



Elementary Literacy

Assessment Handbook

Version 09

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

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Stanford Center for Assessment, Learning, & Equity

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Introduction to edTPA Elementary Literacy

Purpose

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

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

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

Overview of the Assessment

The edTPA Elementary Literacy assessment is composed of three tasks:

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

For this assessment, you will first plan **3–5 consecutive literacy lessons** referred to as a learning segment. Consistent with recommendations provided by the International Reading Association¹ (2010) for literacy professionals, a learning segment prepared for this assessment should reflect a balanced literacy curriculum. This means your learning segment should include learning tasks in which students have opportunities to develop an essential literacy strategy for comprehending or composing text and the related skills that directly support that strategy.

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

¹ The *Standards for Reading Professionals* can be found at <https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-introduction>.

components of the tasks. The artifacts and commentaries for each task will then be evaluated using rubrics especially developed for each task.

Understanding Academic Language in edTPA: Supporting Learning and Language Development

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

When completing your edTPA, you must consider the AL (i.e., **language demands**) present throughout the learning segment in order to support student learning and language development. The **language demands** in Elementary Literacy include **function**; **vocabulary/symbols**; **written, visual, or verbal communication**; and **grammatical structures (syntax)**.

As directed:

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

It is important to realize that not all learning tasks focus on grammatical structures and written, visual, or verbal communication. As you decide which additional language demands (i.e., grammatical structures and/or written, visual, or verbal communication) are relevant to your identified function, examine the language understandings and use that are **most relevant** to the learning task you have chosen. Then, you should plan to provide appropriate and targeted language development supports for students to learn and practice the language demands within the chosen learning task.

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

Understanding Rubrics

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

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

1. Elaborated explanations for rubric Guiding Questions
2. 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).

Elementary Literacy Learning Segment Focus

Candidate's instruction should support students to develop an essential strategy for comprehending or composing text and related skills that directly support that strategy in meaningful contexts.

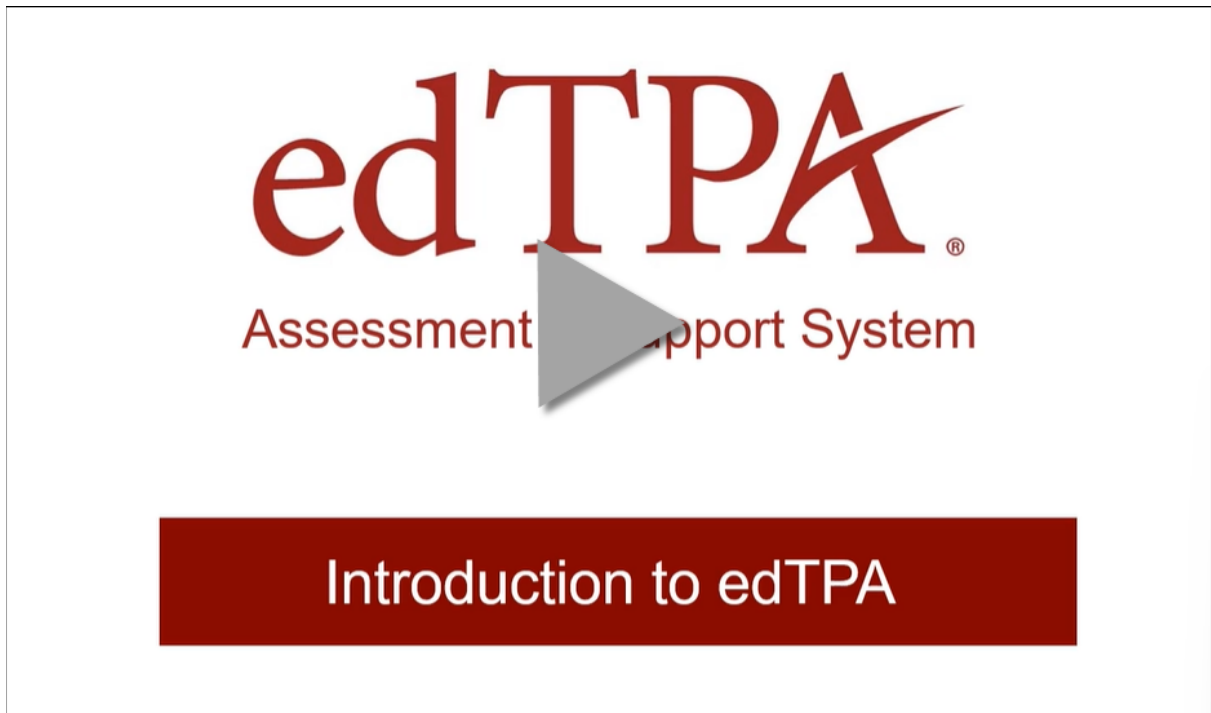
Helpful Resources

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

- [Elementary Literacy 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 [Elementary Literacy Glossary](#).

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

Candidate Support Webinar: Introduction to edTPA



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

Planning Task 1: Planning for Instruction and Assessment

What Do I Need to Do?

- **Select a class.** If you teach more than one class, select one focus class for this assessment. If your placement for elementary literacy has you responsible for a group rather than a whole class, plans should describe instruction for that group (**minimum of 4 students**). That group will constitute “the whole class” for edTPA.
- **Provide context information.** Complete and submit the Elementary Literacy Context for Learning Information template found in your account. This template provides essential information about your students and your school/classroom. The context information you submit should be **no more than 4 pages, including prompts**.
- **Identify a learning segment to plan, teach, and analyze.** Review the curriculum with your cooperating teacher and select a learning segment of **3–5 consecutive lessons**.
- **Identify a central focus for the learning segment.** The [central focus](#)² (e.g., retelling, persuasive writing) should include
 - **an essential literacy strategy** for comprehending text (e.g., summarizing a story) **OR** composing text (e.g., using evidence to support an argument) **AND**
 - **the related skills** needed to develop and apply the strategy (e.g., decoding, recalling, sequencing, writing conventions, writing paragraphs) in meaningful contexts.
- **Determine the content standards and objectives for student learning that the essential literacy strategy and related skills will address.**
- If your teaching placement requires that you teach literacy embedded in another subject area (e.g., social studies or science), your central focus must clearly address literacy, and your standards, objectives, and learning tasks must address an essential literacy strategy and skills for comprehending **OR** composing text. Simply having students read and/or write while learning content in another subject area will not satisfy the requirements for the Elementary Literacy edTPA tasks.
- **Identify and plan to support language demands.** Select a key language function from your learning objectives. Choose a learning task that provides opportunities for students to practice using that language function. Identify additional language demands associated with that task. Plan targeted supports that address the identified language demands, including the language function.
- **Write a lesson plan** for each lesson in the learning segment. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.

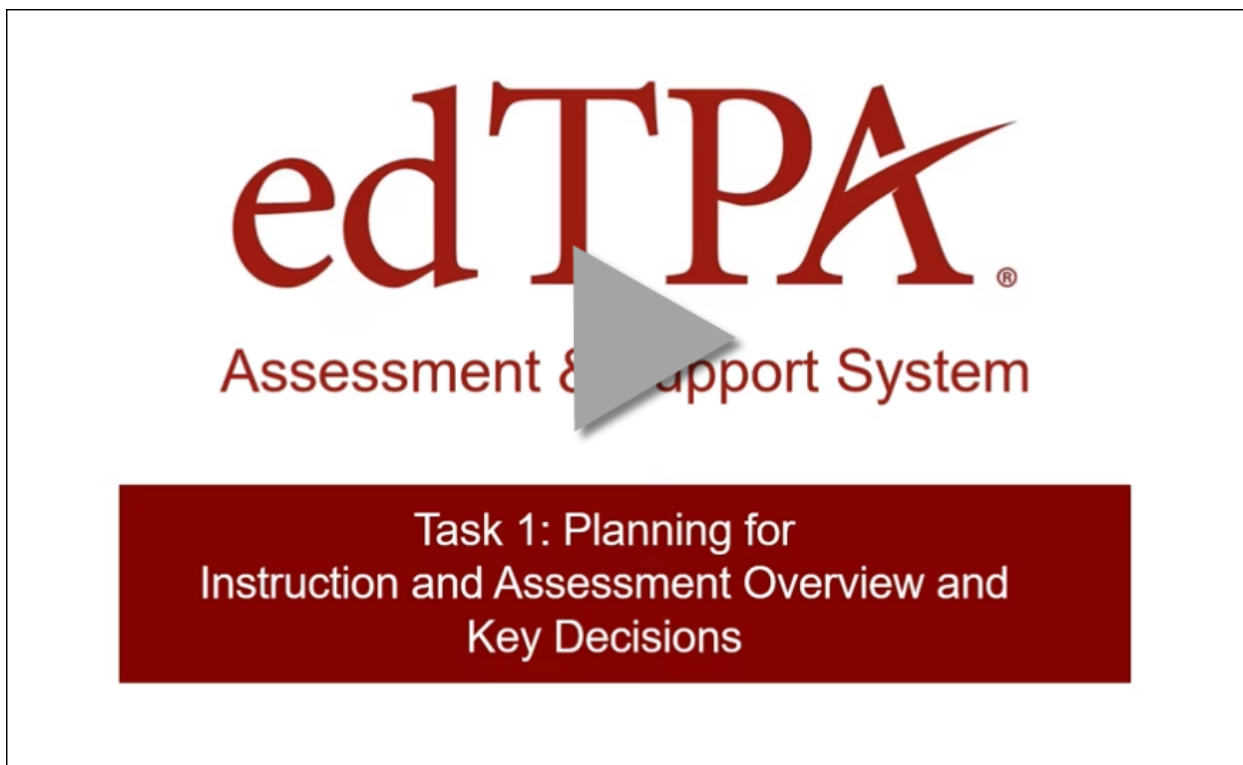
² Click the hyperlinked term to view the complete glossary definition, which includes a diagram of a central focus on persuasive writing. The diagram depicts the relationship among the central focus, essential literacy strategy, related skills, standards/objectives, and language function.

- Your lesson plans must include the following information, even if your teacher preparation program requires you to use a specific lesson plan format:
 - State-adopted student academic content standards that are the target of student learning. (Note: Please include the **number and text** of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)
 - Learning objectives associated with the content standards
 - Informal and formal assessments used to monitor student learning, including type(s) of assessment and what is being assessed
 - Instructional strategies and learning tasks (including what you and the students will be doing) that support the needs of all students
 - Instructional resources and materials used to engage students in learning
- **Each lesson plan must be no more than 4 pages in length.** You will need to condense or excerpt lesson plans longer than 4 pages. Any explanations or rationale for decisions should be included in your Planning Commentary and deleted from your plans.
- **Respond to the commentary prompts** listed in the Planning Commentary template found in your account **prior to teaching the learning segment** and submit the completed template.
- **Submit your original lesson plans.** If you make changes while teaching the learning segment, you may offer reflection on those changes in the Instruction Task 2 and Assessment Task 3 Commentaries.
- **Select and submit key instructional materials** needed to understand what you and the students will be doing (**no more than 5 additional pages per lesson plan**). The instructional materials might include such items as class handouts, assignments, slides, and interactive whiteboard images.
- **Submit copies of all written assessments and/or directions for any oral or performance assessments.** (Submit only the blank assessments given to students; do not submit student work samples for this task.)
- **Provide citations for the source of all materials that you did not create** (e.g., published texts, websites, and material from other educators). List all citations by lesson number at the end of the Planning Commentary. Note: Citations do not count toward the commentary page limit.

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

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

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



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

How Will the Evidence of My Teaching Practice Be Assessed?

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

Planning Rubrics

Rubric 1: Planning for Literacy Learning

How do the candidate's plans build students' understanding of an essential literacy strategy for comprehending OR composing text and the skills that support that strategy?

Level 1 ³	Level 2	Level 3	Level 4	Level 5
<p>Candidate's plans for instruction focus solely on literacy skills without any connections to an essential literacy strategy for comprehending OR composing text.</p> <p>OR</p> <p>There are significant content inaccuracies that will lead to student misunderstandings.</p> <p>OR</p> <p>Standards, objectives, and learning tasks and materials are not aligned with each other.</p>	<p>Candidate's plans for instruction support student learning of skills with vague connections to the essential literacy strategy for comprehending OR composing text.</p>	<p>Candidate's plans for instruction build on each other to support learning of</p> <ul style="list-style-type: none"> the essential literacy strategy for comprehending OR composing text with clear connections to related skills. 	<p>Candidate's plans for instruction build on each other within a meaningful context that supports learning of</p> <ul style="list-style-type: none"> the essential literacy strategy for comprehending OR composing text with clear AND consistent connections to related skills. 	<p>Level 4 plus:</p> <p>Candidate's plans build an authentic connection between reading and writing.</p> <p>Candidate explains how s/he will use learning tasks and materials to lead students to independently apply the essential literacy strategy AND related skills.</p>

³ Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

Understanding Rubric Level Progressions: Rubric 1

The Guiding Question

The Guiding Question addresses how a candidate's plans build a learning segment of three to five lessons around a central focus. Candidates will explain how they plan to organize tasks, activities, and/or materials to align with the central focus and the standards/objectives. The planned learning segment must support students to develop an essential literacy strategy for comprehending or composing text and related skills that directly support that strategy in meaningful contexts.

