



## **Middle Childhood English Language Arts**

# **Assessment Handbook**

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**Version 08**

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

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**SCALE**

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

# Contents

<b>Introduction to edTPA Middle Childhood English Language Arts .....</b>	<b>1</b>
Purpose .....	1
Overview of the Assessment .....	1
Understanding Academic Language in edTPA: Supporting Learning and Language Development .....	2
Understanding Rubrics .....	3
Helpful Resources .....	3
<b>Planning Task 1: Planning for Instruction and Assessment .....</b>	<b>5</b>
What Do I Need to Do? .....	5
How Will the Evidence of My Teaching Practice Be Assessed? .....	7
Planning Rubrics .....	8
Rubric 1: Planning for English Language Arts Understandings .....	8
Understanding Rubric Level Progressions: Rubric 1 .....	9
Rubric 2: Planning to Support Varied Student Learning Needs .....	12
Understanding Rubric Level Progressions: Rubric 2 .....	13
Rubric 3: Using Knowledge of Students to Inform Teaching and Learning .....	15
Understanding Rubric Level Progressions: Rubric 3 .....	16
Rubric 4: Identifying and Supporting Language Demands .....	19
Understanding Rubric Level Progressions: Rubric 4 .....	20
Rubric 5: Planning Assessments to Monitor and Support Student Learning .....	23
Understanding Rubric Level Progressions: Rubric 5 .....	24
<b>Instruction Task 2: Instructing and Engaging Students in Learning .....</b>	<b>26</b>
What Do I Need to Do? .....	26
How Will the Evidence of My Teaching Practice Be Assessed? .....	28
Instruction Rubrics .....	29
Rubric 6: Learning Environment .....	29
Understanding Rubric Level Progressions: Rubric 6 .....	30
Rubric 7: Engaging Students in Learning .....	32
Understanding Rubric Level Progressions: Rubric 7 .....	33
Rubric 8: Deepening Student Learning .....	36
Understanding Rubric Level Progressions: Rubric 8 .....	37
Rubric 9: Subject-Specific Pedagogy: Using Textual References .....	39
Understanding Rubric Level Progressions: Rubric 9 .....	40
Rubric 10: Analyzing Teaching Effectiveness .....	42
Understanding Rubric Level Progressions: Rubric 10 .....	43
<b>Assessment Task 3: Assessing Student Learning .....</b>	<b>45</b>
What Do I Need to Do? .....	45
How Will the Evidence of My Teaching Practice Be Assessed? .....	47
Assessment Rubrics .....	48
Rubric 11: Analysis of Student Learning .....	48
Understanding Rubric Level Progressions: Rubric 11 .....	49
Rubric 12: Providing Feedback to Guide Learning .....	52
Understanding Rubric Level Progressions: Rubric 12 .....	53
Rubric 13: Student Understanding and Use of Feedback .....	56
Understanding Rubric Level Progressions: Rubric 13 .....	57
Rubric 14: Analyzing Students' Language Use and English Language Arts Learning .....	59
Understanding Rubric Level Progressions: Rubric 14 .....	60
Rubric 15: Using Assessment to Inform Instruction .....	63
Understanding Rubric Level Progressions: Rubric 15 .....	64
<b>Middle Childhood English Language Arts Evidence Chart.....</b>	<b>67</b>
Planning Task 1: Artifacts and Commentary Specifications .....	67
Instruction Task 2: Artifacts and Commentary Specifications .....	68
Assessment Task 3: Artifacts and Commentary Specifications .....	69

**Middle Childhood English Language Arts Glossary..... 72**

**Appendix: Academic Language ..... 77**

    Language Demands ..... 77

    Example of Planned Language Development Supports ..... 78

# Introduction to edTPA Middle Childhood English Language Arts

## Purpose

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The purpose of edTPA Middle Childhood English Language Arts, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach English Language Arts to young adolescents. 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

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The edTPA Middle Childhood English Language Arts 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 English Language Arts lessons** (or, if teaching within a large time block, **3–5 hours of connected instruction**) referred to as a learning segment. Consistent with *NCTE/IRA Standards for the English Language Arts*,<sup>1</sup> a learning segment prepared for this assessment should provide opportunities for young adolescents to use textual references to construct meaning from, interpret, or respond to complex text, **AND** to create a written product, interpreting or responding to complex features of a text that are just beyond your students' current skill levels.<sup>2</sup>

In addition, consistent with the recommendations provided by the Association for Middle Level Education (AMLE),<sup>3</sup> a learning segment prepared for this assessment should be

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<sup>1</sup> *The Standards for the English Language Arts* (2012) can be found at <https://ncte.org/resources/standards/ncte-ira-standards-for-the-english-language-arts/>.

<sup>2</sup> Complex text used as the focus for instruction can be written text, speech (oral text), or other media. However, students must produce a written product within the learning segment.

<sup>3</sup> See the *AMLE Middle Level Teacher Preparation Standards* (2012) at <http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards/tabid/263/Default.aspx>.

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

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

## 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, candidates must consider the AL (i.e., **language demands**) present throughout the learning segment in order to support student learning and language development. The **language demands** in Middle Childhood English Language Arts **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 **both** written, visual, or verbal communication and grammatical structures. 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 the Appendix.** See the Middle Childhood English Language Arts Glossary and the Understanding Rubric Level Progressions for Rubric 4 and Rubric 14 for additional examples of language demands.

## Understanding Rubrics

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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).

### MIDDLE CHILDHOOD ENGLISH LANGUAGE ARTS LEARNING SEGMENT FOCUS:

Candidate's instruction should support students' abilities to use textual references to construct meaning from, interpret, OR respond to complex text.

## Helpful Resources

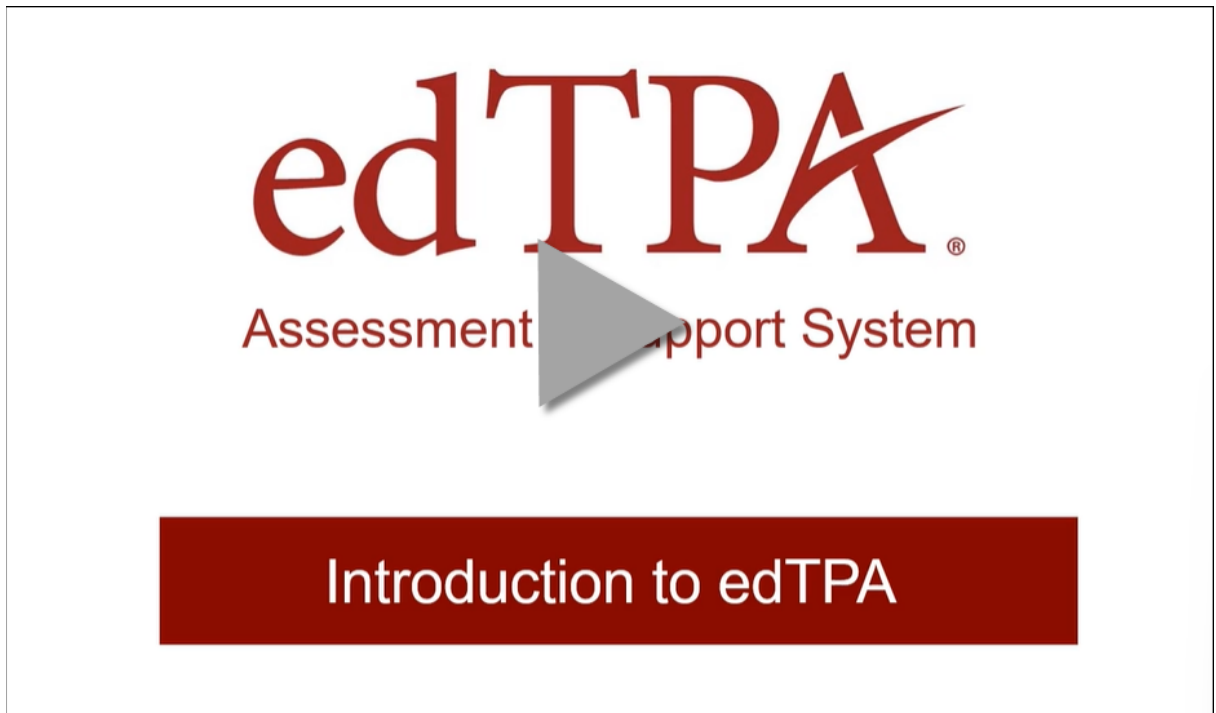
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In addition to the instructions and rubrics, the following requirements and resources are provided for you in this handbook:

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

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

## **Candidate Support Webinar: Introduction to edTPA**



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



# Planning Task 1: Planning for Instruction and Assessment

## What Do I Need to Do?

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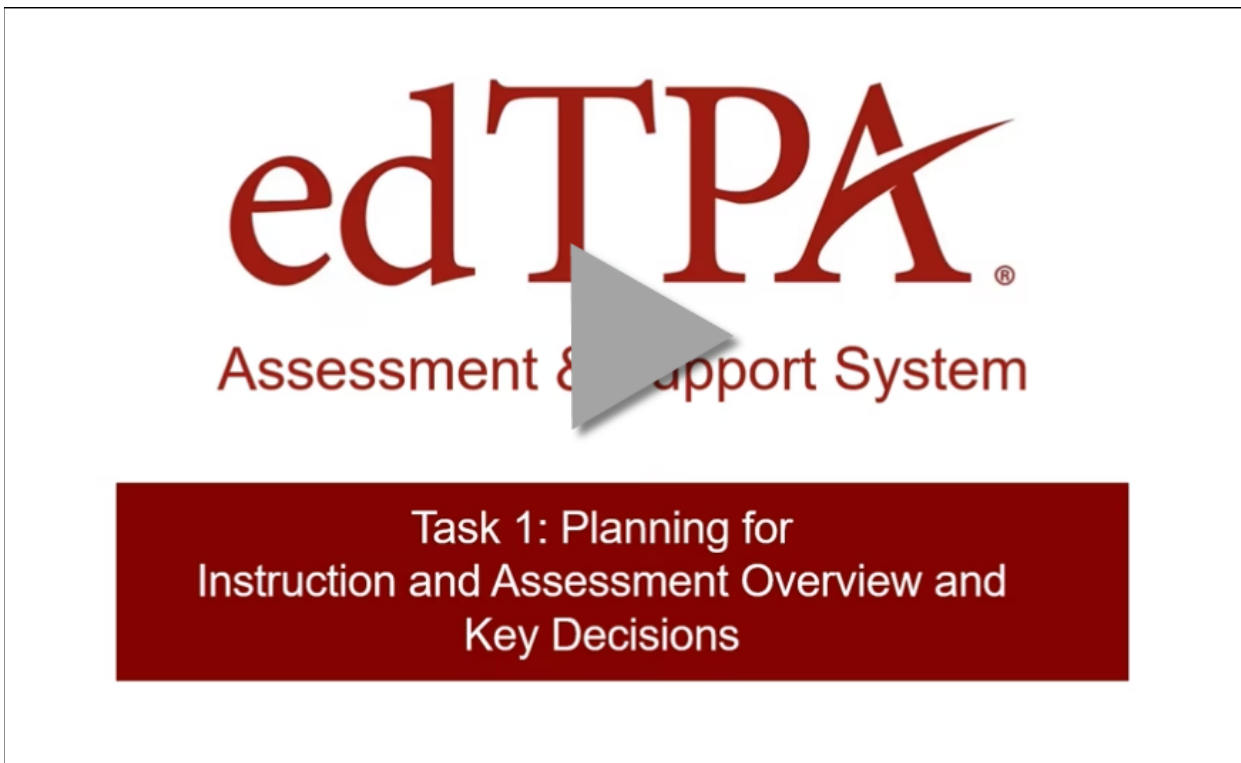
- **Select a class.** If you teach more than one class, select one focus class for this assessment. If your placement for English Language Arts has you responsible for a group rather than a whole class, plans should describe instruction for that group (**minimum of 4 students**). That group will constitute “the whole class” for edTPA.
- **Provide context information.** Complete and submit the Middle Childhood English Language Arts 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**. (If teaching English Language Arts within a large time block, select a learning segment of about **3–5 hours of connected instruction**.)
- **Identify a central focus.** Identify the central focus along with the content standards and objectives you will address in the learning segment. The central focus should support young adolescents to use textual references to
  - construct meaning from, interpret, or respond to complex text
  - create a written product interpreting or responding to complex features of a text that are just beyond their current skill levels
  - make interdisciplinary connections as relevant
- **Identify and plan to support language demands.** Select a key language function from your learning objectives. Choose a learning task that provides opportunities for young adolescents to practice using that language function. Identify additional language demands associated with that task. Plan targeted supports that address the identified language demands, including the language function.
- **Write a lesson plan** for each lesson in the learning segment. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.
- **Your lesson plans must include** the following information, even if your teacher preparation program requires you to use a specific lesson plan format:
  - State-adopted student academic content standards that are the target of student learning (Note: Please include the **number and text** of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)
  - Learning objectives (subject-specific and, as relevant, interdisciplinary) associated with the content standards
  - Informal and formal assessments used to monitor student learning, including type(s) of assessment and what is being assessed

- Instructional strategies and learning tasks (including what you and the students will be doing) to support the needs of all students
- Instructional resources and materials used to engage young adolescents in learning
- **Each lesson plan must be no more than 4 pages in length.** You will need to condense or excerpt lesson plans longer than 4 pages. Any explanations or rationale for decisions should be included in your Planning Commentary and deleted from your plans.
- **Respond to the commentary prompts** listed in the Planning Commentary 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 assessment given to students; do not submit student work samples for this task.)
- **Provide citations for the source of all materials that you did not create** (e.g., published texts, websites, and material from other educators). List all citations by lesson number at the end of the Planning Commentary. Note: Citations do not count toward the commentary page limit.

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

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?

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

## Planning Rubrics

### Rubric 1: Planning for English Language Arts Understandings

**How do the candidate's plans build young adolescents' abilities to use textual references to construct meaning from, interpret, OR respond to complex text?**

Level 1 <sup>4</sup>	Level 2	Level 3	Level 4	Level 5
<p>Candidate's plans for instruction <b>focus solely on</b> literal comprehension of text with <b>little or no connections</b> to</p> <ul style="list-style-type: none"> <li>• constructions of meaning from,</li> <li>• interpretation of, <b>OR</b></li> <li>• responses to a complex text.</li> </ul> <p><b>OR</b></p> <p>There are <b>significant content inaccuracies</b> that will lead to student misunderstandings.</p> <p><b>OR</b></p> <p>Standards, objectives, and learning tasks and materials are <b>not aligned with each other</b>.</p>	<p>Candidate's plans for instruction <b>support young adolescents' learning of facts</b> and procedures with <b>vague connections between textual references AND</b></p> <ul style="list-style-type: none"> <li>• constructions of meaning from,</li> <li>• interpretation of, <b>OR</b></li> <li>• responses to a complex text.</li> </ul>	<p>Candidate's plans for instruction <b>build on each other</b> to support learning of meanings of complex text with <b>clear connections</b> between textual references <b>AND</b></p> <ul style="list-style-type: none"> <li>• constructions of meaning from,</li> <li>• interpretation of, <b>OR</b></li> <li>• responses to a complex text.</li> </ul>	<p>Candidate's plans for instruction build on each other to support learning of meanings of complex text with <b>clear and consistent connections</b> between textual references <b>AND</b></p> <ul style="list-style-type: none"> <li>• constructions of meaning from,</li> <li>• interpretation of, <b>OR</b></li> <li>• responses to a complex text.</li> </ul> <p><b>Plans support English Language Arts learning and imply interdisciplinary connections.</b></p>	<p><b>Level 4 plus:</b></p> <p>Candidate explains how s/he will use learning tasks and materials to <b>lead students to make</b> clear and consistent <b>connections within English Language Arts as well as explicit and relevant interdisciplinary connections</b>.</p>

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

## Understanding Rubric Level Progressions: Rubric 1

### The Guiding Question

The Guiding Question addresses how a candidate's plans build a learning segment of three to five lessons around a central focus. Candidates will explain how they plan to organize tasks, activities, and/or materials to align with the central focus and the standards/objectives. The planned learning segment must develop students' abilities to construct meaning, interpret, OR respond to complex text. In addition, candidates will explain how they will help young adolescent learners make interdisciplinary and integrative connections between literacy and other subject areas.

### Key Concepts of Rubric:

- [Aligned](#)<sup>5</sup>
- [Significant content inaccuracies](#)

### English Language Arts Terms Central to the edTPA:

- [Complex text](#)
- [Textual references](#)

### Young Adolescent Learning Terms Central to the edTPA:

- [Integrative](#)
- [Interdisciplinary](#)

#### Primary Sources of Evidence:

Context for Learning Information

Planning Commentary **Prompt 1**

Strategic review of Lesson Plans & Instructional Materials

### Scoring Decision Rules

<b>Multiple Criteria</b>	<ul style="list-style-type: none"> <li>■ N/A for this rubric</li> </ul>
<b>AUTOMATIC 1</b>	<ul style="list-style-type: none"> <li>■ Pattern of <b>significant content inaccuracies</b> that are core to the central focus or a key learning objective for the learning segment</li> <li>■ A pattern of misalignment is demonstrated in relation to standards/objectives, learning tasks and materials across two or more lessons</li> </ul>

<sup>5</sup> Links to terms from the Middle Childhood English Language Arts 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.
- Plans are presented in a linear sequence in which **each lesson builds on the previous one(s)** OR a nonlinear sequence, e.g., when plans call for students to use interpretive skills or response to texts to develop construction of meaning from or interpretation of complex text by reasoning from what they already know to explore the central focus.
- In addition, the sequencing of the plans supports students' learning with clear connections to interpretive skills or responses to the text, supported by textual references 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.
- Be sure to pay attention to both the subject-specific emphasis of (1) textual references and (2) one or more of the following: constructions of meaning, interpretations or responses to a text within the learning segment.

