



World Language

Assessment Handbook

Version 09

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

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SCALE

Stanford Center for Assessment, Learning, & Equity

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Introduction to edTPA World Language

Purpose

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

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

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

Overview of the Assessment

The edTPA World Language assessment is composed of three tasks:

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

For this assessment, you will first plan a series of **3–5 consecutive world language lessons** (or, if teaching world language within a large time block, about **3–5 hours of connected instruction**) referred to as a learning segment. Consistent with the World-Readiness Standards for Learning Languages developed by the American Council on the Teaching of Foreign Languages (ACTFL) (2014)¹ and the ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers,² a learning segment prepared for this assessment should develop students' **communicative proficiency³ in the target language within meaningful cultural context(s)**.

The development of student **communicative proficiency** will include the promotion of five main goal areas in world language education: **Communication, Cultures, Connections, Comparisons, and Communities**.

¹ World-Readiness Standards for Learning Languages developed by the American Council on the Teaching of Foreign Languages (2014) can be found at www.actfl.org/publications/all/world-readiness-standards-learning-languages.

² ACTFL Program Standards for the Preparation of Foreign Language Teachers can be found at https://www.actfl.org/uploads/files/general/Documents/ACTFLCAEPStandards2013_v2015.pdf.

³ For American Sign Language, the development of students' communicative proficiency in the target language in meaningful cultural context(s) refers to signed communicative ability.

Communication includes not only the **what** (vocabulary) and the **how** (grammar) of the target language, but also the **why**, **whom**, and **when** to say what to whom when using the target language. Communication is composed of **three modes**:

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

In addition, world language instruction should afford students opportunities to develop **cultural competence**, which encourages learners to use the language to investigate, explain, and reflect on

- the relationship between the practices, products, and perspectives of the cultures and languages studied
- the nature of language and culture through comparisons of the languages and cultures studied and their own

Meaningful cultural contexts will encompass sociocultural practices in the world language classroom, in the students' home and community, as well as in the target societies and/or cultures that speak the target language.

In sum, the goal of the learning segment is to afford students the opportunity to use the target language for real-world purposes in meaningful and culturally significant contexts. The learning segment should provide students with multiple opportunities to effectively use the target language to communicate with others. The ability to successfully communicate with others includes linguistic knowledge (e.g., grammatical forms and vocabulary) as well as interpersonal and sociocultural knowledge of the target language and its cultural practices.

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

Understanding 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).

World Languages Learning Segment Focus

Candidate's instruction should support students to develop students' communicative proficiency in the target language in meaningful cultural context(s).

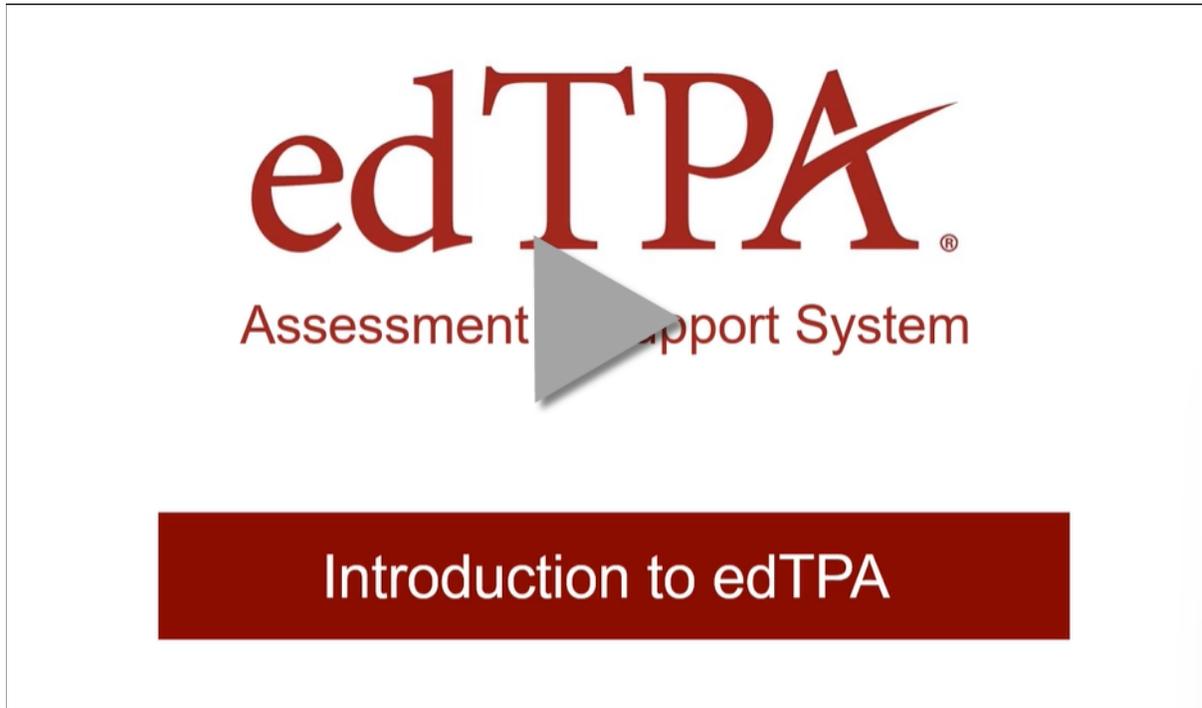
Helpful Resources

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

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

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

Candidate Support Webinar: Introduction to edTPA



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

Planning Task 1: Planning for Instruction and Assessment

What Do I Need to Do?

- **Select a class.** If you teach more than one class, select one focus class for this assessment. If your placement for world language has you responsible for a group rather than the whole class, plans should describe instruction for that group (**minimum of 4 students**). That group will constitute “the whole class” for edTPA.
 - **Note: California candidates**—within your edTPA, you must include an English learner, a student with an identified disability, and a student from an underserved education group.⁴
- **Provide context information.** Complete and submit the World Language Context for Learning Information template found in your account. This template provides essential information about your students and your school/classroom. The context information you submit should be **no more than 4 pages, including the prompts**.
- **Identify a learning segment to plan, teach, and analyze.** Review the curriculum with your cooperating teacher and select a learning segment of **3–5 consecutive lessons** (or, if teaching world language within a large time block, select a learning segment of about **3–5 hours of connected instruction**).
- **Identify a central focus.** Identify the central focus along with the content standards and objectives you will address in the learning segment. The central focus should support students in developing communicative proficiency in the target language in meaningful cultural context(s).
- **Write a lesson plan** for each lesson in the learning segment. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.
- **Your lesson plans must include** the following information, even if your teacher preparation program requires you to use a specific lesson plan format:
 - The ACTFL World-Readiness Standards for Learning Languages (2014)⁵ and/or state-adopted standards that are the target of student learning. (Note: Please include the **number and text** of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)
 - Instructional strategies and language tasks (including what you and the students will be doing) to support the needs of all students
 - Instructional resources and materials used to engage students in learning
 - Learning objectives associated with the appropriate content standards

⁴ California candidates—If you do not have any English learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.