Key Concepts of Rubric:

- [Aligned](#)⁴
- [Significant content inaccuracies](#)

Literacy Terms Central to the edTPA:

- [Essential literacy strategy](#)
- [Literacy skills](#)
- [Meaningful context](#)

For additional information about the strategy/skill distinction and examples for each for reading and writing, please use the Elementary Literacy skills/strategies chart found in [Appendix B](#).

Primary Sources of Evidence:

Context for Learning Information

Planning Commentary **Prompt 1**

Strategic review of Lesson Plans & Instructional Materials

Scoring Decision Rules

Multiple Criteria	<ul style="list-style-type: none"> ■ N/A for this rubric
AUTOMATIC 1	<ul style="list-style-type: none"> ■ 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 lessons

⁴ Links to terms from the Elementary Literacy Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Plans for instruction are **logically sequenced** to facilitate students' learning of the essential strategy for comprehending or composing text.
- Plans are presented in a sequence in which **each lesson builds on the previous one(s)**.
- In addition, the sequencing of the plans supports students' learning by connecting conventions/skills to the essential literacy strategy during the learning segment. **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.
- At Level 3, the candidate will identify a central focus on something related to comprehension or composition, and may be vague about the strategy/skills distinction in the commentary. However, to score at Level 3, the lesson plans must have standards/objectives and learning tasks that support BOTH the essential strategy and related skills.

Below 3

Evidence that demonstrates performance below Level 3:

- Plans for instruction support student learning of conventions/related skills but **with little or no** planned instruction to develop or apply strategies for comprehending or composing texts.

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

- The candidate is paying some attention to helping students understand related skills/conventions, but the **connections** to an essential strategy for comprehending or composing text **are fleeting or so vague** that students are largely left to make sense of these on their own.
- At a Level 2, the candidate describes a central focus that is related to comprehension or composition, and is vague about the strategy/skills distinction in the commentary, AND EITHER:
 - Lesson plans have standards/objectives and learning tasks that support only skills (or a strategy that has been applied ONLY as skills)
 OR
 - Lesson plans and commentary depict a collection of skill-oriented lessons not connected to the essential strategy identified in the commentary.

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

- The candidate is **focused on teaching rote or decontextualized skills** with little or no attention to assisting students in understanding how they relate to the essential strategy for comprehending or composing text.

Automatic Score of 1 is given when:

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

- **Standards, objectives, learning tasks, and materials are not aligned with each other.** There is a pattern of misalignment across two or more lessons. If one standard or objective does not align within the learning segment, this level of misalignment is not significant enough for a Level 1.

Above 3

Evidence that demonstrates performance above Level 3:

- Learning tasks are designed to support students to make clear, **consistent** connections between the essential literacy strategy to comprehend or compose text and related skills/conventions.
- Consistent connections require students to routinely apply the essential strategy as they learn skills in a meaningful context and throughout the learning segment.

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

- Has identified a **clear central focus** that is related to comprehension or composition.
- Is explicit about distinguishing the essential strategy from related skills. Lesson plans and objectives attend to both.
- Is explicit in **connecting the essential strategy with related skills in every lesson and in meaningful contexts** (e.g., use of literacy in students' everyday lives such as writing a thank you letter for a birthday gift or reading directions to play a game, choosing texts that reflect the experiences and interests of students such as books on animals, choosing their own writing topic).
- Uses these connections to deepen student understanding of the essential strategy within the central focus.

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

- **Plans include materials and resources, literacy activities, and teacher questioning/modeling that will clearly support students to apply the essential strategy and related skills to connect reading and writing in authentic ways.**
- In addition, the candidate must explain how and why the planned activities and materials support students to apply the essential strategy and related skills independently. The plans themselves are not enough—the candidate needs to provide a rationale.

Planning Rubrics continued

Rubric 2: Planning to Support Varied Student Learning Needs

How does the candidate use knowledge of his/her students to target support for students' literacy learning?

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

Understanding Rubric Level Progressions: Rubric 2

The Guiding Question

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

Key Concept of Rubric:

- [Planned supports](#)⁵

Primary Sources of Evidence:

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

Planning Commentary **Prompts 2 and 3**

Strategic review of Lesson Plans & Instructional Materials to clarify planned supports

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Candidate explains how planned supports for students address the learning needs of the whole class while assisting them in achieving the learning objectives.
- Candidate addresses at least one of the requirements from IEPs and 504 plans 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.

Below 3

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

- Candidate does not plan instructional supports for students.

⁵ Links to terms from the Elementary Literacy 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).

- Planned supports are not closely tied to learning objectives or the central focus.
- Evidence does not reflect ANY instructional requirements in IEP or 504 plans.

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

- Plans address at least one of the instructional requirements set forth in IEPs and 504 plans. However, it is not clear that other planned supports will be helpful in supporting students to meet the learning objectives.
- The supports would work for almost any learning objective. Therefore, supports are not closely connected to the learning objectives or central focus (e.g., pair high and low students during partner work without a specific description of how that supports students with a specific need, check on students who are usually having trouble, without any specific indication of what the candidate might be checking for (e.g., using picture/context cues to infer word meaning or applying a previously modeled strategy for organizing writing).
- Supports are tied to learning objectives within each lesson, but there is no central focus for the learning segment.

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

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

Automatic Score of 1 is given when:

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

Above 3

Evidence that demonstrates performance above Level 3:

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

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

- The candidate explains how the supports tied to the learning objectives are intended to meet specific needs of individuals or groups of students with similar needs, in addition to the whole class. Instructional supports should be provided for more than one student—either more than one individual or for a specific group of students with similar needs (e.g., pre-teaching a group of students a prerequisite skill, provide word bank for ESL students to assist in paragraph-writing, picture cues/visuals for struggling readers).
- Differentiated instructional supports must be in addition to those for students with an IEP and/or 504 plans.

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

- Identifies common developmental approximations or misconceptions associated with the essential strategy and related skills within the central focus, and describes specific instructional approaches to identify and respond to them.
- If the plans and commentary attend to misconceptions, developmental approximations, or common misunderstandings without also satisfying Level 4 requirements, this is not sufficient evidence for Level 5.

Planning Rubrics continued

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

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

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds.	Candidate justifies learning tasks with limited attention to students' <ul style="list-style-type: none"> • prior academic learning and/or prerequisite skills OR • personal or community assets. 	Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' <ul style="list-style-type: none"> • prior academic learning and/or prerequisite skills OR • personal or community assets. Candidate makes superficial connections to research and/or theory.	Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' <ul style="list-style-type: none"> • prior academic learning and/or prerequisite skills AND • personal or community assets. Candidate makes connections to research and/or theory.	Level 4 plus: Candidate's justification is supported by principles from research and/or 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 students, by drawing upon knowledge of individuals or groups, as well as research or theory.

Key Concepts of Rubric:

- [Deficit thinking](#)⁶
- [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	<ul style="list-style-type: none"> ■ Criterion 1 (primary): Justification of plans using knowledge of students—i.e., prior academic learning and/or prerequisite skills AND/OR assets (personal, community) ■ Criterion 2: Research and theory connections ■ Place greater weight or consideration on criterion 1 (justification of plans using knowledge of students).
AUTOMATIC 1	<ul style="list-style-type: none"> ■ Deficit view of students and their backgrounds

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- **Primary Criterion:** The candidate explains how the learning tasks are explicitly connected to the students' prior academic knowledge OR knowledge of students' assets (personal, community). Assets include students' backgrounds, interests, community or family resources, and personal experiences.
- **Secondary Criterion:** The candidate refers to research or theory in relation to the plans to support student learning. The connections between the research/theory and the tasks are superficial/not clearly made. They are not well connected to a particular element of the instructional design.
- If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion.**

⁶ Links to terms from the Elementary Literacy Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

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

Below 3

Evidence that demonstrates performance below Level 3:

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

OR

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

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

- The candidate's justification of the learning tasks makes some connection with what they know about students' 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 their students in terms of prior knowledge or background without making a direct connection to how that is related to planning.

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

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

Automatic Score of 1 is given when:

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

Above 3

Evidence that demonstrates performance above Level 3:

- The candidate's justification not only uses knowledge of students—as academic learners AND as individuals who bring in personal or community assets—but also uses research or theory to inform planning.

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

- The evidence includes specific examples from students' prior academic learning and/or prerequisite skills AND knowledge of students' assets (personal, community), and explains how the plans reflect this knowledge.
- The explanation needs to include **explicit connections** between the learning tasks and the examples provided.
- The candidate explains how research or theory informed the selection or design of at least one learning task or the way in which it was implemented. The connection between the research or theory and the learning task(s) must be explicit.
- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the secondary criterion at least at Level 3).

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

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

Planning Rubrics continued

Rubric 4: Identifying and Supporting Language Demands

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Language demands⁷ identified by the candidate are not consistent with the selected language function⁸ OR task.</p> <p>OR</p> <p>Language development supports are missing or are not aligned with the language demand(s) for the learning task.</p>	<p>Language development supports primarily address one language demand (vocabulary/symbols; function; grammatical structures; written, visual, or verbal communication).</p>	<p>General language development supports address use of two or more language demands (vocabulary/symbols; function; grammatical structures; written, visual, or verbal communication).</p>	<p>Targeted language development supports address use of</p> <ul style="list-style-type: none"> • vocabulary/symbols, • language function, AND • one or more additional language demands (grammatical structures; written, visual, or verbal communication). 	<p>Level 4 plus: Language development supports are designed to meet the needs of students with different levels of language learning.</p>

⁷ Language demands include: language function; vocabulary/symbols; grammatical structures; and written, visual, or verbal communication (organizational structures, text structure, etc.).

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

Understanding Rubric Level Progressions: Rubric 4

The Guiding Question

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

Key Concepts of Rubric:

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

- [Language demand](#)⁹
- [Language functions](#)
- [Vocabulary/symbols](#)
- [Written, visual or verbal communication](#)
- [Grammatical structures](#)
- [Language development supports](#)

Primary Sources of Evidence:

Planning Commentary **Prompt 4a–d**

Strategic review of Lesson Plans

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:

- General supports are planned and described, though not in specific detail, for students' application of any two or more of the language demands (function; vocabulary/symbols; grammatical structures; or written, visual, or verbal communication).
 - Language development supports must go beyond providing opportunities for students to practice using the language demands either individually or with other students within the learning segment. Examples of general language development supports include describing and defining the function; modeling

⁹ Links to terms from the Elementary Literacy 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).

vocabulary/symbols, grammatical structures, or written, visual, or verbal communication; providing an example with little explanation; questions and answers about a language demand; whole group discussion of a language demand; or providing pictures to illustrate vocabulary/symbols.

- The candidate may inaccurately categorize a language demand (e.g., identifies grammatical structures as written, visual, or verbal communication), but does describe general supports for two of the language demands required of students within the learning task. For example:
 - "For written, visual, or verbal communication, I will use sentence frames to make sure that students use the correct format for their compare and contrast statements within their essay. To support vocabulary/symbols, we will review the terms and discuss concrete examples as a class." This example would be scored at a level 3 because there are supports for two language demands, vocabulary/symbols and grammatical structures, even though the candidate categorizes sentence structure (a form of grammatical structures) as written, visual, or verbal communication.

Below 3

Evidence that demonstrates performance below Level 3:

- The candidate has a superficial view of academic language and provides supports that are misaligned with the demands or provides support for only one language demand (vocabulary/symbols; function; grammatical structures; or written, visual, or verbal communication).

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

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

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

- There is a pattern of misalignment between the language demand(s) and the language development supports identified. For example, the language function is listed as compare/contrast characters, but the language task is that the students will be sequencing events in the plot and supported by sentence frames that say, First ..., Next ...
- The candidate does not identify a language function that aligns with the literacy strategy.

OR

- Language development supports are completely missing.

Above 3

Evidence that demonstrates performance above Level 3:

- The supports specifically address the language function, vocabulary/symbols, and at least one other language demand (grammatical structures or written, visual, or verbal communication) in the context of the chosen task.

