedback for both focus children identifies **specific** strengths OR needs for improvement, although the candidate may not necessarily provide the same type or amount of feedback to both focus children.

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[16] Links to terms from the Early Childhood 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).

- At Level 3, the candidate MUST provide the focus children with qualitative feedback about their performance that is aligned with the learning objectives. Specific feedback includes such things as questioning, pointing to successful use of vocabulary/symbols or strategy, naming a type of question answered correctly, pointing to and naming errors, suggesting information that would help answer questions successfully. Checkmarks, points deducted, grades, or scores do not meet Level 3, even when they distinguish errors from correct responses.

Below 3

Evidence that demonstrates performance below Level 3:

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

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

- The feedback is related to the assessed learning objectives, however the feedback is vague and does not identify specific strengths or needs for improvement.

- At Level 2, general feedback includes identifying what a focus child did or did not do successfully, with little detail, e.g., checkmarks for correct responses, points deducted, smiley faces with comments such as "Watch out for punctuation!" 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!").

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

- Feedback is not related to the learning objectives. Examples: Stickers or stamps, or feedback that is focused on effort rather than content is considered unrelated to learning objectives (e.g., Nice work!). Feedback that is focused on penmanship and capitalization, when the learning objectives are strictly related to understanding rhyming, is unrelated to the learning objectives.

- Feedback that is limited to a single remark such as identifying the total percent correct or an overall grade or a comment like "Nice work!" should be scored at a Level 1, as these examples do not even provide general feedback.

- Feedback is not developmentally appropriate (e.g., extensive written feedback for a kindergartner without evidence of verbal discussion with the child of what was written).

Automatic Score of 1 is given when:

1. Feedback includes inaccuracies that will misdirect the focus children.

2. There is **no** evidence of feedback for one or more focus children **on the common assessment**; this includes when there is only a description of feedback rather than actual feedback (video, audio, or written) presented to the focus children.

Above 3

Evidence that demonstrates performance above Level 3:

- For each focus child, feedback is specific, related to assessed learning objectives, and addresses children's strengths AND needs for improvement based on the learning objectives.

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

- Specific feedback addresses both strengths and needs aligned with the learning objectives. For example, "You did a great job listing 3 facts from the story. Please check your spelling—Remember to use our word wall if you aren't sure how to spell a word."

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 child includes:
    - A strategy to address a specific learning need, including the need for a greater challenge. For example, "You wrote down the correct words next to their pictures. Next time you can show me even more of what you can do by writing a complete sentence instead of just the word. Remember to use your capitalization and punctuation rules. "

    OR

    - A meaningful connection to experience or prior academic learning and/or prerequisite skills. For example, the candidate refers back to a prior lesson: "I noticed that in yesterday's lesson you were able to identify only some of the characters in the book. Today, after you used the graphic organizer, you remembered all of the characters and also what they did in the story. You've learned to use a tool to help you remember more details."

Rubric 13: Children's Understanding and Use of Feedback

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

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

Understanding Rubric Level Progressions: Rubric 13

The Guiding Question

The Guiding Question addresses how the candidate explains how they will help focus children understand and use the feedback provided in order to improve their learning.

Key Concepts of Rubric:

- N/A

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

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

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

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

    o Example for **understanding** feedback: Candidate goes over new words the focus children have had difficulty reading and how they can be decoded (needs) OR Candidate reminds children of the specific decoding skills they used when they successfully read a new word (strengths).

    o Example for **using** feedback: Candidate asks focus children to read a new passage that contains words they missed earlier (needs) OR Candidate asks children to read new words using similar decoding skills (strengths).

Below 3

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

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

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

- The description of how the focus children will understand or use feedback is very general or superficial. Details about **how** the children will understand or use the feedback are missing. For example: "I will have Child B keep practicing her reading.".
- The use of feedback is not clearly related to the assessed learning objectives.

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

- Opportunities for understanding or using feedback are not described OR
- There is NO evidence of feedback for one or more of the focus children.

Above 3

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

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

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

- The candidate describes planned or implemented support for the focus children to understand and use feedback on their strengths OR needs to further develop their learning in relation to learning objectives. For example: A candidate might describe teaching focus children a poem or other mnemonic to help them correctly remember a concept or skill with which they had difficulty.