### Below 3

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

- Plans for instruction support **student literal comprehension of the text but with little or no** planned connections to construction of meaning, interpretive skills, or responses to the text.

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

- The candidate is paying some attention to helping students understand, or respond to complex text, but the connections to constructing meaning from or interpreting complex text are **vague**, so that students are largely left to make sense of these on their own.

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

- The candidate is **focused on teaching literal comprehension or step-by-step procedures** where there is little or no attention to assisting students in constructing meaning from, interpreting, or responding to complex 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 **consistent 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 among textual references, and one or more of the following: constructions of meaning, interpretations, or responses to a text.
- Consistent connections require students to routinely apply understandings of complex text and explain their reasoning or strategies using textual references throughout the learning segment.
- Candidate addresses interdisciplinary connections.

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

- In the commentary, the candidate **addresses connections** among textual references, and constructions of meaning, interpretive skills, or responses to text in every lesson. Note that the specific use of textual references, as defined by the handbook, may not be present in every lesson, but there must be evidence that the candidate addresses connections in every lesson. For example, an introductory lesson on identifying point of view in narrative text might address connections between the use of textual references to construct meaning from, interpret, OR respond to a complex text through the candidate introducing the strategy without specific textual references to the complex text chosen for that learning segment. Connections to that specific text may come later in the learning segment.
- The candidate uses these connections **to deepen student understanding of the central focus**.
- The candidate may state general interdisciplinary connections to one or more subject areas (beyond the subject area of the learning segment) in the commentary, but these are not clearly represented in the lesson plans.

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

- **Plans include activities and questions that will clearly support students in making these connections themselves.** This would include **plans that pose strategic problems and/or questions that lead students to make the connections** and/or plans where **students** use textual references to construct meaning from, interpret, or respond to complex text.
- Interdisciplinary or real-life connections (to one or more additional subject areas) are clearly stated as objectives in the lesson plans, and connections originate from an integrative theme (e.g., Transportation), not solely from subject matter outcomes.

## Planning Rubrics continued

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

How does the candidate use knowledge of his/her young adolescents to target support for students to construct meaning from, interpret, or respond to complex text?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>There is no evidence of planned supports.</p> <p><b>OR</b></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><b>Level 4 plus:</b></p> <p>Supports include specific strategies to identify and respond to common errors and misunderstandings.</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](#)<sup>6</sup>

#### Primary Sources of Evidence:

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

Planning Commentary **Prompts 2 and 3**

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

### Scoring Decision Rules

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

### Unpacking Rubric Levels

#### Level 3

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

- Candidate explains how planned supports for students address the learning needs of the whole class while assisting them in achieving the learning objectives.
- Candidate explicitly 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 supports to develop students' learning relative to the identified learning objectives or the central focus. Evidenced by ONE or more of the following:

- Candidate does not plan supports for students.

<sup>6</sup> Links to terms from the Middle Childhood English Language Arts 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 young adolescents during partner work without a specific description of how that supports young adolescents with a specific need; check on students who are usually having trouble, without any specific indication of what the candidate might be checking for, such as ability to pull evidence from a text to support a claim).
- Supports are tied to learning objectives within each lesson, but there is no central focus.

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

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

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

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

**Above 3**

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

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

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

- 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. Supports should be provided for more than one student—either more than one individual or for a specific group of students with similar needs (e.g., more instruction in a prerequisite skill).

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

- Identifies possible preconceptions, errors, or misconceptions associated with the central focus, and describes specific strategies to identify and respond to them.
  - If the plans and commentary attend to misconceptions 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 young adolescent learners to justify instructional plans?

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

## Understanding Rubric Level Progressions: Rubric 3

### The Guiding Question

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

### Key Concepts of Rubric:

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

### Primary Sources of Evidence:

Planning Commentary **Prompts 2 and 3**

### Scoring Decision Rules

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

### Unpacking Rubric Levels

#### Level 3

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

- **Primary Criterion:** The candidate explains how the learning tasks are explicitly connected to the students' prior academic knowledge 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.**
- If evidence meets the primary criterion at Level 4, and candidate has NO connection to research/theory, the rubric is scored at Level 3.

<sup>7</sup> Links to terms from the Middle Childhood English Language Arts 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:**

- 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, developmental). 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 in the Glossary.)

### **Above 3**

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

- The candidate's justification not only uses knowledge of students—as both academic learners AND as individuals who bring in personal, community, and developmental 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, developmental), 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, including references to young adolescent development, 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 and developmental 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 English Language Arts learning task?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Language demands<sup>8</sup> identified by the candidate are <b>not consistent with the selected language function<sup>9</sup></b> <b>OR</b> task.</p> <p><b>OR</b></p> <p>Language development supports are <b>missing or are not aligned</b> with the language demand(s) for the learning task.</p>	<p><b>Language development supports primarily address one language demand</b> (vocabulary/symbols; function; grammatical structures; written, visual, or verbal communication).</p>	<p><b>General language development supports address use of two or more language demands</b> (vocabulary/symbols; function; grammatical structures; written, visual, or verbal communication).</p>	<p><b>Targeted language development supports</b> address use of</p> <ul style="list-style-type: none"> <li>• <b>vocabulary/symbols,</b></li> <li>• <b>language function, AND</b></li> <li>• <b>one or more additional language demands</b> (grammatical structures; written, visual, or verbal communication).</li> </ul>	<p><b>Level 4 plus:</b> Language development supports are <b>designed to meet the needs of students with different levels of language learning.</b></p>

<sup>8</sup> Language demands include: language function, vocabulary and/or symbols, syntax, and discourse (organizational structures, text structure, etc.).

<sup>9</sup> Language function refers to the learning outcome (verb) selected in prompt 4a (e.g., compare/contrast, conjecture).

## Understanding Rubric Level Progressions: Rubric 4

### The Guiding Question

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

### Key Concepts of Rubric:

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

- [Language demands](#)<sup>10</sup>
- [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

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

### Unpacking Rubric Levels

#### Level 3

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

- 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; 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 vocabulary/symbols; grammatical

<sup>10</sup> Links to terms from the Middle Childhood English Language Arts 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).



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 describing character traits. 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 (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 to no attention to any of the other language demands.
- Support may be general, (e.g., discussing, defining or describing a language demand), or it may be targeted, (e.g., modeling a language demand while using an example with labels). Regardless, the support provided is limited to one language demand.

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

- There is a pattern of misalignment between the language demand(s) and the language development supports identified. For example, the language function is listed as compare/contrast, but the language task requires students to present an argument justifying a character's perspective. Support for constructing the argument includes sentence frames

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 and/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, and/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 (written, visual, or verbal communication or function); 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.

## Planning Rubrics continued

### Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the informal and formal assessments selected or designed to monitor young adolescents' progress toward the standards/objectives?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The assessments <b>only provide evidence</b> of students' literal comprehension of text.</p> <p><b>OR</b></p> <p>Candidate does not attend to <b>ANY ASSESSMENT</b> requirements in IEPs and 504 plans.</p>	<p>The assessments <b>provide limited evidence to monitor young adolescents'</b> abilities to</p> <ul style="list-style-type: none"> <li>construct meaning from,</li> <li>interpret, <b>OR</b></li> <li>respond to the text</li> </ul> <p>during the learning segment.</p>	<p>The assessments provide <b>specific evidence, including a written product</b>, to monitor young adolescents' abilities to</p> <ul style="list-style-type: none"> <li>construct meaning from,</li> <li>interpret, <b>OR</b></li> <li>respond to the text</li> </ul> <p>during the learning segment.</p>	<p>The assessments provide <b>multiple forms of evidence, including a written product</b>, to monitor young adolescents' progress toward developing</p> <ul style="list-style-type: none"> <li>constructions of meaning from,</li> <li>interpretations of, <b>OR</b></li> <li>responses to the text</li> </ul> <p>throughout the learning segment.</p>	<p><b>Level 4 plus:</b></p> <p>The assessments are <b>strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</b></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, including a written product. It also addresses required adaptations from IEPs or 504 plans. The array of assessments should provide evidence of students' abilities to comprehend, construct meaning from, interpret, or respond to text.

### Key Concepts of Rubric:

- [Assessment \(formal or informal\)](#)<sup>11</sup>

#### Primary Sources of Evidence:

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

Planning Commentary **Prompt 5**

Assessment Materials Strategic review of Lesson Plans

### Scoring Decision Rules

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

### Unpacking Rubric Levels

#### Level 3

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

- The planned assessments provide evidence of students constructing meaning from, interpreting, or responding to text at various points within the learning segment. The assessments must provide specific evidence of the subject-specific emphasis of constructions of meaning, interpretations, or responses to a text, including a written product.
- Requirements from the IEP or 504 plan must be explicitly addressed in the commentary and/or the Planning Task 1 artifacts. List of assessment requirements and/or accommodations in the Context for Learning Information document is not sufficient by itself.

#### Below 3

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

<sup>11</sup> Links to terms from the Middle Childhood English Language Arts Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

- The planned assessments will yield insufficient evidence to monitor students' abilities to construct meaning from, interpret, or respond to text.