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

- The candidate identifies specific planned language development supports and describes how supports address each of the following: vocabulary/symbols, the **language function**, and at least one other language demand (grammatical structures or written, visual, or verbal communication).
- Supports are focused (e.g., provide structures or scaffolding) to address specific language demands, such as sentence starters (grammatical structures or function); modeling how to construct an argument, explanation, or paragraph using a think aloud (function; written, visual, or verbal communication); graphic organizers tailored to organizing text (function or written, visual, or verbal communication); identifying critical elements of a language function using an example; or more in-depth exploration of vocabulary/symbols development (vocabulary/symbols mapping that includes antonym, synonym, student definition and illustration).

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

- The candidate includes and explains how one or more of the language development supports are either designed or differentiated to meet the needs of students with differing language needs. (e.g., word banks and sentence frames in both Spanish and English to address vocabulary/symbol and grammatical structure needs of ELL students).

Planning Rubrics continued

Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the formal and informal assessments selected or designed to monitor students' use of the essential literacy strategy to comprehend OR compose text and related skills?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The assessments only provide evidence of students' use of skills.</p> <p>OR</p> <p>Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.</p>	<p>The assessments provide limited evidence to monitor students' use of</p> <ul style="list-style-type: none"> the essential literacy strategy OR related skills <p>during the learning segment.</p>	<p>The assessments provide evidence to monitor students' use of</p> <ul style="list-style-type: none"> the essential literacy strategy AND related skills <p>during the learning segment.</p>	<p>The assessments provide multiple forms of evidence to monitor students' use of</p> <ul style="list-style-type: none"> the essential literacy strategy AND related skills <p>throughout the learning segment.</p>	<p>Level 4 plus:</p> <p>The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</p>

Understanding Rubric Level Progressions: Rubric 5

The Guiding Question

The Guiding Question addresses the alignment of the assessments to the standards and objectives and the extent to which assessments provide multiple forms of evidence to monitor student progress throughout the learning segment. It also addresses required adaptations from IEPs or 504 plans. The array of assessments should provide evidence of students' use of the essential strategy and skills during the learning segment.

Key Concepts of Rubric:

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The planned assessments provide evidence of students' use of the essential strategy and skills **at various points** within the learning segment. The assessments must provide evidence for how students use both the essential literacy strategy and related skills.
- 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.

¹⁰ Links to terms from the Elementary Literacy Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

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

- The planned assessments will yield insufficient evidence to monitor students' use of the essential strategy and conventions/skills within the learning segment.

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

- Assessments will produce evidence of student learning, but evidence is limited. Examples of limited assessments include a single assessment OR assessments for only skills/conventions OR the essential literacy strategy in isolation (e.g., use of worksheets to identify fact and opinion statements, informal observation to correctly sequence events).
- Although assessments may provide some evidence of student learning, they do not specifically monitor all areas of learning (both essential strategy and skills) across the learning segment.

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

- The assessments only focus on rote use of conventions or skills without providing ANY evidence of students' use of the essential literacy strategy.

Automatic Score of 1 is given when:

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

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

- The array of assessments provides consistent evidence of the essential literacy strategy AND related skills.
- Assessment evidence will allow the candidate to determine students' progress toward developing the essential strategy AND related skills.

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

- There are multiple forms of evidence, not just the same kind of evidence collected at different points in time or in different settings, to monitor student development of the essential literacy strategy and related skills for the central focus. "Multiple forms of evidence" means that different types of evidence are used—e.g., authentic reading/writing assignments, use of skills in meaningful contexts rather than in isolation, such as worksheet exercises—and not that there is only one type of evidence on homework, exit slips, and a final test or written assignment.
- The array of assessments provides evidence to track student progress toward developing the strategy and skills defined by the standards and learning objectives.
- This evidence is collected for both the essential strategy and skills in every lesson OR the assessments correspond to a plan for the learning segment that builds understandings related to an essential strategy or related skills) in one lesson and uses that understanding to address the other area (either essential strategy or related skills).

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

- Describes how assessments are targeted and explicit in design to allow individuals or groups with specific needs to demonstrate their learning without oversimplifying the content.
- Strategic design of assessments includes variation for students with specific needs and goes beyond, for example, allowing extra time to complete an assignment or adding a challenge question.
 - Individuals and/or groups with specific needs must be above and beyond those with IEPs or 504 plans.

Instruction Task 2: Instructing and Engaging Students in Learning

What Do I Need to Do?

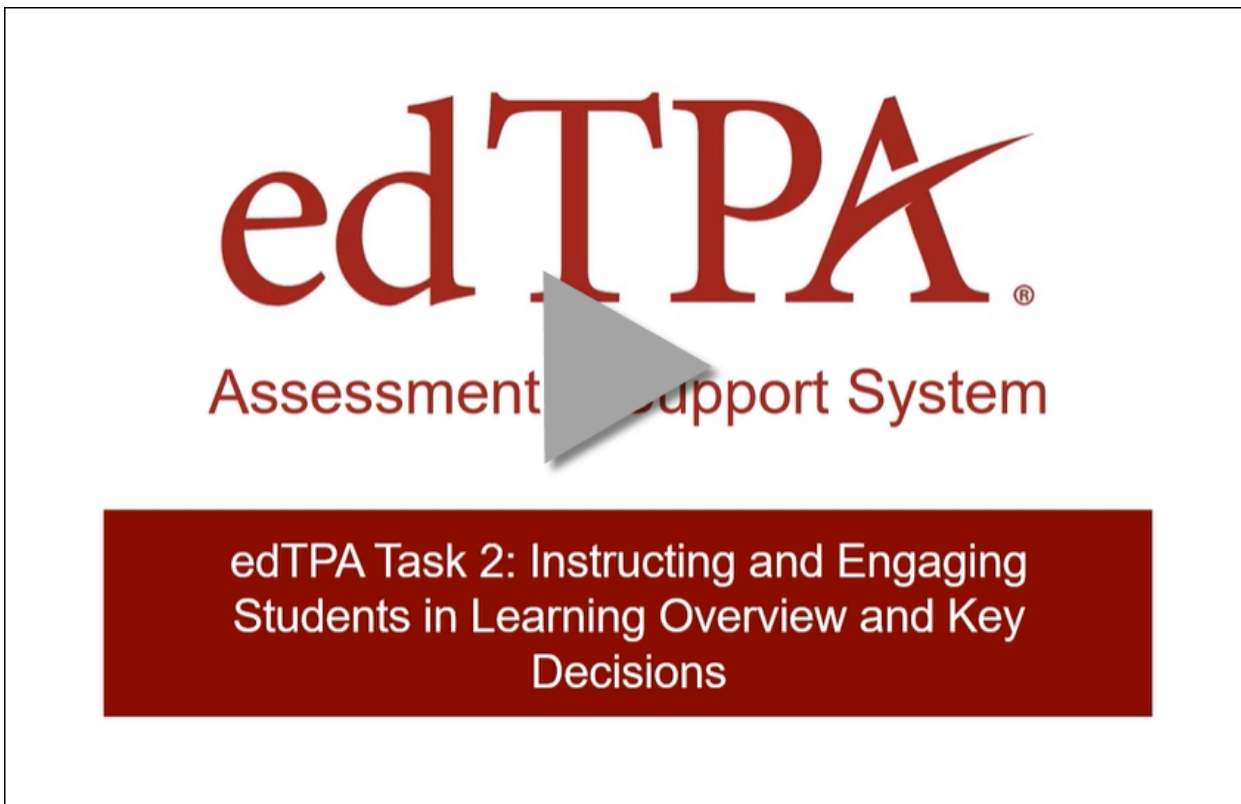
- **Obtain required permission for videorecording.** Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video. Adjust the camera angle to exclude individuals for whom you do not have permission to film.
- **Examine your plans for the learning segment** and identify challenging learning tasks in which you and students are actively engaged. The video clips you select for submission should provide a sample of how you interact with students to develop an essential literacy strategy and related skills.
- **Identify lessons to videorecord.**
- **Provide 2 video clips (together totaling no more than 20 minutes, but not less than 3 minutes)** that demonstrate how you interact with students in a positive literacy environment to develop an essential literacy strategy and related skills. The two clips can come from the same or two different lessons in the learning segment.
 - **One clip** should show how you actively engage students while modeling the essential literacy strategy.
 - **A second clip** should show how you support students to practice and apply the essential literacy strategy to comprehend **OR** compose text in meaningful contexts.
- **(Optional) Provide evidence of students' language use.** You may provide evidence of language use with your video clips from Instruction Task 2, an additional video clip of one or more students using language within the learning segment (**no more than 5 minutes in length**), **AND/OR** through the student work samples analyzed in Assessment Task 3.
- Determine whether you will feature the whole class or a targeted group of students (**minimum of 4 students**) within the class.
- **Videorecord your classroom teaching.** Tips for videorecording your class are available from your teacher preparation program.
- **Select video clips to submit** and verify that the clips meet the following requirements:
 - Ensure that you and your students can be seen in the video clips you submit. Also, ensure that your face appears at least once in the video for identification purposes.
 - Check the sound quality to ensure that you and your students can be heard on the video clips you submit. If most of the audio in a clip cannot be understood by a scorer, **submit another clip**. If there are occasional audio portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the following: 1) provide a transcript with time stamps of the inaudible portion and refer to the transcript in your response; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).
 - A video clip must be continuous and unedited, with no interruption in the events.

- If you have inadvertently included individuals for whom you do not have permission to film in the video clips you plan to submit, you may use software to blur the faces of these individuals. This is not considered editing. Other portions of the submitted video clips, including the classroom, your face, and the faces of individuals for whom you have obtained permission to film, should remain unblurred.
- Do not include the name of the state, school, or district in your video. Use first names only for all individuals appearing in the video.
- **Respond to the prompts** listed in the Instruction Commentary template found in your account **after viewing the video clips** and submit the completed template.
- **Determine if additional information is needed to understand what you and the students are doing in the video clips.** For example, if there are graphics, texts, or images that are not clearly visible in the video, or comments that are not clearly heard, you may insert digital copies or transcriptions at the end of the Instruction Commentary (**no more than 2 pages in addition to the responses to commentary prompts**).

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

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

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



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

How Will the Evidence of My Teaching Practice Be Assessed?

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

Instruction Rubrics

Rubric 6: Learning Environment

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

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

Understanding Rubric Level Progressions: Rubric 6

The Guiding Question

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

Key Concepts of Rubric:

- [Respect](#)¹¹
- [Rapport](#)
- [Learning environment](#)

Primary Sources of Evidence:

Video Clip(s) 1 and/or 2

Instruction Commentary **Prompt 2**

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

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3: In the clip(s):

- The candidate's interactions with students are respectful (e.g., calls students by first name, use modulated voice, attentive listening by repeating or restating students' responses), demonstrate rapport (evidence of relationship between candidate and students and/or ease of interaction that goes back and forth based on relevance or engaged conversation), and students communicate easily with the candidate. There is evidence that the candidate facilitates a positive learning environment wherein students are willing to answer questions and work together without the candidate or other students criticizing their responses.

¹¹ Links to terms from the Elementary Literacy 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 students. Examples include attentive listening while other students speak, respectful attention to another student's idea (even if disagreeing), working together with a partner or group to accomplish tasks.

Below 3

Evidence that demonstrates performance below Level 3: The clip(s):

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

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

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

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

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

Note: Classroom management styles vary. Video clips that show classroom environments where students are productively engaged in the learning task should not be labeled as disruptive. Examples of this may include students engaging in discussion with peers, speaking without raising their hands, or being out of their seats.

Above 3

Evidence that demonstrates performance above Level 3: The clip(s)

- Reveal a positive learning environment that includes tasks/discussions that challenge student thinking and encourage respectful student-student interaction.

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

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

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

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

Instruction Rubrics continued

Rubric 7: Engaging Students in Learning

How does the candidate actively engage students in integrating strategies and skills to comprehend OR compose text?

Level 1	Level 2	Level 3	Level 4	Level 5
Students are participating in tasks that are vaguely or superficially related to the central focus.	Students are participating in learning tasks focusing primarily on skills with little attention to the essential literacy strategy for comprehending OR composing text.	Students are engaged in learning tasks that address their understanding of <ul style="list-style-type: none"> the essential literacy strategy for comprehending OR composing text AND related skills. 	Students are engaged in learning tasks that integrate their understanding of <ul style="list-style-type: none"> the essential literacy strategy for comprehending OR composing text AND related skills. 	Students are engaged in learning tasks that deepen and extend their understanding of <ul style="list-style-type: none"> the essential literacy strategy for comprehending OR composing text AND related skills.
There is little or no evidence that the candidate links students' prior academic learning and/or prerequisite skills or personal or community assets with new learning.	Candidate makes vague or superficial links between prior academic learning and/or prerequisite skills and new literacy learning.	Candidate links prior academic learning and/or prerequisite skills to new literacy learning.	Candidate links prior academic learning and/or prerequisite skills AND personal or community assets to new literacy learning.	Candidate prompts students to link prior academic learning and/or prerequisite skills AND personal or community assets to new literacy learning.