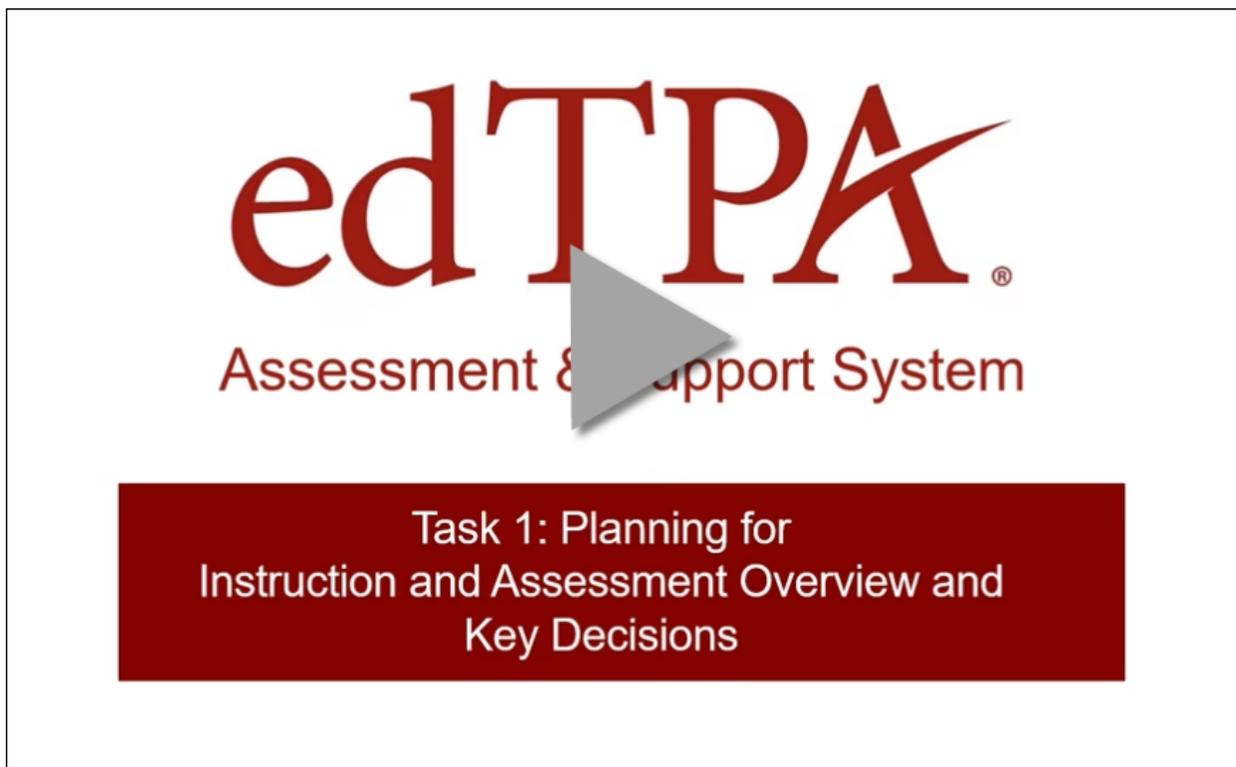
⁵ The ACTFL World-Readiness Standards for Learning Languages (2014) can be found at www.actfl.org/publications/all/world-readiness-standards-learning-languages.

- Informal and formal assessments used to monitor student learning, including type(s) of assessment and what is being assessed
- **Each lesson plan must be no more than 4 pages in length.** You will need to condense or excerpt lesson plans longer than 4 pages. Any explanations or rationale for decisions should be included in your Planning Commentary and deleted from your plans.
- **Respond to the prompts** listed in the Planning Commentary template found in your account **prior to teaching the learning segment** and submit the completed template.
- **Submit your original lesson plans.** If you make changes while teaching the learning segment, you may offer reflection on those changes in the Instruction Task 2 and Assessment Task 3 Commentaries.
- **Select and submit key instructional materials** needed to understand what you and the students will be doing (**no more than 5 additional pages per lesson plan**). The instructional materials might include such items as class handouts, slides, and interactive whiteboard images.
- **Submit copies of all written assessments and/or directions for any oral or performance assessments.** (Submit only the blank assessment given to students; do not submit student work samples for this task.)
- **Provide citations for the source of all materials that you did not create** (e.g., published texts, websites, and material from other educators). List all citations by lesson number at the end of the Planning Commentary. Note: Citations do not count toward the commentary page limit.

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

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

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



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

How Will the Evidence of My Teaching Practice Be Assessed?

For Planning Task 1, your evidence will be assessed using rubrics 1–4, 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 Communicative Proficiency in the Target Language

How do the candidate's plans develop students' communicative proficiency in the target language in meaningful cultural context(s)?

| Level 1 ⁶ | Level 2 | Level 3 | Level 4 | Level 5 |
|---|--|---|---|---|
| <p>Candidate's plans for instruction focus solely on vocabulary and grammar with no connections to language functions of the target language.</p> <p>OR</p> <p>There are significant content inaccuracies that will lead to student misunderstandings.</p> <p>OR</p> <p>Standards, objectives, language tasks, and materials are not aligned with each other.</p> | <p>Candidate's plans for instruction support vague connections between language forms and functions in the target language, primarily focusing on the interpretive mode of communication.</p> | <p>Candidate's plans for instruction build on each other to provide connections between language forms and functions of the target language, focusing on</p> <ul style="list-style-type: none"> • the interpretive AND • the interpersonal or presentational <p>modes of communication.</p> | <p>Candidate's plans for instruction build on each other to provide clear connections between language forms and functions of the target language, focusing on all three modes of communication in meaningful cultural context(s).</p> | <p>Level 4 plus:</p> <p>Candidate explains how s/he will use language tasks and materials to lead students to make clear and consistent connections between functions and forms of the target language in meaningful cultural context(s).</p> |

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 of three to five lessons around a central focus. Candidates will explain how they plan to organize tasks, activities, and/or materials to align with the central focus and the standards/objectives. The planned learning segment must develop students' **communicative proficiency in the target language in meaningful cultural context(s)**.

Key Concepts of Rubric:

- [Aligned](#)⁷
- [Significant content inaccuracies](#)

World Language Terms Central to the edTPA:

- [Communicative proficiency](#)
- [Language forms](#)
- [Language functions](#)
- [Meaningful cultural context\(s\)](#)
- [Modes of communication \(interpretive, interpersonal, and presentational\)](#)

Primary Sources of Evidence:

Context for Learning Information

Planning Commentary **Prompt 1**

Strategic review of Lesson Plans & Key Instructional Materials

Assessments

Scoring Decision Rules

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

⁷ Links to terms from the World Language Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Plans for instruction are **logically sequenced** to facilitate students' communicative proficiency.
- Plans are presented in a linear sequence in which **each lesson builds on the previous one(s)** OR a nonlinear sequence, e.g., when a central theme or cultural topic is posed, such as food or family, and students' develop communicative proficiency to interpret and interact about the central theme and cultural topics in the target language.
- In addition, the sequencing of the plans supports students' communicative proficiency by connecting functions and forms of the target language focusing on the interpretive AND either the interpersonal or presentational mode of communication. **Connections are explicitly written in the plans or commentary**, and how the connections are made is not left to the determination of the scorer.

Below 3

Evidence that demonstrates performance below Level 3:

- Plans for instruction support student learning of facts and/or grammar and vocabulary but **with little or no** planned instruction to guide the development of students' **communicative proficiency so that students will be able to use grammar and vocabulary to interpret and interact in the target language**.

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

- The candidate is paying some attention to helping students understand grammar and vocabulary, but the **connections** to communication and cultural contexts are **fleeting or vague**, so that students are largely left to make sense of these on their own. The candidate predominantly focuses the learning segment on the interpretive mode of communication.

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

- The candidate is **focused on teaching memorization of grammatical rules or lists of vocabulary** with little or no attention to assisting students in understanding the connections between the grammar and vocabulary (language forms) and the communicative purposes (language functions) they serve.

Automatic Score of 1 is given when:

- There is a **pattern of significant content inaccuracies** that will lead to student misunderstandings. Content flaws in the plans or instructional materials are significant and systematic and interfere with student learning.
- Standards, objectives, learning tasks, and materials are not aligned** with each other. There is a pattern of misalignment across two or more lessons. If one standard or objective does not align within the learning segment, this level of misalignment is not significant enough for a Level 1.

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

- Learning tasks are designed to support students to make **clear** connections between language functions and forms of the target language **in meaningful cultural context(s)**.
- Consistent connections require students to routinely apply language forms to purposefully communicate in all three modes of communication—interpretive, interpersonal, and presentational—in the target language throughout the learning segment.

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

- Plans show **intentional** connections between language forms and functions of the target language, focusing on all three modes of communication (interpretive, interpersonal, and presentational) **in meaningful cultural context(s)**.
- Consistent connections require students to apply language forms to purposefully communicate in **all three modes of communication (interpretive, interpersonal, and presentational)** in the target language in meaningful cultural context(s) throughout the learning segment.