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

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

Rubric 14: Analyzing Children's Vocabulary Development

How does the candidate analyze children's use of vocabulary[17] to develop content understanding?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate describes vocabulary/symbols use that is unrelated to identified vocabulary/symbols. **OR** **Candidate does not support development of children's vocabulary.** **OR** **Candidate's description or explanation of vocabulary/symbols use is not consistent with the evidence submitted.**	**Candidate describes how children are introduced to vocabulary/symbols associated with the learning experience.**	Candidate **explains and provides evidence** that children use the **vocabulary/symbols associated with the learning experience**.	Candidate explains and provides evidence of **how** children's use of the vocabulary/symbols **promotes understandings related to the learning experience**.	Level 4 plus: Candidate explains and provides evidence of vocabulary use and learning related to the learning experience for children at different levels on the developmental continuum.

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[17] National Association for the Education of Young Children. Learning to Read and Write: Developmentally Appropriate Practices for Young Children. Young Children, July 1998, 53 (4): 30–46.

Understanding Rubric Level Progressions: Rubric 14

The Guiding Question

The Guiding Question addresses how the candidate explains the children used the vocabulary and/or symbols associated with the learning experience. The evidence of vocabulary and/or symbol use and the analysis of this evidence should support understanding of the central focus and develop language and literacy understanding.

Key Concepts of Rubric:

- [Vocabulary/symbols](#)[18]

Primary Sources of Evidence:

Assessment Commentary **Prompt 3**

Evidence of children's language use (children's 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 <u>Level 3</u>:

- The candidate explains and identifies evidence that the children used or attempted to use the identified vocabulary/symbols. Use of vocabulary/symbols can include children correctly verbalizing or writing the words, sounds, phrases, or correctly answering questions when candidate says or writes the vocabulary/symbols. Attempted use includes verbal and written attempts as well as attempts to understand the candidate saying or writing the words (or reading them on a worksheet).

- The evidence addresses children's use of vocabulary/symbols associated with the learning experience. It is not sufficient for the candidate to point to the artifact and make a general statement that, for example, "As seen in the work samples, the children used the vocabulary/symbols." The candidate must explain how the children used, attempted to use, or were unable to use the identified vocabulary/symbols, e.g., "Child 1 and 2 used the vocabulary/symbols and also explicitly connected it with the text we read. Child 1 was unable to use _____ correctly when…"

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[18] Links to terms from the Early Childhood 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 <u>below Level 3</u>:

- The candidate's description and/or evidence of children's vocabulary/symbols use is limited or inappropriate.

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

- The evidence of children's vocabulary use is limited to an introduction of vocabulary/symbols (with limited or no opportunities for children to use the vocabulary/symbols). Examples: passive repetition of/listening to vocabulary/symbols the candidate says or writes.

- The candidate does not explain how children's use of the vocabulary/symbols is related to learning or the learning experience.

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

- The candidate identifies vocabulary/symbols that is/are unrelated or not clearly related to the identified learning experience.

Above 3

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

- Candidate identifies specific evidence of children's use (or attempted use) of the vocabulary/symbols in ways that support children's development of the content.

- Candidate's discussion of children's use of vocabulary/symbols demonstrates how this use develops content understandings.

- Candidate explains and provides evidence of vocabulary/symbol use and content learning for children with distinct language needs.

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

- The candidate explains and provides evidence of children's use, attempted use, or inability to use the vocabulary/symbols AND explains how the children's ability to use the vocabulary/symbols will develop understandings related to the learning experience. The explanation uses specific evidence from the video and/or work samples. The discussion of children's vocabulary/symbol use explains how this use develops content understandings.

- The candidate's analysis includes how evidence of children's vocabulary/symbol use demonstrates growth and/or struggles in developing content understandings. For example, the candidate notes that, "All children could come up with a rhyming word by the end of the lesson when they were asked to, and most of the children were able to explain that it's changing the ending sound that makes a rhyme. That indicated to me that they clearly understood both the vocabulary words of 'rhyme' and 'ending sound' and also understood why words rhyme or not."