Understanding Rubric Level Progressions: Rubric 7

The Guiding Question

The Guiding Question addresses how the candidate provides video evidence of engaging students in meaningful tasks and discussions that develop their ability to integrate strategies and skills to comprehend or compose text.

Key Concepts of Rubric:

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

Primary Sources of Evidence:

Video Clip(s) 1 and/or 2

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	<ul style="list-style-type: none"> ■ Criterion 1 (primary): Engagement in learning tasks ■ Criterion 2: Connections between students' academic learning AND/OR assets (personal, community) and new learning ■ Place greater weight or consideration on the criterion 1 (engagement in learning tasks).
AUTOMATIC 1	<ul style="list-style-type: none"> ■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- **Primary Criterion:** The clip(s) show that the students are engaged in learning tasks that provide opportunities for students to focus on the essential literacy strategy and related skills to comprehend or compose text. Although the strategy may be evident in conversations, it is addressed at a cursory level. For example, the candidate has a student identify the beginning, middle and end of a story, and relates this to writing a summary, but moves on without further explanation, leaving the instruction at a cursory level.

¹² Links to terms from the Elementary Literacy 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 students' prior academic learning and/or prerequisite skills to help them develop the new content or related skills.

Below 3

Evidence that demonstrates performance below Level 3:

- Students are participating in tasks that provide little opportunity to develop the essential literacy strategy to comprehend or compose text.

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

- Students are participating in rote tasks that primarily focus on conventions or related skills and provide little opportunity to develop the essential literacy strategy to comprehend or compose text. For example, the candidate repeatedly asks the students to sequence pictures from a smart board for a lesson on sequencing events.
- The structure of the learning task or the way in which it is implemented constrains student development of the essential strategy, as there is a focus on isolated skills/conventions.
- In addition, the candidate may refer to students' learning from prior units, but the references are indirect or unclear and do not facilitate new learning.

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

- The learning tasks seen in the video clip(s) have little relation to the central focus identified.
- In addition, the candidate is not using either students' prior academic learning and/or prerequisite skills or assets (personal, community) to build new learning.

Above 3

Evidence that demonstrates performance above Level 3:

- The learning tasks as seen in the clip(s) are structured in ways that engage students in integrating understandings of the essential literacy strategy with related skills to comprehend or compose text.
- Connections between students' prior academic learning and/or prerequisite skills and assets (personal, community) are made to support new learning.

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

- The learning tasks in the clip(s) include structures or scaffolding that integrate the learning of the essential strategy and related skills to comprehend or compose text (e.g., rather than merely mentioning the connections between skills and the strategy, the candidate engages students in activities/tasks that require them to use the skills when applying the strategy). Students must interact with the content in ways that are likely to either extend initial understandings or surface misunderstandings/approximations that the candidate can then address. For example, the candidate has the students identify the important events of a story they are reading, then asks them to complete a story map with beginning, middle, and end before asking them to write a summary of the story.
- In addition, the candidate draws upon not only prior academic learning and/or prerequisite skills, but also students' assets (personal, community) to develop new learning.

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

- The learning tasks as seen in the clip(s) are structured or scaffolded so that students will integrate and apply related skills and the essential strategy to comprehend or compose text in ways that are appropriately challenging and directly related to new learning.
- In addition, the candidate encourages students to connect and use their prior knowledge and assets (personal, community) to support new learning.

Instruction Rubrics continued

Rubric 8: Deepening Student Learning

How does the candidate elicit student responses to promote thinking and apply the essential literacy strategy AND related skills to comprehend OR compose text?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does most of the talking and the students provide few responses.</p> <p>OR</p> <p>Candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.</p>	<p>Candidate elicits student responses to support use of</p> <ul style="list-style-type: none"> the essential literacy strategy OR related skills <p>to comprehend OR compose text.</p>	<p>Candidate elicits and builds on students' responses to explicitly portray, extend, or clarify</p> <ul style="list-style-type: none"> the essential literacy strategy AND related skills <p>to comprehend OR compose text.</p>	<p>Level 4 plus:</p> <p>Candidate facilitates interactions among students so they can evaluate their own abilities to apply the essential literacy strategy in meaningful reading or writing contexts.</p>

Understanding Rubric Level Progressions: Rubric 8

The Guiding Question

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

Key Concepts of Rubric:

- [Builds on student responses](#)¹³
- [Significant content inaccuracies](#)
 - 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 Clip(s) 1 and/or 2

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 prompts students to offer responses that support students to use either the essential literacy strategy or related skills to comprehend or compose text e.g., by using "how" and "why" questions. Some instruction may be characterized by initial questions focusing on skills to lay a basis for later higher-order questions or strategy use in the clip(s).

¹³ Links to terms from the Elementary Literacy Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

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

- In the clip(s), classroom interactions provide students with limited or no opportunities to think about and learn the literacy skills/strategy to comprehend or compose text.

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

- The candidate asks questions that elicit right/wrong or yes/no answers and do little to encourage students to think about the related skills or strategy being taught.

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

- There are few opportunities shown in the clip(s) that students were able to express ideas or demonstrate understanding of related skills or strategy.

Automatic Score of 1 is given when:

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

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

- In the clip(s), the candidate uses student ideas and thinking to develop students' abilities to use the literacy strategy and related skills to comprehend or compose text or evaluate their own learning.

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

- The candidate follows up on student responses to encourage the student or his/her peers to explore or build on the ideas expressed to develop students' understanding of the essential literacy strategy and related skills to comprehend or compose text (e.g., candidate does not just ask how and why, but takes the input from the students and uses it to further develop the strategy and skills).
- Examples of "building on student responses" includes referring to a previous student response in developing a point or explanation; calling on the student to elaborate on what s/he said; posing questions to guide a student discussion; soliciting student examples and asking another student to identify what they have in common; asking a student to summarize a lengthy discussion or rambling explanation; and asking another student to respond to a student comment or answer a question posed by a student to move instruction forward.

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

- There is evidence in the clip(s) that the candidate structures and supports student-student conversations and interactions that facilitate students' ability to evaluate and self-monitor their use of the literacy strategy to comprehend or compose text in meaningful reading or writing contexts.

Instruction Rubrics continued

Rubric 9: Subject-Specific Pedagogy

How does the candidate support students to learn, practice, and apply the essential literacy strategy for comprehending OR composing text in a meaningful context?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not teach students how to use the essential literacy strategy to support comprehension OR composition of text.</p> <p>OR</p> <p>There is a clear mismatch between or among strategies, skills, and students' readiness to learn.</p> <p>OR</p> <p>Materials used in the clips include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>Candidate engages students with the essential literacy strategy without opportunities for students to practice or apply it to comprehend OR compose text.</p> <p>OR</p> <p>Candidate models/shows how to apply skills to comprehend OR compose text without attending to the essential literacy strategy.</p>	<p>Candidate models the essential literacy strategy to comprehend OR compose text WITH limited opportunities for practice.</p>	<p>Candidate explicitly teaches students how to apply the essential literacy strategy to comprehend OR compose text AND provides opportunities for guided practice.</p>	<p>Level 4 plus:</p> <p>Candidate explicitly teaches students when to apply the essential literacy strategy to comprehend OR compose text in meaningful contexts.</p>

Understanding Rubric Level Progressions: Rubric 9

The Guiding Question

The Guiding Question addresses how the candidate models the essential literacy strategy to comprehend or compose text and supports guided practice so that students know how and when to apply the strategy independently.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Video Clip 1 (engagement of students while candidate models the essential literacy strategy)

Video Clip 2 (supporting students to practice and apply the essential literacy strategy) 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	<ul style="list-style-type: none"> ■ N/A for this rubric
AUTOMATIC 1	<ul style="list-style-type: none"> ■ Mismatch between or among, related skills, and the students' readiness to learn ■ Significant content inaccuracies

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- In the clip(s), the candidate guides conversation and models the identified essential literacy strategy to comprehend or compose text FOR students, and there is some evidence that students have opportunities to practice the strategy with teacher guidance.
- For example, with the whole class, the candidate completes a portion of a graphic organizer using students' suggestions from the text they have read together. The candidate then asks the students to read the next portion of text and complete the graphic organizer.

Below 3

Evidence that demonstrates performance below Level 3:

- In the clip(s), the candidate either teaches something other than the essential strategy to comprehend or compose text OR describes the strategy without allowing opportunities for any practice.

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

- The candidate attempts to model how to use the strategy. There is no evidence in the clip(s) about how and when students will practice applying the essential strategy to comprehend or compose text. For example, the candidate uses a signal word bank activity to help students understand how to use signal words in writing and shows an instructional video clip on how to write a narrative without expanding on it (attempts to model the strategy within the clip). Then, the students are given the opportunity to participate in a small/whole-group discussion to apply the use of signal words in sequencing a paragraph.

OR

- Candidate models/teaches students how to apply related skills to comprehend OR compose text without attending to the essential literacy strategy; provides students with opportunities to practice related skills.

OR

- The second clip shows the candidate monitoring the students as they work on the learning task. The candidate may be answering questions and/or working with individual students.

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

- The candidate teaches related skills in isolation without teaching about the strategy for comprehending or composing text. (e.g., The candidate reviews fact and opinion and asks students to identify given statements as either fact or opinion; candidate teaches students how to pronounce vocabulary words and provides them the meaning, synonyms and antonyms of these words.)

Automatic Score of 1 is given when:

- The related skills or strategy modeled or taught are significantly inappropriate for the students' readiness to learn (e.g., require students to have prerequisite skills or knowledge of strategies not yet taught).
- Students are introduced to a skill that is not connected to the essential strategy for comprehending or composing text.
- Modeling or teacher explanations include inaccuracies that will lead to significant student misunderstandings and require reteaching.

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

- In the clip(s), the candidate is explicit about how (or when) students are to apply the strategy for comprehending or composing text during guided practice. S/he demonstrates the strategy WITH students and allows opportunities for them to discuss and practice how to use it with text.

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

- In the clip(s), the candidate explicitly demonstrates the strategy with assistance/participation from students.
- In addition, the clip(s) reveal students practicing how to apply the strategy to comprehend or compose text either as a whole class (e.g., shared writing), one-on-one with teacher assistance (e.g., conferencing), or in small groups (e.g., guiding reading group).

- For example, the candidate reads a section of the text while thinking aloud about connections she makes to the text. In the next section of reading, the candidate stops and encourages the students to make their own connections at various points in the reading. Finally, the candidate directs the students to read the next part of the text and make two connections of their own as they read.

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

- Structures and supports discussion or student/student interaction about **how and when** the literacy strategy for comprehending or composing text can be applied in authentic reading/writing contexts.
 - The application of the strategy needs to be in reference to text and not merely modeling and practicing based on everyday use of the strategy (i.e., making predictions about life rather than predictions about what will happen next in the text).

Instruction Rubrics continued

Rubric 10: Analyzing Teaching Effectiveness

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

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate suggests changes unrelated to evidence of student learning.	Candidate proposes changes to teacher practice that are superficially related to student learning needs (e.g., task management, pacing, improving directions).	Candidate proposes changes that address students' collective learning needs related to the central focus . Candidate makes superficial connections to research and/or theory .	Candidate proposes changes that address individual and collective learning needs related to the central focus. Candidate makes connections to research and/or theory.	Level 4 plus: Candidate justifies changes using principles from research and/or 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 clip(s) and proposes what s/he could have done differently to better support the needs of all students. The candidate justifies the changes based on student needs and references to research and/or theory.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Video Clip(s) (for evidence of student learning)

Instruction Commentary **Prompt 5**

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- **Primary Criterion:** The proposed changes address the central focus and the candidate explicitly connects those changes to the learning needs of the class as a whole.
 - Proposed changes noted by the candidate should be related to the lessons that are seen or referenced in the clip(s), but do not need to be exclusively from what is seen in the clip(s) alone. This means that since only portions of the lessons will be captured by the clip(s), candidates can suggest changes to any part of the lesson(s) referenced in the clip(s), even if those portions of the lesson(s) are not depicted in the clip(s). An example is, "In video clip 1, I missed the opportunity of asking higher-order questions as we discussed the characters. To enhance my students learning, I would lead them to use higher-order thinking skills by asking questions like how is character A different from character B? Why do you think so? In what ways are the characters similar? How will you compare and contrast these two characters?"
- **Secondary Criterion:** The candidate refers to research or theory in relation to the plans to support student learning. The connections between the research/theory and the tasks are vague/not clearly made.
- If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion.**

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

Below 3

Evidence that demonstrates performance below Level 3:

- The changes proposed by the candidate are not directly related to student learning of the essential strategy and related skills.