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

- **Plans include activities and questions that will clearly support students in making these connections themselves.**
- This includes **plans that call for students to use, create, and reflect about language functions and forms for authentic communicative purposes in a meaningful cultural context**, for example: students researching and explaining a recipe in the target language in a video clip, students creating posters/presentations to be presented to larger audiences, involving reflection and comparisons between their own and others' cultural practices, products, and perspectives, students creating and posting text online so that other students (including students from other communities/countries) can respond, or students doing a dramatization or engaging in a role play they have created about any given social interaction, such as buying something, ordering food in a restaurant, going to the movies, or talking about family/friends.

Planning Rubrics continued

Rubric 2: Planning to Support Varied Student Learning Needs

How does the candidate use knowledge of his/her students to target support for students' development of communicative proficiency in the target language in meaningful cultural context(s)?

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

Understanding Rubric Level Progressions: Rubric 2

The Guiding Question

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

Key Concept of Rubric:

- [Planned supports](#)⁸

Primary Sources of Evidence:

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

Planning Commentary **Prompts 2 and 3**

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

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

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

Below 3

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

- Candidate does not plan supports for students.

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

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

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

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

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

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

Automatic Score of 1 is given when:

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

Above 3

Evidence that demonstrates performance above Level 3:

- Plans address specific student needs (beyond those required in IEP and 504 plans) by including scaffolding or structured supports that are explicitly selected or developed to help individual students and groups of students with similar needs to gain access to content and meet the learning objectives.
- Candidate addresses at least one of the requirements from IEPs and 504 plans as described in the Context for Learning Information.

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

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

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

- Identifies possible common errors and misunderstandings associated with about the target language and the cultural practices associated with the target language and describes specific strategies to identify and respond to them.
- If the plans and commentary attend to common errors or misunderstandings without also satisfying Level 4 requirements, this is not sufficient evidence for Level 5.

Planning Rubrics continued

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

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

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

Understanding Rubric Level Progressions: Rubric 3

The Guiding Question

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

Key Concepts of Rubric:

- [Deficit thinking](#)⁹
- [Prior academic learning and/or prerequisite skills](#)
- [Assets](#) (personal, community)

Primary Sources of Evidence:

Planning Commentary **Prompts 2 and 3**

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- **Primary Criterion:** The candidate explains how the learning tasks are explicitly connected to the students' prior academic knowledge OR knowledge of students' assets (personal, community). Assets include students' backgrounds, interests, community or family resources, and personal experiences.
- **Secondary Criterion:** The candidate refers to research or theory in relation to the plans to support student learning. The connections between the research/theory and the tasks are superficial/not clearly made. They are not well connected to a particular element of the instructional design.
- If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion.**
- If evidence meets the primary criterion at Level 4, and candidate has NO connection to research/theory, the rubric is scored at Level 3.

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

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

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

OR

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

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

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

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

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

Automatic Score of 1 is given when:

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

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

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

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

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

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

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

Planning Rubrics continued

Rubric 4: Planning Assessments to Monitor and Support Students’ Development of Communicative Proficiency in the Target Language

How are the informal and formal assessments selected or designed to monitor students’ development of communicative proficiency in the target language in meaningful cultural context(s)?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---|---|---|---|
| <p>The assessments provide no evidence of students’ development of communicative proficiency in the target language.</p> <p>OR</p> <p>Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.</p> | <p>The assessments provide limited evidence to monitor students’ development of communicative proficiency in the target language during the learning segment.</p> | <p>The assessments provide some evidence to monitor students’ development of communicative proficiency in the target language in a meaningful cultural context during the learning segment.</p> | <p>The assessments provide multiple forms of evidence to monitor students’ development of communicative proficiency in the target language in meaningful cultural context(s) throughout the learning segment.</p> | <p>Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their communicative proficiency in the target language.</p> |

Understanding Rubric Level Progressions: Rubric 4

The Guiding Question

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

World Language Terms Central to the edTPA:

- [Communicative proficiency](#)¹⁰
- [Meaningful cultural context\(s\)](#)
- [Modes of communication](#)

Primary Sources of Evidence:

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

Planning Commentary **Prompt 4**

Assessment Materials

Strategic review of Lesson Plans

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

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

- The assessments must provide evidence of communicative proficiency of the target language focusing on the interpretive AND either the interpersonal OR presentational mode of communication.
- The planned assessments provide evidence of students' development of communicative proficiency in the target language in meaningful cultural context(s) **within the learning segment**.
- Requirements from the IEP or 504 plan must be explicitly addressed in the commentary and/or the Planning Task 1 artifacts. List of assessment requirements

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

and/or accommodations in the Context for Learning Information document is not sufficient by itself.

Below 3

Evidence that demonstrates performance below Level 3:

- The planned assessments will yield insufficient evidence to monitor development of communicative proficiency in the target language.

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

- Assessments will produce evidence of student learning, but evidence is limited. For example, limited assessments include assessments that focus mainly on the interpretive mode of communication.
- Although assessments may provide some evidence of student learning, they do not monitor all areas of learning across the learning segment.

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

- The assessments only focus on memorization of grammatical forms and vocabulary words in isolation, without providing any evidence of students' development of communicative proficiency in the target language.

Automatic Score of 1 is given when:

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

Above 3

Evidence that demonstrates performance above Level 3:

- The array of assessments provides consistent evidence of students' development of communicative proficiency in the target language in meaningful cultural context(s) by focusing on the interpretive, interpersonal, and presentational modes of communication.
- Assessment evidence will allow the candidate to determine students' progress toward developing communicative proficiency in the target language in meaningful cultural context(s).

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

- This evidence is collected for all **three modes of communication**: interpersonal, presentational, and interpretive.
- There are multiple forms of evidence, not just the same kind of evidence **collected at different points in time or in different settings within the learning segment**, to monitor student development of communicative proficiency in the target language in meaningful cultural context(s) for the central focus. "Multiple forms of evidence" means that different types of evidence are used—e.g., interpret a variety of texts in the target language, ability to interact with others in oral and written forms in the target language, and ability to present information to larger audiences in the target language, both in written and oral forms—and not that here is only one type of evidence on homework, exit slips, and the final test.

- The array of assessments provides evidence to track student progress toward developing the communicative proficiency in the target language in meaningful cultural context(s) defined by the standards and learning objectives.

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

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

Instruction Task 2: Instructing and Engaging Students in Learning

What Do I Need to Do?

- **Obtain required permissions for videorecording.** Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video. Adjust the camera angle to exclude individuals for whom you do not have permission to film.
- **Examine your lesson plans for the learning segment** and identify challenging learning tasks in which you and your students are actively engaged. The video clip(s) you select for submission should provide a sample of how you interact with students to develop their communicative proficiency.
- **Identify lessons to videorecord.**
- **Provide 1–2 video clips (totaling no more than 15 minutes in length, but not less than 3 minutes)** that demonstrate how you interact with students in a positive learning environment to develop their communicative proficiency in the target language in meaningful cultural context(s) with a focus on at least two modes of communication:¹¹
 - Interpretive **AND**
 - Interpersonal **OR** Presentational

Ensure that each video clip captures interactions between you and your students and among the students themselves that develop their communicative proficiency in the target language.

- Determine whether you will feature the whole class or a targeted group of students (**minimum of 4 students**) within the class.
- **Videorecord your classroom teaching.** Tips for videorecording your class are available from your teacher preparation program.
- **Select video clip(s) to submit** and verify that each clip meets the following requirements:
 - Ensure that you and your students can be seen in the video clips you submit. Also, ensure that your face appears at least once in the video for identification purposes.
 - Check the sound quality to ensure that you and your students can be heard on the video clip(s) you submit. If most of the audio in a clip cannot be understood by a scorer, **submit another clip**. If there are occasional audio portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the following: 1) provide a transcript with time stamps of the inaudible portion and refer to the transcript in your response; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).