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

- Provides and explains evidence that children with distinct language needs are supported and can use (or make attempts to use) the vocabulary/symbols for content learning specific to this learning experience. For example: add the following to the previous example for Level 4: " I will need to work with some children who couldn't verbalize the explanation to help them see that changing the first sound is what makes a rhyme. I will also need to make certain they understand what 'first sound' means and determine if they are having difficulties parsing phonemes."

Rubric 15: Using Assessment to Inform Instruction

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

Level 1	Level 2	Level 3	Level 4	Level 5
Next steps **do not follow** from the analysis. **OR** Next steps are **not relevant to the learning objectives** assessed. **OR** Next steps are **not described in sufficient detail** to understand them.	Next steps primarily **focus on changes to teaching practice that are superficially related to children's learning needs**, for example, repeating instruction, pacing, or classroom management issues.	Next steps **propose general support that improves children's learning related to assessed learning objectives**. Next steps are **loosely connected with research and/or developmental theory**.	Next steps **provide targeted** support **to individuals or groups that** • **utilizes the active and multimodal nature of children's learning** • improves their learning related to **language and literacy development** Next steps are **connected** with research and/or developmental theory.	Next steps provide targeted support to individuals **AND** groups • utilizing the active and multimodal nature of children's learning • to improve their learning related to language and literacy development Next steps are **justified with principles from** research and/or developmental theory.

Understanding Rubric Level Progressions: Rubric 15

The Guiding Question

The Guiding Question addresses how the candidate uses conclusions from the analysis and research or developmental theory to propose the next steps of instruction for the focus children and the whole class/ group. Next steps should be related to the standards/objectives assessed and based on the assessment that was analyzed.

Key Concepts of Rubric:

- N/A

Primary Source of Evidence:

Assessment Commentary **Prompt 1 and 4**

Audio/Video & Written evidence of learning

Scoring Decision Rules

Multiple Criteria	■ Criterion 1 (primary): Next steps for instruction
	■ Criterion 2 (secondary): Connections to research and/or developmental theory
	■ Place greater weight or consideration on criterion 1 (next steps for instruction).
AUTOMATIC 1	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

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

- **Secondary Criterion:** The candidate refers to research or developmental 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 children's learning needs that were identified in the analysis of learning.

- Candidate does not explain how next steps are related to children's learning.

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

- The next steps are related to the analysis of learning and the learning objectives assessed.

- The next steps address improvements in teaching practice that mainly focus on how the candidate structures or organizes learning experiences, with a superficial connection to children's 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 learning segment. Examples include repeating instruction or focusing on improving conditions for learning, such as pacing or classroom management, and with vague or superficial attention to language and literacy development and the active nature of young children's learning.

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. For instance, if the analysis describes a general lack of understanding of the concepts by most of the children, next steps describing building on the 'newly acquired knowledge of the concepts' would be inappropriate based on the analysis and would score at a Level 1.

2. Next steps are **unrelated to the learning objectives** assessed. For instance, a learning segment focused on rhyming has next steps that focus on character and setting or capitalization/punctuation.

3. Next steps are **not described in sufficient detail** to understand them, e.g., "more practice" or "review the activity."

Above 3

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

- Next steps are based on the assessment results and provide scaffolded or structured support that is directly focused on specific children's learning needs related to language and literacy development and the active and multimodal nature of young children's learning.

- Next steps are supported by research and/or developmental theory.

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

- The next steps are clearly aimed at supporting the specific needs for individual children or groups of children with similar needs and address learning related to language and literacy development and the active and multimodal nature and of young children's learning. Candidate should be explicit about how next steps will strategically support individual children or groups and explain how that support will address each child's or group's needs in relation to the focus of the learning experience.

- The candidate discusses how the research or developmental theory is related to the next steps in ways that make sense given their focus children 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. (secondary criterion)

- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the secondary criterion at least at Level 3).

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

- Explains how the principles of research or developmental theory 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.

Early Childhood Evidence Chart

Your evidence must be submitted to the electronic portfolio management system used by your teacher preparation program. Your submission must conform to the artifact and commentary specifications for each task. This section provides instructions for all evidence types as well as a description of supported file types for evidence submission, number of files, response lengths, and other information regarding format specifications. Note that your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements. If you have materials that must be translated into English as per the *edTPA Submission Requirements*, those translations should be added to the original materials as part of the same file or, if applicable, to the end of the commentary template. There is no page limit for required translations into English.

