edTPA®

Special Education

Assessment Handbook

Version 10

SCALE

Stanford Center for Assessment, Learning, & Equity

Contents

Introduction to edTPA Special Education

Purpose

The purpose of edTPA Special Education, a nationally available performance assessment, is to measure readiness to teach learners with identified disabilities. The assessment is designed with a focus on learning and principles from research and theory. It is based on findings that successful teachers

- develop and apply knowledge of varied learner needs

- consider research and theory about how to support learners with varied needs

- develop learner knowledge and skills using individualized education program/plan[1] (IEP) goals, content standards, and ongoing assessment to select instructional objectives

- provide instruction that meets individual needs with adaptations and accommodations

- attend to generalization and maintenance of newly learned knowledge and skills

- reflect on and analyze evidence of the effects of instruction and other planned supports, and use this information to inform future instruction and selection of instructional content

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

Overview of the Assessment

The edTPA Special Education assessment is composed of three tasks:

1. Planning for Instruction and Assessment

2. Instructing and Engaging the Focus Learner

3. Assessing Learning

You will teach content consistent with what you normally teach, planning and instructing as you normally would teach. However, for this assessment, you will develop **an in-depth case study of one learner (your focus learner) from your class, group, or caseload**. The focus learner should have **multiple learning needs** so that you may demonstrate your ability to meet the complex needs of a learner.

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[1] An individualized education program/plan that sets forth learning goals and required special instruction and related services for an individual learner with a disability. When capitalized, it refers to a plan required under the Individuals with Disabilities Education Act (IDEA). For children under 2, the plan is the Individual Family Service Plan (IFSP), which includes, in part, plans for interventions and direct support by the early interventionist for the learning and development of young learners (as opposed to family supports, which are also included in the IFSP). Some private facilities are not subject to IDEA, and develop their own programs/plans for individual learners. If your focus learner has an IFSP or another individualized program/plan other than an IEP, use elements of this program/plan when responding to prompts and directions about an IEP.

You will **identify one learning goal for the focus learner and plan and provide supports related to that learning goal**.

Planned supports can include the learning environment, instructional strategies, learning tasks, materials, accommodations, modifications, assistive technology, prompts, and/or scaffolding that are deliberately selected or designed to facilitate learning.

Consider the following to identify the learning goal:

- **If the focus learner is working on academic content** (including academics in a community setting[2] or early literacy/numeracy), select a learning goal related to an IEP goal in one of the following academic content areas: literacy, mathematics, social studies, or science. If there is no IEP goal related to the content (e.g., if the focus learner only has behavioral goals), then select a learning goal related to the academic content (in literacy, mathematics, social studies, or science) on which the focus learner is working.

- **If the focus learner is not working on any academic content** (e.g., an infant, a toddler, or a learner with a severe and profound disability), select a learning goal related to an IEP goal.

Note: If the focus learner is working on academic content, you will select an academic learning goal **whether or not there is a related IEP goal**.

The learning goal should be related to a relevant standard adopted by your state, if available. Some states have also identified early childhood or other education standards, which can address areas of learning beyond academics.

Once you have identified your focus learner and the learning goal, you will plan **3–5 consecutive lessons** (referred to as a learning segment). Each lesson will have a lesson objective and planned supports designed to meet the needs of the focus learner with respect to the learning goal. The learning segment may take place within a larger unit of instruction and as a result, may be derived from the broader curriculum content you are teaching in your placement. The learning segment must be designed to

- support the focus learner to access content related to the learning goal and demonstrate his/her learning

- align with at least one goal in the IEP and, as applicable, relevant academic or nonacademic standards

- reflect IEP-identified adaptations of the learning environment, content, and instructional strategies

This learning segment should be planned and taught in the setting that is consistent with usual practice in your placement. For most focus learners, this will be a small group or whole class setting.

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[2] Examples of academic skills as they are used in the community include: reading signs in the community, making a daily list of tasks in a work placement, rounding costs up to the next dollar, and counting out money to pay for a purchase.

After planning the learning segment, you will then teach it, making a videorecording that centers on your interactions with the focus learner during instruction **within the usual setting**. You will also keep a daily assessment record to monitor the focus learner's progress toward the learning goal as demonstrated by his/her performance in relation to the lesson objectives. 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, learner work sample), 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 specifically developed for each task.

Understanding Curriculum-Related Communication in edTPA: Supporting the Focus Learner's Use of Expressive/Receptive Communications

Curriculum-related communication in edTPA is the means by which learners develop and express content understandings related to the learning goal and lesson objectives. It can focus on understanding or interpreting communication or on its actual use. Communication includes language content, form, and sequence; various communication modes or forms, including augmented communication, verbal or nonverbal communication, and devices and other technology; expressive or receptive communication; and initiative or responsive communication. Communications can range from nonverbal signals or one-word answers to paragraphs, essays, and laboratory reports, depending on the learner's developmental needs and the learning goal.

Most learners will be engaged in academic curriculum-related communication, also known as Academic Language, while learning the language of the discipline, including how language functions, vocabulary/symbols, grammatical structures (syntax), and written, visual, or verbal communication are used to access and express knowledge. Some learners will be engaged in functional academic curriculum-related communication, applying academic skills (e.g., reading, writing, speaking, listening, knowledge of community structures) in a community setting or to daily living. Candidates are directed to identify a communication skill that is related to the learning goal, but also distinct from the learning goal, which allows the focus learner to participate in the learning tasks or demonstrate learning.

As directed:

- Identify **one** important *expressive or receptive communication skill* that the focus learner will use in order to participate in learning tasks or demonstrate learning **related** to the learning goal (Planning Task 1, Prompt 4a).

- Identify and describe how you plan to support the focus learner in understanding how to use the communication skill (Planning Task 1, Prompt 4b).

  - *Communication supports* are strategies that are used to build the focus learner's goal-related communication within a learning task or demonstration of learning. Strategies involve modeling the appropriate communication skills for learners to understand or use in a specific context as well as opportunities for guided practice, generalization, and maintenance. Communication supports can also include assistive technology and other mediators.

- Examples of supports include modeling, rehearsal, guided practice, word walls, graphic organizers, language frames, and examples of communication use.

Definitions and concrete examples of communication skills to help teacher candidates and educator preparation programs understand edTPA Rubrics 4 and 14 are provided in the Appendix. See the Special Education glossary and the Understanding Rubric Level Progressions for Rubric 4 and Rubric 14 for additional examples of language demands.

Understanding Rubrics

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

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

1. Elaborated explanations for rubric Guiding Questions

2. Key terms used in rubrics

3. Primary sources of evidence for each rubric

4. Rubric-specific scoring decision rules

5. Examples that distinguish between levels for each rubric: Level 3, below 3 (Levels 1 and 2), and above 3 (Levels 4 and 5).

Helpful Resources

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

- **Special Education 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 **Special Education Glossary**.

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

Candidate Support Webinar: Introduction to edTPA

Video URL: https://vimeo.com/771727364/8cd3cb66c5
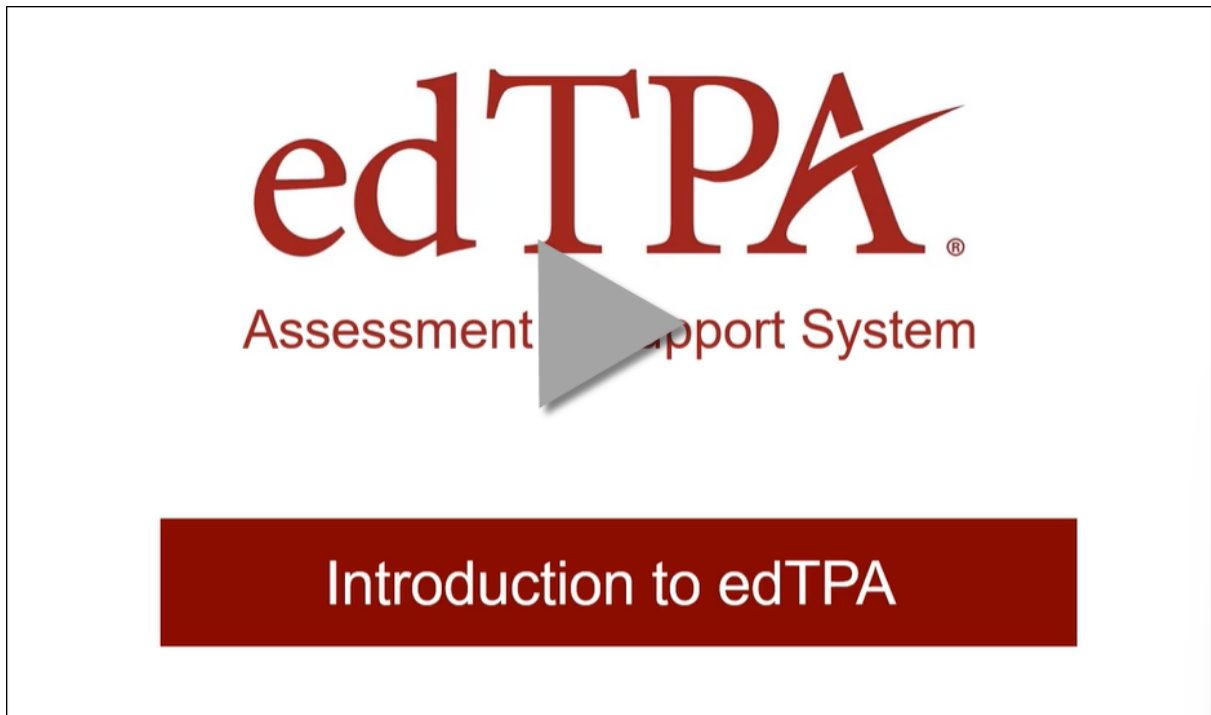
Planning Task 1: Planning for Instruction and Assessment

What Do I Need to Do?

- **Select one learner with an individualized education plan (IEP)[3] as a focus for this assessment**.

  - Although the context may be a general education or special education classroom in which you will be teaching groups of students, identify one learner with a disability identified in his/her IEP as a focus for this assessment.

  - The focus learner you select should have multiple learning needs.

  - You should not change the instructional setting—You will continue to teach in the context in which you normally teach, teaching content you would normally teach.

  > To protect confidentiality, in the commentaries and all other written materials, refer to your focus learner by first name only or in general terms (e.g., "my focus learner").

- **Obtain permission for videorecording instruction** prior to planning the learning segment. Obtain permission from the person(s) who has/have the legal right to grant permission for the focus learner—a parent/guardian of the focus learner or (if appropriate) the focus learner himself/herself. (Note that you will also need to obtain the same permission for any other learners and adults appearing in the video.)

- **Provide context information.** Complete and submit the Special Education Context for Learning Information template found in your account. This template provides essential information about your focus learner, along with commentary prompts. The Context for Learning Information form you submit should be **no more than 4 pages**, including prompts.

- **Identify one learning goal for the focus learner.** This learning goal will serve as the focus for the learning segment.

  - **If the focus learner is working on academic content** (including academics in a community setting[4] or early literacy/numeracy), you must select a learning goal related to an IEP goal in one of the following academic content areas: literacy, mathematics, social studies, or science. If there is no IEP goal related to the content (e.g., if the focus learner only has behavioral goals), then select a learning goal

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[3] A program/plan that sets forth individualized learning goals and required special instruction and related services for an individual learner with a disability. When capitalized, it refers to a program required under the Individuals with Disabilities Education Act (IDEA). For children under 2, the plan is the Individual Family Service Plan (IFSP), which includes, in part, plans for interventions and direct support by the early interventionist for the learning and development of young learners (as opposed to family supports, which are also included in the IFSP). Some private facilities are not subject to IDEA, and develop their own programs/plans for individual learners. If your focus learner has an IFSP or another individualized program/plan other than an IEP, use elements of this program/plan when responding to prompts and directions about an IEP.

[4] Examples of academic skills as they are used in the community include: reading signs in the community, making a daily list of tasks in a work placement, rounding costs up to the next dollar, and counting out money to pay for a purchase.

related to the academic content (in literacy, mathematics, social studies, or science) on which the focus learner is working.

- **If the focus learner is not working on any academic content** (e.g., an infant, a toddler, or a learner with a severe and profound disability), the learning goal must be related to an IEP goal.

◻ **Obtain baseline data for knowledge and skills related to the learning goal** prior to planning the learning segment. Use the baseline data and the learning goal to develop a 3–5 lesson learning segment, appropriate to develop the focus learner's knowledge and skills as related to the learning goal.

- The baseline data should allow you to describe the focus learner's level of knowledge and skills related to the learning goal and planned supports.

- The data can come from a variety of sources, such as a curriculum-based measure, pretest, work sample, skills checklist, observational notes, information from the cooperating teacher, or a skills test. When the instructional setting is the home, this information can come from parents, for example, through an observational checklist or journal.

◻ **Identify one expressive/receptive communication skill related to the learning goal.** Choose a communication skill that your focus learner will need to use to participate in learning tasks and/or demonstrate learning related to the learning goal.

- If the learning goal is a communication skill, select another communication skill related to the learning goal.

- The communication skill can be a new skill the focus learner is acquiring or learning to use more fluently. It can also be a skill s/he is working on maintaining or generalizing.

- For a focus learner with a learning goal in literacy, mathematics, social studies, or science, this communication skill should be related to the language used in the learning goal's academic discipline, if appropriate.

- If needed by the focus learner, the communication skill may focus on learning and/or applying augmentative and alternative communication that supports the focus learner's participation in learning tasks and/or demonstration of learning related to the learning goal.

◻ **Design a learning segment of 3–5 consecutive lessons** to provide access to curriculum and instruction and support the focus learner in meeting the learning goal. Plan to describe and document instruction and planned supports for the lesson objectives in each lesson. Each planned support should directly connect to the learning goal. NOTE: Your instruction and planned supports may focus on additional lesson objectives, but you will only document one for this assessment.

◻ **Write a lesson plan** for each lesson in your learning segment. Lesson plans should be written for the entire group you will be instructing. **Do not copy verbatim from curriculum materials, but communicate the plans in your own words.** Lesson plans should describe instruction and planned supports for the learning goal. Be sure to number your lesson plans. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.