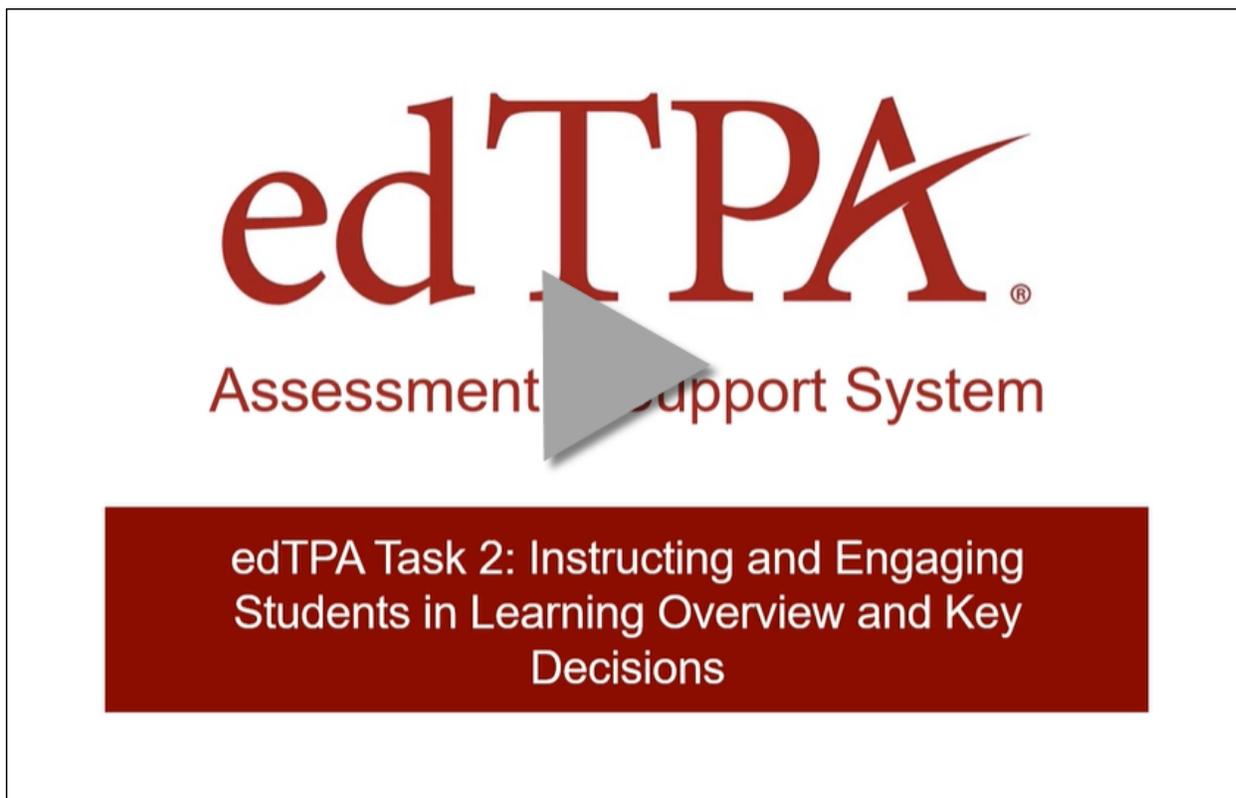
¹¹ The ACTFL World-Readiness Standards for Learning Languages (2014) can be found at www.actfl.org/publications/all/world-readiness-standards-learning-languages.

- A video clip must be continuous and unedited, with no interruption in events.
- If you have inadvertently included individuals for whom you do not have permission to film in the video clip(s) you plan to submit, you may use software to blur the faces of these individuals. This is not considered editing. Other portions of the submitted video clip(s), including the classroom, your face, and the faces of individuals for whom you have obtained permission to film, should remain unblurred.
- Do not include the name of the state, school, or district in your video. Use first names only for all individuals appearing in the video.
- **Respond to the commentary 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 students are doing in the video clip(s).** For example, if there are graphics, texts, or images that are not clearly visible in the video, or comments that are not clearly heard, you may insert digital copies or transcriptions at the end of the Instruction Commentary (**no more than 2 pages in addition to the responses to commentary prompts**).

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

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

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



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

How Will the Evidence of My Teaching Practice Be Assessed?

For Instruction Task 2, your evidence will be assessed using rubrics 5–9, 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 5: Learning Environment

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

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

Understanding Rubric Level Progressions: Rubric 5

The Guiding Question

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

Key Concepts of Rubric:

- [Respect](#)¹²
- [Rapport](#)
- [Learning environment](#)

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 2**

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

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

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

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

¹² Links to terms from the World Language Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

Below 3

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

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

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

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

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

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

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

Above 3

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

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

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

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

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

- The learning environment encourages students to use the target language with each other in order to express, debate, and evaluate differing perspectives about the target language and culture. Perspectives could be from curricular sources, students' ideas, and/or lived experiences.

Instruction Rubrics continued

Rubric 6: Engaging Students' Target Language Communication

How does the candidate actively engage students in developing communicative proficiency in the target language in meaningful cultural context(s)?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|--|--|---|--|
| Students are observed in tasks that focus solely on vocabulary and grammar with no connections to language functions of the target language. | Students are participating in language tasks that provide vague connections between language forms and functions in the target language, primarily focusing on the interpretive mode of communication. | Students are engaged in cooperative language tasks that provide connections between language forms and functions of the target language in a meaningful cultural context, focusing on <ul style="list-style-type: none"> • interpersonal OR • presentational mode of communication. | Students are engaged in cooperative language tasks that provide clear connections between language forms and functions of the target language in meaningful cultural context(s), focusing on <ul style="list-style-type: none"> • interpersonal OR • presentational mode of communication. | Students are engaged in cooperative language tasks that lead students to deepen and extend communicative proficiency in the target language in meaningful cultural context(s). |
| There is little or no evidence that the candidate links students' prior academic learning and/or prerequisite skills or personal or community assets with new learning. | Candidate makes vague or superficial links between prior academic learning and/or prerequisite skills and new learning. | Candidate links prior academic learning and/or prerequisite skills to new learning. | Candidate links prior academic learning and/or prerequisite skills AND personal or community assets to new learning. | Candidate prompts students to link prior academic learning and/or prerequisite skills AND personal or community assets to new learning. |

Understanding Rubric Level Progressions: Rubric 6

The Guiding Question

The Guiding Question addresses how the candidate provides video evidence of engaging students in tasks and discussions to develop their understanding of communicative proficiency in the target language in meaningful cultural context(s).

Key Concepts of Rubric:

- [Engaging students in learning](#)¹³
- [Assets](#) (personal, community)

World Language Terms Central to the edTPA:

- [Language forms](#)
- [Language functions](#)
- [Language task](#)
- [Modes of communication \(interpretive, interpersonal, and presentational\)](#)
- [Meaningful cultural context\(s\)](#)

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 3**

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

Scoring Decision Rules

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

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- **Primary Criterion:** The clip(s) show that the students are engaged in language tasks focusing on either the interpersonal or presentation mode of communication.
- The candidate provides opportunities for students to develop communicative proficiency in the target language with each other, in small groups or in pairs, **in meaningful cultural context(s)**.
- **Secondary Criterion:** The clip(s) show the candidate **making connections** to students' prior experiences and academic learning to help them develop language as well as skills and knowledge of the target language. For example, candidate asks students to reflect on the similarities and differences between grammatical forms in their first and target language briefly or candidate refers to previous content learned in class to build on new content, but moves on immediately, leaving the instruction at a cursory level.

Below 3

Evidence that demonstrates performance below Level 3:

- Students are participating in tasks that provide little opportunity to develop communicative proficiency in the target language in meaningful cultural context(s).

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

- The structure of the learning task or the way in which it is implemented constrains student development of communication in the target language (i.e., primarily focusing on the interpretive mode, providing few opportunities for students to use the target language).
- In addition, the candidate may refer to students' learning from prior units, but the references are indirect or unclear and do not facilitate new learning.

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

- The learning tasks seen in the video clip(s) have little relation to the central focus identified.
- Students are participating in rote tasks that primarily focus on memorization and/or repetition of grammatical rules and/or vocabulary items.
- In addition, either the candidate is not using students' prior academic learning and/or prerequisite skills or assets (personal, community) to build new learning.