**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 in which students respond to text or multiple assessments in which students select textual references from text without explanation or discussion of reasoning behind selections. Although assessments may provide some evidence of student learning, they do not specifically monitor constructions of meaning, interpretations, or responses to a text across the learning segment.

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

- The assessments only focus on literal comprehension or procedural completion of tasks/activities without providing evidence of constructions of meaning, interpretations, or responses to a text.

**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 the commentary or the Planning Task 1 artifacts, the score of 1 is applied; otherwise the evidence for the other criteria will determine the score. **(If there are no students with IEPs or 504 plans, then this criterion is not applicable.)**

**Above 3**

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

- The array of assessments, including a written product, provides consistent evidence of meaning construction, interpretation, or response to text.
- Assessment evidence will allow the candidate to determine students' progress toward developing the abilities to construct meaning from, interpret, or respond to text.

**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 ability to construct meaning from, interpret, or respond to text tied to the central focus. "Multiple forms of evidence" means that different types of evidence are used—e.g., gathering textual evidence, graphic organizers, extended written response, creative writing, oral presentations, visual presentations—and not that there is only one type of evidence on homework, exit slips, and the final test.
- The array of assessments provides evidence to track student progress toward developing constructions of meaning from, interpretations of, or responses to text defined by the standards and learning objectives.

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

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

# Instruction Task 2: Instructing and Engaging Students in Learning

## What Do I Need to Do?

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- **Obtain required permissions for 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 from whom you do not have permission to film.
- **Examine your lesson plans for the learning segment** and identify challenging learning tasks in which you and students are actively engaged. The video clips you select for submission should provide a sample of how you interact with students to support their learning.
- **Identify lessons to videorecord.**
- **Provide 2 video clips (each no more than 10 minutes, but not less than 3 minutes combined)** that demonstrate how you interact with young adolescents in a positive learning environment to develop their ability to construct meaning from, interpret, or respond to a complex text.
  - The **first clip** should demonstrate how you engage students in constructing meaning from, interpreting, or responding to a **complex feature of a text, for example, historical context, figurative language, dense informational text, and/or visual imagery in a film.**
  - The **second clip** should show interactions between you and at least 3 students during a discussion of the text to support and/or monitor their **abilities to interpret the text.**
- **(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 young adolescents (**minimum of 4 students**) within the class.
- **Videorecord your classroom teaching.** Tips for videorecording your class are available from your teacher preparation program.
- **Select video 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

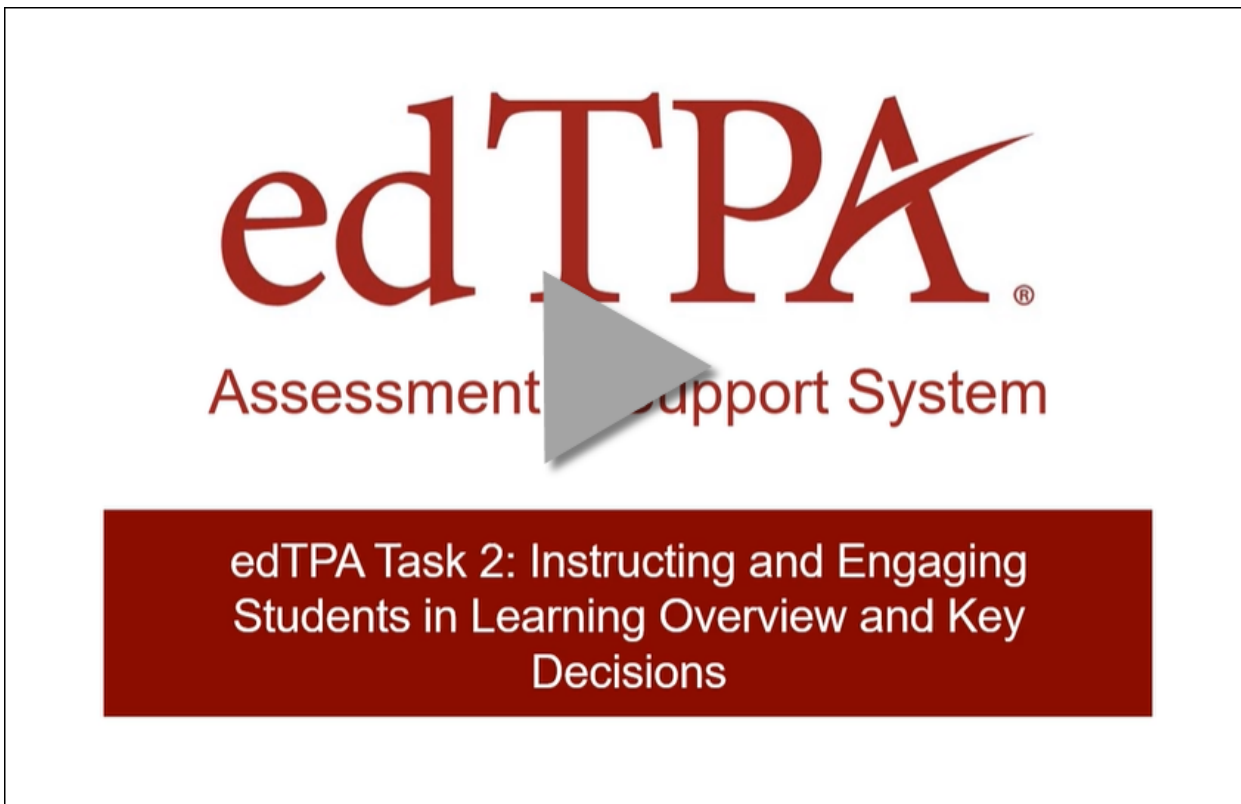
commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).

- A video clip must be continuous and unedited, with no interruption in 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 Middle Childhood English Language Arts Evidence Chart for instructions on electronic submission of evidence. The evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

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

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



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

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

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



## Instruction Rubrics

### Rubric 6: Learning Environment

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

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

## Understanding Rubric Level Progressions: Rubric 6

### The Guiding Question

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

### Key Concepts of Rubric:

- [Respect](#)<sup>12</sup>
- [Rapport](#)
- [Learning environment](#)

#### Primary Sources of Evidence:

Video Clips

Instruction Commentary **Prompt 2**

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

### Scoring Decision Rules

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

### Unpacking Rubric Levels

#### Level 3

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

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

<sup>12</sup> Links to terms from the Middle Childhood English Learning Arts 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 clip(s):

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

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

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

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

**Above 3**

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

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

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

- The learning environment supports learning experiences that appropriately challenge young adolescent learners 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 young adolescent learners to express, debate, and evaluate differing perspectives about constructing meaning from, interpreting, or responding to complex 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 young adolescents in developing their abilities to construct meaning from, interpret, OR respond to complex text?

Level 1	Level 2	Level 3	Level 4	Level 5
Young adolescents are participating in tasks that are vaguely or superficially related to the central focus.	Young adolescents are participating in learning tasks or activities primarily focused on literal comprehension of text with little attention to developing interpretive skills.	Young adolescents are engaged in learning tasks that address their abilities to <ul style="list-style-type: none"> <li>construct meaning from,</li> <li>interpret, <b>OR</b></li> <li>respond to a complex text.</li> </ul>	Young adolescents are engaged in learning tasks that develop their abilities to <ul style="list-style-type: none"> <li>construct meaning from,</li> <li>interpret, <b>OR</b></li> <li>respond to a complex text.</li> </ul>	Young adolescents are engaged in learning tasks that deepen and extend their development of deep understanding of strategies to <ul style="list-style-type: none"> <li>construct meaning from,</li> <li>interpret, <b>OR</b></li> <li>respond to a complex text.</li> </ul>
There is little or no evidence that the candidate links young adolescents' prior academic learning and/or prerequisite skills <b>OR</b> personal, community, or developmental assets with new learning.	Candidate makes vague or superficial links between prior academic learning and/or prerequisite skills and new learning.	Candidate links prior academic learning and/or prerequisite skills to new learning.	Candidate links prior academic learning and/or prerequisite skills <b>AND</b> personal, community, or developmental assets to new learning.	Candidate prompts young adolescents to link prior academic learning and/or prerequisite skills <b>AND</b> personal, community, or developmental assets to new learning.

## Understanding Rubric Level Progressions: Rubric 7

### The Guiding Question

The Guiding Question addresses how the candidate provides video evidence of engaging young adolescent students in meaningful tasks and discussions to develop their understanding of constructing meaning from, interpretation or responding to complex text.

### Key Concepts of Rubric:

- [Engaging students in learning](#)<sup>13</sup>
- [Assets](#) (personal, community)

#### Primary Sources of Evidence:

Video Clip(s)

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

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

### Unpacking Rubric Levels

#### Level 3

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

- **Primary Criterion:** The clips show that the students are engaged in learning tasks that provide opportunities for students to construct meaning from, interpret, or respond to complex text. Although these content understandings are evident in conversations, they are addressed at a cursory level. For example, the candidate leads a call and response activity in which students are called on to share an example of textual references they have identified to support a specific candidate-determined theme. The candidate's instruction is cursory because the candidate confirms responses but does not engage students in explaining rationales, discussing similarities and differences between responses, or interacting with the text at a deeper level than simply sharing out.