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

- **One lesson objective with measurable criteria** for the focus learner. For group instruction, this may be an objective for the whole group or for the focus learner only.

- **Assessment tools and data collection procedures** to monitor progress toward the lesson objective (You will describe these tools and procedures in a later commentary prompt.)

- **Instructional strategies and learning tasks**, including any modifications or accommodations to meet individual focus learner needs, for example, the learning environment, group composition, and/or assistive technology. Include what you, other adults, other learners, and the focus learner will be doing.

- **The communication skill and planned supports for its use**, in the lesson plan(s) where the communication skill is addressed

- Plans for teaching toward **generalization, maintenance**, and/or **self-directed** use of knowledge and skills

- **A list of resources and materials**, including any modifications or accommodations for the focus learner

◘ **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.

When instruction of the focus learner occurs in a group setting, write lesson plans for the group, including any adaptations for the focus learner's needs.

If you are co-teaching and usually co-write plans, you should take the lead role in writing the plans.

◘ **Respond to the prompts** listed in the Planning Commentary template found in your account prior to **teaching the learning segment** and submit the completed template.

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

◘ **Select and submit key instructional and support materials** needed to understand what you and the focus learner are doing (**no more than 5 additional pages per lesson plan**). The instructional materials might include written support materials, graphic organizers, task analyses, or checklists.

◘ **Submit blank copies of all written assessments and/or data sheets, including data collection procedures for any oral or performance assessments.** (Do not submit learner work samples for this task.) You should keep a daily assessment record to monitor the focus learner's progress toward all lesson objectives.

◘ **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 Special Education 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.

If the instructional materials or assessments contain words and/or phrases in braille or in a language other than English, please include an English translation in the appropriate file when submitted. 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 in Special Education* document for supplementary advice for completing specific components of Planning
Task 1.

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

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

How Will the Evidence of My Teaching Practice Be Assessed?

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

Planning Rubrics

Rubric 1: Planning for Alignment and Development of Knowledge and Skills

How do the candidate's plans build knowledge and skills for the learning goal[5] aligned to an individualized education program/plan goal?

Level 1[6]	Level 2	Level 3	Level 4	Level 5
The identified individualized education program/plan goal, standard (if applicable), lesson objectives, planned supports, and/or learning tasks and materials are **not aligned with each other**.	The identified individualized education program/plan goal, standard (if applicable), lesson objectives, planned supports, and/or learning tasks and materials are **loosely or inconsistently aligned with each other**.	The identified individualized education program/plan goal, standard (if applicable), lesson objectives, planned supports, and/or learning tasks and materials are **consistently aligned** with each other. **All lesson objectives include clearly defined measurable outcomes for the focus learner's performance.**	The identified individualized education program/plan goal, standard (if applicable), lesson objectives, planned supports, and/or learning tasks and materials are consistently aligned with each other. All lesson objectives include clearly defined measurable outcomes, **AND lesson objectives and/or instructional materials and planned supports are logically sequenced to move the focus learner toward achieving the learning goal**.	Level 4 plus: **Plans for instruction include strategies to enhance generalization, maintenance, and/or self-directed use of knowledge and/or skills, and/or planned supports.**

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[5] The desired learning outcomes for the learning segment. Knowledge and skills includes conceptual understanding and the knowledge of how and when to use knowledge, concepts, skills, and strategies to shape behavior and performance (not merely discrete knowledge and skills).

[6] 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 composed of three to five connected lessons focused on a learning goal and specific planned supports, which will assist the focus learner to achieve that learning goal. As appropriate, the plans include individualized learning and/or performance supports for the focus learner. Candidates explain how their plans organize lesson objectives and learning tasks and materials to align with the learning goal, specific planned supports, the focus learner's IEP goals and/or benchmarks, and state standards . The planned learning segment must develop the focus learner's knowledge and skills related to reaching the learning goal.

Key Concepts of Rubric:

- Aligned[7]
  - For Rubric 1, the focus learner's individualized education program/plan goals and benchmarks, standards (if applicable), lesson objectives, specific planned supports, and learning tasks and materials are aligned when they consistently address the identified learning goal of the learning segment. The alignment may represent steps to move toward the IEP goal, for example, working on letter/sound relationships to achieve the goal of fluency.
- Individualized education program/plan
- Generalization
- Knowledge and skills
- Learning goal
- Learning task
- Lesson objectives
- Planned supports
- Maintenance

Primary Sources of Evidence:

Context for Learning Information (Specifically the textbook or instructional program, identified disability, and related augmentative communication needs or behavior management plans)

Planning Commentary **Prompts 1a–d**

Strategic review of Lesson Plans & Instructional Materials

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[7] Links to terms from the Special Education 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).

Scoring Decision Rules

Multiple Criteria	▪ N/A for this rubric
AUTOMATIC 1	▪ N/A
NOTE	▪ In order to score at Levels 3, 4 or 5, the learning goal, lesson objectives, specific planned supports, and learning tasks and materials should consistently address the identified IEP goal and standards (if applicable). Note that some focus learners with an academic learning goal may not have a related IEP goal, but the planned supports should be aligned with relevant accommodations from the IEP. Instruction and planned supports are required to be related to the IEP. They do not necessarily have to address a specific IEP goal, but can address a more specific skill that would indicate progress toward the IEP goal. ▪ If there are no lesson objectives for the learning goal, look at the learning goal and decide if it is expressed in clearly defined measurable terms. If the learning goal is expressed in measurable terms and is assessed accordingly in each lesson, assume that it is meant to be a lesson objective for all lessons.

Unpacking Rubric Levels

Level 3

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

- **Along with the learning goal,** the following are **consistently aligned** with each other: relevant IEP goals, lesson objectives, specific planned supports, and learning tasks and materials. As appropriate, these are related to relevant state standards.

- **All** lesson objectives include clearly defined measurable outcomes for the focus learner's performance. If the learning goal is expressed in measurable terms and is assessed accordingly in each lesson, then it should be considered to be a lesson objective even if it is not identified as such.

Below 3

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

- There is some level of mismatch between the learning goal, the IEP goals and/or benchmarks, lesson objectives, specific planned supports, and learning tasks and materials OR

- Lesson objectives do not include clearly defined measurable outcomes.

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

- There is alignment between **most** components (IEP goal, the learning goal, lesson objectives, specific planned supports, learning tasks and materials), but not all. OR

- One or more lesson objectives do not include clearly defined measurable outcomes.

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

- There is little alignment between most components, which include the related IEP goal, the learning goal, lesson objectives, specific planned supports, and learning tasks and materials.

Above 3

Evidence that demonstrates performance <u>above Level 3</u>: For the learning segment:

- The following are **consistently aligned** with each other for the focus learner: related IEP goal, the learning goal, lesson objectives, specific planned supports, and learning tasks and materials. As appropriate, these are related to relevant state standards.

- The lesson objectives and/or the specific planned supports are appropriately sequenced to move the focus learner toward meeting the learning goal. For some learners, the lesson objectives may be the same or nearly the same across all lessons because of a slow rate of learning for a specific learning goal. In these cases, the planned supports should be sequenced, perhaps with only minor changes from lesson to lesson contingent upon signs of learning progress.

- Lesson objectives include clearly defined, measurable outcomes.

- Plans for instruction include specific strategies to move the learner toward greater independence (maintenance, generalization, and/or learner directed/controlled application of knowledge or skills).

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

- The order of the lesson objectives or description of increasing or decreasing the specific planned supports is reasonable in terms of moving the focus learner along a path toward meeting the learning goal.

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

- **For the learning goal,** specific strategies in the lesson plans are deliberately selected or designed to build the focus learner's **independence skills (maintenance, generalization, and/or learner directed/ controlled application of knowledge or skills)**. Identifying/naming the strategy is not sufficient. The candidate must clearly describe how the pedagogical or support strategies and/or materials are sequenced across lessons to progressively move the learner toward more independent learning and/or performance. For young learners and learners with severe and profound learning challenges, this may take the form of expressing a preference by making choices between alternatives, learning to communicate wishes or needs, reducing prompt dependence, using alternative or augmentative communication to select an activity, picking out what to put on first when going outside, etc.

Rubric 2: Planning Challenge and Support for the Focus Learner

How does the candidate use knowledge of the focus learner to tailor strategies to provide and support access to challenging curriculum and instruction for the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
There is **no evidence of planned supports for the learning goal**. **OR** There is a **severe mismatch between the focus learner's chronological age or developmental level and the ways in which the candidate plans to use instructional strategies, planned supports, or materials for the learning goal**. **OR** **Learning tasks and planned support strategies[8] do NOT align to lesson objectives and/or do NOT reflect required modifications and accommodations from the IEP for the learning goal.**	Learning tasks and planned support strategies **generally reflect the focus learner's prior learning and experience**, and/or **superficially address the focus learner's strengths[9] and needs.**[10]	Learning tasks and planned support strategies provide **appropriate[11] levels** of support, reflecting the focus learner's strengths **AND/OR** needs.	Learning tasks and planned support strategies provide appropriate levels of support **and challenge,**[12] reflecting the focus learner's • strengths, • needs, **AND** • **interests**.	**Level 4 plus:** **Plans call for engaging the focus learner in self-managing planned supports.**

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[8] Learning environment, tasks, materials, accommodations, modifications, assistive technology, and/or scaffolding

[9] Strengths relative to the learning goal may come from prior learning, lived experiences, language and communication development, or family assets.

[10] Learning needs include individualized education program/plan goals, accommodations, modifications, assistive technology, and/or scaffolding as well as other needs identified and justified by the candidate in order to achieve the lesson objectives.

[11] Appropriateness of levels of support or challenge determined by the focus learner's baseline data, prior learning, experiences, and needs

[12] Appropriateness of challenge determined by the focus learner's baseline data, prior learning, experiences, and needs

Understanding Rubric Level Progressions: Rubric 2

The Guiding Question

The Guiding Question addresses how the candidate uses knowledge of the focus learner to plan instruction and support to match his/her needs and strengths. This includes the candidate using his/her understanding of multiple aspects of the learner's strengths and needs to develop, choose or adapt specific planned supports, instructional strategies, learning tasks and/or materials.

Key Concept of Rubric:

- Challenge[13]
- Lesson objectives
- Planned supports

Primary Sources of Evidence:

Context for Learning Information (age of the focus learner, AAC, behavior management plan)

Planning Commentary **Prompts 1a–d, 2a–d, 3a–d**

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

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ Learning tasks and supports are not aligned to lesson objectives and/or learning targets. ■ Learning tasks and supports do not reflect required modifications and accommodations for the focus learner as specified in the individualized education program/plan.
NOTE	■ Read the commentary description of support strategies and see if they are supported by the lesson plans.

Unpacking Rubric Levels

Level 3

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

- Candidate plans specific supports reflecting the focus learner's strengths and/or needs.

- Learning tasks and supports for the focus learner provide appropriate levels of support as determined by baseline data, prior learning, experiences, and strengths

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[13] Links to terms from the Special Education 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).

and/or needs. Strengths can be from prior learning, lived experiences, language and communication development, or personal, family, or community assets.

Below 3

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

- Candidate's planned supports are general rather than specific and are insufficient to help the focus learner's progress toward the learning goal, evidenced by ONE or more of the following:

  - Candidate does not plan supports for the focus learner, which are closely associated with lesson objectives and/or the learning goal.

  - Instructional strategies, supports, or materials are very inappropriate for the learner's age or level of development. If the candidate is required to use these, s/he makes little effort to modify them in any way to reduce the mismatch.

  - Relevant required modifications and accommodations from individual education program/plans are not included in learning tasks and supports.

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

- **For the learning goal,** the level of learning tasks and supports are loosely connected to the learner's baseline data, prior learning, or experience, OR they do little to call upon the focus learner's strengths or address needs as identified by prior learning, lived experiences, language and communication development, or family assets.

What distinguishes a Level 1 from a Level 2: There are **three different ways** for evidence to be scored at Level 1.

1. There is no evidence of planned support for meeting the learning goal. OR

2. The instructional strategies, supports, or materials are very inappropriate for the focus learner's age or needs. The level of mismatch needs to be severe, and the candidate does not attempt to reduce the mismatch in materials s/he is required to use. OR

3. There is **no** evidence that the focus learner's strengths or needs were considered in developing or selecting learning tasks, materials, or supports.

Automatic Score of 1 is given when:

- There is little relationship between the learning tasks and planned support strategies and the lesson objectives and/or the learning goal for the focus learner. OR

- Learning tasks and supports do not reflect specified modifications and accommodations related to the learning goal or instruction for the learning goal that are specified in the IEP for the focus learner.

Above 3

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

- There are specific supports described in the planning commentary and evidenced in the lesson plans for the focus learner to attempt to challenge the focus learner and extend his/her knowledge or skills beyond current levels of knowledge and/or performance.

- Learning tasks and planned specific supports reflect the focus learner's strengths, needs and interests.

- The focus learner is supported to move toward developing the ability to self-manage supports.

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

- The learning tasks and specific planned supports reflect appropriate levels of challenge as well as individual strengths AND needs AND interests. To demonstrate challenge, the candidate needs to plan to probe a little ahead of where the lesson objectives are set.

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

- Plans call for the focus learner to move toward using knowledge of his/her strengths and needs to self-manage the supports or challenges. For young learners or learners with severe and profound learning challenges, this may take the form of reducing prompt levels; fading error correction; teaching the learner to request assistance, complete tasks or activities using a picture checklist, using a communication board to express preferences; etc.

Rubric 3: Justification of Instruction and Support

How does the candidate use knowledge of the focus learner, research, and/or theory to justify decisions for the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's justification of instruction or planned support strategies is **either missing for the learning goal OR represents a deficit view of the focus learner**.	Candidate's justification of instruction and planned support strategies makes • **general connections to the focus learner's needs OR** • **vague or unclear connections to research and/or theory**.	Candidate's justification of instruction and planned support strategies makes **general connections** to • **the focus learner's strengths** and needs **AND** • research and/or theory.	Candidate's justification of instruction and planned support strategies makes **clear connections** to • the focus learner's strengths and needs **AND** • research and/or theory.	**Level 4 plus:** **Candidate justifies selection of planned strategies that support the development of maintained, generalized, and/or self-directed use of knowledge or skills for the focus learner.**

Understanding Rubric Level Progressions: Rubric 3

The Guiding Question

The Guiding Question addresses how the candidate justifies the ways in which instruction and support strategies are appropriate by drawing upon knowledge of the focus learner as well as research and/or theory.