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

- The changes address improvements in teaching practice that mainly focus on how the candidate structures or organizes learning tasks, with a superficial connection to student learning. There is little detail on the changes in relation to either the central focus or the specific learning of strategies and related skills featured in the video clips. Examples include asking additional higher-order questions without providing examples, improving directions, repeating instruction without making significant changes based on the evidence of student learning from the video clips, or including more group work without indicating how the group work will address specific learning needs related to the essential strategy.
- If a candidate's proposed changes are not related 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 supported by evidence of student learning from lesson(s) seen or referenced in the clip(s). An example for a lesson on author's purpose with changes unrelated to student learning would be allowing students to move around more frequently to release energy, or assigning specific students to distribute worksheets during activity time.

Above 3

Evidence that demonstrates performance above Level 3:

- The proposed changes relate to the central focus and explicitly address individual and collective needs that were within the lessons seen in the video clip(s).
- The changes in teaching practice are supported by research and/or 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 in the video clip(s) 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. An example is, "As seen in the video clip, Spanish-speaking students struggled thinking about English words to describe their characters during the writing activity; thus I will provide them with descriptive word banks in English with Spanish translation to assist them in their descriptive writing."
- The candidate explains how research or theory is related to the changes proposed. Candidates may cite research or theory in their commentary, or refer to the ideas and principles from the research; either connection is acceptable, as long as they clearly connect the research/theory to the proposed changes.
- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the secondary criterion at least at Level 3).

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

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

Assessment Task 3: Assessing Student Learning

What Do I Need to Do?

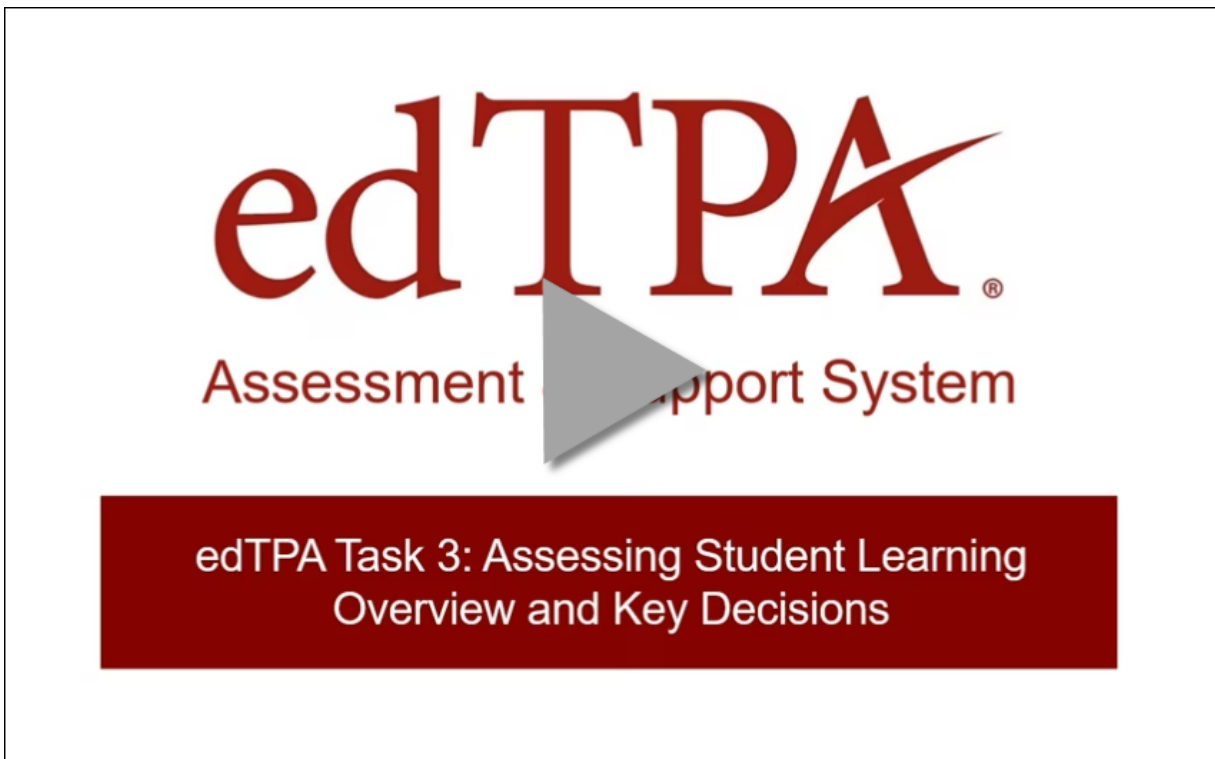
- **Select one assessment from your learning segment you will use** to evaluate your students' developing knowledge and skills. It should be an assessment that is completed by the whole class featured in the learning segment. (If you are teaching only a group within the class for the learning segment,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

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

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

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

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



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

How Will the Evidence of My Teaching Practice Be Assessed?

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

Assessment Rubrics

Rubric 11: Analysis of Student Learning

How does the candidate analyze evidence of student learning related to the essential literacy strategy and related skills?

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

Understanding Rubric Level Progressions: Rubric 11

The Guiding Question

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

Key Concepts of Rubric:

- [Aligned](#)¹⁴
- [Evaluation criteria](#)
- [Patterns of learning](#)

Primary Sources of Evidence:

Assessment Commentary **Prompt 1**

Student work samples

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 Level 3:

- The analysis is an accurate listing of what students did correctly and incorrectly in relation to the essential literacy strategy and related skills.
- The analysis is aligned with the evaluation criteria and/or assessed learning objectives. An example is, "Most of the students were able to use strong descriptive words as shown in the summary. They were able to identify both negative and positive characteristics of their characters. Five students failed to accurately use descriptive words to describe their characters, which is important in giving the reader a full picture of what the character is like. Two students used only one or two words to describe their character. These two students did not receive a high grade because the lack of description greatly impacted the letter's quality. Two students also forgot to provide physical description."

¹⁴ Links to terms from the Elementary Literacy 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).

- Some general differences in learning the essential strategy across the class are identified. An example is, "Many students accurately described the physical appearance and personality of a character they chose. However, a number of students struggled more with describing the personality of the character, thus were not able to provide accurate words to describe the personality and interests of the character."

Below 3

Evidence that demonstrates performance below Level 3:

- The analysis is superficial (e.g., primarily irrelevant global statements) or focuses only on partial data (on right or wrong answers or only on skills/conventions without addressing the essential strategy).
- The analysis is contradicted by the work sample evidence.
- The analysis is based on an inconsistent alignment with evaluation criteria and/or standards/objectives.

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

- Although aligned with the evaluation criteria and/or assessed learning objectives, the analysis presents an incomplete picture of student learning by only addressing either successes OR errors.
- The analysis does not address the essential literacy strategy, but focuses solely on related skills/conventions. For example, "Most of the students were not able to use capital letters and periods correctly when writing their narrative story. They would use run-on sentences joined with either and or then."

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

- The analysis is superficial because it ignores important evidence from the work samples, focusing on trivial aspects. For example, "Most of the students remembered to put their names and date on the story before turning it in."
- The conclusions in the analysis are not supported by the work samples or the summary of learning.

Automatic Score of 1 is given when:

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

Above 3

Evidence that demonstrates performance above Level 3: The analysis:

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

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

- The analysis describes consistencies in performance (patterns) across the class in terms of what students know and are able to do and where they need to improve.
- The analysis goes beyond a listing of students' successes and errors, to an explanation of student understanding in relation to their performance on the identified assessment. An exhaustive list of what students did right and wrong, or the % of students with correct or incorrect responses, should be scored at Level 3, as that does not constitute a pattern of student learning. A pattern of student learning goes beyond these quantitative differences to identify specific content understandings or misunderstandings, or partial understandings that are contributing to the quantitative differences. For example, in a learning segment focused on analyzing characters, "Most students are able to describe the characters and use evidence from the story to support their answers. They are also able to identify the physical characteristics; however they struggle describing the character's actions and motives. Looking at Student 1 and 2's papers, you can see that they were able to describe the physical characteristics of the character such as tall, lanky and fat, but they were not able to describe how the character felt when he went to rescue the wounded bird. The majority of the students are able to describe the events of the story, but are not able to use these events to understand actions and reasons for responding to different situations. On Student 3's paper, you can see that the student identified the character's rescuing of the bird as the key event, but was not able to describe why it was important to the character...."
- Specific examples from work samples are used to demonstrate whole class patterns. For example, in a learning segment focused on analyzing characters, students are able to describe the characters and use evidence from the story to support their answers. They are also able to identify the physical characteristics; however they struggle describing the character's actions and motives. The majority of the students are able to describe the events of the story, but are not able to use these events to understand the characters' actions and reasons for responding to different situations.

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

- The candidate uses specific evidence from work samples to demonstrate qualitative patterns of understanding. The analysis uses these qualitative patterns to interpret the range of similar correct or incorrect responses from individuals or groups (e.g., quantitative patterns), and to determine elements of what students learned and what would be most productive to work on. The qualitative patterns may include struggles, partial understandings, and/or attempts at solutions. An example is, "The majority of the class misunderstood using the events of the story for description of the characters. Students simply described the events of the story instead of using the events to inform their understanding of the character. The students seem to struggle to differentiate between presenting the events of the story and pulling information about the characters from the events of the story. Work sample of focus Student 1 when writing a description of the princess, instead of telling what she looks like acts like, and what she does, she tells about some events in the story such as the princess ran away and met the prince. She tells about the princess wanting to marry a prince, and how she is tricked to marrying a castle servant. What the successful students were able to do was to pull out characteristics of the princess from her actions such as the princess was unhappy which caused her to run away. She was happy when she met the prince, but was sad when she returned to the castle to learn that she had to marry someone the king had picked."

Assessment Rubrics continued

Rubric 12: Providing Feedback to Guide Further Learning

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

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

Understanding Rubric Level Progressions: Rubric 12

The Guiding Question

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

Key Concepts of Rubric:

- [Significant content inaccuracies](#)¹⁵
 - For Rubric 12, significant content inaccuracies include content flaws (incorrect responses or support) in the feedback that are significant and systematic, and interfere with student learning.
- [Developmentally inappropriate feedback](#)

Primary Sources of Evidence:

Assessment Commentary **Prompt 2a–b**

Evidence of written, audio, or video feedback

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The feedback identifies **specific** strengths OR needs for improvement. At Level 3, the candidate **MUST** provide the focus students with qualitative feedback about their performance that is aligned with the learning objectives. Specific feedback includes such things as pointing to successful use of a strategy, pointing to and naming errors, suggesting information that would make a good response to a question.

¹⁵ Links to terms from the Elementary Literacy 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).

- For a learning segment on summarizing, examples of specific feedback are, "The format of your summary is spot on. You clearly identified the beginning, middle and end of the story" OR "You missed an important detail of the story. How did it end?"
- Checkmarks, points deducted, grades, or scores do not meet the Level 3, even when they distinguish errors from correct responses.

Below 3

Evidence that demonstrates performance below Level 3:

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

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

- Although the feedback is related to the assessed learning objectives, it is also vague and does not identify specific strengths or needs for improvement.
- At Level 2, general feedback includes identifying what each focus student did or did not do successfully with little detail, e.g., checkmarks for correct responses, points deducted, and comments such as, "Don't forget your punctuation marks!" General feedback does not address the specific error or correct response (e.g., "Check your work" or "Yes!").

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

1. Feedback is not related to the learning objectives. Feedback that is limited to a single statement or mark, such as identifying the total percent correct (86%), an overall letter grade (B), or one comment like "Nice work!" with no other accompanying comments or grading details does not meet the Level 2 requirement and should be scored at a Level 1. These examples of a single piece of feedback do not provide any general feedback to focus students that is related to the learning objectives.
2. Feedback is not developmentally appropriate.

Automatic Score of 1 is given when:

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

Above 3

Evidence that demonstrates performance above Level 3:

- Feedback is specific, accurate, related to assessed objectives, and addresses students' strengths AND needs.

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

- Specific feedback addresses both strengths and needs. For example, "Great job using evidence to support the character traits you identified. What actions showed that the main character was persistent? Tell me more about his temper."

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

- The feedback for at least one focus student includes:
 - A strategy to address a specific learning need, including the need for a greater challenge. For example, "You got the right answer. Make sure you slow down and support your responses with evidence from the text. Look at the key word in your response and find the same key word in the text. This will help you find evidence to support your response."

OR

- A meaningful connection to experience or prior learning. For example, the candidate refers back to a prior lesson: "I want you to refresh your memory on the comparative writing activity we worked together last Tuesday, to be able to compare and contrast the two characters in this story. Then use the Venn diagram to organize your thoughts."