<sup>13</sup> Links to terms from the Middle Childhood English Language Arts 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 skills.

### ***Below 3***

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

- Students are participating in tasks that provide little opportunity to construct meaning from, interpret, or respond to complex text.

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

- Students are participating in tasks that provide little opportunity to construct meaning from, interpret, or respond to complex text.
- The structure of the learning task or the way in which it is implemented constrains student development of constructing meaning from, interpreting, or responding to complex text. For example, the candidate defines simile. Students are then instructed to read a poem and circle when "like" and "as" are used. All uses of the words "like" and "as" in the poem are indeed similes. Students then share the examples they find with the class. The candidate's instruction constrains student development to simply matching words rather reading for understanding of similes.
- In addition, the candidate may refer to students' learning from prior units, but the references are indirect or unclear and do not facilitate new learning.

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

- The learning tasks seen in the video clips 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, developmental) to build new learning.

### ***Above 3***

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

- The learning tasks as seen in the clips are structured to engage students to construct meaning from, interpret, or respond to complex text.
- Connections between students' prior academic learning and/or prerequisite skills and assets (personal, community, developmental) are made to support new learning.

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

- The learning tasks in the clips include structures or scaffolding that promote construction of meaning, interpretation, or response to complex text. Students must interact with the content in ways that are likely to either extend initial understandings or surface misunderstandings that the candidate can then address. For example, the candidate leads a whole class discussion in which students are called on to share examples of textual references they have identified to support themes they have chosen from a text. Students are consistently prompted to build on each other's responses by presenting either 1) other examples that support the same previously shared theme or 2) how the same previously shared example could also support a different theme. As students share their examples and reasoning, the candidate constructs a concept map/web on the board reflecting how the themes and supports are being connected by students.

- In addition, the candidate draws upon not only prior academic learning and/or prerequisite skills, but also students' assets (personal, community, developmental) to develop new learning.

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

- The learning tasks as seen in the clips are structured or scaffolded so that students will construct meaning from, interpret, or respond to complex 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, developmental) to support new learning.

## Instruction Rubrics continued

### Rubric 8: Deepening Student Learning

**How does the candidate elicit young adolescent learners' responses to promote thinking and develop their abilities to construct meaning from, interpret, OR respond to complex text?**

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does most of the talking and young adolescents provide few responses.</p> <p><b>OR</b></p> <p>Candidate responses include <b>significant content inaccuracies</b> that will lead to young adolescents' misunderstandings.</p>	<p>Candidate <b>primarily asks surface-level questions</b> and evaluates young adolescents' responses as <b>correct or incorrect</b>.</p>	<p>Candidate <b>elicits young adolescents' responses related to</b></p> <ul style="list-style-type: none"> <li>constructing meaning from,</li> <li>interpreting, <b>OR</b></li> <li>responding to a complex text.</li> </ul>	<p>Candidate elicits and <b>builds on young adolescents' responses to develop</b></p> <ul style="list-style-type: none"> <li>constructions of meaning from,</li> <li>interpretations of, <b>OR</b></li> <li>responses to a complex text.</li> </ul>	<p><b>Level 4 plus:</b> Candidate <b>facilitates interactions among young adolescents so they can evaluate their own abilities to apply strategies for</b></p> <ul style="list-style-type: none"> <li>constructing meaning from,</li> <li>interpreting, <b>OR</b></li> <li>responding to a complex text.</li> </ul>



## Understanding Rubric Level Progressions: Rubric 8

### The Guiding Question

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

### Key Concepts of Rubric:

- [Significant content inaccuracies](#)<sup>14</sup>
  - For Rubric 8, significant content inaccuracies include content flaws within processes or examples used during the lesson that will lead to student misunderstandings and the need for reteaching.

#### Primary Sources of Evidence:

Video Clips

Instruction Commentary **Prompt 4a**

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

### Scoring Decision Rules

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

### Unpacking Rubric Levels

#### Level 3

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

- The candidate prompts students to offer responses that require thinking related to constructing meaning from, interpreting, or responding to complex text, e.g., by using "how" and "why" questions. Some instruction may be characterized by initial questions focusing on facts to lay a basis for later higher-order questions in the clip.

#### Below 3

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

- In the clips, classroom interactions provide students with limited or no opportunities to think and learn.

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

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

- The candidate asks questions that elicit right/wrong or yes/no answers and do little to encourage students to construct meaning from, interpret, or respond to text.

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

- There are few opportunities shown in the clips that students were able to express ideas.

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

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

**Above 3**

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

- In the clips, the candidate uses student ideas and thinking to develop abilities to construct meaning from, interpret, or respond to text or their abilities to evaluate their own learning.

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

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

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

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

## Instruction Rubrics continued

### Rubric 9: Subject-Specific Pedagogy: Using Textual References

How does the candidate use textual references to help young adolescents understand how to construct meaning from, interpret, OR respond to a complex text?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The candidate focuses on literal comprehension of the text <b>with little or no</b> attention to</p> <ul style="list-style-type: none"> <li>constructing meaning from,</li> <li>interpreting, <b>OR</b></li> <li>responding to a complex text.</li> </ul> <p><b>OR</b></p> <p>Materials used in the clips include <b>significant content inaccuracies</b> that will lead to young adolescents' misunderstandings.</p>	<p>Candidate makes <b>vague or superficial use of textual references</b> to help young adolescents</p> <ul style="list-style-type: none"> <li>construct meaning from,</li> <li>interpret, <b>OR</b></li> <li>respond to a complex text.</li> </ul>	<p>Candidate <b>uses textual references in ways that help young adolescents to</b></p> <ul style="list-style-type: none"> <li>construct meaning from,</li> <li>interpret, <b>OR</b></li> <li>respond to a complex text.</li> </ul>	<p>Candidate <b>selects textual references for young adolescent learners to use to check or justify their</b></p> <ul style="list-style-type: none"> <li>constructions of meaning from,</li> <li>interpretations of, <b>OR</b></li> <li>responses to a complex text.</li> </ul>	<p>Candidate <b>facilitates interactions among young adolescents so they strategically select textual references to check or justify their</b></p> <ul style="list-style-type: none"> <li>constructions of meaning from,</li> <li>interpretations of, <b>OR</b></li> <li>responses to a complex text.</li> </ul>

## Understanding Rubric Level Progressions: Rubric 9

### The Guiding Question

The Guiding Question addresses how the candidate uses textual references (e.g., direct quotes or paraphrases, references to events, scenes, images, characters and other references that bring students' attention to the text) in the clips to build students' understanding of how to construct meaning from, interpret, or respond to complex text.

### Key Concepts of Rubric:

- N/A

#### Primary Sources of Evidence:

Video Clips

Instruction Commentary **Prompt 4b**

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

### Scoring Decision Rules

<b>Multiple Criteria</b>	<ul style="list-style-type: none"> <li>■ N/A for this rubric</li> </ul>
<b>AUTOMATIC 1</b>	<ul style="list-style-type: none"> <li>■ The textual references are significantly inappropriate for the intended learning.</li> <li>■ The use of the textual references will lead to significant student misunderstanding.</li> </ul>

### Unpacking Rubric Levels

#### Level 3

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

- In the clips, the candidate guides conversation or structures explorations using textual references that help students construct meaning from, interpret, or respond to complex text. For example, the candidate leads whole class discussion in which students identify examples from a text that support a claim.

#### Below 3

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

- In the clips, the candidate is not using textual references effectively to guide student learning.

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

- The candidate attempts to use textual references to facilitate student learning, but the connections between textual references AND constructions of meaning, interpretations, or responses to a text are not strong enough or clear enough to be effective.

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

- The candidate stays focused on literal comprehension or rote procedures and fails to make connections between textual references and constructing meaning from, interpreting, or responding to complex text.

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

- The textual references are significantly inappropriate for the intended learning.
- The use of the textual references will lead to significant student misunderstandings.

**Above 3**

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

- In the clips, the candidate is making strategic choices or use of textual references to develop students' abilities to construct meaning from, interpret, or respond to complex text.

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

- In the clips, the candidate poses carefully chosen textual references to encourage students to think more deeply about complex text in order to construct meaning from, interpret, or respond to complex text. For example, the candidate intentionally chooses the passage(s) from a text for the purpose of supporting student analysis. Students are provided the passage(s), and the learning task requires students to justify their thought processes using the passage(s) for evidence.

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

- In the clips, the candidate meets Level 4 AND structures and supports student-student conversations to help them evaluate their own use of textual references to explore complex text.

## Instruction Rubrics continued

### Rubric 10: Analyzing Teaching Effectiveness

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

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

## Understanding Rubric Level Progressions: Rubric 10

### The Guiding Question

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

### Key Concepts of Rubric:

- N/A

### Primary Sources of Evidence:

Instruction Commentary **Prompt 5**

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

### Scoring Decision Rules

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

### Unpacking Rubric Levels

#### Level 3

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

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

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

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

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

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

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

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

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

- The proposed changes relate to the central focus and explicitly address individual and collective learning needs that were within the lessons seen in the video clips.
- The changes in teaching practice are supported by research and/or theory, including understandings of young adolescent development.