Key Concepts of Rubric:

- [Deficit thinking](#)[14]

Primary Sources of Evidence:

Planning Commentary **Prompts 2a–d, 3a–d**

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ Candidate's justification represents a deficit or stereotypic view of a focus learner and/or his/her background.

Unpacking Rubric Levels

Level 3

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

- For the learning goal, the candidate explains the relevance of instruction and specific planned support strategies with general references, lacking detail, to the focus learner's individual strengths and needs and to research and/or theory.

- **NOTE:** Do not mistake descriptions of previous instruction or other types of exposure to learning segment content for learner strengths; descriptions of learner strengths must clearly identify content a learner has mastered or materials or strategies a learner has used successfully or learner dispositions (e.g., persistence).

Below 3

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

- The candidate has considered the focus learner's needs OR research/theory when planning, but not in a detailed way. OR

- There is little or no justification of instruction and support strategies OR the candidate's justification is characterized by minimal support and expectations of low performance due to the learner's backgrounds, disability label, challenges external to school, or lack of family support.

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[14] Links to terms from the Special Education 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,

- Candidate justifies instruction and support strategies for the learning goal by referring to the focus learner's needs, but not in specific detail, OR by using vague or unclear references to research and/or theory. "Vague or unclear" means that the candidate might cite research or theory, but the scorer has to do the work to match the reference to what the candidate is doing.

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

- There is no justification for instruction or support strategies for the learning goal.

Automatic Score of 1 is given when:

- Candidate's justification of learning tasks for the learning goal includes a pattern representing a deficit view of a learner or his/her background.

Above 3

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

- The candidate clearly uses consideration of the focus learner's strengths and needs as well as research or theory to inform planning instruction and specific supports for the learning goal.

- The justification of instruction and specific support strategies addresses support for the learner to move toward developing maintained, generalized, or self-directed use of knowledge or skills.

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

- The candidate provides some details about how the learner strengths and needs are reflected in the instructional and specific support strategies.

- The candidate clearly explains how research and/or theory informs the decisions related to planned instructional strategies or specific supports. 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 their planned instruction and/or specific support for the focus learner.

  - Example: Candidate describes plans for systematic instruction or use of a direct instruction curriculum, making an **explicit connection** to research supporting mathematics instruction that is explicit and systematic (models of proficient problem solving, guided practice, corrective feedback, and frequent cumulative review).

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

- For the learning goal, the candidate explains how specific instructional and support strategies increase learner independence, i.e., maintenance, generalization, and/or self-directed use of knowledge or skills for the focus learner.

- Examples:

  - Candidate describes how s/he uses a whole task approach and combines a verbal rehearsal strategy to help the learner to brush her teeth independently. Candidate explains how verbal rehearsal has been shown to be effective with learners with specific learning characteristics and what it does for memory.

- Candidate describes how s/he is using a variable ratio schedule of reinforcement during instruction to assist focus learner in maintaining supporting behavior—reflects principles of applied behavior analysis or operant conditioning (also an example of moving toward maintenance).

Rubric 4: Supporting the Focus Learner's Use of Expressive/Receptive Communication

How does the candidate identify and support a communication skill for participating in learning tasks and/or demonstrating learning for the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies a communication skill that is **not aligned with the learning goal**. **OR** **Planned supports for the communication skill are missing.**	**Candidate identifies planned supports for the communication skill that are not aligned with its use.**	Candidate identifies planned supports for the communication skill **that generally facilitate the focus learner's use of it** to participate in learning tasks and/or demonstrate learning.	Candidate provides **examples of specific planned supports** for the focus learner's use of the communication skill to participate in learning tasks and/or demonstrate learning.	**Level 4 plus:** Candidate describes how the planned supports are designed to **move the focus learner toward maintained or generalized use of the communication skill**.

Understanding Rubric Level Progressions: Rubric 4

The Guiding Question

The Guiding Question examines support for the identified specific communication skill. Supporting communication development includes academic language (for academic learning goals) or communication to access instruction as well as to demonstrate learning.

Key Concepts of Rubric:

Use the terms below and their definitions from the glossary as well as the Communication Skills Related to Academic Language Appendix to further clarify concepts on Rubric 4.

- Communication[15]
- Communication skill
- Communication supports

Primary Sources of Evidence:

Context for Learning Information (any assistive or alternative communication used by the focus learner)

Planning Commentary **Prompts 4a–b**

Strategic review of Lesson Plans

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

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

- The candidate describes in a general way how the focus learner is supported to use the identified expressive and/or receptive communication skill to participate in the learning task and/or to demonstrate learning. For example, if the skill is to describe a character in a story, the candidate might identify allowing the focus learner additional time to formulate a description as a support. While the support is connected to the communication skill, there is no detail about how the support helps the focus learner use the communication skill.

- General support should go beyond providing opportunities to use the communication skill, i.e., practice alone is not enough support at this level.

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[15] Links to terms from the Special Education 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).

- Communication support for the focus learner helps him/her understand how to engage in the learning task and/or demonstrate learning. Communication supports may include instructional materials and strategies that are created, selected, modified, and/or scaffolded to assist the focus learner.

Below 3

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

- The candidate has a superficial view of communication support, which is not aligned with the communication skill.
- There are no supports planned for the use of the identified communication skill.
- The identified communication skill is not aligned with the learning goal.

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

- The identified support of the communication skill is not aligned with how it would be used in lesson activities. For example, the candidate describes the support as helping the focus learner acquire specific vocabulary/symbols to facilitate the communication skill of explaining a mathematics problem-solving strategy. This brief description does not identify how vocabulary/symbol acquisition will be structured to assist the focus learner in constructing an explanation of how a mathematics problem was solved).

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

- The communication skill identified by the candidate has little to do with the learning goal.

OR

- There are no planned supports for the identified communication skill.

Above 3

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

- Specific examples of communication supports assist the focus learner in using the identified expressive and/or receptive communication skill to engage in the learning task or to demonstrate learning.
- The candidate describes how strategies to support communication assist the learner in moving toward maintained or generalized use of the targeted communication skill.

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

- The candidate provides specific examples of communication supports, which will assist the focus learner in using the communication skill to participate in learning tasks and/or demonstrate learning related to the learning goal.

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

- Describes how strategies to support communication assist the learner in moving toward maintained or generalized use of the identified communication skill.

Rubric 5: Planning Assessments to Monitor and Support Learning

How are the assessments and daily assessment records selected or designed to provide evidence of the focus learner's progress toward the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
The set of planned assessments and daily assessment records is **not aligned to the lesson objectives** and will **provide little or no evidence** of the focus learner's progress toward **the learning goal**.	Planned assessments and the daily assessment records are **loosely aligned** to the lesson objectives, and **provide limited evidence to monitor the focus learner's progress during the learning segment toward the learning goal**. **OR** **Some lesson objectives are not assessed.**	Planned assessments **(including baseline data)** and the daily assessment records are **aligned** to **all** lesson objectives and **provide evidence** for monitoring the focus learner's progress toward the learning goal **at different points** in the learning segment.	Planned assessments (including baseline data) and the daily assessment records are aligned to all lesson objectives and provide evidence for monitoring the focus learner's progress toward the learning goal at different points in the learning segment. Assessments for the learning goal reflect appropriate levels of **challenge**[16] **and support** in light of the focus learner's specific strengths, needs, and lesson objectives.	**Level 4 plus:** The candidate describes plans to **involve the focus learner in monitoring his/her own progress in developmentally appropriate ways**.

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[16] Probing ahead of a learner's current performance level

Understanding Rubric Level Progressions: Rubric 5

The Guiding Question

The Guiding Question addresses the alignment of the assessments and daily assessment records to the lesson objectives and the extent to which assessments provide evidence to monitor learner progress toward the learning goal throughout the learning segment. It also addresses required assessment adaptations from the IEP. The array of assessments should provide evidence of the focus learner's progress toward achieving the lesson objectives and learning goal.

Key Concepts of Rubric:

- Challenge[17]
- Assessment (formal and informal)

Primary Sources of Evidence:

Context for Learning information (Specifically any district, school, or cooperating teacher, or student teaching requirements or expectations; any textbook or instructional program used for instruction; or any type of augmentative or alternative communication used by the learner)

Planning Commentary **Prompts 1c, 2a–d, 5a–b**

Review Prompt 2a–d. In determining appropriate levels of challenge and support in assessment procedures, consider the responses to prompt 2 (Knowledge of the Focus Learner to Inform Teaching of the Learning Segment), to confirm that baseline information aligns with planned assessments and the daily assessment records.

Strategic Review of Lesson Plans (lesson objectives, assessments and assessment strategies) Assessments and/or Data Collection Procedures, Daily Assessment Record

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ None
NOTE	■ If there are no lesson objectives for the learning goal, look at the learning goal and decide if it is expressed in clearly defined measurable terms. If the learning goal is expressed in measurable terms and is assessed accordingly in each lesson, assume that it is meant to be a lesson objective for all lessons.

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

Unpacking Rubric Levels

Level 3

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

- The baseline data (described in planning commentary prompts 2a–d), daily assessment records, and other planned assessments are aligned to **all** lesson objectives and provide evidence to monitor the focus learner's progress relative to the learning goal at various points within the learning segment. Note that a pre-test is acceptable baseline data but is not required.

Below 3

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

- The planned assessments will yield insufficient evidence to monitor the focus learner's progress toward the lesson objectives within the learning segment for the learning goal.

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

- There is alignment between most assessments (including the daily assessment records) and the lesson objectives, but some are not aligned OR the assessments and lesson objectives measure the same general knowledge or skill, but not the specific knowledge or skill. This will result in limited evidence for monitoring progress toward the lesson objectives. OR
- Some lesson objectives are not assessed.

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

- The daily assessment records and other assessments are not aligned to the lesson objectives and therefore will provide **little or no evidence of progress** toward the learning goal.

Above 3

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

- The baseline data, daily assessment records, and other planned assessments are aligned to all lesson objectives and provide evidence to monitor the focus learner's progress relative toward the learning goal at various points within the learning segment.
- The set of assessments provide appropriate levels of challenge and support for the focus learner, considering specific strengths and needs of the focus learner related to the lesson objectives and learning goal.
- Plans include involving the focus learner in **monitoring** his/her own progress in developmentally appropriate ways.

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

- Assessments reflect appropriate levels of support and challenge. Challenge is reflected in including items that extend beyond current levels of knowledge and/or performance (e.g., including "next step" items, probing ahead, using whole task assessment when the learning goal focuses on a part of the task, assessing in a novel situation/task/setting).

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

- Plans include involving the focus learner in monitoring (observing and recording) his/her own progress in developmentally appropriate ways (e.g., cross checking, rereading, stop-check-fix, self-questioning strategy, compare finished product to sample, rechecking work, monitor work completion using a picture checklist, analyzing errors, graphing own progress, collecting own data). Plans or commentary should describe what the candidate or learner will do with the information yielded by the learner's self-monitoring/assessment.

Instruction Task 2: Instructing and Engaging the Focus Learner

What Do I Need to Do?

If you teach in a setting where videorecording is not allowed for safety and security reasons (e.g., psychiatric facilities, hospitals, juvenile correctional institutions), please see your edTPA coordinator for instructions on submitting alternative evidence.

◻ **Obtain required permissions for videorecording.** Before you record your video, ensure that you have the appropriate permission from a parent/guardian of any learner (or, if appropriate, the learners themselves) and from any adult who appears in the videorecording. Adjust the camera angle to exclude individuals for whom you do not have permission to film.

◻ **Videorecord your instruction related to the learning goal during the learning segment.**

▪ Tips for videorecording your class are available from your teacher preparation program.

▪ The instructional setting should be the usual setting used for such instruction.

◻ **Select 1–2 video clips to submit (totaling no more than 20 minutes, but not less than 3 minutes)** and verify that the clip(s) meet the following guidelines:

▪ The clip(s) should demonstrate how you establish a positive learning environment and engage and support the focus learner to develop and apply the knowledge and/or skills related to the learning goal. If the focus learner is working in a group, the clip(s) should include some interactions with the focus learner as well as with other learners in the group.

▪ Check the video and sound quality to ensure that you and your focus learner can be **seen** and **heard** (as appropriate) on the video clip(s) you submit. **If the focus learner and candidate are signing, ensure that both learner and candidate are visible.** If most of the audio or signing in a clip cannot be understood by a scorer, **submit another clip**. If there are occasional audio or signed portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the following: 1) provide a transcript with time stamps of the portion that is inaudible or contains uninterpretable signs 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).

▪ Ensure that you and your focus learner can be seen in the video clip(s) you submit. Also, ensure that your face appears at least once in the video for identification purposes. **If the focus learner and candidate are signing, ensure that both learner and candidate are visible.**

▪ Check the sound quality to ensure that you and your focus learner can be heard (as appropriate) on the video clip(s) you submit.

▪ If most of the audio or signing in a clip cannot be understood by a scorer, submit another clip. If there are occasional audio or signed portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the following:

1) provide a transcript with time stamps of the portion that is inaudible or contains uninterpretable signs 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).

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

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

- ◨ **(Optional) Provide evidence of the focus learner's use of the communication skill identified in Planning Task 1.** You may provide this evidence with your video clip(s) from Instruction Task 2, an additional video clip of the focus learner using the communication skill from Planning Task 1 within the learning segment (**no more than 5 minutes in length**), OR through the focus learner's work sample submitted in Assessment Task 3.

- ◨ **Respond to prompts** listed in the Instruction Commentary template found in your account **after viewing the video clip(s)** and submit the completed template.

- ◨ **Determine if additional information is needed to understand what you and the focus learner are doing in the video clip(s).** For example, if there are graphics, texts, or images key to understanding instruction that are not clearly visible in the video, or comments that are not clearly heard or signing that is uninterpretable, you may insert digital copies or transcriptions at the end of the Instruction Task 2 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 Special Education 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.