Above 3

Evidence that demonstrates performance above Level 3:

- The learning tasks as seen in the clip(s) are structured to engage students to develop communicative proficiency in the target language with each other, in pairs or small groups, in meaningful cultural context(s).
- Connections between students' prior academic learning and/or prerequisite skills and assets (personal, community) are made to support the new learning.

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

- The learning tasks in the clip(s) include **structures or scaffolding that promote the learning of language functions and forms of the target language** in meaningful cultural context(s), focusing on either the interpersonal or presentational mode of communication. Students **must interact with the content in ways that are likely to either extend initial understandings or surface misunderstandings** that the candidate can then address. Students are provided plenty of opportunities to work collaboratively, talking with each other in the target language in pairs or small groups.
- In addition, the candidate draws upon not only prior academic learning and/or prerequisite skills, but also students' knowledge and assets (personal, community) to develop new learning.

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

- The learning tasks as seen in the clip(s) are structured or scaffolded so that students will develop and use the target language in ways that are appropriately challenging directly related to new learning. Language tasks aim at promoting communication outside of the classroom, for real-life purposes.
- In addition, the candidate encourages students to connect and use their prior knowledge and assets (academic AND personal, community) to support new learning.

Instruction Rubrics continued
Rubric 7: Deepening Student Communicative Proficiency in the Target Language

How does the candidate elicit student responses to promote their communicative proficiency in the target language in meaningful cultural context(s)?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|--|---|---|--|
| <p>Candidate does most of the talking and students provide few responses.</p> <p>OR</p> <p>Candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p> | <p>Candidate primarily asks surface-level questions about correct usage of grammar and vocabulary and evaluates student responses as correct or incorrect.</p> | <p>Candidate elicits student responses related to use of the target language that require going beyond the correct usage of grammar and vocabulary.</p> | <p>Candidate elicits and builds on students' responses to develop communicative proficiency, making connections between language functions and forms in meaningful cultural context(s).</p> | <p>Level 4 plus:</p> <p>Candidate facilitates interactions among students so they can evaluate their own abilities to develop communicative proficiency, making connections between language functions and forms in meaningful cultural context(s).</p> |

Understanding Rubric Level Progressions: Rubric 7

The Guiding Question

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

Key Concepts of Rubric:

- [Significant content inaccuracies](#)
 - For Rubric 7, significant content inaccuracies include content flaws within processes or examples used during the lesson that will lead to student misunderstandings and the need for reteaching.

World Language Terms Central to the edTPA

- [Communicative proficiency](#)
- [Language forms](#)
- [Language functions](#)
- [Meaningful cultural context\(s\)](#)

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 4a–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 | <ul style="list-style-type: none"> ▪ N/A for this rubric |
| AUTOMATIC 1 | <ul style="list-style-type: none"> ▪ Pattern of significant content inaccuracies that are core to the central focus or a key learning objective for the learning segment |

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The candidate prompts students to offer responses that require thinking **beyond the correct usage of grammar and vocabulary** by asking questions in the target language that will lead students to make connections between the language forms and functions they serve, e.g., (**spoken in the target language**) "What is X used for?" "When/In what situations do we use X?" etc. Some instruction may be

characterized by initial questions focusing on facts to lay a basis for later higher-order questions in the clip.

Below 3

Evidence that demonstrates performance below Level 3:

- In the clip(s), classroom interaction provides students with limited or no opportunities to think and learn in the target language.

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

- The candidate asks surface-level questions in the target language that elicit right/wrong, yes/no, or single word answers and do little to encourage students to think about the content being taught.

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

- There are few opportunities shown in the clip(s) that students were able to use the target language.
- Or, there is no video evidence of the target language being used by the candidate and/or students).

Automatic Score of 1 is given when:

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

Above 3

Evidence that demonstrates performance above Level 3:

- In the clip(s), the candidate uses student ideas and thinking to develop students' communicative proficiency in the target language or their abilities to evaluate their own learning.

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

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

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

- There is evidence in the clip(s) that the candidate structures and supports student-student conversations and interactions that facilitate students' ability to evaluate and self-monitor their learning in the target language.

Instruction Rubrics continued
Rubric 8: Subject-Specific Pedagogy

How does the candidate promote comparisons and connections between students' prior experiences and knowledge and the new cultural practices, products, and perspectives of the target language?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|--|---|--|---|
| <p>Candidate's instruction does not address comparisons among the practices, products, and perspectives of the culture(s) studied.</p> <p>OR</p> <p>Materials used in the clip(s) include significant linguistic and/or cultural inaccuracies that will lead to student misunderstandings.</p> | <p>Candidate's instruction provides limited opportunities for students to demonstrate an understanding of the relation among the practices, products, and perspectives of the culture(s) studied.</p> | <p>Candidate's instruction provides opportunities for students to demonstrate an understanding of the relation among the practices, products, and perspectives of the culture(s) studied and their own experiences and knowledge.</p> | <p>Candidate's instruction provides purposeful opportunities for students to demonstrate an understanding of the relation among the practices, products, and perspectives of the culture(s) studied, and make explicit connections to their own experiences and knowledge.</p> | <p>Level 4 plus: Candidate's language tasks encourage use of the target language both within and beyond the school setting for personal enjoyment and enrichment.</p> |

Understanding Rubric Level Progressions: Rubric 8

The Guiding Question

The Guiding Question addresses how the candidate uses comparisons between the students' prior experiences and knowledge and the target language's cultural practices, products, and perspectives to develop new understandings of the target language and culture.

Key Concepts of Rubric:

- [Cultural practices, products, and perspectives](#)¹⁴

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 4c**

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

Scoring Decision Rules

| | |
|--------------------------|--|
| Multiple Criteria | <ul style="list-style-type: none"> ▪ N/A for this rubric |
| AUTOMATIC 1 | <ul style="list-style-type: none"> ▪ Materials used in the clip(s) include significant linguistic and/or cultural inaccuracies that will lead to student misunderstandings |

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- In the clip(s), candidate's instruction **provides** opportunities for students to demonstrate an understanding of the relationship among the practices, products, and perspectives of the culture(s) studied and **the students' own experiences and knowledge.**

Below 3

Evidence that demonstrates performance below Level 3:

- In the clip(s), the candidate is not developing students' understanding of the relationship among the practices, products, and perspectives of the culture(s) studied and **the students' own experiences and knowledge.**

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

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

- The candidate's instruction provides **limited opportunities for students to demonstrate an understanding** of the relationship among the practices, products, and perspectives of the culture(s) studied. For example, the candidate may introduce a specific practice, product, and/or perspective of the culture(s) studied through lecture, discussion, or PowerPoint presentation, however; he/she does not connect this information with the students' personal experiences and knowledge.

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

- The candidate provides no opportunities for students to **demonstrate an understanding** of the relationship among the practices, products, and perspectives of the culture(s) studied.

Automatic Score of 1 is given when:

- Candidate's instruction **does not address the practices, products, and perspectives of the culture(s) studied.**

OR

- Materials used in the clip(s) include **significant linguistic and/or cultural inaccuracies** that will lead to student misunderstandings.

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

- Candidate's instruction provides **purposeful** opportunities for students to demonstrate an understanding the relationship among the practices, products, and perspectives of the culture(s) studied, and **make explicit connections** to their own experiences and knowledge.

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

- In the clip(s), candidate strategically asks questions and/or engages students in language tasks that require reflection and discussion about the relationship among the practices, products, and perspectives of the culture(s) studied and students' own experiences and knowledge.

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

- In the clip(s), the candidate structures and supports student-student conversations to help them evaluate their own understandings of the cultural practices, products, and perspectives of the target language while encouraging the use of the target language both within and beyond the school setting for personal enjoyment, advancement, and enrichment. For example, using the Internet, students do research on a city in a target language country, and create a travel guide or travel plan. Students shop for items on the website of a department store in the target language country and explain to their classmates the items they bought and why they bought them. Students take virtual tours of art museums in the country of their target language culture and give a guided tour of the art works to potential tourists or their classmates.