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

- The changes clearly address the learning needs of individuals in addition to the learning needs of the whole class in the video clips by providing additional support and/or further challenge in relation to the central focus. Candidate should explain how proposed changes relate to each individual's needs.
- The candidate explains how research or theory, including young adolescent development, 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 Level 4 AND explains how research principles or theory (including young adolescent development) **support or frame the proposed changes**. The justifications are explicit, well articulated, and demonstrate a thorough understanding of the research/theory principles that are clearly reflected in the explanation of the changes.



# Assessment Task 3: Assessing Student Learning

## What Do I Need to Do?

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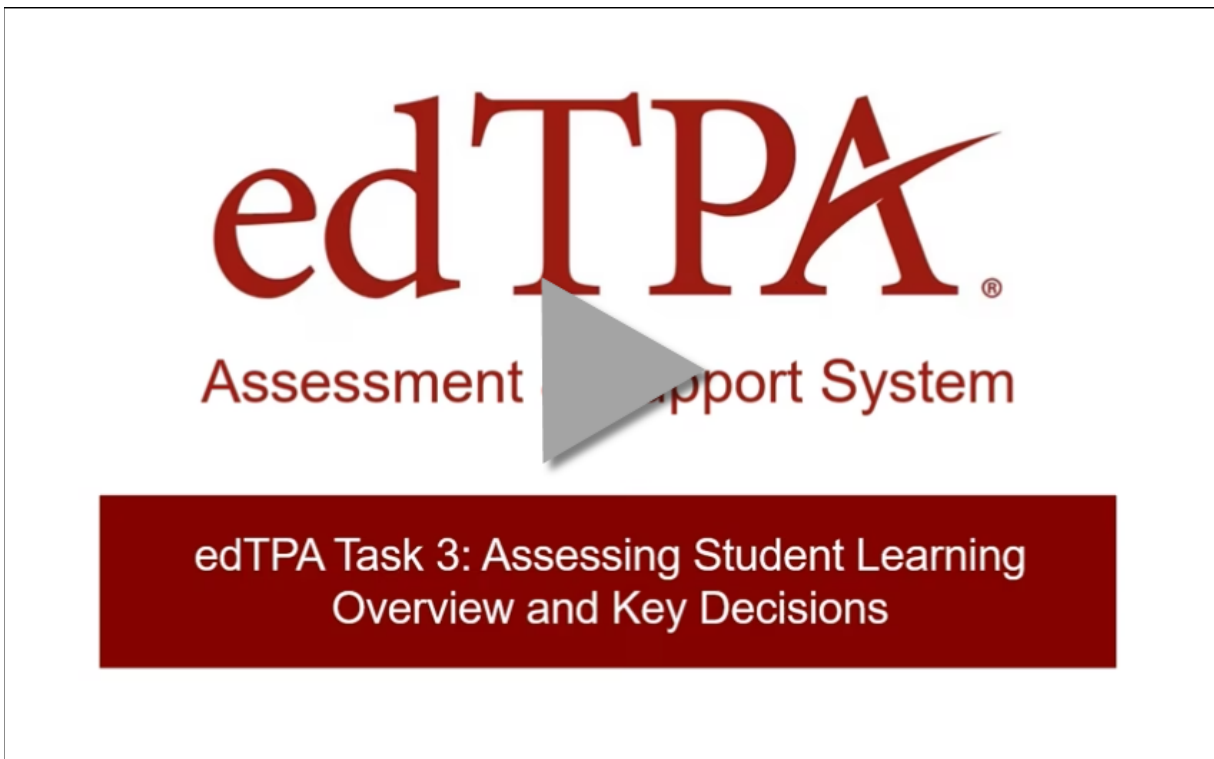
- **Select one assessment from your learning segment you will use** to evaluate your students' developing knowledge and skills. It should be an assessment that is completed by the whole class featured in the learning segment. (If you are teaching only a group within the class for the learning segment, that group will be "the whole class.") The assessment should reflect the work of individuals, not groups, but may be individual work from a group task. The assessment should provide opportunities for young adolescents to demonstrate their ability to
  - comprehend and make meaning from complex text
  - interpret and/or respond to complex text
- **Define and submit the evaluation criteria** you will use to analyze young adolescent learning related to the English Language Arts understandings described above.
- **Collect and analyze student work from the selected assessment** to identify **quantitative and qualitative** patterns of learning within and across learners in the class. You may submit text files with scanned student work, a video or audio file of a student's oral work, **OR** a student-created video or multimedia file. For each focus student, a video or audio work sample must be no more than 5 minutes in total running time.
- **Select 3 student work samples** that represent the patterns of learning (i.e., what individuals or groups generally understood and what a number of young adolescents were still struggling to understand) you identified in your assessment analysis. These young adolescents will be your **focus students** for this task. **At least one of the focus students must have an identified learning need** (for example, an English learner, a student with an IEP [Individualized Education Program] or 504 plan, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge).
- **Document the feedback** you gave to each of the **3 focus students** on the work sample itself, as an audio clip, or as a video clip. You must submit evidence of the actual feedback provided to each focus student, and not a description of the feedback.
- If you submit a student work sample or feedback as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).
- If you submit a student work sample or feedback as a video or audio clip and additional students are present, clearly identify which students are your focus students in the relevant prompts (1d and 2a) of the Assessment Commentary (**in no more than 2 sentences**).
- **Respond to the prompts** listed in the Assessment Commentary 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 young adolescents' 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 Middle Childhood English Language Arts Evidence Chart for instructions on electronic submission of evidence. The evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

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

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



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

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

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

## Assessment Rubrics

### Rubric 11: Analysis of Student Learning

**How does the candidate analyze evidence of young adolescent learning related to constructing meaning from, interpreting, or responding to complex text?**

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

## Understanding Rubric Level Progressions: Rubric 11

### The Guiding Question

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

### Key Concepts of Rubric:

- [Aligned](#)<sup>15</sup>
- [Evaluation criteria](#)
- [Patterns of learning](#)

#### Primary Sources of Evidence:

Assessment Commentary **Prompt 1**

Student work samples

Evaluation criteria

### Scoring Decision Rules

<b>Multiple Criteria</b>	■ N/A for this rubric
<b>AUTOMATIC 1</b>	■ 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 use of textual references for constructing meaning from, interpreting, or responding to complex text.
- The analysis is aligned with the evaluation criteria and/or assessed learning objectives.
- Some general differences in learning across the class are identified.

#### 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 literal comprehension, rote procedures, or facts).

<sup>15</sup> Links to terms from the Middle Childhood English Language Arts Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

- The analysis is contradicted by the work sample evidence.
- The analysis is based on an inconsistent alignment with evaluation criteria and/or standards/objectives.

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

1. Although aligned with the summary, the analysis presents an incomplete picture of student learning by only addressing either successes or errors.
2. The analysis does not address constructing meaning from, interpreting, or responding to complex text.

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

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

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

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

### **Above 3**

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

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

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

- The analysis describes consistencies in performance (patterns) across the class in terms of what students know and are able to do and where they need to improve.
- The analysis goes beyond a listing of students' successes and errors, to an explanation of student understanding in relation to their performance on the identified assessment. An exhaustive list of what students did right and wrong, or the % of students with correct or incorrect responses, should be scored at Level 3, as that does not constitute a pattern of student learning. A pattern of student learning goes beyond these quantitative differences to identify specific content understandings or misunderstandings, or partial understandings that are contributing to the quantitative differences.
- Specific examples from work samples are used to demonstrate the whole class patterns. An example is, "Most students were successful on identifying theme (Writing Rubric: Identifying Themes) but far fewer were successful with supporting the theme with evidence (Writing Rubric: Identifying Theme). Student A was able to identify the theme of isolation, although was only able to provide one textual

reference to demonstrate theme within the novel. However, most students were like Student B, who could pull textual references to support the theme, but could not explain how the textual references truly supported their claim about theme.

Therefore, I understand many of my students recognize textual evidence, but are not yet able to articulate to others the thought process of how they know their evidence supports their theme."

**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 of 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, "Most students were successful in selecting an appropriate theme (23 out of 26) as illustrated by Students A and B, who both identified isolation as a theme in the novel. Most students were like Student B, who could pull multiple textual references to support the theme, but could not explain how the textual references truly supported their claim about theme (15 out of 26). Student B successful identifies as evidence the quote, "I was, to a great degree taught with regard to my favorite studies. My father was not scientific, and I was left to struggle with a child's blindness, added to a student's thirst for knowledge." However, Student B, like the majority of students, simply states, "This is an example of isolation," without any additional justification or reasoning provided. This pattern suggests that most students understand what theme is and what evidence can serve as examples of theme, but that they lack the ability to form adequate justifications or explanations of their thinking. Like with Student B, many students seem to believe simply stating the evidence to support the theme is, by itself, a full justification. Many students confuse making a statement that evidence and theme are connected with fully explaining how specific words or phrases within the quote demonstrate how a character feels isolated from those around him. While 18 students were able to provide evidence of theme, only 8 were able to provide full explanations of the reasoning used to connect their evidence to the theme."