If a video file contains words and/or phrases in a language other than English, please attach a written English translation to the Instruction Commentary. Translation of videos entirely in a sign language such as ASL is not necessary. However, if a video file includes communication in a sign language that sometimes is not clearly visible in the video, include a transcript of any unclear communication between yourself and a learner that the focus learner is expected to see or provide captions. Attach the translation to the Instruction Commentary. These attachments will not count toward the page limit for the commentary.

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 in Special Education* document for supplementary advice for completing specific components of Instruction Task 2.

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

Video URL: https://vimeo.com/803471740/a2f6307f88
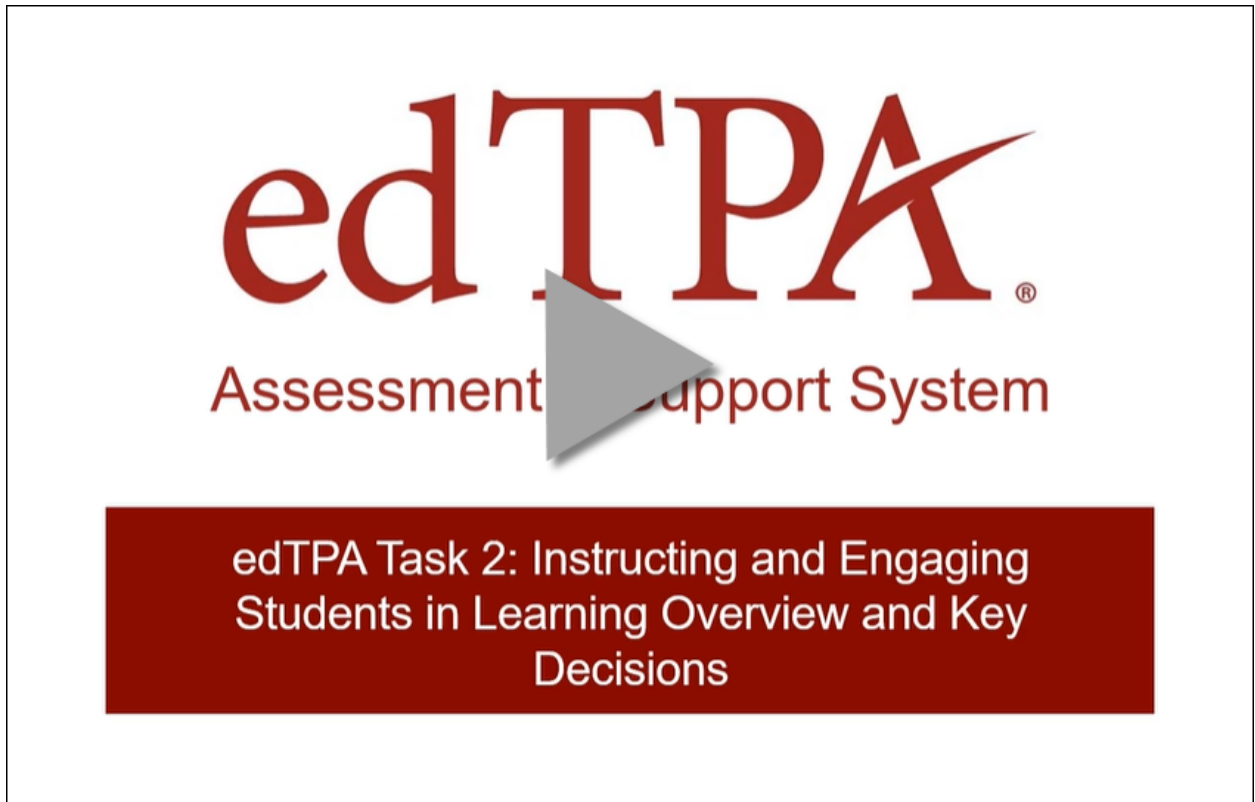
How Will the Evidence of My Teaching Practice Be Assessed?

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

Instruction Rubrics

Rubric 6: Learning Environment

How does the candidate demonstrate a respectful learning environment that supports the focus learner's engagement in learning for the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
The candidate **demonstrates disrespectful behavior** toward any learner **OR** allows **disruptive/disrespectful behavior** to interfere with learning. **OR** Candidate **does not respond in a timely manner to safety issues**.	The candidate **demonstrates respect for ALL learners**. **AND** Candidate provides a learning environment that **serves primarily to control the focus learner's behavior, and minimally supports the learning associated with the learning goal**.	The candidate demonstrates **rapport with** and respect for **ALL** learners. **AND** Candidate provides a positive learning environment **that supports learning related to the focus learner's learning goal**.	The candidate demonstrates rapport with and respect for **ALL** learners. **AND** Candidate provides a learning environment **that balances learning challenge with support[18] needs** for the focus learner relative to the learning goal.	The candidate demonstrates rapport with and respect for **ALL** learners. **AND** Candidate provides a learning environment that balances learning challenge with support needs for the focus learner relative to the learning goal, **with opportunities for self-determination**.

[18] Challenges and support needs are determined by the focus learner's baseline data, prior learning, experiences, and needs. Challenge is providing the learner with opportunities to stretch beyond current performance level.

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 learners, and among learners.

Key Concepts of Rubric:

- Challenge[19]
- Learning environment
- Respect
- Rapport
- Self-determination

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 3a–b**

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	- Candidate does not respond to emotional and/or physical safety issues in a timely manner.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at <u>Level 3</u>: In the clip(s):

- The candidate's verbal and nonverbal interactions with the focus learner and (if relevant, any other learners in the instructional group) are respectful, demonstrate rapport and reflect learner(s)' comfort level by communicating easily with the candidate.

- For learners who have severe challenges in social and communication skills, respect and rapport may be revealed in learners' body posturing, proximity, or eye contact, as well as absence or lower levels of undesirable behavior. Be sure to consider the

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[19] Links to terms from the Special Education 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).

modes of communication and all levels of social behavior most applicable to the focus learner when identifying evidence of respect and rapport.

- There is evidence that the candidate facilitates a positive learning environment that supports learning related to the lesson objectives for the learning goal.

Below 3

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

- There is no evidence of positive relationships and interactions between candidate and learner(s);
- Candidate-learner interactions focus primarily focus on classroom management, and maintaining learner behavior with minimal support for the lesson objectives for the learning goal; OR
- Safety issues (physical or emotional threats) are not responded to promptly.

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

- The candidate demonstrates respect for the learner(s), but there is little or no evidence of a relationship or ease of interaction between the candidate and the learner(s).
- Candidate-learner interactions focus on control of learner behavior in ways that that limit opportunities for the focus learner to engage in learning. If the learner(s) have a behavioral management plan, then the learning environment should be appropriately controlling behavior to support engagement in instruction. At this level, however, the learning environment controls the focus learner's behavior so much that the learner is unable to participate in instruction in a meaningful way and/or to demonstrate learning for the learning goal.
- The learning environment provides minimal support for progress toward the lesson objectives for the learning goal.

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

1. The candidate shows disrespect for **any** learner in the video.
2. Disruptive/disrespectful behavior consistently interferes with instruction in the videotape. This may or may not be a focus learner's behavior, but may be that of another learner.

Automatic Score of 1 is given when:

- Candidate does not respond to safety issues in a timely manner. Safety issues include emotional or physical threats.

Above 3

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

- There is evidence of a learning environment where the focus learner is appropriately supported and challenged to move beyond his/her current level of knowledge or performance and/or offered opportunities to engage in purposeful, independent behavior in relation to the learning goal.

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

- The environment described in the commentary, and verified with video evidence, shows that the candidate facilitates a positive learning environment that provides

both support and challenge for the focus learner related to the lesson objectives for the learning goal. At this level the environment not only supports learning but "challenge[s] students to stretch just beyond their current performance level, without creating challenges that are unobtainable"[20].

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

- The candidate also offers opportunities for the focus learner to learn or engage in goal-directed, self-regulated, autonomous behavior relative to the learning goal.

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[20] The IRIS Center for Training Enhancements. Star Legacy Modules. (n.d.) Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students. Retrieved from: http://iris.peabody.vanderbilt.edu/udl/chalcycle.htm

Rubric 7: Engaging[21] the Focus Learner

How does the candidate actively engage the focus learner in developing knowledge and skills to reach the lesson objectives for the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
The **focus learner is predominantly passive, inattentive, or out of control** while candidate provides instruction or intervention for the learning goal.	Candidate **uses strategies to encourage the focus learner's participation** in the learning task for the learning goal.	Candidate uses **explicit** strategies to create **active engagement**[22] **in developing the desired knowledge and/or skills** of the focus learner for the learning goal.	Candidate uses explicit strategies to create active engagement in developing the desired knowledge and/or skills of the focus learner for the learning goal **AND maintains engagement through appropriate pacing**.	**Level 4 plus:** Candidate **uses strategies to encourage the focus learner to initiate and/or maintain active engagement** in the learning tasks for the learning goal.
There is **little or no evidence** that the candidate **links the focus learner's prior learning with new learning**.	Candidate makes **vague or superficial links** between the focus learner's prior learning and new learning.	Candidate **links the focus learner's prior learning to new learning**.	Candidate links the focus learner's prior learning **AND personal or community assets** to new learning.	Candidate **prompts the focus learner to link** prior learning **AND** personal or community assets to new learning.

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[21] Using instructional and motivational strategies that promote active involvement of the learner in learning tasks designed to support acquisition and application of knowledge and skills related to specific lesson objectives.

[22] Active engagement includes hands-on learning, application, or reciprocal interactions during learning.

Understanding Rubric Level Progressions: Rubric 7

The Guiding Question

The Guiding Question addresses how in the video clip(s), the candidate provides evidence of how s/he engaged the focus learner in learning tasks related to the learning goal.

Key Concepts of Rubric:

- [Assets](#)[23] (personal, community)
- [Engaging the learner](#)

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 4a–c**

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

Scoring Decision Rules

Multiple Criteria	- Criterion 1 (**primary**): Engagement in learning tasks - Criterion 2: Connections between learners' academic learning AND/OR assets (personal, community) and new learning - Place greater weight or consideration on the criterion 1 (engagement in learning tasks).
AUTOMATIC 1	- Pattern of significant inaccuracies that are not corrected.

Unpacking Rubric Levels

Level 3

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

- **Primary Criterion:** The clip(s) show readily apparent strategies to engage the focus learner in **hands-on learning, application, or reciprocal interactions** to develop the targeted knowledge and skills for the learning goal.

- The strategies try to enlist learner interest in and commitment to developing the knowledge and skills targeted in the learning objectives.

- **Secondary Criterion:** The candidate links prior learning to new learning for the learning goal. The links to prior learning include links to prior processes of learning, e.g., using a graphic organizer or other supports, or to content that the focus learner already knows.

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

Below 3

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

- The participation in learning tasks seen in the video provides little opportunity to develop new knowledge or skills for the focus learner, without adequate links between prior learning and new learning.

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

- The clips show strategies that encourage formulaic **participation** in the learning task(s) seen in the clip(s), lacking any motivational or engagement strategies to prompt the focus learner to work to develop the targeted knowledge and skills for the learning goal.
- In addition, the candidate may refer to prior learning relevant to the focus learner, but the references are indirect or unclear.

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

- The focus learner is seen to be passive, inattentive, or out of control during the instruction seen in most of the clip(s), and the candidate does not explain any sensory or behavioral issues that make the learner appear to be disengaged when he/she is engaged.
- In addition, there is little to no evidence that the candidate is linking the focus learner's prior learning to build new learning toward the learning goal.

Above 3

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

- The pacing of the learning tasks seen in the clip(s) maintains the focus learner' engagement in developing the targeted knowledge and skills for the learning goal.
- Connections between the focus learner's prior learning and assets (personal, community)—in and out of school—support the new learning for the learning goal.

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

- The candidate uses appropriate pacing to maintain the focus learner's engagement in the learning tasks developing the knowledge and skills related to the learning goal, with smooth transitions from one learning task to another.
- In addition, the candidate draws upon not only the focus learner's prior learning, but also assets (personal, family, community) to develop new knowledge and skills. For instruction in a group, the candidate may draw on experiences that are generally age-appropriate, correspond to the focus learner's background, or reflect family or community resources and experiences relevant to the learning goal.
- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and meet the secondary criterion at least at Level 3 (links prior learning to new learning).

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

- The motivational and instructional strategies seen in the clip(s) encourage the focus learner to initiate and/or maintain active engagement in the learning tasks for the learning goal.

- The candidate prompts the focus learner to link prior learning and assets (personal, family, community assets) to the new knowledge and skills for the learning goal.

Rubric 8: Deepening Learning

How does the candidate support the focus learner in developing deep understanding of the knowledge and/or skills related to the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate provides the focus learner with few opportunities to respond related to the learning goal. **OR** Materials or candidate responses include **significant inaccuracies that are not corrected** and that will lead to focus learner misunderstandings or misdirected performance for the learning goal.	**Candidate primarily uses superficial prompts to** provide the focus learner opportunities to respond **related to the learning goal.** Candidate **evaluates the focus learner's responses only as correct or incorrect**.	Candidate **uses prompts that** provide the focus learner opportunities to respond related to the learning goal. Candidate provides the focus learner with • **accurate, specific feedback** (verbal or nonverbal) **AND** • **opportunity to apply feedback to subsequent responses**.	Candidate **allows the focus learner to initiate responses to apply new learning related to the learning goal**. Candidate provides the focus learner with • accurate, specific feedback (verbal or nonverbal) **AND** • opportunity to apply feedback to subsequent responses.	Level 4 plus: **Candidate moves the focus learner toward developmentally appropriate self-evaluation or self-correction to improve subsequent responses related to the learning goal.**

Understanding Rubric Level Progressions: Rubric 8

The Guiding Question

The Guiding Question addresses how in the video clip(s), the candidate brings forth and responds to learner responses as the learner(s) apply new knowledge and skills, including providing feedback, to guide the focus learner's progress toward the learning goal; this can occur during whole class discussions, small group discussions, or in interactions with individual learners.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 5a–c**

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

Scoring Decision Rules

Multiple Criteria	■ Criterion 1 (**primary**): eliciting focus learner responses to apply new knowledge and skills ■ Criterion 2: providing feedback
AUTOMATIC 1	■ Pattern of **significant inaccuracies** that are not corrected.
NOTE	■ If the learner is receiving instruction in a group, there will not be individual attention all the time. There should be some opportunities for the focus learner to provide responses. Also consider evidence of opportunities to learn from other learners' responses and feedback to them.