Instruction Rubrics continued
Rubric 9: Analyzing Teaching Effectiveness

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

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|--|---|--|--|
| Candidate suggests changes unrelated to evidence of student learning. | Candidate proposes changes to teacher practice that are superficially related to student learning needs (e.g., improving directions). | Candidate proposes changes that address students' collective learning needs related to the central focus . Candidate makes superficial connections to research and/or theory . | Candidate proposes changes that address individual and collective learning needs related to the central focus. Candidate makes connections to Second Language Acquisition/ Teaching research and/or theory. | Level 4 plus: Candidate justifies changes using principles from Second Language Acquisition/ Teaching research and/or theory. |

Understanding Rubric Level Progressions: Rubric 9

The Guiding Question

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

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

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

Instruction Commentary **Prompt 5**

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

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

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

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

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

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

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

- The changes are not supported by evidence of student learning from lessons seen or referenced in the clip(s).

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

- The proposed changes relate to the central focus and explicitly address individual and collective needs that were within the lessons seen in the video clip(s).
- The changes in teaching practice are supported by Second Language Acquisition/Teaching research and/or theory.

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

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

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

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

Assessment Task 3: Assessing Student Learning

What Do I Need to Do?

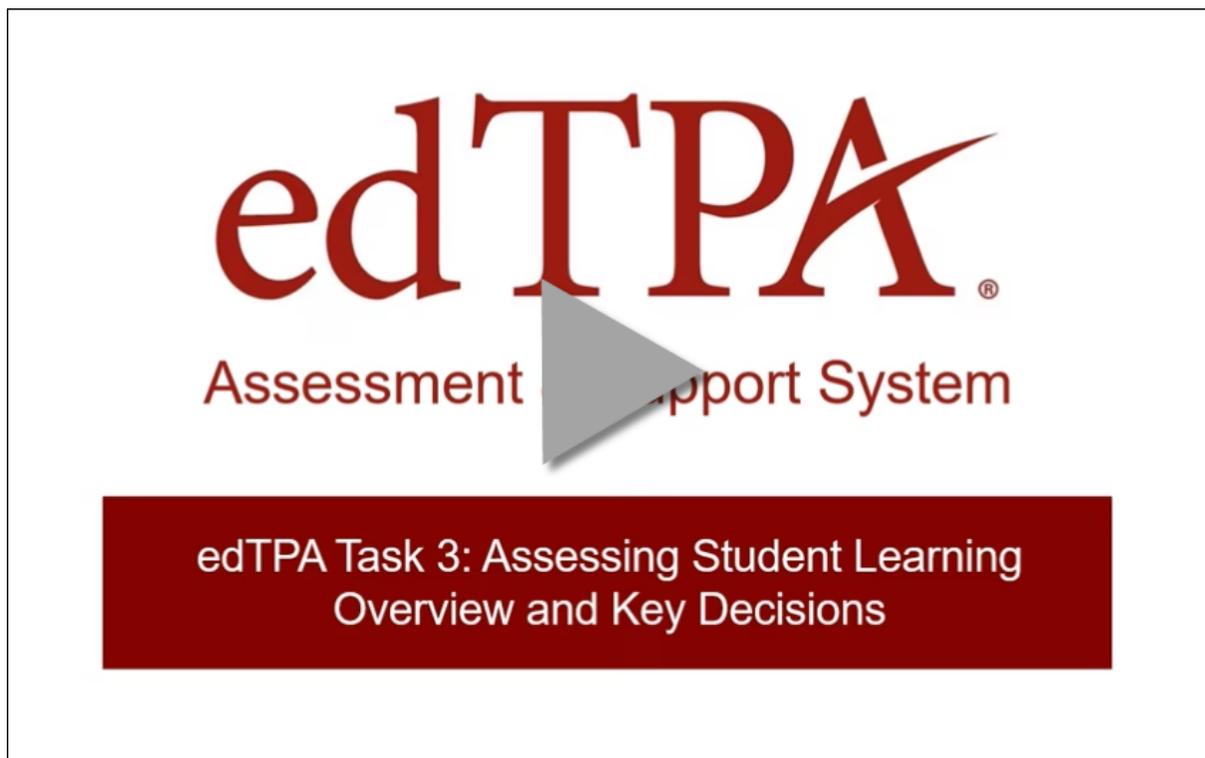
- ▣ **Select one assessment from your learning segment you will use** to evaluate your students' developing knowledge and skills. It should be an assessment that is completed by the whole class featured in the learning segment. (If you are teaching only a group within the class for the learning segment,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

- **Respond to the commentary prompts** listed in the Assessment Commentary template found in your account **after analyzing student work from the selected assessment** and submit the completed template.
- **Include and submit the chosen assessment, including the directions/prompts provided to students.** Attach the assessment (**no more than 5 additional pages**) to the end of the Assessment Commentary.

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

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

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



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

How Will the Evidence of My Teaching Practice Be Assessed?

For Assessment Task 3, your evidence will be assessed using rubrics 10–13, 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 10: Analysis of Student Communicative Proficiency in the Target Language

How does the candidate analyze evidence of student development of communicative proficiency?

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

Understanding Rubric Level Progressions: Rubric 10

The Guiding Question

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

Key Concepts of Rubric:

- [Aligned](#)¹⁵
- [Evaluation criteria](#)
- [Patterns of learning](#)

Primary Sources of Evidence:

Evaluation criteria

Student work samples

Assessment Commentary **Prompt 1**

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The assessment provides opportunities for students to demonstrate communicative proficiency through the interpersonal or presentational modes of communication in the target language in meaningful cultural context(s).
- The analysis is an accurate listing of what students did correctly and incorrectly in relation to communicative proficiency.
- The analysis is aligned with the evaluation criteria and/or assessed learning objectives.
- Some general differences in learning across the class are identified.

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

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

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

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

1. Although aligned with the summary, the analysis presents an incomplete picture of student learning by only addressing either successes or errors.
2. The assessment does not provide opportunities for students to demonstrate communicative proficiency in the target language and primarily focuses on the interpretive mode of communication.

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

1. The analysis is superficial because it ignores important evidence from the work samples, focusing on trivial aspects.
2. The conclusions in the analysis are not supported by the work samples or the summary of learning.
3. The assessment is **focused on memorization of grammatical rules or lists of vocabulary** with little or no attention to understanding the connections between the grammar and vocabulary (language forms) and the communicative purposes (language functions) they serve.

Automatic Score of 1 is given when:

- There is a significant lack of alignment between evaluation criteria, learning objectives, and/or analysis. Minor inconsistencies are not significant enough to be scored at a Level 1.
- A lack of alignment can be caused by a lack of relevant evaluation criteria to assess student performance on the learning objectives. This includes if there is no evaluation criteria provided. NOTE: Evaluation criteria can be described in Assessment Commentary Prompt 1 and/or as a separate document under Evaluation Criteria.

Above 3

Evidence that demonstrates performance above Level 3: The analysis:

- Identifies patterns of learning (quantitative and qualitative) that summarize what students know, are able to do, and still need to learn.
- Describes patterns for the whole class, groups, or individuals.
- Is supported with evidence from the work samples and is consistent with the summary.
- The assessment provides opportunities for students to demonstrate communicative proficiency through the interpersonal or presentational modes of communication in the target language in meaningful cultural context(s).

- The analysis addresses students' development of communicative proficiency in the target language.

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

- The analysis describes consistencies in performance (patterns) across the class in terms of what students know and are able to do and where they need to improve.
- Specific examples from work samples are used to demonstrate the whole class patterns that address not only language forms, but functions as well. For example, "Most students were able to give directions to get to a specific destination using the appropriate prepositions and commands." "Few students were able to vary their vocabulary, sticking to one or two forms."
- The analysis goes beyond a listing of students' successes and errors, to an explanation of student understanding in relation to their performance on the identified assessment. An exhaustive list of what students did right and wrong, or the % of students with correct or incorrect responses, should be scored at Level 3, as that does not constitute a pattern of student learning. A pattern of student learning goes beyond these quantitative differences to identify specific content understandings or misunderstandings, or partial understandings that are contributing to the quantitative differences.