## Assessment Rubrics continued

### Rubric 12: Providing Feedback to Guide Learning

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

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



## Understanding Rubric Level Progressions: Rubric 12

### The Guiding Question

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

### Key Concepts of Rubric:

- [Significant content inaccuracies](#)<sup>16</sup>
  - For Rubric 12, significant content inaccuracies include content flaws in the feedback that are significant and systematic, and interfere with student learning.
- [Developmentally inappropriate feedback](#)

#### Primary Sources of Evidence:

Assessment Commentary **Prompt 1a, 2a–b**

Evidence of feedback (written, audio/video)

### Scoring Decision Rules

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

### Unpacking Rubric Levels

#### Level 3

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

- The feedback identifies specific strengths OR needs for improvement. At Level 3, the candidate **MUST** provide the focus students with qualitative feedback about their performance that is aligned with the learning objectives. Specific feedback includes such things as pointing to successful use of a strategy, naming errors and identifying where they occur, acknowledging student reasoning and processing skills, suggesting information that would help improve the quality of work, identifying new

<sup>16</sup> Links to terms from the Middle Childhood English Language Arts 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).

areas of focus for the student in light of what s/he has already mastered. Checkmarks, points deducted, grades, or scores do not meet Level 3, even when they distinguish errors from correct responses.

### ***Below 3***

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

- Evidence of feedback 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, underlining/circling/highlighting rubric language without noting where in the student work the highlighted comments apply, and language such as, "Watch for spelling!" that is not linked to a specific strength or need. General feedback does not address the specific error or correct solution (e.g., "Proofread" 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, related to assessed learning 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, "You did a great job explaining why Emma is a main character. Make sure to provide signal words for your reader so we know when you are moving on to a new point or new example."

#### **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've identified an appropriate main idea. Always try to include details from the text that backs up your stated main idea."

OR

- A meaningful connection to experience or prior learning. For example, the candidate refers back to a prior assignment: "I want you to remember the work you did on developing a main idea. Just like that was a main idea you were going to write about, think of details that backs up your main idea in your writing. As you rewrite your paper make sure your details back up your main idea."

## 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><b>OR</b></p> <p>Candidate provides limited or no feedback to inform young adolescent 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 <b>OR</b> 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 <b>AND</b> 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 Written or Oral Feedback

### Scoring Decision Rules

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

### Unpacking Rubric Levels

#### Level 3

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

- Candidate describes **how** the focus students will understand OR use feedback related to 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 students are going to do. Otherwise, it is vague and the evidence should be scored at Level 2.
    - Example for understanding feedback: Students participate in a whole class learning activity created to clarify the difference between tone and mood. Although the activity addresses a common need for clarification, it explicitly includes content that one or more focus students were given feedback on.
- OR
- Example for using feedback: Students select a paragraph from their writing to revise for greater clarity. Candidate asks students to revise their work based on feedback given and resubmit revised work.

#### Below 3

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

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

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

- The description of how the focus students will understand or use feedback is very general or superficial. Details about **how** the students will understand or use the feedback are missing. For example, "The focus students will get their work back. The feedback will tell them what they did right and wrong in their journal writing. They will write the same type of journal response next week."; or, e.g., description discusses whole class understanding or use of feedback without explicit attention to feedback given to one or more focus student.
- 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 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. This can be corrections of misunderstandings or partial understandings or extensions of learning related 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 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 English Language Arts Learning

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

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

## Understanding Rubric Level Progressions: Rubric 14

### The Guiding Question

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

### Key Concepts of Rubric:

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

- [Language demands](#)<sup>17</sup>
- [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)

### Scoring Decision Rules

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

### Unpacking Rubric Levels

#### Level 3

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

- 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.
- 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

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the artifact, e.g., "Students 1 and 2 used the vocabulary term 'theme' and then explained how the meaning, author's purpose, and/or function of themes supported their interpretations of the novel in their analyses. Student 3 correctly selected quotes representing themes from the text, but did not provide explanation of how those examples demonstrated themes and supported his interpretation of the text."

### ***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).

#### **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 identified language demands (function, vocabulary/symbols, and additional demands) addressed in the Assessment commentary. For example (language function is to justify the theme), "In the video, you can see the student with the pink shirt describing the characters from the novel."
- 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 and/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 content learning for students with distinct language needs.

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

- The candidate identifies and explains evidence that students are able to use the language function, vocabulary/symbols, AND associated language demands (grammatical structures and/or written, visual, or verbal communication). The explanation uses specific evidence from the video and/ or work samples.
- The candidate's analysis includes evidence of how 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 metaphor, simile, and personification (video timestamp references—4:35, 5:07). Most of the students could produce detailed explanations (the language function) in terms of how figurative language is used in the text to help the reader visualize the text (e.g., 2:15). However, other students' explanations were incomplete (e.g., at 3:45), not explaining the purpose of the figurative language), suggesting that while some students can

identify examples of metaphor, similes and personification, they need more support understanding their purposeful use by an author."

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

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

## Assessment Rubrics continued

### Rubric 15: Using Assessment to Inform Instruction

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Next steps <b>do not follow</b> from the analysis.</p> <p><b>OR</b></p> <p>Next steps are <b>not relevant to the learning objectives</b> assessed.</p> <p><b>OR</b></p> <p>Next steps are <b>not described in sufficient detail</b> to understand them.</p>	<p>Next steps primarily <b>focus on changes to teaching practice</b> that are <b>superficially related</b> to students' learning needs, for example, repeating instruction, pacing, or classroom management issues.</p>	<p>Next steps <b>propose general support that improves student learning related to assessed learning objectives</b>.</p> <p>Next steps are <b>loosely connected with research and/or theory</b>.</p>	<p>Next steps <b>provide targeted support to individuals or groups to improve their learning relative to</b></p> <ul style="list-style-type: none"> <li>constructing meaning from,</li> <li>interpreting, <b>OR</b></li> <li>responding to complex text.</li> </ul> <p>Next steps are <b>connected with</b> research and/or theory, <b>including young adolescent development</b>.</p>	<p>Next steps provide targeted support to individuals <b>AND</b> groups to improve their learning relative to</p> <ul style="list-style-type: none"> <li>constructing meaning from,</li> <li>interpreting, <b>OR</b></li> <li>responding to complex text.</li> </ul> <p>Next steps are <b>justified with principles from</b> research and/or theory, including young adolescent development.</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 including development 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 should also address the whole class, groups with similar needs, and/or individual students.

### Key Concepts of Rubric:

- N/A

#### Primary Source of Evidence:

Assessment Commentary **Prompt 4**

### Scoring Decision Rules

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

### Unpacking Rubric Levels

#### Level 3

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

- **Primary Criterion:** The next steps focus on support for student learning that is general for the whole class, not specifically targeted for individual students. The support addresses learning related to 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 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 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 constructing meaning from, interpreting, or responding to complex text.
- Next steps are supported by research and/or theory, including young adolescent development.

**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 constructing meaning from, responding to, or interpreting complex text. 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 constructing meaning from, interpreting, or responding to complex text.
- The candidate discusses how the research or theory, including young adolescent development, is related to the next steps in ways that make some level of sense given their students and central focus. They may cite the research or theory in their discussion, or they may refer to the ideas from the research. Either is acceptable, as long as they clearly connect the research/theory to their next steps.
- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the second criterion at least at Level 3).

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

- The next steps are clearly aimed at supporting specific student needs for **both** individuals and groups with similar needs related to constructing meaning from, interpreting, or responding to complex text. 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 constructing meaning from interpreting or responding to complex text.

- The candidate explains how principles of research or theory, including young adolescent development, 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.

# Middle Childhood English Language Arts Evidence Chart

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

## Planning Task 1: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Context for Learning Information (template provided)	.doc; .docx; .odt; .pdf	1	1	<b>No more than 4 pages</b> , including prompts	<ul style="list-style-type: none"> <li>Use Arial 11-point type.</li> <li>Single space with 1-inch margins on all sides.</li> </ul>
Part B: Lesson Plans for Learning Segment	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages per lesson	<ul style="list-style-type: none"> <li>Submit 3–5 lesson plans in 1 file.</li> <li>Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.).</li> <li>All rationale or explanation for plans should be written in the Planning Commentary and removed from lesson plans.</li> </ul>
Part C: Instructional Materials	.doc; .docx; .odt; .pdf	1	1	<b>No more than 5 pages of KEY</b> instructional materials per lesson plan	<ul style="list-style-type: none"> <li>Submit all materials in 1 file.</li> <li>Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.).</li> <li>Order materials as they are used in the learning segment.</li> </ul>
Part D: Assessments	.doc; .docx; .odt; .pdf	1	1	No limit	<ul style="list-style-type: none"> <li>Submit assessments in 1 file.</li> <li>Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.).</li> <li>Order assessments as they are used in the learning segment.</li> </ul>
Part E: Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	<b>No more than 9 pages</b> of commentary, including prompts	<ul style="list-style-type: none"> <li>Use Arial 11-point type.</li> <li>Single space with 1-inch margins on all sides.</li> <li>Respond to prompts before teaching the learning segment.</li> </ul>