Unpacking Rubric Levels

Level 3

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

- The candidate structures the learning tasks to prompt the focus learner to apply new knowledge and skills related to the learning goal.

- The focus learner receives accurate and specific feedback (verbal or nonverbal), and has an opportunity to respond to the individual feedback (as well as feedback to responses from other learners, for instruction in a group) to subsequent responses for the learning goal. For instruction in a group, there will likely be generalized feedback, but some of the feedback must specifically address the focus learner.

- If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion UNLESS there is evidence of a pattern of significant uncorrected inaccuracies (Automatic 1)**.

- If evidence meets the primary criterion at Level 4, and the candidate evaluates learner responses as right or wrong with no feedback, the rubric is scored at Level 3.

Below 3

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

- In the clip(s), the candidate is using superficial prompts or is providing limited or no opportunities for the focus learner to respond and use feedback to deepen the knowledge and skills related the learning goal.
- The candidate responds with significant inaccuracies related to the learning goal.

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

- The tasks, materials, or instruction reflect superficial opportunities to respond for the focus learner related to the new knowledge or skills associated with the learning goal.
- The candidate is reacting to the global correctness or incorrectness of the focus learner's responses (and, for instruction in a group, responses from other learners) rather than providing the learner with detailed feedback about how the learner's response is correct or incorrect.

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

- The candidate provides the focus learner with few opportunities to offer responses to instruction related to the learning goal.

Automatic Score of 1 is given when:

- Either the candidate responses or the materials used contain **significant inaccuracies** that will misdirect performance or lead to misunderstandings. These should be evident throughout the clip(s) and not just a single candidate misstatement, and should be core to the lesson objectives for the learning goal.

Above 3

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

- In the clip(s), the candidate is prompting the focus learner to initiate responses to apply the new knowledge and skills for the learning goal.
- The focus learner receives accurate and specific feedback (verbal or nonverbal), and has an opportunity to apply the feedback to subsequent responses for the learning goal. For instruction in a group, there will likely be generalized feedback, but some of the feedback must specifically address the focus learner.

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

- The candidate is prompting the focus learner to initiate responses to apply the new knowledge and skills for the learning goal, e.g., by constructing the learning task so that in engaging in the learning task, the learner naturally initiates responses.
  - Example: The candidate arranges a learning activity having the focus learner interact with a peer, where each learner has to generate questions and ask and respond to each other about a reading passage (e.g., "Who are some of the main characters?" "Where does the story take place?" "Why did the author choose to end the story without explaining what happened to the main character?"). For a learner with a more severe disability this may involve the use of open-ended questions (e.g., "When should you wear a hat and scarf?" "What are some foods you would eat with a spoon?").

- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and meet the secondary criterion at least at Level 3 (accurate specific feedback and an opportunity to apply the feedback).

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

- There is evidence in the clip(s) that the candidate supports the focus learner in evaluating his/her own learning or learning to self-monitor or self-correct subsequent responses for the learning goal in a manner appropriate to the learner's development. For young children or learners with severe or profound disabilities, this may take the form of progressively increasing the time delay before error correction, reducing the level of prompts or error correction strategies (most-to-least prompts). For example, a learner that has a goal to raise his hand before calling out may be prompted to use a self-monitoring chart, checking off each time he raises his hand. For learners with significant cognitive disabilities, checking off tasks on a checklist as it is done demonstrates self-monitoring.

Rubric 9: Supporting Teaching and Learning

How does the candidate support learning for the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate uses instructional strategies, planned supports, and/or materials that are **not appropriate to the focus learner's needs in relation to the lesson objectives for the learning goal**. **OR** There is a **severe mismatch between the focus learner's chronological age and the ways in which the candidate uses instructional strategies, supports, or materials**.	Candidate uses instructional strategies, planned supports, and/or materials in ways that **superficially match the focus learner's needs** in relation to lesson objectives for the learning goal.	Candidate uses instructional strategies, planned supports, and/or materials in ways that **match the focus learner's needs** in relation to lesson objectives for the learning goal.	Candidate uses instructional strategies, planned supports, and/or materials in ways that match the focus learner's needs **and capitalize on his/her strengths in relation to lesson objectives for the learning goal**.	**Level 4 plus:** **Instructional strategies, planned supports, and/or materials for the learning goal address the focus learner's development or application of a developmentally appropriate self-directed learning strategy.**

Understanding Rubric Level Progressions: Rubric 9

The Guiding Question

The Guiding Question addresses how the candidate uses instructional strategies, supports and materials in the clip(s) to build learners' knowledge and skills.

Key Concepts of Rubric:

- Planned supports[24]
- Scaffolding
- Self-directed learning strategies

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 6a–b**

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 unless strategies, supports, or materials are clearly developmentally or age inappropriate. If this occurs, score is below 3
AUTOMATIC 1	■ None

Unpacking Rubric Levels

Level 3

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

- Instructional strategies, supports, and materials seen in the clip(s):
  - directly support the focus learner's progress toward the lesson objectives for the learning goal
  - match the focus learner's needs.

Below 3

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

- In the clip(s), the instructional strategies or supports for the learning goal are not appropriate for the focus learner, or the instructional strategies and supports are not directly connected to the focus learner's needs in relation to the lesson objectives.

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[24] Links to terms from the Special Education 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, instructional strategies, supports, and materials seen in the clip(s) are:

- related to lesson objectives for the learning goal, and are not implemented in a manner that facilitates the focus learner's development of the knowledge and skills.

- developmentally appropriate for the focus learner and related to the learning goal, but correspondence to the needs of the focus learner is superficial.

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

- In the clip(s), the support or instructional strategies seen are:

  - vague, inaccurate, or unrelated to the lesson objectives for the learning goal;

  - inappropriate for the focus learner's needs with respect to the lesson objectives; or

  - not matched in any way to the focus learner's chronological age. If the candidate is required to use specific support or instructional strategies that do not correspond in any way with the focus learner's chronological age, s/he makes little effort to modify them in any way to reduce the mismatch.

Above 3

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

- In the clip(s), the support or instructional strategies support the focus learner's progress toward lesson objectives and/or development of a self-directed learning strategy through instructional strategies, supports and materials that capitalize on the learner's strengths for the learning goal.

What distinguishes a Level 4 from a Level 3: At Level 4, instructional strategies, supports and materials seen in the clip(s) for the learning goal:

- Capitalize on the focus learner's **strengths** relative to the lesson objectives, in addition to being appropriate to the learner's needs.

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

- Instructional strategies, supports, or materials focus on developing the focus learner's skills related to self-directing or self-regulating his/her own learning, behavior, or performance. The strategies include, but are not limited to, using self-managed cues or prompts (auditory, visual, tactile) to regulate behavior, self-instruction, self-monitoring, self-evaluation, self-reinforcement and self-correction.

Rubric 10: Analyzing Teaching Effectiveness

How does the candidate use evidence to evaluate and change teaching practice to meet the focus learner's learning needs related to the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate **proposes changes unrelated to the learning needs of the focus learner related to the learning goal**.	Candidate proposes changes that are **superficially related to learning needs related to the learning goal** (e.g., improving directions for learning tasks, candidate's task/behavior management).	Candidate proposes changes for instruction and/or planned support strategies related to the learning goal, making **general connections to** • **the strengths or needs of the focus learner AND/OR** • **research and/or theory**.	Candidate proposes changes for instruction and/or planned support strategies related to the learning goal that make **clear, specific connections** to • the strengths **and** needs of the focus learner **AND** • research and/or theory.	**Level 4 plus:** Changes **support the focus learner's movement toward maintained, generalized, and/or self-directed use of knowledge and/or skills related to the learning goal**.

Understanding Rubric Level Progressions: Rubric 10

The Guiding Question

The Guiding Question addresses how the candidate examines the teaching and learning in the video clip(s) and proposes what s/he could have done differently to better support the needs of the focus learner related to the learning goal. The candidate justifies the changes based on learner needs and references to research and/or theory.

Key Concepts of Rubric:

- N/A

Scoring Decision Rules

Multiple Criteria	- N/A
AUTOMATIC 1	- None
NOTE	- Changes discussed by the candidate should be related to the lesson(s) that are seen or referenced in the clip(s), but do not need to address exclusively what is seen in the clips alone. Candidates can suggest changes to any part of the lesson(s) referenced in the clips (e.g., what came before or after what is seen in the clip(s)). However, there should be some connection to the learning seen in the clips.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The proposed changes in teaching practice relate to the lesson objectives for the learning goal and address the focus learner's strengths or needs that were seen in the video clip(s) and described in the commentary. AND/OR

- The candidate refers to appropriate research or theory in relation to the proposed changes to support the learning of the focus learner for the learning goal. The connections between the research/theory and the changes are general rather than specifically described.

Below 3

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

- The changes proposed by the candidate are not directly related to the needs of the focus learner as seen in the video clip(s).

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

- The changes have a superficial relationship to learner needs related to the learning goal, e.g., through improved directions or better management of learning tasks by the candidate rather than addressing the learning itself.

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

- The changes are not supported by evidence of the focus learner's learning needs from lessons seen or referenced in the clip(s), or described in the commentary.

Above 3

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

- The proposed changes in teaching practice relate to the learning goal and explicitly address the focus learner's strengths AND needs that were seen in the video clip(s) and described in the commentary.

- The changes in teaching practice are supported by specific connections to research and/or theory.

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

- Explains how the changes address the strengths AND needs of the focus learner relative to the learning goal.

- Clearly explains how research or theory informs the changes proposed for the learning goal. Candidates may describe 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 appropriate research/theory to the proposed changes.

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

- Explains how the proposed changes support the focus learner's movement toward greater independence through the maintenance, generalization, and/or self-directed use of the targeted knowledge and skills.

Assessment Task 3: Assessing Learning

What Do I Need to Do?

- ◻ **Use the baseline data, the daily assessment records, and work samples from the learning segment to analyze the focus learner's progress** toward reaching the lesson objectives for the learning goal. Address the focus learner's strengths and continuing needs in your analysis.

- ◻ **Submit a copy of**
  - ▪ **the baseline data (if not evident in the daily assessment record) for the learning goal**
  - ▪ **the completed daily assessment record for the focus learner for ALL lesson objectives.** Each daily assessment record should include the relevant lesson objective(s).

- ◻ **Submit one work sample analyzed** to help illustrate the conclusions you reach in your analysis. The work sample should be the work of the focus learner alone, not a product constructed as part of a group.
  - ▪ If the learning goal is knowledge or skills related to literacy, mathematics, social studies, or science, then the work sample should be a test, performance assessment, or assignment from the learning segment.
  - ▪ A work sample can be a product (e.g., test, completed class assignment), a time-stamp reference (**no more than 2 minutes**) for a video clip submitted in Instruction Task 2, or an additional video clip of **no more than 2 minutes**.
  - ▪ Attach additional information related to the work sample to the end of the Assessment Commentary—a blank copy of an assessment corresponding to the work sample submitted, including directions/prompts provided to the focus learner, or a blank data sheet for a performance assessment if not part of the daily assessment record, including a transcript of any oral directions/prompts (**no more than 5 additional pages**).

- ◻ **Submit the feedback** you gave to the focus learner for the assessment from which the work sample comes. You must submit evidence of the actual feedback provided to the focus learner, and not a description of the feedback. The feedback can be provided as part of a work sample, as an audio clip, or as a video clip.

- ◻ If you submit a work sample as a video clip or feedback as a video or audio clip and comments made by you or the focus learner cannot be clearly heard (or seen, if signed), do one of the following: 1) attach a transcription of your 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 work sample as a video clip or feedback as a video or audio clip and additional learners are present, clearly identify the focus learner in the relevant prompts (1c and 2a) of the Assessment Commentary (**in no more than 2 sentences**).

- ◻ **Provide evidence of the focus learner's use of the expressive/receptive communication skill identified in Planning Task 1 for participating in learning tasks and/or demonstrating learning.** You may choose evidence from the video clip(s)

submitted in Instruction Task 2, an additional video clip from within the learning segment (**no more than 5 minutes in length**), or the learner work sample submitted in Assessment Task 3 or a different work sample.

◽ **Respond to the prompts** listed in the Assessment Commentary template found in your account **after analyzing the focus learner's progress toward the learning goal** and submit the completed template.

See the Assessment Task 3: Artifacts and Commentary Specifications in the Special Education 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.

If a work sample or video file contains words and/or phrases or is entirely in braille or in a language other than English or a sign language such as ASL, please include an English translation or transcription of relevant parts attached to the work sample or, for a video file, to the end of the Assessment Commentary. However, for portions of communication in a sign language such as ASL that are not clearly visible in the video, attach a transcription of unclear communications unless you provide captions (this is permissible editing). These attachments will not count against the page limit for the commentary.

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 in Special Education* document for supplementary advice for completing specific components of Assessment Task 3.