Planning Task 1: Artifacts and Commentary Specifications

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

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	▪ Submit assessments in 1 file. ▪ Within the file, label assessments by corresponding learning experience (Learning Experience 1 Assessments, Learning Experience 2 Assessments, etc.). ▪ Order assessments as they are used in the learning segment.
Part E: Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 9 pages** of commentary, including prompts	▪ Use Arial 11-point type. ▪ Single space with 1-inch margins on all sides. ▪ Respond to prompts before teaching the learning segment.

Instruction Task 2: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Video Clips [19]	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	2	2	**No more than 15 minutes total** running time (but not less than 3 minutes)	- Before you record your video, obtain permission from the parents/guardians of the children and from adults who appear in the video. - Refer to Instruction Task 2, What Do I Need to Do? for video clip content and requirements. - When naming each clip file, include the number of the learning experience shown in the video clip.
Part B: Instruction Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 6 pages** of commentary, including prompts If needed, **no more than 2 additional pages** of supporting documentation	- Use Arial 11-point type. - Single space with 1-inch margins on all sides. **IMPORTANT:** Insert additional documentation at the end of the commentary file if - you or the children are using graphics, texts, or images that are not clearly visible in the video - there are occasional inaudible portions of the video - If submitting additional documentation (e.g., transcript), include the video clip number, learning experience number, and explanatory text (e.g., "Clip 1, learning experience 2, text from a whiteboard that is not visible in the video," "Clip 2, learning experience 4, transcription of a child's response that is inaudible").

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

Assessment Task 3: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Video or Audio Evidence of Learning[20]	**For video evidence:** asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v **For audio evidence:** asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma	0	2	For each focus child, 1 video or audio clip of **no more than 7 minutes in length** If needed, **no more than 2 additional pages** of supporting documentation	**IMPORTANT:** ■ Before you record your video, obtain permission from the parents/guardians of the children and from adults who appear in the video. ■ If you choose to use video evidence from Instruction Task 2, provide the time-stamp reference in the appropriate prompt within the Assessment Commentary. ■ If more than one focus child appears in video or audio evidence of learning, upload the same evidence separately for each focus child who is seen/heard and label appropriately. Describe how to recognize each of the focus children in the clip and provide the label associated with the clip in prompt 1e of the Assessment Commentary. ■ If you submit evidence of learning, a child work sample, or feedback as a video or audio clip and comments made by you or your focus child(ren) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).

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

Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part B: Observation Notes and Work Samples[21]	**For observation notes:** .doc; .docx; .odt; .pdf **For written work samples:** .doc; .docx; .odt; .pdf **For audio work samples:** asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma **For video work samples:** asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	4	4	**Observation Notes:** **No more than 2 pages** per focus child **Written Work Samples:** No page limit **Video/Audio Work Samples:** **No more than 5 minutes** per focus child	■ Submit 2 files for each focus child: one for the observation notes and one for the work sample. **OBSERVATION NOTES:** ■ When naming each observation notes file, include the focus child number (e.g., "Notes_Child_1.doc"). ■ On the observations notes, indicate the focus child by number (e.g., "Focus Child 1 Notes") and refer to them accordingly in the Assessment Commentary. **WORK SAMPLES:** ■ Use correction fluid, tape, or a felt-tip marker to **mask or remove children's names, your name, and the name of the school before copying/scanning any written work samples**. If the children's writing is illegible, write a transcription directly on the work sample. ■ On each work sample, make sure you indicate the focus child by number (e.g., "Focus Child 1 Work Sample") and refer to them accordingly in the Assessment Commentary. If more than one focus child appears in a video or audio work sample, upload the same work sample separately for each focus child who is seen/heard and label appropriately. Describe how to recognize each of the focus children in the clip and provide the label associated with the clip in prompt 1e of the Assessment Commentary. ■ When naming each work sample file, include the focus child number. ■ If you submit evidence of learning, a child work sample, or feedback as a video or audio clip and comments made by you or your focus child(ren) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).