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

- The candidate uses specific evidence from work samples to demonstrate qualitative patterns of understanding. The analysis uses these qualitative patterns to interpret the range of similar correct or incorrect responses from individuals or groups (e.g., quantitative patterns), and to determine elements of what students learned and what would be most productive to work on. The qualitative patterns may include struggles, partial understandings, and/or attempts at solutions. For example, "Most students were able to use the appropriate forms of the verbs to give directions; I wonder, though, if a person followed the directions he/she would be able to get to the destination. Next time, I will ask students to work in pairs to follow each other's directions with a map. Providing a map will especially help with a graphic scaffold for students who need to have visuals and manipulatives, such as X, Y, Z."

Assessment Rubrics continued

Rubric 11: Providing Feedback to Guide Student Development of Communicative Proficiency in the Target Language

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

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

Understanding Rubric Level Progressions: Rubric 11

The Guiding Question

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

Key Concepts of Rubric:

- [Significant content inaccuracies](#)¹⁶
 - For Rubric 11, significant content inaccuracies include content flaws in the feedback that are significant and systematic, and interfere with student learning.
- [Developmentally inappropriate feedback](#)
- [Learning objectives](#)

Primary Sources of Evidence:

Student work samples

Evidence of feedback (written, audio/video)

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

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The feedback identifies **specific** strengths OR needs for improvement. At Level 3, the candidate **MUST** provide the focus students with qualitative feedback about their performance that is aligned with the learning objectives. Specific feedback includes such things as directions on how to accurately correct grammatical errors,

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

suggesting information or strategies that would help learners revise and edit their writing, recasts, and/or concrete examples of the right or best answer. Checkmarks, points deducted, grades, or scores do not meet the Level 3, even when they distinguish errors from correct responses.

Below 3

Evidence that demonstrates performance below Level 3:

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

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

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

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

1. There is a pattern of feedback that is not related to the learning objectives.
2. Developmentally inappropriate feedback that is not attuned to students' actual levels of proficiency in the target language.

Automatic Score of 1 is given when:

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

Above 3

Evidence that demonstrates performance above Level 3:

- Feedback is specific, accurate, related to objectives, and addresses students' strengths AND needs related to the language functions and forms of the target language.

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

- Specific feedback addresses both strengths and needs related to the development of communicative proficiency in the target language. For example, "You did a great job giving general directions to the supermarket. Next time, make sure to check your tone or register. If you are talking with a senior person, you need to use the appropriate form of the pronoun."

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

- The feedback for at least one focus student includes:
 - A strategy to address a specific learning need, including the need for a greater challenge. For example, "Your presentation included detailed information about a city in the target language. Next time, try not to read as much, and concentrate on the audience."

OR

- A meaningful connection to experience or prior learning. For example, the candidate refers back to a prior lesson: "Remember last class when we talked about what makes a good presentation? Eye contact is very important. When you present, try to look at your audience, not the paper or the teacher."

Assessment Rubrics continued
Rubric 12: Student Understanding and Use of Feedback

How does the candidate support focus students to understand and use the feedback to guide the development of communicative proficiency in the target language?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|--|--|
| <p>Opportunities for understanding or using feedback are not described.</p> <p>OR</p> <p>Candidate provides limited or no feedback related to the learning objectives.</p> | <p>Candidate provides vague description of how focus students will understand or use feedback.</p> | <p>Candidate describes how focus students will understand or use feedback.</p> | <p>Candidate describes how one or more focus students will understand and use feedback to address a specific learning need.</p> | <p>Candidate explicitly identifies support strategies that will guide one or more focus students to understand and use the feedback.</p> |

Understanding Rubric Level Progressions: Rubric 12

The Guiding Question

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

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Assessment Commentary **Prompt 2c**

Evidence of feedback (written, audio/video)

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Candidate describes **how** the focus students will understand OR use feedback related to the learning objectives. This description needs to relate to the feedback given to one or more of the focus students.
- The description should be specific enough that you understand what the candidate and/or students are going to do; otherwise, it is vague, and the evidence should be scored at Level 2.
 - Example for understanding feedback: Candidate reviews work with whole class focusing on common mistakes that explicitly includes content that one or more focus students were given feedback on. E.g., "Go over your writing and circle the verbs for the accurate verb tense.
 - Example for using feedback: Candidate asks focus students to "Revise your writing or correct errors using feedback given and resubmit revised work."

Below 3

Evidence that demonstrates performance below Level 3:

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

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

- The description of how focus students will understand or use feedback is very general or superficial. Details about **how** the focus students will understand or use the feedback are missing. For example, "The focus students will review their work.

The feedback will tell them what they did right and wrong when using the verb. They will get a chance to practice using the correct form of the verb next week," or, e.g., description discusses whole class understanding or use of feedback without explicit attention to feedback given to one or more focus students.

- The use of feedback is unrelated to the assessed learning objectives.

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

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

Above 3

Evidence that demonstrates performance above Level 3:

- Support for the focus students to understand AND use feedback are described in enough detail to understand either how the focus students will develop communicative proficiency by making connections between language functions and forms in the target language OR how the candidate will support the focus students to generalize feedback to future assignments or contexts. For example, "You should use X verb when you are giving directions to someone."

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

- The candidate describes planned or implemented support for the focus students to understand and use feedback on their strengths OR weaknesses to further develop their learning in relation to the learning objectives. For example, "When I was following your directions, I could not get to my destination. Can you revise your directions and tell me again so that I can be successful at the second time I hear? What changes can we make?" Or a candidate may work with focus students in a small group and reteach several concepts they struggled with on their assessment (as noted by feedback given), using a graphic organizer to further develop understanding of each concept (such as a T-chart). Next, students would be given an opportunity to revise their responses involving those concepts, using the graphic organizer to support their revisions. These examples show how a candidate can help focus students understand their feedback in relation to misunderstandings and support them in using that feedback to enhance learning in relation to objectives assessed. This type of planned support may take place with the whole class as long as explicit attention to one or more of the focus student's strengths or weaknesses is addressed in relation to the feedback given.

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

- The candidate meets Level 4 AND describes planned or implemented support for the focus students to understand and use feedback on their strengths AND weaknesses related to the learning objectives.

Assessment Rubrics continued

Rubric 13: Using Assessment to Inform Instruction

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

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|--|--|---|--|
| <p>Next steps do not follow from the analysis.</p> <p>OR</p> <p>Next steps are not relevant to the learning objectives assessed.</p> <p>OR</p> <p>Next steps are not described in sufficient detail to understand them.</p> | <p>Next steps primarily focus on changes to teaching practice that are superficially related to student learning needs, for example, repeating instruction, pacing, or classroom management issues.</p> | <p>Next steps propose general support that improves student learning related to assessed learning objectives.</p> <p>Next steps are loosely connected with research and/or theory.</p> | <p>Next steps provide targeted support to individuals or groups to improve their communicative proficiency related to</p> <ul style="list-style-type: none"> • the interpretive AND • the interpersonal OR presentational <p>modes of communication.</p> <p>Next steps are connected with research and/or theory.</p> | <p>Next steps provide targeted support to individuals AND groups to improve their communicative proficiency related to all three modes of communication in meaningful cultural context(s).</p> <p>Next steps are justified with principles from Second Language Acquisition/ Teaching research and/or theory.</p> |

Understanding Rubric Level Progressions: Rubric 13

The Guiding Question

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

Key Concepts of Rubric:

- [Modes of communication \(interpretive, interpersonal, and presentational\)](#)¹⁷

Primary Source of Evidence:

Student work samples

Evidence of oral or written feedback

Assessment Commentary **Prompts 1 and 3**

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

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

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

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

- The next steps are not directly focused on student learning needs that were identified in the analysis of the assessment.

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

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

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

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

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

- Next steps are based on the assessment results and provide scaffolded or structured support that is directly focused on specific student learning needs related to improving their interpretive as well as either their interpersonal or presentational modes of communication.
- Next steps are supported by research and/or theory.