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

Video URL: https://vimeo.com/803917885/55799d6eb7
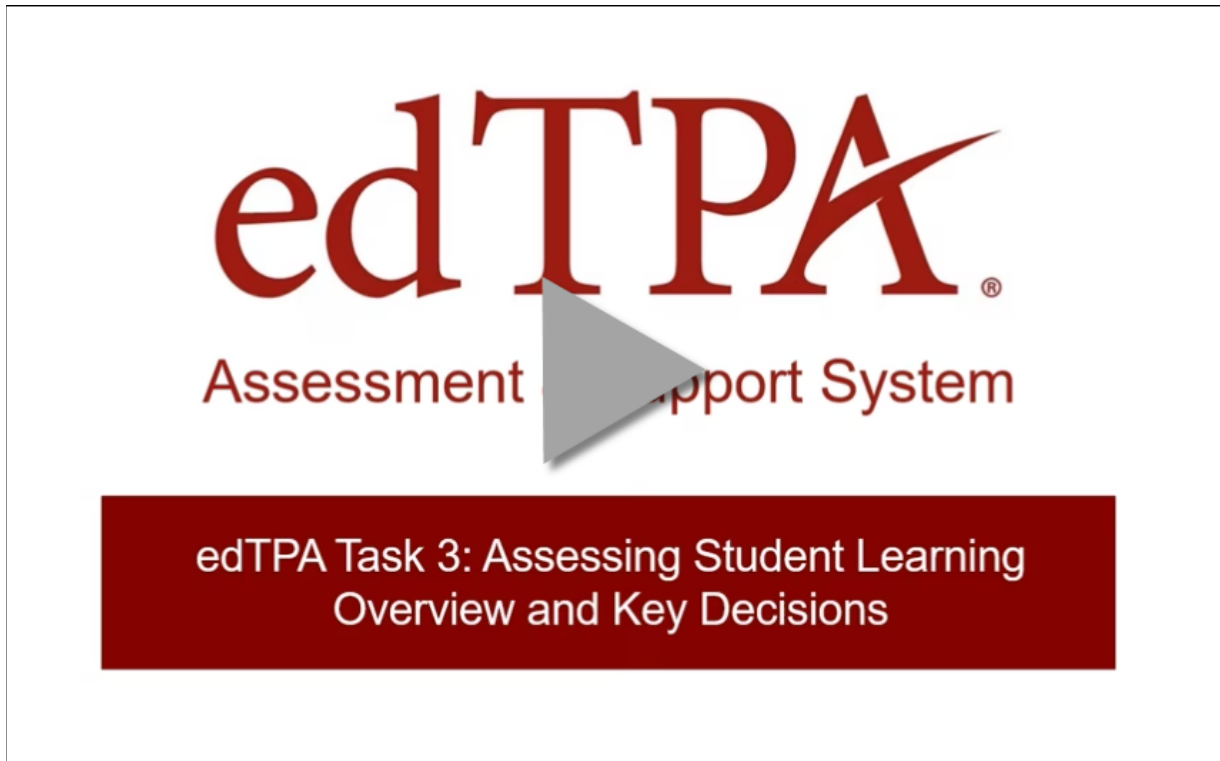
How Will the Evidence of My Teaching Practice Be Assessed?

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

Assessment Rubrics

Rubric 11: Analyzing the Focus Learner's Performance

How does the candidate demonstrate an understanding of the focus learner's performance with respect to the learning goal as reflected in the lesson objectives?

Level 1	Level 2	Level 3	Level 4	Level 5
The **analysis is superficial or is not supported** by either the work sample or the daily assessment record. **OR** The learning goal, lesson objectives, daily assessment record, and/or work sample are **not aligned with each other**. **OR** One or more lesson objectives **did not** contain **explicit, operationally defined criteria** for meeting the objectives.	The analysis **focuses only on whether the focus learner did or did not achieve ALL the lesson objectives**.	The analysis draws upon **knowledge of the focus learner and focuses on** • the focus learner's **strengths and errors OR** • **levels or types of planned supports** (including error prevention strategies) to understand the focus learner's **progress toward ALL lesson objectives**.	The analysis draws upon knowledge of the focus learner and focuses on **details** within • the focus learner's strengths and errors **AND** • levels or types of planned supports (including error prevention strategies) to understand **strengths and needs** in the focus learner's **progress toward ALL lesson objectives**.	**Level 4 plus:** The analysis **makes clear and plausible connections between the focus learner's performance and specific elements of instruction**.

Understanding Rubric Level Progressions: Rubric 11

The Guiding Question

The Guiding Question addresses candidates' analysis of learner work to identify progress toward lesson objectives and the learning goal.

Key Concepts of Rubric:

- [Aligned](#)[25]
    - For Rubric 11, for the focus learner, lesson objectives, planned supports, the daily assessment record, and/or the work sample are aligned when they address the same/similar learning goal.

Primary Sources of Evidence:
Assessment Commentary **Prompt 1a–f**
Learner work sample(s) (written or video)
Baseline data, Completed Daily Assessment Records

Scoring Decision Rules

Multiple Criteria	▪ N/A for this rubric
AUTOMATIC 1	▪ There is a significant lack of alignment between the learning goal, lesson objectives, daily assessment records, and/or the work sample for the focus learner. Specifically, the daily assessment records do not include data related to the lesson objectives, or the work sample is unrelated to the lesson objectives and the daily assessment record. ▪ **Any** lesson objective lacks explicit, operationally defined criteria.
NOTES	▪ If the learning goal is expressed in measurable terms and is assessed accordingly in each lesson, then it should be considered to be a lesson objective even if it is not identified as such. ▪ The candidate has the opportunity in prompt 1b of the Assessment Commentary to revise the assessment related to the work sample, daily assessment records, and/or lesson objectives from what was described in the Planning Commentary. Any revisions should be considered in place of the originals when evaluating evidence of alignment, measurability of lesson objectives, and progress compared to lesson objectives.

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

Unpacking Rubric Levels

Level 3

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

- The analysis draws upon knowledge of the focus learner and patterns of the following to understand progress toward **all** lesson objectives for the focus learner for the learning goal:

  - Strengths AND errors NOTE: if error prevention was successfully used to support student learning, a lack of errors should not be held against a candidate. OR

  - Levels or types of supports, including error prevention strategies.

Below 3

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

- The analysis focuses on whether the focus learner met the lesson objectives.

- The analysis is superficial or not supported by the work sample evidence or the daily assessment records.

- There is a lack of alignment between the learning goal, lesson objectives, daily assessment records, and/or the work sample for the focus learner.

- One or more lesson objectives lack explicit, operationally defined criteria.

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

- Although supported by the daily assessment records and the work sample evidence, the analysis focuses primarily on concluding whether the focus learner met **each** lesson objective. It does not probe possible reasons why.

- The analysis addresses strengths or errors (including error prevention), but not both.

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 sample and/or daily assessment record OR **ignores one or more** of the lesson objectives for the learning goal.

2. The conclusions in the analysis are not supported by the work sample(s) or the daily assessment record.

Automatic Score of 1 is given when:

- There is a significant lack of alignment between the learning goal, lesson objectives, daily assessment records, and/or the work sample for the focus learner. Specifically, the daily assessment records do not include data related to the lesson objectives, or the work sample is unrelated to the lesson objectives and daily assessment records.

- Any lesson objective lacks explicit, operationally defined criteria. If the learning goal is expressed in measurable terms and is assessed accordingly in each lesson, then it should be considered to be a lesson objective even if it is not identified as such.

Above 3

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

- Uses **details** regarding patterns of strengths, needs, and levels or types of supports (including error prevention strategies), along with knowledge of the focus learner, to understand **strengths and needs** for focus learner's progress toward **the** learning goal.

- Suggests clear and plausible connections between specific elements of the instruction or the learning environment and the focus learner's outcomes toward the learning goal.

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

- The analysis uses knowledge of the focus learner and references **details** regarding patterns of the following:

  - strengths and needs AND

  - levels or types of supports, including error prevention strategies, to understand **strengths and needs underlying** progress toward **all** lesson objectives for **the** learning goal.

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

- The candidate draws clear and plausible conclusions about how specific elements of instruction or the learning environment might have affected the focus learner's outcomes for the learning goal.

Rubric 12: Providing Feedback to Guide Further Learning

What type of feedback does the candidate provide to the focus learner for the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
Feedback is **unrelated to the learning goal OR is severely mismatched to the focus learner's chronological age or developmental level**. **OR** Feedback **contains significant inaccuracies**.	Feedback **related to the learning goal** is **general and addresses needs AND/OR strengths**.	Feedback **related to the learning goal is specific and focuses on either** • **needs OR** • **reinforcing strengths**.	Feedback **related to the learning goal** is **specific and includes** • needs **AND** • reinforcing strengths.	Level 4 plus: Feedback provides • **a strategy to address a learning need OR** • **connections to prior learning or experiences to improve learning.**

Understanding Rubric Level Progressions: Rubric 12

The Guiding Question

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

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:
Assessment Commentary **Prompts 1d–f, 2a–c**
Evidence of feedback (written, audio/video)

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ Feedback contains significant inaccuracies that will misdirect the focus learner in significant ways. ■ Feedback is severely inappropriate for the learner's chronological age and/or developmental level.
NOTE	■ For a candidate using an errorless learning strategy, there may not be any errors, and this should not be held against the candidate. Error prevention strategies are commonly used in contexts where the focus learner's emotional state is severely affected by errors (e.g., learners with autism, learners in psychiatric facilities) or when the community learning setting might be jeopardized (e.g., a workplace setting).

Unpacking Rubric Levels

Level 3

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

- Detailed feedback related to the learning goal either addresses needs (including errors through prevention or correction) OR reinforces strengths.

- Detailed feedback is specific (i.e., identifies what is correct or incorrect about learner responses or guides the learner to understand how to respond correctly).

Below 3

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

- Feedback is general and includes only needs or strengths, is inaccurate, is unrelated to the learning goal, contradicts the analysis, or is severely inappropriate for the focus learner's chronological age and/or development.

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

- Feedback related to the learning goal is general, rather than specific, and addresses needs and/or strengths. While it is clear what the feedback is addressing, detail is lacking in general feedback. General feedback does not address the specific error or correct solution (e.g., "Check your work" or "Yes!"). It also includes non-specific praise (i.e., no description of how responses are correct or incorrect). For example, saying, "Good job" rather than specifically identifying was what correct in the response, e.g., "Good, you got these right because you paid attention to the + symbol."

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

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

Automatic Score of 1 is given when:

- Feedback for the learning goal includes content inaccuracies that will misdirect the focus learner.
- Feedback for the learning goal is **severely** inappropriate for the learner's chronological age and/or developmental level.

Above 3

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

- is specific.
- both reinforces strengths AND addresses needs through preventing or correcting errors.
- is part of a process guiding the focus learner to learn how to self-assess or self-correct.
- improves learning for the focus learner by making connection to prior learning or experiences.

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

- Specific feedback addresses both strengths and needs, including correcting or preventing errors related to the lesson objective(s).

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

- Candidate describes strategies for guiding the focus learner to learn skills that move toward using:
  - A strategy to address a learning need. For example, "You got the right answer. If you are unsure of the answer, remember to refer to the guided notes we have been developing."

  OR

  - A meaningful connection to experience or prior learning. For example, the candidate refers back to a prior math lesson: "Remember how you solved the

addition problem using the math counters? Show me how you could also use the same counters to solve subtraction problems."

Rubric 13: Learner Understanding and Use of Feedback

How does the candidate provide opportunities for the focus learner to understand and use the feedback for the learning goal to guide his/her further learning or performance?

Level 1	Level 2	Level 3	Level 4	Level 5
Opportunities for understanding or using feedback are not described. **OR** Candidate **provides limited or no feedback related to the learning goal to inform the focus learner's performance/responses**.	Candidate **provides vague explanation for how the focus learner will understand or use feedback related to the learning goal**.	Candidate **describes** how the focus learner will understand or use feedback **related to the learning goal**.	Candidate describes how **s/he will support** the focus learner to understand **and** use feedback **related to strengths OR needs** related to the learning goal.	Candidate describes how s/he will support the focus learner to understand and use feedback related to strengths **AND** needs related to the learning goal.

Understanding Rubric Level Progressions: Rubric 13

The Guiding Question

The Guiding Question addresses how the candidate explains how s/he will help the focus learner to understand and use the feedback provided in order to improve his/her learning or performance.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Assessment Commentary **Prompt 2b–c**

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

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

- Candidate provides a description of how the focus learner will understand or use feedback related to the learning goal. This description needs to relate to the feedback given to the focus learner.

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

  - Example for **understanding** feedback: Go over problems with errors.

  - Example for **using** feedback: Revise problems or correct errors using feedback given.

Below 3

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

- The explanation of opportunities for understanding or using feedback related to the learning goal **is** vague or absent.

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

- The explanation of how the focus learner will understand or use feedback related to the learning goal is vague or superficial. Details about **how** the focus learner will understand or use the feedback are missing, e.g., "The focus learner will use the feedback on his next assignment."

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

- Opportunities for understanding or using feedback related to the learning goal are not described. OR
- Limited or no feedback related to the learning goal is provided for the focus learner to inform his/her performance or responses.

Above 3

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

- Support for the focus learner to understand and use the feedback is described in enough detail to understand how the focus learner is being guided to see what s/he is doing well or poorly and how s/he will use feedback related to strengths and/or needs and the learning goal.

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

- The candidate describes supports for guiding the focus learner to both understand what s/he is doing well or what s/he continues to struggle with AND how to use feedback on his/her strengths OR needs related to the learning goal.

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

- The candidate describes supports for guiding the focus learner to understand and use feedback on their strengths AND needs related to the learning goal.

Rubric 14: Explaining the Focus Learner's Use of Communication

How does the candidate explain the focus learner's use of the expressive/receptive communication skill to participate in the learning task and/or demonstrate learning related to the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate describes the focus learner's **use of the communication skill** that is • **not aligned with the learning goal OR** • **not consistent with the evidence submitted**.	Candidate's description focuses on a communication skill that is **related to the learning goal, but does not explain how the learner uses the skill to participate in learning tasks or demonstrate learning** related to the learning goal.	Candidate **explains and provides evidence of the learner's use of the communication skill to participate in learning tasks and/or demonstrate learning**.	Candidate explains and **provides evidence** of how planned supports **helped the focus learner use the communication skill** to participate in and/or demonstrate learning.	**Level 4 plus:** Candidate explains how the focus learner can be **supported to move toward generalized or maintained use** of the communication skill.

Understanding Rubric Level Progressions: Rubric 14

The Guiding Question

The Guiding Question addresses how a candidate explains the focus learner's attempts to use the identified communication skill. These opportunities should support access to learning tasks and/or demonstration of learning related to the learning goal.

Key Concepts of Rubric:

Use the terms below and their definitions from the glossary as well as the Communication Skills Related to Academic Language Appendix to further clarify concepts on Rubric 14.