Assessment Rubrics continued

Rubric 13: Student Understanding and Use of Feedback

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

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

Understanding Rubric Level Progressions: Rubric 13

The Guiding Question

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

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Assessment Commentary **Prompt 2c**

Evidence of Oral or Written Feedback

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:

- Candidate describes **how** the focus students 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 students.
- The description should be specific enough that you understand what the candidate and/or focus students are going to do. Otherwise, it is vague and the evidence should be scored at Level 2.
 - Example for **understanding** feedback: Go over responses with commonly missed errors with whole class, explicitly focusing on content that one or more focus students were given feedback on. For example, meet in a small group writing conference with Student 1 and others with the same writing errors.
 - Example for **using** feedback: Candidate asks focus students to revise responses or correct errors using feedback given and resubmit revised work. For example, in the next lesson, focus students will be able to practice using descriptive words (or other student need).

Below 3

Evidence that demonstrates performance below Level 3:

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

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

- The description of **how** the focus students will understand or use feedback is very general or superficial. Details about **how** the focus students will understand or use the feedback are missing. For example, "The focus students will get their papers back. The feedback will tell them what they did right and wrong when writing their story. They will write another story next week."
- 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 two or more focus students.

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

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

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

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

Assessment Rubrics continued

Rubric 14: Analyzing Students' Language Use and Literacy Learning

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

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

Understanding Rubric Level Progressions: Rubric 14

The Guiding Question

The Guiding Question addresses how the candidate explains students' use of the identified language demands and how that use demonstrates and develops literacy understanding.

Key Concepts of Rubric:

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

- [Language demand](#)¹⁶
- [Language functions](#)
- [Vocabulary/symbols](#)
- [Written, visual, or verbal communication](#)
- [Grammatical structures](#)
- [Language development supports](#)

Primary Sources of Evidence:

Assessment Commentary **Prompt 3**

Evidence of Student Language Use (student work samples and/or video evidence from Instruction Video clips or separate Language Use clip in Assessment)

Scoring Decision Rules

Multiple Criteria	<ul style="list-style-type: none"> ■ N/A for this rubric
AUTOMATIC 1	<ul style="list-style-type: none"> ■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The candidate explains and identifies evidence that the students used or attempted to use the language function AND one additional language demand (vocabulary/symbols; grammatical structures; or written, visual, or verbal communication). Note: The language demands discussed in the Assessment Commentary do not have to be the same as those discussed in Task 1.

¹⁶ Links to terms from the Elementary Literacy 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).

- It is not sufficient for the candidate to reference an artifact and make a general statement, for example, "As seen in the work samples, the student used the vocabulary/symbols in their work." The candidate must **explain** how the students used the identified language and reference or identify an example of that use from the artifact, e.g., "Students 1 and 2 used the vocabulary/symbols needed to show sequence in their narrative. Student 3 used vocabulary/symbols to show sequence in the narrative and included descriptive language to show how the setting changed from beginning, middle, and end in different scenes in the narrative."

Below 3

Evidence that demonstrates performance below Level 3:

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

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

- The candidate's description and/or evidence of students' language use is limited to only one language demand (vocabulary/symbols; function; grammatical structures; or written, visual, or verbal communication). For example (language function is describe), but the evidence focuses only on vocabulary/symbols—"The students were able to identify the parts of the story by using the words setting, characters, and plot which shows they understood the vocabulary/symbols."

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

- The candidate identifies language use that is unrelated or not clearly related to the language demands (function, vocabulary/symbols, and additional demands) addressed in the Assessment commentary. For example (language function is analyze the character), "In the video, you can see the student with the pink shirt naming the characters in the story, Lilo and Stitch."
- Candidate's description or explanation of language use is not consistent with the evidence provided.

Above 3

Evidence that demonstrates performance above Level 3:

- Candidate identifies specific evidence of student use of the language function and vocabulary/symbols along with at least one other language demand (grammatical structures or written, visual, or verbal communication).
- Candidate explains how evidence of student language represents their development of content understandings, which may include growth and/or struggles with both understanding and expressing content understandings.
- Candidate explains and provides evidence of language use and literacy learning for students with distinct language needs.

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

- The candidate identifies and explains evidence that students are able to use the language function, vocabulary/symbols, AND associated language demands (grammatical structures; written, visual, or verbal communication). The explanation uses specific evidence from the video or work samples.

- The candidate's analysis includes how evidence of student language use demonstrates growth and/or struggles in developing content understandings. For example, the candidate notes that, "All students could give a complete explanation using some commonly used vocabulary words, like character, conflict, plot, theme (video timestamps 4:35, 5:07). Most of the students could write an essay comparing and contrasting literary elements (the language function). However, other students' explanations were incomplete (e.g., work sample for Student 2), not explaining how a specific literary element differs from one story to the other, suggesting that some students still need support to develop their ideas in writing."

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

- The candidate explains and provides evidence that students with distinct language needs are using the language for literacy learning.

Assessment Rubrics continued

Rubric 15: Using Assessment to Inform Instruction

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Next steps do not follow from the analysis.</p> <p>OR</p> <p>Next steps are not relevant to the learning objectives assessed.</p> <p>OR</p> <p>Next steps are not described in sufficient detail to understand them.</p>	<p>Next steps primarily focus on changes to teaching practice that are superficially related to student learning needs, for example, repeating instruction, pacing, or classroom management issues.</p>	<p>Next steps propose general support that improves student learning related to assessed learning objectives.</p> <p>Next steps are loosely connected with research and/or theory.</p>	<p>Next steps provide targeted support to individuals or groups to improve their learning relative to</p> <ul style="list-style-type: none"> the essential literacy strategy OR related skills. <p>Next steps are connected with research and/or theory.</p>	<p>Next steps provide targeted support to individuals AND groups to improve their learning relative to</p> <ul style="list-style-type: none"> the essential literacy strategy AND related skills. <p>Next steps are justified with principles from research and/or theory.</p>

Understanding Rubric Level Progressions: Rubric 15

The Guiding Question

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

Key Concepts of Rubric:

- N/A

Primary Source of Evidence:

Assessment Commentary **Prompt 4**

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

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

Below 3

Evidence that demonstrates performance below Level 3:

- The next steps are not directly focused on student learning needs that were identified in the analysis of the assessment.
- Candidate does not explain how next steps are related to student learning.

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

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

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

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

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

- Next steps are based on the assessment results and provide scaffolded or structured support that is directly focused on specific student learning needs related to the essential literacy strategy and related skills, based on the assessment results.
- Next steps are supported by research and/or theory.

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

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

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

- The next steps are clearly aimed at supporting specific student needs for **both** individuals and groups with similar needs related to the essential literacy strategy AND related skills. Candidate should be explicit about how next steps will strategically support individuals and groups and explain how that support will address each individual's and group's needs in relation to the areas of literacy learning.
- The candidate explains how principles of research or 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.

Elementary Literacy 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 in languages other than English or Spanish, these must be translated into English as per the [edTPA Submission Requirements](#). Those translations should be added to the original materials as part of the same file or, if applicable, to the end of the commentary template. There is no page limit for required translations into English.

Planning Task 1: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Context for Learning Information (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages , including prompts	<ul style="list-style-type: none"> Use Arial 11-point type. Single space with 1-inch margins on all sides.
Part B: Lesson Plans for Learning Segment	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages per lesson	<ul style="list-style-type: none"> Submit 3–5 lesson plans in 1 file. Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.). All rationale or explanation for plans should be written in the Planning Commentary and removed from lesson plans.
Part C: Instructional Materials	.doc; .docx; .odt; .pdf	1	1	No more than 5 pages of KEY instructional materials per lesson plan	<ul style="list-style-type: none"> Submit all materials in 1 file. Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.). Order materials as they are used in the learning segment.
Part D: Assessments	.doc; .docx; .odt; .pdf	1	1	No limit	<ul style="list-style-type: none"> Submit assessments in 1 file. Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.). Order assessments as they are used in the learning segment.
Part E: Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 9 pages of commentary, including prompts	<ul style="list-style-type: none"> Use Arial 11-point type. Single space with 1-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 ¹⁷	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	2	2	No more than 20 minutes total running time (but not less than 3 minutes)	<ul style="list-style-type: none"> Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear on the video. Refer to Instruction Task 2, What Do I Need to Do? for video clip content and requirements. When naming each clip file, include the number of the lesson shown in the video clip.
Part B: Instruction Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 6 pages of commentary, including prompts If needed, no more than 2 additional pages of supporting documentation	<ul style="list-style-type: none"> Use Arial 11-point type. Single space with 1-inch margins on all sides. <p>IMPORTANT:</p> <ul style="list-style-type: none"> Insert documentation at the end of the commentary file if <ul style="list-style-type: none"> you or the students are using graphics, texts, or images that are not clearly visible in the video you chose to submit a transcript for occasionally inaudible portions of the video If submitting documentation, include the video clip number, lesson number, and explanatory text (e.g., “Clip 1, lesson 2, text from a whiteboard that is not visible in the video,” “Clip 2, lesson 4, transcription of a student response that is inaudible”).

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

Assessment Task 3: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Student Work Samples ¹⁸	<p>For written work samples: .doc; .docx; .odt; .pdf</p> <p>For audio work samples: asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</p> <p>For video work samples: asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p>	3	3 ¹⁹	<p>No page limit for written work samples</p> <p>No more than 5 minutes per focus student for video or audio student work samples</p>	<ul style="list-style-type: none"> For written work samples, use correction fluid, tape, or a felt-tip marker to mask or remove students' names, your name, and the name of the school before copying/scanning any work samples. If your students' writing is illegible, write a transcription directly on the work sample. On each work sample, indicate the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample). If more than one focus student appears in a video or audio work sample, upload the same work sample separately for each focus student who is seen/heard and label appropriately. Describe how to recognize each of the focus students in the clip and provide the label associated with the clip in prompt 1d of the Assessment Commentary. When naming each work sample file, include the student number. If you submit a student work sample or feedback as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (no more than 2 additional pages) to the end of the Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing). Work samples must be the same for all students unless modifications were required for the focus student(s).

(Continued on next page)

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

¹⁹ Since the electronic portfolio management system currently accepts only 3 work sample files for Part A, not 6 files, if you have audio or video work samples AND written work samples, include a note that describes specifically where the work samples can be found in Prompt 1a of Part C: Assessment Commentary, then upload the work samples to the electronic portfolio management system using the following parts:

- Upload audio and/or video work samples in Part A: Student Work Samples (1 file for each student).
- Upload audio and/or written feedback in Part B: Evidence of Feedback (1 file for each student).
- Upload written work samples as 1 file along with the Evaluation Criteria in Part D: Evaluation Criteria.

Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part B: Evidence of Feedback ²⁰ And, if included, video evidence of academic language use	For written feedback not written on the work samples: .doc; .docx; .odt; .pdf For audio feedback: asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma For video clips (feedback and/or language use): asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	0	4	No page limit for written feedback No more than 3 minutes per focus student for video or audio feedback No more than 5 minutes for video evidence of student language use	<ul style="list-style-type: none"> Document the location of your evidence of feedback in the Assessment Commentary. If feedback is not included as part of the student work samples or recorded on the video clip(s) from Instruction Task 2, submit only 1 file for each focus student—a document, video file, OR audio file—and label the file with the corresponding student number (Student 1 Feedback, Student 2 Feedback, or Student 3 Feedback). If more than one focus student appears in a video or audio clip of feedback, upload the same clip separately for each focus student who is seen/heard and label appropriately. When naming each feedback file, include the student number. If you submit a student work sample or feedback as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (no more than 2 additional pages) to the end of the Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing). For Academic Language – If you choose to submit a video clip of student language use, it should be no more than 5 minutes. You may identify a portion of a clip provided for Instruction Task 2 or submit an entirely new clip.