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

Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part C: Evidence of Feedback And, if included, video evidence of vocabulary use	**For written feedback not written on the work samples:** .doc; .docx; .odt; .pdf **For audio feedback:** asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma **For video clips (feedback and/or vocabulary use):** asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	0	3	**Written Feedback:** No page limit **Video/Audio Feedback:** **No more than 3 minutes** per focus child **Vocabulary Use:** **No more than 5 minutes**	▪ Indicate the location of your evidence of feedback in the Assessment Commentary. ▪ If feedback is not included as part of the work samples or recorded on the video clip(s) from Instruction Task 2, submit only **1** file for each focus child—a document, video file, **OR** audio file—and label the file with the corresponding child number (Focus Child 1 Feedback or Focus Child 2 Feedback). ▪ If more than one focus child appears in a video or audio clip of feedback, upload the same clip separately for each focus child who is seen/heard and label appropriately. ▪ When naming each feedback file, include the focus child number. ▪ If you submit evidence of learning, a child work sample, or feedback as a video or audio clip and comments made by you or your focus child(ren) 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 feedback to focus children as a video or audio clip and additional children are present, clearly identify which children are your focus children at the end of the Assessment Commentary (**in no more than two sentences**). For Vocabulary Use – If you choose to identify evidence from video clips submitted in Instruction Task 2, be sure to provide time stamps in the appropriate prompt within the Assessment Commentary.

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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 D: Assessment Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 10 pages** of commentary, including prompts Plus ■ **no more than 5 additional pages** for the common assessment, if necessary, **no more than 2 additional total pages** of transcription of video/audio evidence of learning or evidence for a work sample and feedback, and/or video evidence of vocabulary use	■ Use Arial 11-point type. ■ Single space with 1-inch margins on all sides. ■ **IMPORTANT:** Insert a copy of the common assessment or directions for the common assessment and (if applicable) include directions/prompts provided to children.
Part E: Evaluation Criteria	.doc; .docx; .odt; .pdf	1	1	No limit	

Early Childhood Glossary

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

active nature of young children's learning: In the context of teaching, this refers to practices for young children that promote learning through meaningful, relevant, and authentic experiences with materials and with people—by doing (engaging with open-ended, multi-use, rich materials, play, physical action, hands-on experiments), and by having relationships (engaging in conversations, generating, and asking questions), following their own interests and curiosity, being able to make mistakes and learn from their mistakes, learning to control impulses and regulate their emotions, and through the model of adults (how they talk, act, treat each other, etc.).

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

artifacts: Authentic work completed by you and your children. Artifacts include plans, copies of instructional and assessment materials, video clips of your teaching, and children's work samples, and are submitted as part of your evidence. Children's work samples could include writing, drawing, painting, and photos of children at work or of their constructions (e.g., block building, building bricks).

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."[22] Assessments provide evidence of children's prior knowledge, thinking, or learning in order to evaluate what children understand and how they are thinking. Informal assessments may include, for example, children's questions and responses during their learning experiences and teacher's anecdotal observations of children as they work or perform. Formal assessments may include, for example, samples of children's writing, drawing, painting, photos, project work, and performance tasks.

assets (knowledge of children):

- **personal:** Refers to specific background information that children bring to the learning environment. Children 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 children bring from the community where they live, such as resources, local landmarks, and community events and practices, that a teacher can draw upon to support learning.

central focus: A description of the important understandings and core concepts that you want children 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 developmental and subject-specific components in the learning segment. The subject-

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

specific components for an Early Childhood central focus are: developmentally appropriate practices to promote language and literacy development in an interdisciplinary context that take into consideration the active and multimodal nature of young children's learning. Within an Early Childhood context, the unit of instruction may center on a theme (e.g., birds or insects) or a particular aspect of language and literacy development (e.g., making how-to books, poetry, genre study). However, the **central focus** of the learning segment might be rhyming sounds or poetry made up of 3–5 learning experiences that are developmentally appropriate, take into consideration the active and multimodal nature of young children's learning, and take place in an interdisciplinary context. For example, a central focus on poetry might include developmentally appropriate, interdisciplinary, active, and multimodal learning experiences on a rhyming poem, haiku poem, and picture poem; or a learning segment on how-to books might include similar learning experiences on reading a how-to book, focusing on parts of the book—title, author, illustrator, table of contents. Or a central focus on learning to express "feelings" through words might include reading a book about feelings, making a chart about different feelings, and drawing a picture about feelings.