- Communication[26]
- Communication skill
- Communication supports

> **Primary Sources of Evidence:**
>
> Assessment Commentary **Prompt 3a–c**
>
> Focus Learner's work sample (evidence of the use of the communication skill), evidence from Task 2 video clip(s), or evidence from additional video clip

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The candidate explains how the focus learner used or attempted to use the identified expressive/receptive communication skill to participate in learning tasks and/or demonstrate learning related to the learning goal.

- The explanation corresponds to the specific evidence (e.g., time stamp, a place in a work sample) provided of actual use.

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

Below 3

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

- The candidate's description of the communication skill does not explain how the focus learner used the skill to participate in or to demonstrate learning.

OR

- The communication skill is not aligned with the learning goal.

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

- The candidate describes an expressive/receptive communication skill related to the learning goal but does not provide an explanation of how the focus learner used the skill to participate in learning tasks or demonstrate learning related to the learning goal.

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

- The candidate describes the focus leaner's use of an expressive/receptive communication skill that is

  - unrelated or not clearly related to accessing instruction or demonstrating learning for the learning goal OR

  - not consistent with the evidence identified of its use.

Above 3

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

- Candidate explains and cites evidence of

  - use of the expressive/receptive communication skill,

  - how planned supports helped the focus learner use the communication skill, and/or

  - how the focus learner can be supported toward generalized or maintained use of the skill.

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

- The candidate explains and provides evidence of how supports helped the focus learner use the communication skill to participate in and/or demonstrate learning related to the learning goal.

- The explanation corresponds to the evidence provided of actual use.

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

- The candidate explains how the focus learner was supported during the learning segment or could be supported in future lessons to move toward generalized or maintained use of the communication skill.

Rubric 15: Using Assessment to Inform Instruction

How does the candidate use conclusions about what the focus learner knows and is able to do related to the learning goal to plan next steps in instruction?

Level 1	Level 2	Level 3	Level 4	Level 5
Next steps are **not achievable or do not follow** from the analysis. **OR** Next steps are **not relevant to the lesson objectives** assessed. **OR** Next steps are **not described in sufficient detail** to understand them.	Next steps to improve or continue learning are **loosely connected to focus learner needs**.	Next steps to improve or continue learning include **general instructional strategies or supports related to the focus learner's needs and to current instruction**.	Next steps • provide **logical, well-sequenced instructional strategies to address specific identified needs** of the focus learner **AND** • are logically connected to current instruction.	**Level 4 plus:** Candidate **uses the analysis to describe implications for the focus learner's individualized education program/plan goals and/or curriculum**.
Next steps are not connected with research and/or theory.	Next steps are not connected with research and/or theory.	Next steps are **generally connected** with research and/or theory.	Next steps are **clearly connected** with research and/or theory.	Next steps are **justified with principles from** research and/or theory.

Understanding Rubric Level Progressions: Rubric 15

The Guiding Question

The Guiding Question addresses how the candidate uses conclusions from the analysis of learner work and research and/or theory to propose the next steps of instruction. Next steps should be related to the standards/objectives assessed and based on the daily assessment record/work sample.

Key Concepts of Rubric:

- N/A

Primary Source of Evidence:

Learner work samples

Baseline data, Daily assessment record, Final assessments

Assessment Commentary **Prompts 4a–b (review prompts 1d–f for information about progress, strengths/needs, and supports provided)**

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

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

- **Primary Criterion:** The next steps related to the learning goal follow from the analysis of the focus learner's performance during the learning segment and include general instructional strategies and/or supports to improve or continue learning.

- **Primary Criterion:** The description of next steps clearly indicate how they are related to the focus learner's needs and to current instruction.

- **Secondary Criterion:** The candidate refers to research and/or theory when describing the next steps. The connections between the research/theory and the next steps are general rather than specifically described.

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

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

Below 3

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

- The next steps are loosely connected to the focus learner's learning needs that were identified in the analysis of the assessments and the daily assessment records.
- The next steps are not achievable, do not follow from the analysis, are not relevant to the lesson objectives assessed, or are insufficiently described.
- Either research/theory is not mentioned or the connection to the next steps is extremely vague, e.g., providing a research citation only or mentioning the name of a theory or researcher without relating the theory or research findings to the next steps.

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

- The next steps have a superficial relationship to the learning goal or the focus learner's needs. The focus is on improving the candidate's practice rather than on improving learning for the focus learner. The explanation for how the next steps are related to the instruction in the learning segment for the focus learner is vague or missing.

What distinguishes a Level 1 from a Level 2:

Primary Criterion:

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

OR

Secondary Criterion:

4. There are no connections between the next steps or research and theory. For this to result in a Level 1 score, there must also be evidence for the primary criterion at Level 1.

Above 3

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

- Next steps are logically sequenced, providing instructional strategies to address specific learning needs related to the current instruction in the learning segment.
- Next steps are supported by clear references to how research and/or theory informs them.
- The candidate may draw implications for the IEP goals and/or curriculum.

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

- The explanation of the instructional strategies demonstrates a logical sequence building from instruction in the learning segment to address specific needs of the focus learner identified in the analysis.
- The candidate discusses how research or theory is related to the next steps in ways that are consistent with the focus learner's needs identified in the analysis. They may describe 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 general, relevant reference to research and/or theory (meet the secondary criterion at least at Level 3).

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

- The candidate draws upon the analysis to identify implications for the focus learner's IEP goals and/or curriculum.

- The candidate explains how principles from research/theory justify the proposed next steps.

Special Education Evidence Chart

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

Planning Task 1: Artifacts and Commentary Specifications

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

Planning Task 1: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part D: Assessments and/or Data Collection Procedures	.doc; .docx; .odt; .pdf	1	1	No limit	▪ Submit assessment instruments and/or a description of data collection procedures, as appropriate for the lesson objectives measured, in 1 file. ▪ Within the file, label assessments/procedures by corresponding lesson (Lesson 1 Assessments/Procedures, Lesson 2 Assessments/Procedures, etc.). For assessments/procedures used in multiple lessons, order and label by lesson when first used. ▪ Insert a translation immediately after each assessment for portions in braille or in a language other than English.
Part E: Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 12 pages** of commentary, including prompts	▪ Use Arial 11-point type. ▪ Single space with 1-inch margins on all sides. ▪ Respond to prompts before teaching the learning segment.

Instruction Task 2: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Video Clips [27]	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	1	2	**No more than 20 minutes total running time** (but not less than 3 minutes)	- Before you record your video, obtain permission from a parent/guardian of learners (or, if appropriate, the learners themselves) and from adults who appear in the video. - Refer to Instruction Task 2, What Do I Need to Do? for video clip content and requirements. - When naming each clip file, include the number of the lesson shown in the video clip.
Part B: Instruction Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 8 pages** of commentary, including prompts If needed, **no more than 2 additional pages** of supporting documentation	- Use Arial 11-point type. - Single space with 1-inch margins on all sides. **IMPORTANT:** - Insert documentation at the end of the commentary file if - you or the learners are using graphics, texts, or images that are not clearly visible in the video - you chose to submit a transcript for occasionally inaudible portions of the video - you chose to submit a transcript of sign language communication that is not clearly visible in the video or a translation of words and/or phrases in a language other than English or sign language that appear in the video - If submitting documentation, include the video clip number, lesson number, and explanatory text (e.g., "Clip 1, lesson 2, text from a whiteboard that is not visible in the video," "Clip 2, lesson 4, transcription of a learner response that is inaudible").

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

Assessment Task 3: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Work Sample[28]	**For a written work sample:** .doc; .docx; .odt; .pdf **For an audio work sample:** asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma **For a video work sample:** asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	0	1	**For a written work sample:** No limit **For an audio work sample:** No more than 2 minutes total running time **For a video work sample:** No more than 2 minutes total running time	**For a written work sample:** ■ Use correction fluid, tape, or a felt-tip marker to **mask or remove the focus learner's name, your name, and the name of the school before copying/scanning any work sample.** ■ If your focus learner's writing is illegible, write a transcription directly on the work sample. ■ Insert a translation immediately after a written work sample for any portions in braille or in a language other than English (**no page limit**). **For a video work sample:** ■ If more than one learner is visible, indicate in Assessment Commentary prompt 1c how the focus learner can be recognized. ■ If you submit a video student work sample and comments made by you or your focus learner cannot be clearly heard (or seen, if signed), do one of the following: 1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing). ■ For a video work sample that is entirely in a language other than English or sign language, attach a translation to the end of the Assessment Commentary (**no page limit**). **IMPORTANT:** Do not submit an additional file for Part A if a work sample is from the video clip(s) from Instruction Task 2. Provide a time-stamp reference for an Instruction Task 2 video (**no more than 2 minutes**) in prompt 1c in the Assessment Commentary.

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

Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part B: Completed Daily Assessment Records and Baseline Data	.doc; .docx; .odt; .pdf	1	2	No limit	**Daily Assessment Records** ■ Submit **one** copy of the completed daily assessment record for each lesson in 1 file. ■ Within the file, label each record with the lesson number. ■ List the lesson objective(s) assessed on each daily assessment record. **Baseline Data** ■ You may include the baseline data at the beginning of the daily assessment records or submit as a separate file.

Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part C: Evidence of Feedback[29] And, if included, video or work sample evidence of use of the communication skill not provided elsewhere	**For written feedback not written on the work samples or a work sample with evidence of use of the communication skill not submitted in Part A:** .doc; .docx; .odt; .pdf **For audio feedback:** asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma **For video clips (feedback or use of the communication skill):** asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	0	2	No page limit for written feedback or work sample **No more than 3 minutes** for video or audio feedback **No more than 5 minutes** for video evidence of the focus learner's use of the communication skill	▪ Document the location of your evidence of feedback in the Assessment Commentary. ▪ If feedback is not included as part of the work sample or recorded on the video clip(s) from Instruction Task 2, submit only 1 file—a document, video file, **OR** audio file. ▪ If you submit feedback as a video or audio clip and comments made by you or your focus learner cannot be clearly heard (or seen, if signed in a video), do one of the following: 1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing). ▪ For written feedback that is in braille or in a language other than English, submit the feedback with a translation (**no page limit**). ▪ For video or audio feedback in a language other than English or sign language, attach a translation of the feedback and any focus learner communication in that language needed to understand the feedback to the end of the Assessment Commentary (**no page limit**). ▪ If more than one learner is seen or heard in a video or audio clip of feedback, describe how to recognize the focus learner in Assessment Commentary prompt 2a. ▪ For Optional Evidence of Use of Communication Skill— If you opt to not use the work sample analyzed as evidence of language use, you may provide a new written work sample not submitted in Part A, identify a portion of a clip provided for Instruction Task 2, **OR** submit an entirely new clip. A new written work sample or new clip should be clearly labeled as evidence of use of the communication skill.

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

Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part D: Assessment Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 8 pages** of commentary, including prompts Plus ■ **no more than 5 pages** for the assessment information associated with the work sample ■ if necessary, **no more than 2 total pages** of transcription for inaudible or, for sign language, uninterpretable portions of a clip	■ Use Arial 11-point type. ■ Single space with 1-inch margins on all sides. ■ Insert a translation or transcription at the end of the commentary file for parts of the video evidence in a language other than English or sign language **OR**, if captions are not provided, for communication between the candidate and focus learner that is unclear, label the translation or transcription with the type of evidence (e.g., work sample, feedback, use of communication skill). **IMPORTANT:** For the work sample, attach a blank copy of a written assessment, including directions/prompts provided to the focus learner, or a blank data sheet for a performance assessment if not part of the daily assessment record, including any oral directions/prompts.

Special Education Glossary

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

age appropriate: Consistent with a learner's chronological age.

aligned: Individualized education plan goals, standards (if applicable), lesson objectives, planned supports, and learning tasks and materials are aligned when they consistently address the same/similar learning goal. The alignment may represent steps to move toward the IEP goal, for example, working on letter/sound relationships to achieve the goal of fluency.

alternate or modified achievement standards (if adopted by your state): Alternate achievement standards are adopted by states for learners with the most significant cognitive disabilities and are based on the grade-level content, but at reduced depth, breadth, and complexity. Not all states have adopted alternate achievement standards.

artifacts: Authentic work completed by you and your focus learner, including lesson plans, copies of instructional and assessment materials, video clip(s) of your teaching, and the learner's 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 [learners] . . . that provide information to be used as feedback to modify teaching and learning activities in which they are engaged."[30] Assessments provide evidence of learners' prior knowledge, thinking, performances, or learning in order to evaluate what learners understand and how they are thinking or reacting under specific conditions. Informal assessments may include such things as learner questions and responses during instruction and teacher observations of learners as they work or perform. Formal assessments may include such things as performance records as well as traditional academic assessments such as quizzes, homework assignments, and projects.

assets (knowledge of learners):

- **personal:** Refers to specific background information that learners bring to the learning environment. Learners 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 learners bring from the community where they live, such as resources, local landmarks and institutions, community events, practices, and so on, that a teacher can draw upon to support learners in developing and applying learning.

assistive technology: Any item, piece of equipment, or product system, whether acquired commercially, off the shelf, modified, or customized, which is used to increase, maintain, or improve the functional capabilities of children with disabilities.[31]

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

[31] Office of the Federal Register. (1991, August 19). Federal Register. (Vol. 56). p.41272.

baseline data: Information that describes pre-instruction levels of knowledge and/or skill. For this assessment, baseline data can be gathered in a variety of ways (e.g., systematic observations, teacher-made tests, curriculum-based measures, task analysis assessment, standardized tests, prior instructional history, IEP present levels of performance, prior performance). This information is gathered prior to instruction and is used later for comparative purposes.

challenge: Extending or probing ahead of a learner's current knowledge or performance levels.

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 the learning of your focus learner.

communication: Receiving and conveying information, meanings, concepts, or feelings. Communication includes language content, form, and sequence; various communication modes or forms, including augmented communication, verbal and nonverbal communication, and devices and other technology; expressive or receptive communication; and initiative or responsive communication. Communication skills include meeting situational expectations/rules and conventions (e.g., changes in word/sign/symbol/behavior choice, tone, intensity, volume, timing, and content) and using communication for different purposes (e.g., greeting, expressing anger, establishing/maintaining interpersonal relationships) and changing communication to match the needs of the listener/receiver. Academic curriculum-related communication, also known as Academic Language, is the means by which learners develop and express content understandings. Academic language skills include written, visual, or verbal communication; grammatical structures (syntax); and vocabulary/symbols. Regardless of the area of focus, there are communication demands that teachers need to consider as they plan to support learning of content. These demands include vocabulary/symbols (words, signs, behaviors), communication function/purpose, syntax, social use of communication, concepts and meanings, and situational expectations for both receptive and expressive language.