(Continued on next page)

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 C: Assessment Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	<p>No more than 10 pages of commentary, including prompts</p> <p>Plus</p> <ul style="list-style-type: none"> ■ no more than 5 additional pages for the chosen assessment, ■ if necessary, no more than 2 additional total pages of transcription of video/audio evidence for a work sample and feedback, and/or video evidence of language use 	<ul style="list-style-type: none"> ■ Use Arial 11-point type. ■ Single space with 1-inch margins on all sides. <p>IMPORTANT: Insert a copy of the chosen assessment, including directions/prompts provided to students.</p>
Part D: Evaluation Criteria	.doc; .docx; .odt; .pdf	1	1	No limit	

Elementary Literacy Glossary

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

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

- **language demand:**²¹ Specific ways that academic language (function; vocabulary/symbols; grammatical structures; and written, visual, or verbal communication) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding and language development.
- **language development:** The process through which learners come to understand and communicate language. It is with and through language that students learn, think, and express information, ideas, perspectives, and questions orally and in writing. In Elementary Literacy, oral and written language development is promoted by attending to vocabulary knowledge and use, grammatical structures, and as students read, listen, speak, and write with comprehension and effective expression.
- **language functions:** The literacy-based skill that is being used for the learning task, typically represented by active verbs within the learning outcomes. Common language functions in the language arts include identifying main ideas and details; analyzing and interpreting characters and plots; arguing a position or point of view; predicting; evaluating or interpreting an author's purpose, message, and use of setting, mood, or tone; comparing ideas within and between texts; and so on. Note: for Elementary Literacy, the language function is often the same verb used to describe the essential literacy strategy.
- **vocabulary/symbols:** Words and phrases with subject-specific meanings that differ from meanings used in everyday life; general academic vocabulary/symbols used across disciplines; subject-specific words and/or symbols defined for use in the discipline.²²
- **written, visual, or verbal communication:** How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language; discipline-specific written, visual, or verbal communication has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually.²³

²¹ O'Hara, S., Pritchard, R., & Zwiers, J. (2012). Identifying academic language demands in support of the common core standards. *ASCD Express*, 7(17).

²² Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for English language learners: What teachers need to know.

²³ Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for English language learners: What teachers need to know.

- **grammatical structures (syntax):** The rules for organizing words or symbols together into phrases, clauses, sentences, or visual representations; to organize language in order to convey meaning).²⁴
- **language development supports:** The scaffolds, representations, and pedagogical strategies teachers provide to help learners understand, use, and practice the concepts and language they need to learn within disciplines (Santos, Darling-Hammond, Cheuk, 2012).²⁵ The language supports planned within the lessons in edTPA should directly support learners to understand and use identified language demands (vocabulary/symbols; language function; grammatical structures; and written, visual, or verbal communication) to deepen content understandings.

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

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

assessment (formal and informal): “[R]efer[s] to all those activities undertaken by teachers and by their students . . . that provide information to be used as feedback to modify the teaching and learning activities.”²⁶ Assessments provide evidence of students’ prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments may include, for example, student questions and responses during instruction and teacher observations of students as they work or perform. Formal assessments may include, for example, quizzes, homework assignments, journals, projects, and performance tasks.

assets (knowledge of students):

- **personal:** Refers to specific background information that students bring to the learning environment. Students may bring interests, knowledge, everyday experiences, family backgrounds, and so on, which a teacher can draw upon to support learning.
- **community:** Refers to common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices, and so on, that a teacher can draw upon to support learning.

builds on student responses: Following up with student responses to ask additional questions to clarify or extend student thinking explicitly related to the essential strategy or related skill with a goal of extending student thinking. A candidate could use how or why questions to probe a student’s response or could provide further information to deepen students’ understanding.

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

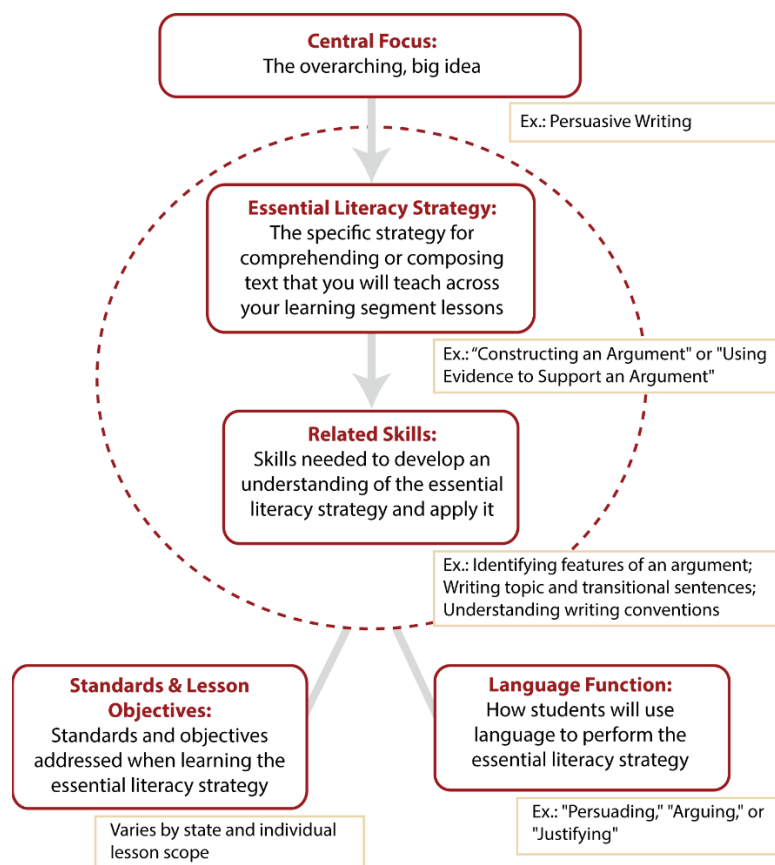
²⁴ Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms*. San Francisco, CA: Jossey-Bass.

²⁵ Santos, M., Darling-Hammond, L., & Cheuk, T. (2012). Teacher development to support English language learners in the context of common core state standards. Stanford University Understanding Language.

²⁶ Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.

focus is an overarching, big idea for student learning in literacy. The subject-specific components for the elementary literacy central focus also include (a) an essential literacy strategy tied to the central focus and (b) related skills.

For example, the central focus for a primary grade learning segment might be retelling. The learning segment would focus on the essential literacy strategy (e.g., summarizing a story) and related skills (e.g., decoding, recalling, sequencing). The central focus for an upper elementary learning segment might be persuasive writing. The learning segment would focus on the essential literacy strategy (using evidence to support an argument) and related skills (e.g., writing paragraphs, using correct verb tense, or other conventions). The chart below provides ONE example of the relationships among the central focus, essential strategy, related skills, standards/objectives, and academic language function.



See [Appendix B](#) for additional guidance on selecting the central focus, essential literacy strategy, and related skills that you plan to teach within the lessons in your learning segment.

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

deficit thinking: Revealed when candidates explain low academic performance based primarily on students' backgrounds, the challenges they face outside of school or from lack of family support. When this leads to a pattern of low expectations, not taking responsibility

for providing appropriate support, or not acknowledging any student strengths, this is a deficit view.

developmental approximations: Include transitional spelling or other attempts to use skills or strategies just beyond a student's current level/capability.

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 student (e.g., lengthy written explanations for young children or English learners).

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

essential literacy strategy: An approach selected deliberately by a reader or writer to comprehend or compose text. When students are able to select and use strategies automatically, they have achieved independence in using the strategy to accomplish reading and writing goals.

For elementary literacy, the *essential literacy strategy* is the specific strategy for comprehending or composing text that you will teach across your learning segment lessons. It should be clearly tied to your segment's central focus and stem from that big, overarching idea for student learning in literacy.

Example strategies for reading include summarizing a story, comparing and contrasting firsthand and secondhand accounts of the same event, using evidence to predict, interpreting a character's feelings, or drawing conclusions from informational text. Example strategies for writing include organizing ideas before writing, note taking from informational text to support drafting a topic, using graphic organizers to organize writing, using a rubric to revise a draft, or using quotes as evidence to support an argument. See the [Making Good Choices](#) resource for additional guidance.

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

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

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

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

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

learning task: Includes activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to a specific learning goal. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment. A sample literacy learning task for fifth grade focused on writing an essay with an argument structure could be a discussion about a topic for which students have strong opinions (e.g., school uniforms) and draw from their everyday experiences constructing arguments to introduce the features of the genre. Over a unit of instruction, the teacher models the various features, students read and analyze argument text on a variety of topics, and develop their own argument essay.

literacy skills: Specific knowledge needed for reading and writing, including phonemic/phonological awareness; print concepts; decoding; word analysis; sight-word recognition; and spelling, punctuation, or other language conventions.

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.

meaningful context: Use of literacy in students' everyday lives or texts that reflect the experiences and interests of students. For example, a worksheet graphic organizer with sentence frames used to support writing topic sentences in an expository text that the students choose to write to an authentic audience would be in a meaningful context, but a worksheet with questions to identify topic sentences from a short assigned text would not be.

misconceptions: Include confusions about a strategy or skill (e.g., misunderstandings about text purpose and structure, application of a skill, multiple meaning words).

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

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

prior academic learning and/or prerequisite skills: Includes students' content knowledge and skills as well as academic experiences developed prior to the learning segment.

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

reading/writing connections: Support students' literacy development through an explicit understanding that many of the skills that are taught in reading instruction are also beneficial to young writers. Students gain insight on how the processes of reading and writing are interdependent, thereby reinforcing their understanding of the varied purposes of texts, how texts are organized, how to make meaning from text, and how writers develop their craft. Examples of learning tasks that support reading/writing connections include reading or researching informational text to inform an essay; journal writing to make predictions; making personal or text-to-text connections; writing book reviews or alternative endings to stories; or writing in a style that emulates a model.

related skills: Literacy skills that students will develop and practice **while** learning an essential literacy strategy for comprehending or composing text within the learning segment. These skills should help students understand and apply the essential literacy strategy that you are teaching. Not to be confused with prerequisite skills, which are fully developed before the learning segment begins. See the [Making Good Choices](#) resource for additional guidance.

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 student misunderstandings and the need for reteaching.

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

Appendix A: Academic Language

Language Demands

I. Functions

Definition	Examples (bolded and underlined within learning objectives)
<ul style="list-style-type: none"> Purposes for which language is used. Content and language focus of learning tasks often represented by the active verbs within the learning outcomes. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Students will be able to <u>compare</u> two characters in a story. Students will be able to <u>explain</u> how claims support an argument. Students will be able to <u>describe</u> how the character resolves a conflict in the story.

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

Definition	Examples
Words and phrases with subject-specific meanings that differ from meanings used in everyday life	plot, conflict, character, setting
General academic vocabulary/symbols used across disciplines	compare, analyze, evaluate
Subject-specific words and/or symbols defined for use in the discipline	onomatopoeia, metaphor, vowels, consonants

III. Written, Visual, or Verbal Communication

Definition	Examples
<ul style="list-style-type: none"> How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language Discipline-specific written, visual, or verbal communication has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually. 	<ul style="list-style-type: none"> Writing narrative texts Constructing argument texts Interpreting graphic representations Composing essays (e.g., citing textual evidence)

IV. Grammatical Structures (Syntax)

Definition	Examples
<ul style="list-style-type: none"> ■ The rules for organizing words or symbols together into phrases, clauses, sentences, or visual representations ■ One of the main functions of grammatical structures is to organize language in order to convey meaning. 	<ul style="list-style-type: none"> ■ Ordinal numbers to sequence events (e.g., first, next, last) ■ Sentence structure for metaphors or analogies ■ Rhyming or word patterns for poetry ■ Simple to complex sentences in essay writing

Example of Planned Language Development Supports

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

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

Example learning objective: Students will *analyze character traits*.

Identified Language Demands	Planned Language Development Supports
Analyze (Function)	Model analyzing characters
Caring, stubborn (Vocabulary)	Review vocabulary and word chart
Descriptive sentences (Grammatical Structures)	Create sentence stems to show structure of description

Appendix B: Elementary Literacy Teacher Performance Assessment Learning Segment Central Focus Considerations

Essential Literacy Strategies and Related Skills

The Literacy portion of edTPA focuses on students' literacy development for composing and comprehending text. The central focus aligns with an essential literacy strategy, an approach selected deliberately by a reader or writer to comprehend or compose text, and its related skills, literacy skills that students will develop and practice while learning an essential literacy strategy. For elementary literacy, the essential literacy strategy is the specific strategy for comprehending or composing text that you will teach across your learning segment lessons. It should be clearly tied to your segment's central focus and stem from that big, overarching idea for student learning in literacy.

It is vital to remember that your edTPA submission should focus on literacy standards and learning objectives. Although literacy instruction is sometimes integrated with content area instruction in the elementary classroom, the learning related to students' literacy development should be assessed in the student work samples and should be the focus of artifacts and commentary.

The chart below provides examples of essential literacy strategies that could be the focus of literacy instruction. The chart does not encompass all strategies and skills and you may find that other related skills are a better match for the essential literacy strategy that you are teaching.

Note: This revised chart contains an additional section of the chart with examples of essential literacy strategies and skills that might be used with emergent readers and writers.

Candidates choose **either** comprehension or composition as the central focus. The lists below provide examples and are not comprehensive.