## Instruction Task 2: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Video Clips <sup>18</sup>	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	2	2	Running time no more than 10 minutes each (but not less than 3 minutes combined)	<ul style="list-style-type: none"> <li>Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear in the video.</li> <li>Refer to <a href="#">Instruction Task 2, What Do I Need to Do?</a> for video clip content and requirements.</li> <li>When naming each clip file, include the number of the lesson shown in the video clip.</li> </ul>
Part B: Instruction Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	<p>No more than 6 pages of commentary, including prompts</p> <p>If needed, no more than 2 additional pages of supporting documentation</p>	<ul style="list-style-type: none"> <li>Use Arial 11-point type.</li> <li>Single space with 1-inch margins on all sides.</li> </ul> <p><b>IMPORTANT:</b></p> <ul style="list-style-type: none"> <li>Insert documentation at the end of the commentary file if             <ul style="list-style-type: none"> <li>you or the students are using graphics, texts, or images that are not clearly visible in the video</li> <li>you chose to submit a transcript for occasionally inaudible portions of the video</li> </ul> </li> <li>If submitting documentation, include the video clip number, lesson number, and explanatory text (e.g., “Clip 1, lesson 2, text from a whiteboard that is not visible in the video,” “Clip 2, lesson 4, transcription of a student response that is inaudible”).</li> </ul>

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



## Assessment Task 3: Artifacts and Commentary Specifications

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

(Continued on next page)

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

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

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

(Continued on next page)

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

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

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

# Middle Childhood English Language Arts

## 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:**<sup>21</sup> 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 English Language Arts, 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.<sup>22</sup>
- **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 English Language Arts include **reading/listening** for main ideas and details; **analyzing and interpreting** characters and plots; writing narrative, informational, or poetic text; using presentation skills to present a play, deliver a speech, or do a dramatic reading; **evaluating and interpreting** an author's purpose, message, and use of language choice, setting, mood, tone, and other literary strategies; **comparing ideas** within and between texts; and making sense of **unfamiliar vocabulary** through pictures, word parts, and contextual clues.
- **vocabulary/symbols:** Words and phrases with subject-specific meanings that differ from meanings used in everyday life; general academic vocabulary used across disciplines; subject-specific words and/or symbols defined for use in the discipline.<sup>23</sup>
- **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 discourse has distinctive features or ways of

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

<sup>22</sup> Morgan, C., Craig, T., Schuette, M. et al. Language and communication in mathematics education: an overview of research in the field. *ZDM Mathematics Education* 46, 843–853 (2014).

<sup>23</sup> 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.

structuring oral or written language (text structures) or representing knowledge visually.<sup>24</sup>

- **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.<sup>25</sup>
- **language development supports:** The scaffolds, representations, and pedagogical strategies teachers provide to help learners understand, use, and practice the concepts and language they need to learn within disciplines (Santos, Darling-Hammond, Cheuk, 2012).<sup>26</sup> 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 teaching and learning activities.”<sup>27</sup> Assessments provide evidence of students’ prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments may include such things as student questions and responses during instruction and teacher observations of students as they work or perform. Formal assessments may include such things as quizzes, homework assignments, journals, projects, and performance tasks.

**assets (knowledge of students):**

- **personal:** Refers to specific background information that young adolescents bring to the learning environment. Students may bring interests, knowledge, 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.
- **developmental:** Refers to specific background information about cognitive, physical, and social and emotional development that a teacher can draw upon to support student learning. See below for definitions of each aspect of development.

**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

<sup>24</sup> 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.

<sup>25</sup> Zwiers, J. (2008). Building academic language: Essential practices for content classrooms. San Francisco, CA: Jossey-Bass.

<sup>26</sup> Santos, M., Darling-Hammond, L., & Cheuk, T. (2012). Teacher development to support English language learners in the context of common core state standards. Stanford University Understanding Language.

<sup>27</sup> Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.

subject-specific components in the learning segment. For example, the subject-specific components for Middle Childhood English Language Arts include construction of explicit and inferred meaning from text and analysis of themes and ideas. A central focus for the learning segment might be analyzing the author's use of language to develop theme within a complex text. The learning segment would focus on conceptual understanding of figurative language and characterization, citing evidence and appropriate reasoning.

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

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

**complex text:** Complex text can be written text, speech (oral text), or other media. Can be measured by three dimensions:<sup>28</sup> (1) The qualitative dimensions which include the meaning, purpose, structure, language conventions, and knowledge demands of the text for the reader; (2) The quantitative dimensions, such as word length or frequency, sentence length, and text cohesion of the text; and (3) The reader and task dimensions, which are variables specific to the readers, such as motivation, prior knowledge and experience, and the particular purpose of and tasks to be done with the texts.

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

**developmentally inappropriate feedback:** Feedback addressing concepts, skills, or processes 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 English learners or feedback to a student with an explanation that references a concept later in the curriculum).

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

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

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<sup>28</sup> National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards and Glossary of Terms. Retrieved from [https://www.corestandards.org/assets/Appendix\\_A.pdf](https://www.corestandards.org/assets/Appendix_A.pdf)

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.

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

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

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

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

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

**learning task:** Includes activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to a specific learning goal. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment. Sample English Language Arts learning tasks for students working with poetry could be: Identify examples of figurative language (e.g., metaphors, similes, personification); generate alternate examples of figurative language in opposition to those presented in the text; small-group discussions about how the meaning of the poem changes when alternate examples are inserted; individual analysis of new poem in terms of how figurative language helps the reader interpret the poem.

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

**patterns of learning:** Includes **both** quantitative and qualitative patterns (or consistencies) for different groups of students or individuals. Quantitative patterns indicate in a numerical way the information understood from the assessment (e.g., 10 out of 15 students or 20% of the students). Qualitative patterns include descriptions of understandings,



misunderstandings, and/or partial understandings that could explain the quantitative patterns (e.g., “given that most students were able to . . . it seems that they understand”).

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

**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.

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

**respect:** A positive feeling of esteem or deference for a person and specific actions and conduct representative of that esteem. Respect can be a specific feeling of regard for the actual qualities of the one respected. It can also be conduct in accord with a specific ethic of respect. Rude conduct is usually considered to indicate a lack of respect, **disrespect**, whereas actions that honor somebody or something indicate respect. Note that respectful actions and conduct may be context dependent.

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

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

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

**textual references:** Specific and explicit mention of examples from the text. Textual references direct student attention to text. Textual references are not limited to direct quotes or paraphrases, but may also include references to events, scenes, images, characters and other references that bring students’ attention to the text. Generic reference to the entire text is not considered a textual reference.

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



# Appendix: Academic Language

## Language Demands

### I. Functions

Definition	Examples (bolded and underlined within learning objectives)
<ul style="list-style-type: none"> <li>Purposes for which language is used.</li> <li>Content and language focus of learning tasks often represented by the <b>active verbs within the learning outcomes</b></li> </ul>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>Students will be able to <b><u>compare</u></b> the characters from two texts.</li> <li>Students will be able to <b><u>explain</u></b> the plot of a story.</li> <li>Students will be able to <b><u>analyze</u></b> a news story in terms of details and main idea.</li> </ul>

### 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	warrant, meter, argument, claim
General academic vocabulary/symbols used across disciplines	compare, complex text, analyze, evaluate, plot
Subject-specific words and/or symbols defined for use in the discipline	rising and falling action, climax, static and dynamic characters, thesis statement

### III. Written, visual, or verbal communication

Definition	Examples
<ul style="list-style-type: none"> <li>How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language</li> <li>Discipline-specific written, visual, or verbal communication has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually.</li> </ul>	<ul style="list-style-type: none"> <li>Constructing arguments</li> <li>Writing narrative texts</li> <li>Analyzing or writing poetry (e.g., sonnet)</li> <li>Interpreting or constructing graphic representations (e.g., story map)</li> <li>Note-taking (Cornell)</li> </ul>

## IV. Grammatical structures (syntax)

Definition	Examples
<ul style="list-style-type: none"> <li>■ The rules for organizing words or symbols together into phrases, clauses, sentences, or visual representations</li> <li>■ One of the main functions of grammatical structures is to organize language in order to convey meaning.</li> </ul>	<p><b>Sentences</b></p> <ul style="list-style-type: none"> <li>■ Independent and dependent clauses</li> <li>■ Transition phrases</li> <li>■ Correct use of quotes in dialogue</li> </ul> <p><b>Within Essay Writing</b></p> <ul style="list-style-type: none"> <li>■ Thesis statements</li> <li>■ Topic sentence</li> <li>■ Claims</li> <li>■ Citations (e.g., textual references)</li> </ul>

## 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 Middle Childhood English Language Arts.

**Example learning objective:** Students will *use textual references to justify their interpretation of a character's traits.*

Identified Language Demands	Planned Language Development Supports
Justify (Function)	Model textual references to justify
Stubborn, sophisticated, idealistic, arrogant (Vocabulary/symbols)	Review vocabulary/symbols and word chart and discuss meanings in relation to characters
Justification statement (Grammatical structures)	Mini lecture with samples of justification statements including citations from the text