- **communication skill:** Specific ways that communication is used by learners to participate in learning tasks and/or to demonstrate their learning. The skill can focus on understanding or interpreting communication or on its actual use.

- **communication supports:** Strategies that are used to build the focus learner's goal-related communication within a learning task. Strategies involve modeling the appropriate communication for learners to understand or use in a learning task as well as opportunities for guided practice, generalization, and maintenance. Communication supports also include assistive technology and other mediators.

deficit thinking: When candidates explain what learners cannot do based primarily on learners' backgrounds, disability label, the challenges they face outside of school, or from lack of family support. Deficit thinking is also revealed when the learner's learning or performance challenges lead to a pattern of a candidate demonstrating low expectations relative to the learner's potential, not taking responsibility for providing appropriate instruction or support, or not acknowledging **any** learner strengths and need for challenge.

disability: Patterns of strengths and needs common to groups of learners who are significantly different from an established norm. These strengths and needs may be cognitive, emotional, behavioral, medical, social, and/or physical.

engaging the learner: Using instructional and motivational strategies that promote active involvement of the learner in learning tasks designed to support acquisition and application of knowledge and skills related to specific lesson objectives. Engagement in learning contrasts with learner participation in learning tasks that are not well designed and/or implemented and do not increase learning.

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 the resulting learning. Evidence should demonstrate your ability to design lesson plans with instructional supports that deepen learning, use knowledge of your focus learner to inform instruction, foster a positive learning environment that promotes learning, monitor and assess the focus learner's progress toward lesson objectives, and analyze your teaching effectiveness. Your evidence must be submitted electronically using the electronic portfolio management system used by your teacher preparation program.

generalization: "The transfer of learned information from particular instances to other environments, people, times, and events."[32]

individualized education program/plan (IEP): A program/plan that sets forth individualized learning goals and required special instruction and related services for an individual learner with a disability. When capitalized, it refers to the Individualized Education Program required under the Individuals with Disabilities Education Act (IDEA). For children under 2, the plan is the Individual Family Service Plan (IFSP), which includes, in part, plans for interventions and direct support by the early interventionist for the learning and development of young learners (as opposed to family supports, which are also included in the IFSP). Some private facilities are not subject to IDEA, and develop their own programs/plans for individual learners. If your focus learner has an IFSP or another individualized program/plan other than an IEP, use elements of this program/plan when responding to prompts and directions about an IEP.

knowledge and skills: The desired learning outcomes for the learning segment. Knowledge and skills are meant to include not only discrete knowledge and skills but also conceptual understanding and the knowledge of how and when to use knowledge, concepts, skills, and strategies to shape behavior and performance.

learning environment: The designed physical and emotional context, established and maintained throughout the learning segment to support a positive and productive learning experience for the focus learner, with appropriate modifications, adaptations, and accommodations to meet individual learner needs.

learning goal: A short-term learner outcome that is achieved over time by meeting related lesson objectives; the outcome of the learning segment, what the focus learner will know or be able to do by the end of the 3–5 lessons. This includes acquisition, fluency, maintenance, or generalization.

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

learning task: An activity that engages the focus learner in developing, practicing, generalizing, and/or maintaining knowledge and skills related to one or more specific lesson objectives. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and include guided practice and feedback to a learner. In a curricular area to develop motor

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[32] The IRIS Center for Training Enhancements. Generalization. (n.d.). In IRIS Center's online dictionary. Retrieved from http://iris.peabody.vanderbilt.edu

skills, a learning task might focus on developing the fine-motor skills or eye-hand coordination to cut up a piece of chicken with a knife and fork. In an academic curricular area, a learning task might be answering comprehension questions about a passage from a chapter book. A learning task in the social curricular area might be learning to recognize and describe one's feelings.

lesson objectives: Measurable learning outcomes for each lesson that, over time and combined with other instructional objectives, enable a learner to reach the learning goal.

maintenance: "In behavior assessment, term used to describe the extent to which a learner's behavior is self-sustaining over time."[33]

planned supports: The learning environment, instructional strategies, learning tasks, materials, accommodations, modifications, assistive technology, prompts, and/or scaffolding that are deliberately selected or designed to facilitate learning of the targeted knowledge and skills.

prior learning: What learners know and are able to do prior to new instruction.

problem solving: Applying acquired knowledge in new and unfamiliar situations, actively engaging in thinking processes.[34]

prompt: In the context of instruction of the learner, supports (e.g., pictures, videos, verbal or written statements, color cues) put into place prior to instruction that increase the likelihood that the learner will give a correct response or perform a correct behavior or task. Another way prompts are used in instruction is a question or guidance (verbal or nonverbal) during instruction to guide the learner to think about something or do something different that will lead to a more appropriate or deeper response. In the context of an assessment, a question or direction to guide the learner to do a task that can be assessed to determine learner progress toward lesson objectives. In the context of the candidate and edTPA, a prompt is a commentary question or direction to which the candidate responds to provide a rationale, reflection, or analysis.

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

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

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

safety issues: Emotional or physical threats.

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[33] The IRIS Center for Training Enhancements. Maintenance. (n.d.). In IRIS Center's online dictionary. Retrieved from http://iris.peabody.vanderbilt.edu

[34] Mercer, C.D., Mercer, A.R., & Pullen, P.C. (2011). *Teaching students with learning problems* (8th ed.). Columbus, OH: Pearson.

scaffolding: A process in which a teacher adds supports for learners to enhance learning and aid in the mastery of tasks. There are several types of scaffolds. In one, a teacher supports learners by "systematically building on their experiences and knowledge" while they are learning new skills (instructional scaffolding).[35] Another type of scaffold is the use of written prompts and cues to help learners to perform a task or to use a given strategy (material scaffolding). A third type is a method of instruction whereby a teacher begins by specifying the steps in a task or instructional strategy and then goes on to model those steps for his or her class while verbalizing his or her thought process (task scaffolding).

self-determination: A combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations, together with a belief of oneself as capable and effective are essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society.[36] For learners with severe and profound learning challenges, this may take the form of making choices between alternatives or learning to communicate wishes or needs.

self-directed learning strategies: Alternatively referred to as self-regulated learning or self-management strategies, involve teaching learners to modify and regulate their own behavior without external control and allow them to become active participants in their own learning. The strategies include but are not limited to using self-managed cues or prompts (auditory, visual, tactile) to regulate behavior, self-instruction, self-monitoring, self-evaluation, self-reinforcement,[37] and self-correction.

strengths: What learners know and are able to do.

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[35] The IRIS Center for Training Enhancements. Scaffolded instruction. (n.d.). In IRIS Center's online dictionary. Retrieved from http://iris.peabody.vanderbilt.edu

[36] Field, S., Martin, J., Miller, R., Ward, M,. & Wehmeyer, M. (1998). A practical guide for teaching self-determination. Reston, VA: Council for Exceptional Children.

[37] Wehmeyer. M. (2002, September). Promoting the self-determination of students with severe disabilities. ERIC Digest. Retrieved from https://eric.ed.gov/?q=Promoting+the+self-determination+of+students+with+severe+disabilities&id=ED470522

Appendix: Communication Skills Related to Academic Language

Most learners will be engaged in academic curriculum-related communication, also known as Academic Language, while learning the language of the discipline, including how language functions; vocabulary/symbols; written, visual, or verbal communication; and grammatical structures (syntax) are used to access and express knowledge. Some learners will be engaged in functional academic curriculum-related communication, applying academic skills (e.g., reading, writing, speaking, listening, knowledge of community structures) in a community setting or to daily living. Candidates are directed to identify a communication skill that is related to the learning goal, but also distinct from the learning goal, which allows the focus learner to participate in the learning tasks or demonstrate learning.

Learning Goal	Related Communication Skill
The focus learner will demonstrate reading comprehension by identifying elements of the story (characters, setting, plot, point of view, theme).	Verbally identify story elements using the appropriate vocabulary to provide specific examples from the text of characters, setting, plot, point of view, and theme
The focus learner will add coins of various denominations together.	Identify different coins by their name and value
The focus learner will add fractions with like and unlike denominators.	Explain how fractions with like and unlike denominators are added together, using an If…then… sentence frame
The focus learner will analyze connections among events and developments in broader historical contexts.	Compose a paragraph explaining how one key event led to the American Revolution with a claim and appropriate supporting evidence

Some candidates will be working with early childhood learners with exceptionalities. These candidates will most likely focus on vocabulary/symbol development (similar to early childhood educators in general education). Here is a sample learning goal and related communication skill:

Learning Goal	Related Communication Skill
The focus learner will identify emotions using facial expressions.	After being presented with a picture of scenario, the focus learner uses appropriate vocabulary (e.g., happy, sad, or mad) to describe the facial expression in the picture

While most learners will be engaged in disciplinary tasks, some learners will be applying academic knowledge in community settings or daily living.

Academic Content Area	Examples of Communication Skills Related to Functional Academics or Early Literacy/Numeracy
Literacy	▪ Interpret a bus schedule ▪ Respond appropriately to items on a job application ▪ Point to correct object when prompted (vocabulary/symbol development for early literacy) ▪ Write their name (early literacy) ▪ Demonstrate how to hold a book (early literacy) ▪ Retell a familiar story (early literacy)
Mathematics	▪ Compare price of item to the amount of money in hand ▪ Select the appropriate time on a clock (digital or analog) for leaving for school ▪ Answer the question "How many do you have?" (early numeracy)
History/Social Science	▪ Identify who needs to be called to put out a fire or when you're sick ▪ Describe where to buy food vs. clothing ▪ Describe how to go home from school
Science	▪ Categorize given foods as healthy or unhealthy

Depending on learner needs, the communication skill for learners focusing on academic content may not focus on academic language per se, but on another communication skill needed for the focus learner to participate in learning tasks or to demonstrate learning.

Communication Skills Supporting Participation in Academic Tasks to Meet the Learning Goal	Examples
Social communication skills	▪ Claim attention by raising a hand ▪ Adjust vocabulary, tone, volume appropriately to situation and audience ▪ Ask for assistance ▪ Agree/disagree/build on a comment made by a peer
Communication skills related to self-management	▪ Express a need for adjusting the environment to focus attention ▪ Create or interpret a schedule or graphic organizer to complete tasks ▪ Review work for completeness using a checklist

Communication Skills for Learners Not Working on Academic Content

Some learners will be working on communication skills that are not related to academic content.

Examples of Communication Skills for Learners Not Working on Academic Content

Learning Goal	Communication Skills Examples
The focus learner will demonstrate behaviors related to developing self-determination skills.	- Indicate preference with an eye gaze - Signal hunger by pushing a switch to turn on a light - Order a meal using a picture exchange communication system (PECS) card - Accurately select and name women's bathroom sign from an array of sign symbols/picture cards - Use communication device to signal "my turn" during a game - Identify one area of strength and one area of need during the focus learner's annual IEP meeting

Communication Supports

Candidates are prompted to explain how planned supports facilitate the focus learner's use of the communication skill. The identified supports and explanation should be specific to the focus learner's use of the communication skill to demonstrate learning or participate in learning tasks.

Early Childhood Example

Learning Goal	Identified Communication Skill	Identified Communication Support (Specific to the Use of the Skill)
The focus learner will respond appropriately to questions from others.	The focus learner will respond with either "yes" or "no" to questions about a personal experience.	- Modeling with "think-alouds" providing examples and nonexamples - Picture cards illustrating various meanings of "yes" and "no"

Academic Examples

Learning Goal	Identified Communication Skill	Identified Communication Support (Specific to the Use of the Skill)
The focus learner will solve two-step word problems using the four operations.	Orally describe steps taken to solve a word problem (mathematics)	▪ Model problem-solving steps through think-alouds ▪ Prompt learner when a step is skipped ▪ Review required vocabulary/symbols (e.g., more, total, number sentence for addition problems) in advance and provide a graphic organizer for remembering the vocabulary/symbols
The focus learner will improve reading comprehension by responding to questions and supporting claims with evidence from the text.	Use "wh" words (who, what, when, where, why) to respond to questions being asked and construct appropriate response	▪ A graphic organizer with "wh" words and sample responses ▪ Think-alouds ▪ Rehearsal

Example Incorporating Alternative Augmentative Communication Device

Learning Goal	Identified Communication Skill	Identified Communication Support (Specific to the Use of the Skill)
The focus learner will distinguish among fact, opinion, and reasoned judgment in a text.	Select a picture choice from an array when asked a question	▪ Model, prompt, and expose the learner to different types of assistive communication, for example, modeling how to respond to questions using the GoTalk communication device or prompting responses using a graduated guidance procedure.

Other Communication Skills Supporting Participation in Academics

Learning Goal	Identified Communication Skill	Identified Communication Support (Specific to the Use of the Skill)
The focus learner will solve multi-step real-life problems with positive and negative numbers.	Express frustrations appropriately (for a focus learner who shuts down or stops participating when work is too difficult)	▪ Provide a sentence frame "I am frustrated by _____ because _____" ▪ Model use of the sentence frame in different scenarios ▪ Provide options for expressing frustration (oral conversation, writing a note)

Support for Communication Skills for Learners Not Working on Academics

Learning Goal	Identified Communication Skill	Identified Communication Support (Specific to the Use of the Skill)
The focus learner will identify his/her own first name on an index card.	Identify and say his/her name printed on an index card	▪ Provide examples and nonexamples ▪ Review other words that begin with the same first letter as the focus learner's name ▪ Rehearsal
The focus learner will use public transportation to travel from home to school.	Interpret the sign at the top of the bus to board the correct bus (functional academics—reading)	▪ Provide a chart with signs for buses on routes most often traveled ▪ Practice comparing and contrasting with signs for other buses using the same stop ▪ Rehearsal