Comprehension

Identify ONE essential literacy strategy for student learning across the 3–5 lessons	Choose one or more related skills that directly support your students to develop or refine the strategy. The skills should be appropriate to grade level, student readiness, and scope of lessons in the learning segment.
Preview text	<ul style="list-style-type: none"> Set a purpose for reading Identify the characteristics of the text Get a sense of what the text is about Activate prior knowledge Use a picture walk to preview the text and introduce key vocabulary/symbols and/or known words and sounds Understand and use question words to make predictions Use common high-frequency words to understand what text will be about
Analyze text structures	<ul style="list-style-type: none"> Preview text Identify key cue words (because, similar to) Organize key ideas in the text Identify transition and topic sentences that signal text purpose or genre
Use characteristics of informational texts to understand the text being read	<ul style="list-style-type: none"> Identify text features: table of contents, illustrations, headings and/or sub-headings, key vocabulary/symbols, index Describe how the text feature adds meaning to the text
Compare and contrast firsthand and secondhand accounts of the same event	<ul style="list-style-type: none"> Use multiple sources to find information on the same topic Identify key ideas from each text Organize key ideas using a graphic organizer
Comprehend the main idea	<ul style="list-style-type: none"> Identify the topic the text is about Understand the gist of the text Identify a main idea sentence in a paragraph Choose or write a sentence that captures the gist of the text Infer implied main ideas when not stated in the text Use author's purpose in writing to identify the main idea
Summarize a reading selection (informational text)	<ul style="list-style-type: none"> Identify the main idea Identify key details Determine the relative importance of the details to the main idea

	<ul style="list-style-type: none"> ■ Use textual clues and text features to determine important ideas ■ Paraphrase the text in own words ■ Combine or condense details
Draw conclusions	<ul style="list-style-type: none"> ■ Use prior knowledge and background experiences to connect to the text ■ Use specific text references ■ Combine prior knowledge and text
Describe a process or topic	<ul style="list-style-type: none"> ■ Identify key details about the topic ■ Use background knowledge to make connections to the topic or process ■ Use visuals to show steps and organize ideas ■ Use a graphic organizer to show a process or chain of events/actions
Sequence historical or biographical events	<ul style="list-style-type: none"> ■ Identify key actions and/or details about the event ■ Identify key transition words (first, second, next) or years to determine sequence ■ Use a timeline to keep track of events
Ask questions—generate questions before, during, and after reading that lead you deeper into the text	<ul style="list-style-type: none"> ■ Understand what a question is ■ Use information in the text to build the question ■ Understand and use question words ■ Use pictures to generate questions about what is in the text
Activate prior knowledge	<ul style="list-style-type: none"> ■ Identify topic ■ Ask questions about the topic ■ Preview the text to make connections ■ Connect known knowledge to topic
Make predictions	<ul style="list-style-type: none"> ■ Preview text and/or illustrations ■ Connect to schema and/or prior knowledge ■ Use evidence in the text/illustrations to support predictions
Compare and contrast information in a text or across texts	<ul style="list-style-type: none"> ■ Understand similarities and differences ■ Collect evidence from text ■ Organize information from text
Make inferences	<ul style="list-style-type: none"> ■ Use prior knowledge and background experiences ■ Use textual and/or picture clues ■ Use details in the text
Use evidence from text to support an opinion	<ul style="list-style-type: none"> ■ Identify details from a text ■ Use knowledge and experience to form an opinion ■ Use specific text examples to relate to the opinion
Organize details about the text	<ul style="list-style-type: none"> ■ Identify details ■ Determine the text structure

	<ul style="list-style-type: none"> ■ Select a graphic organizer that matches the text structure (compare/contrast, sequential, descriptive)
Identify story structure (setting, character, problem, solutions, plot, etc.)	<ul style="list-style-type: none"> ■ Define each of the story elements ■ Use key details from the story to describe that element in the story
Use images to comprehend text	<ul style="list-style-type: none"> ■ Use pictures, illustrations, and/or photos to understand what the text is about ■ Create a visual image of the text ■ Use senses to add to text ■ Describe text images
Analyze characters	<ul style="list-style-type: none"> ■ Identify the characters in the story ■ Identify character traits ■ Describe how the character reacts in the events of the story ■ Describe how the character interacts with other characters in the story ■ Use evidence from the text to support the character's actions, thoughts, and dialogue
Retell a story (sequence the events of the plot)	<ul style="list-style-type: none"> ■ Identify the major events and details ■ Sequence the events in the proper order
Compare characters or versions of stories	<ul style="list-style-type: none"> ■ Identify the characters/plots in the story ■ Use a graphic organizer to compare character traits, actions, and thoughts ■ Use a story map to compare the elements in different versions of a story ■ Describe how the characters/stories are similar and how they are different
Interpret a character's actions or feelings	<ul style="list-style-type: none"> ■ Identify the characters in the story ■ Identify a specific character's actions and feelings ■ Describe how the character reacts in the events of the story ■ Use prior knowledge/experiences to support why the character acts or feels the way he/she does
Compare and contrast the point of view from which a story is narrated	<ul style="list-style-type: none"> ■ Identify the point of view in each of the texts ■ Describe how the point of view influences the reader's understanding of each story

The lists below provide examples and are not comprehensive. These strategies may be used with guided reading as well as independent reading.

Additional Emergent Literacy Comprehension Strategy and Related Skills

Setting a purpose for reading a text	<ul style="list-style-type: none"> Identify the type of text (story, poem, rhyme, informational text) Use picture clues to determine the book topic Activate prior knowledge about the book topic Read emergent-reader texts with purpose and understanding (Fluency)
Using and creating schema to build understanding of the text	<ul style="list-style-type: none"> Identify topic Preview the text to make connections to prior experiences or learning Connect known knowledge to topic Ask questions about the topic Record “What do you know?” before reading a text (drawings, words, or orally)
Preview text	<ul style="list-style-type: none"> Set a purpose for reading Use a picture walk to preview the text and introduce key vocabulary/symbols and/or known words and sounds Use question words to make predictions about the text Identify common high-frequency words seen in the text to understand what text will be about
Retell a story (sequence the events of the plot)	<ul style="list-style-type: none"> Identify the characters and setting Identify the major events and details of the story Sequence the events in the proper order Orally retell the story Complete a story map with illustrations and describe the story map orally
Monitoring-Clarifying meaning of text	<ul style="list-style-type: none"> Identify the main idea and details in the text Ask and answer questions about what the text is about Find clues in the text to clarify meaning If working with poems or rhymes, predict a rhyming word in the text Distinguish between similarly spelled words by identifying the sounds of the letters that differ (Phonics and Word Recognition)
Make predictions (with predictable text)	<ul style="list-style-type: none"> Use rhyming patterns to predict the next word If working with poems or rhymes, predict a rhyming word in the text Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words Recognize and produce rhyming words (Phonemic Awareness)
Ask questions—generate questions before, during, and after reading that lead you deeper into the text	<ul style="list-style-type: none"> Understand what a question is Use information in the text to build a question Use question words

	<ul style="list-style-type: none"> ■ Use pictures to generate questions about what is in the text ■ Use key words to ask questions about the text ■ Read common high-frequency words by sight. Use these to generate questions about what is or may be in the text
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Candidates choose either comprehension or composition as the central focus. The lists below provide examples and are not comprehensive.

Composition

Essential Strategies	Related Skills
Using graphic organizers for prewriting.	<ul style="list-style-type: none"> ■ Select a graphic organizer to align with the writing genre and/or prompt ■ Identify key ideas as needed on the graphic organizer ■ Add details for each key idea
Organizing ideas before writing	<ul style="list-style-type: none"> ■ Brainstorm to gather ideas ■ Organize notes from source documents ■ Categorize ideas ■ Create main idea for each category
Writing a narrative	<ul style="list-style-type: none"> ■ Write an introduction to hook the reader and establish the situation for the narrative ■ Use dialogue ■ Develop events ■ Include strong word choice (description) ■ Use transitional words to sequence events ■ Use sensory details and figurative language to convey experiences and events ■ Provide a conclusion that follows from the narrated event
Writing descriptive text	<ul style="list-style-type: none"> ■ Choose precise words that clarify and expand ideas ■ Use active verbs ■ Write with a variety of sentence structures
Revising a draft	<ul style="list-style-type: none"> ■ Add clarity where needed to respond to readers' comments ■ Understand the audience ■ Incorporate features of genre/text type ■ Use language conventions (spelling, grammar, punctuation)
Argue/persuade using evidence	<ul style="list-style-type: none"> ■ Introduce the topic and clearly state an opinion ■ Use text or experiential evidence to support the opinion ■ Sequence reasons that are logically supported by evidence

Essential Strategies	Related Skills
	<ul style="list-style-type: none"> Link opinions and reasons using words, phrases, and clauses (because of, consequently, specifically, rather than) Organize the writing to include opinion, support, rebuttal, and conclusion
Brainstorming or other ways to gather and organize information for writing	<ul style="list-style-type: none"> Use visuals, text, or other resources to generate ideas Record ideas Categorize ideas
Note taking from informational text to support drafting a topic	<ul style="list-style-type: none"> Identify the topic Ask questions to focus on information needed Collect details/evidence that respond to the questions and align with the topic Note the source for the details/evidence Know how to cite sources
Organization (topic sentences, transitions, paragraph structure, etc.)	<ul style="list-style-type: none"> Know the elements of a genre Know what elements are needed to write in that genre Organize the elements in a logical manner Write a topic sentence Support a topic sentence with key details Write with a clear paragraph structure Write an introduction and a conclusion
Support an argument	<ul style="list-style-type: none"> Clearly introduce the topic and the argument Provide clear reasons in support of the argument Use textual evidence to support the argument Cite the evidence from text using quotes Cite evidence from the text using paraphrase
Write an informative/expository text	<ul style="list-style-type: none"> Introduce a topic Convey ideas and information clearly Use an organizational structure that aligns with the purpose of writing (text structure) Use concrete details, facts, definitions, and/or quotes to develop the topic Link ideas and information using words, phrases, or clauses (in contrast, specifically, because of, as a result of) Use topic-specific vocabulary/symbols to explain the topic Provide a concluding statement
Using a rubric to revise	<ul style="list-style-type: none"> Understand the evaluation criteria on the rubric Evaluate the use of each criterion in the paper Make revisions in writing to more closely align to the rubric

The lists below provide examples and are not comprehensive. These strategies may be used with guided reading as well as independent reading.

Additional Emergent Literacy Composition Strategy and Related Skills

<p>Use a combination of drawing, dictating, and writing to narrate a single event</p>	<ul style="list-style-type: none"> ■ Describe familiar people, places, things, and events ■ Add drawings or other visual displays to descriptions as desired to provide additional detail ■ Add labels to drawings ■ Recognize that spoken words are represented in written language by specific sequences of letters (Print Concepts) ■ Spell simple words phonetically, drawing on knowledge of sound-letter relationships ■ Write a letter or letters for most consonant and short-vowel sounds (phonemes) ■ Understand that words are separated by spaces in print
<p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information</p>	<ul style="list-style-type: none"> ■ Name the topic you are writing about ■ Describe specific details about a topic ■ Add drawings or other visual displays to descriptions as desired to provide additional detail ■ Add labels to drawings ■ Recognize that spoken words are represented in written language by specific sequences of letters (Print Concepts) ■ Spell simple words phonetically, drawing on knowledge of sound-letter relationships ■ Write a letter or letters for most consonant and short-vowel sounds (phonemes) ■ Understand that words are separated by spaces in print
<p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic and state an opinion</p>	<ul style="list-style-type: none"> ■ State an opinion ■ Provide a reason to support an opinion ■ Add drawings or other visual displays to descriptions as desired to provide additional detail ■ Add labels to drawings ■ Recognize that spoken words are represented in written language by specific sequences of letters (Print Concepts) ■ Spell simple words phonetically, drawing on knowledge of sound-letter relationships ■ Write a letter or letters for most consonant and short-vowel sounds (phonemes) ■ Understand that words are separated by spaces in print

Make Reading-Writing Connections

Literacy naturally explores the relationship of reading and writing. Supporting students in making reading and writing connections is critical for developing strong literacy skills. For example, many of the skills that are taught in reading instruction also are beneficial to young writers. Students should understand through explicit connections that the processes of reading and writing are interdependent and mutually beneficial. In working under this umbrella of a reading-writing interdependence, students are better able to construct meaning from what they read or in what they write.

Through writing about their reading, students have opportunities to develop and demonstrate academic language. They practice the vocabulary/symbols associated with literacy skills and strategies and express their understandings about reading through writing. Students demonstrate understandings of grammatical structures, text structure, and genre, as well as other features of "author's craft."

Examples of Activities That Promote Reading-Writing Connections

- Reading and researching informational text to inform an essay
- Writing interpretations or analysis of informational text
- Journal writing: making predictions, making personal or text-text connections
- Notetaking
- Writing book reviews
- Writing from the perspective of a character
- Writing alternative endings for a story
- Writing in a style that emulates a model
- Writing responses to persuasive essays