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

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

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

- The next steps are clearly aimed at supporting specific student needs for **both** individuals and groups with similar needs related to the development of students' communicative proficiency in interpretive, interpersonal, AND presentational modes of communication in the target language. Candidate should be explicit about how next steps will strategically support individuals and groups and explain how that support will address each individual's and group's needs in relation to the development of communicative proficiency in the target language.
- The candidate explains how principles or Second Language Acquisition/Teaching research or theory support the proposed changes, with clear connections between the principles and the next steps. The explanations are explicit, well-articulated, and demonstrate a thorough understanding of the research or theoretical principles involved.

World Language Evidence Chart

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

Planning Task 1: Artifacts and Commentary Specifications

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

Instruction Task 2: Artifacts and Commentary Specifications

| What to Submit | Supported File Types | Min # of Files | Max # of Files | Response Length | Additional Information |
|--|---|----------------|----------------|---|---|
| Part A: Video Clips ¹⁸ | asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v | 1 | 2 | No more than 15 minutes total running time (but not less than 3 minutes) | <ul style="list-style-type: none"> Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear 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 6 pages of commentary, including prompts If needed, no more than 2 additional pages of supporting documentation | <ul style="list-style-type: none"> Use Arial 11-point type. Single space with 1-inch margins on all sides. <p>IMPORTANT:</p> <ul style="list-style-type: none"> Insert documentation at the end of the commentary file if <ul style="list-style-type: none"> you or the students are using graphics, texts, or images that are not clearly visible in the video you chose to submit a transcript for occasionally inaudible portions of the video If submitting documentation, include the video clip number, lesson number, and explanatory text (e.g., “Clip 1, lesson 2, text from a whiteboard that is not visible in the video,” “Clip 2, lesson 4, transcription of a student response that is inaudible”). |

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

Assessment Task 3: Artifacts and Commentary Specifications

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

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

Assessment Task 3: Artifacts and Commentary Specifications (continued)

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

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

Assessment Task 3: Artifacts and Commentary Specifications (continued)

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

World Language Glossary

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

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

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

assessment (formal and informal): “[R]efer[s] to all those activities undertaken by teachers and by their students . . . that provide information to be used as feedback to modify teaching and learning activities.”²¹ Assessments provide evidence of students’ prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments may include such things as student questions and responses during instruction and teacher observations of students as they work or perform. Especially in world language education, formal assessment of communicative proficiency includes evaluation of students’ work in terms of performance and use of the target language in meaningful cultural context(s). Some examples of performance assessments include project outcomes, posters, any written work (e.g., letters and online posts), videos or oral recordings of student presentations, peer feedback forms, checklists, and rubrics.

assets (knowledge of students):

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

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

²¹ Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.

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

communication: According to the ACTFL standards, the current organizing principle for world language teaching and learning practices is **communication**, which highlights not only the **what** (vocabulary) and **how** (grammar) of the target language, but also the **why** and the **when** to say what to **whom** when using the target language. Communication is composed of three modes: interpretive, interpersonal, and presentational (see “modes of communication” below). Grammar and vocabulary are still essential tools for communication; however, it is the actual use of grammar and vocabulary to communicate in meaningful and culturally appropriate ways with users of other languages that is the main goal of world language education in the twenty-first century.

communicative proficiency: The ability to use language for real-world purposes in meaningful and culturally significant contexts. According to ACTFL (2014) standards, the development of student communicative proficiency will include the promotion of five main goal areas²² in world language education: Communication, Cultures, Connections, Comparisons, and Communities. The role of the teacher is to design environments that support the attainment of and engagement with all these areas, enabling the students to effectively deploy linguistic, interpersonal, and sociocultural knowledge to communicate with others in the target language.²³

cultural practices, products, and perspectives: According to the ACTFL standards, cultural practices refer to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, norms for politeness, the use of space, etc. Cultural practices represent the knowledge of “*what to do when and where.*” Cultural practices involve the creation and use of cultural products, such as paintings, literary work, folk tales, movies, vases, chopsticks, a system of education, books, food, etc. Cultural perspectives refer to values and beliefs. Practices and products reflect the perspectives of the culture(s) studied.

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

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

engaging students in learning: Using instructional and motivational strategies that promote students' active involvement in language tasks that increase their knowledge, skills, and abilities related to specific learning objectives. Engagement in learning contrasts with

²² The ACTFL World-Readiness Standards for Learning Languages (2014) can be found at www.actfl.org/publications/all/world-readiness-standards-learning-languages.

²³ For American Sign Language, the development of students' communicative proficiency in the target language in meaningful cultural context(s) refers to signed communicative ability.

student participation in language tasks that are not well designed and/or implemented and do not increase student learning.

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

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

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

language forms: Structures or ways of organizing oral or written language serve a particular function. Language forms can be at the sentence level, paragraph level, or symbolic level. If the function is to compare, then appropriate language forms could include Venn diagrams or pattern sentences such as “The _____ is longer/larger/heavier than the _____.” If the function is to greet, then appropriate language forms could be practiced via a role-play or simulation in which students use culturally appropriate greeting expressions (e.g., “Hi,” “How are you?”, “Nice to meet you” in the target language). Language forms also include essential vocabulary students need to know to be able to communicate in the target language in meaningful cultural context(s).

language functions: The function is the purpose the language is intended to achieve within school and in real-world contexts, both orally and electronically, as well as in written forms. Language functions consist of what speakers do and accomplish by using language in meaningful contexts. Common interpersonal language functions include greeting, expressing likes and dislikes, making requests, giving and receiving information, initiating and ending conversations, and so on. Common academic language functions include defining, classifying, comparing/contrasting, explaining, arguing, interpreting, and evaluating ideas. To help you find the language functions in your learning segment, remember that language functions are associated with verbs (i.e., actions) found in your learning outcome statements.

language task: Includes activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to a specific learning

goal. Language tasks may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment. In world language education, tasks are designed and organized primarily around language functions and not forms. Context is central to the creation of tasks and the goal is to convey meaning rather than manipulate forms in isolation. Language tasks in world language include some form of input (e.g., a text, a film, a dialogue, a song, a picture), communicative purpose, context, roles (i.e., the parts teacher and students play), and activity (i.e., what the learners do with the input to accomplish the task). In addition, language tasks in world language are usually cooperative.

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

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

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

meaningful cultural context(s): According to the ACTFL standards, world language instruction should afford students opportunities to make connections and comparisons between the experiences and knowledge they bring and the cultural products, practices, and perspectives of the target language cultures they are learning about. The role of the teacher is to provide opportunities for authentic uses of language for communicative purposes. In world language education, meaningful cultural contexts encompass sociocultural practices in the target language societies and/or cultures that speak the target language, as well as in the world language classroom and in the students' home and community.

modes of communication (interpretive, interpersonal, and presentational): According to the ACTFL standards,²⁴ communication is composed of three modes: *interpretive* (reading, listening, or viewing of authentic materials), *interpersonal* (active negotiation of meaning among individuals through speaking and listening and/or reading and writing in the target language), and *presentational* (creation of messages through writing, speaking, or visually representing).

- *Interpretive:* Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- *Interpersonal:* Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- *Presentational:* Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Interpretive communication is the interpretation of meaning (including cultural) from a source that is heard, read, or viewed with no opportunity to interact with the author of that source (e.g., reading a news article in the target language, listening to a podcast in the target language, watching a movie in the target language). Interpretive is not translating or completing rote grammar exercises.

²⁴ ACTFL Performance Descriptors for Language Learners © ACTFL, Inc., 2012

Interpersonal communication is a spontaneous, two-way exchange where students provide and obtain information, express feelings/emotions, and exchange opinions (e.g., ordering food in the target language, interviewing a classmate in the target language, engaging in thinking-pair-sharing about a cultural topic in the target language). Interpersonal is not a memorized dialogue, one student asking all the questions, or students reading/asking previously prepared questions.

Presentational communication is one-way communication that is delivered through writing, speaking, or visually presenting (e.g., introducing self, family, friends to the class in the target language, making a formal presentation about a cultural practice and perspective in the target language/culture, sharing a blog with wider audiences in the target language). Presentational is not random or unplanned.

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

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

prior academic learning and/or prerequisite skills: Includes students’ academic content knowledge and skills, first and second language development, and level of second language proficiency, as well as academic experiences developed prior to the learning segment.

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

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

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

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

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