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 children's learning.

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

developmentally inappropriate feedback: Feedback addressing concepts, skills, or procedures well above or below the content assessed (without clearly identified need) OR feedback that is not appropriate for the developmental level of the child (e.g., lengthy written explanations for young children or English learners without a mention that these comments will be discussed with the children).

engaging children in learning: Using instructional and motivational strategies that promote children's active involvement in learning tasks that increase their understanding, knowledge, skills, and abilities related to specific learning objectives.

evaluation criteria: Performance indicators or dimensions that are used to assess evidence of children's learning. They indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of progress as indicated by the assessment. Evaluation criteria can be represented in various ways, such as a rubric, a checklist of different levels of performance/development, or rules for noting full versus partial accomplishment. Evaluation criteria may examine at what stage along a continuum of development a child is, correctness/accuracy, cognitive complexity, sophistication or elaboration of responses, or quality of explanations.

evidence: Consists of **artifacts** that document how you planned and implemented instruction **AND commentaries** that explain your plans and what is seen in the videorecording(s) or examine what you learned about your teaching practice and your children's learning. Evidence should demonstrate your ability to design learning experiences with instructional supports that deepen children's learning, use knowledge of your children to

inform instruction, foster a positive learning environment that promotes children's learning, monitor and assess children's 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.

feedback: Includes written or verbal questions, responses, and/or advice provided directly to children by candidate

interdisciplinary: Refers to learning experiences that include connections across multiple disciplines. Interdisciplinary instruction embeds learning experiences in a study or theme that cuts across multiple disciplines and enhances the meaning and authenticity of the experiences while supporting specific learning objectives and goals.

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

learning experience: Includes activities, discussions, or other modes of participation that engage children to develop, practice, and apply skills and knowledge related to a specific learning goal. Learning experiences may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment. A sample learning experience for preschoolers could include reading a book about a place visited on a trip somewhere in the neighborhood (supermarket, subway station, park, etc.), and follow up with an assignment for children to draw/write about something they noticed or did on the trip.

learning objectives: Learning outcomes to be achieved by the end of the learning experience or learning segment.

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

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.

multimodal nature of young children's learning: Refers to teaching practices for young children that promote learning through the engagement of all their senses, utilizing varied approaches to learning and to demonstrating that learning (i.e., integrated, meaningful experiences that build on children's interests, nurture their curiosity, and respond to their own unique styles of learning while scaffolding and challenging them to grow in less-developed areas). Use of technology should be developmentally appropriate, active and engaging, support creativity, empower children's construction of knowledge (e.g., digital storytelling) and be one of *many* options to support learning.

patterns of learning: Includes both quantitative and qualitative patterns (or consistencies) for different groups of children or individuals from the assessment(s). Quantitative patterns indicate, in a numerical way, the information understood from the assessments/evidence of learning (e.g., 5 out of 10 children or 20% of the children). Qualitative patterns include descriptions of understandings, misunderstandings, partial understandings, and/or developmental approximations that could explain the quantitative patterns identified (e.g., "given that most children were able to . . . it seems that they understood . . . but did not understand").

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

prior academic learning and/or prerequisite skills: Includes children's content knowledge and skills as well as experiences and understandings 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).

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

subject-specific: The specialized vocabulary, grammar, and communication style required for understanding and expressing concepts in a particular subject area.

variety of learners: Children in your class/group who may require different strategies or support. These children include but are not limited to children with IEPs or 504 plans, English learners, children at different points in the developmental continuum, struggling readers, and/or gifted children.

vocabulary/symbols: Includes developmentally appropriate sounds, words, phrases, sentences, and paragraphs that candidates want children to use or create to engage in the learning experience. For example, 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); (3) subject-specific words defined for use in the discipline; and (4) pictures to represent the sounds they hear or sign and symbols to identify text structures.[23]

whole child: Refers to developmentally appropriate practices for young children that attend to the social (relational), emotional (feeling), physical (moving/doing), as well as cognitive (thinking) aspects of development along a continuum of growth that is appropriate for their age but responsive to their unique characteristics and that nurture their dispositions to learn.

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[23] National Association for the Education of Young Children. In *Young Children*, July 1998, 53 (4): 30–46.