What is the EdTPA?

https://vimeo.com/52567817
https://vimeo.com/63118686
Student Learning

Planning
- Building Content Understanding
- Supporting Learning Needs
- Using Knowledge of Students
- Assessments to Monitor Student Learning

Assessment
- Analysis of Student Learning
- Providing Feedback
- Supporting Student Use of Feedback

Instruction
- Learning Environment
- Engagement in Learning
- Deepening Thinking
- Subject-Specific Pedagogy

Academic Language
- Using Data to Inform Instruction
- Justifying Planning Decisions
https://vimeo.com/52567817
https://vimeo.com/53118686
Task 1: Planning

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<th>Task 2: Instruction</th>
<th>Task 3: Assessment</th>
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<tr>
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<td>• Video Clips</td>
<td>• Analysis of whole class assessment</td>
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<td>• Instruction Commentary</td>
<td>• Analysis of learning and feedback to THREE students</td>
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</tbody>
</table>

Analysis of Teaching Effectiveness
Academic Language Development

Artifacts & Commentary

What to Submit via Taskstream

What to do

Part A: Context for Learning
- A page or two pages
- Explanation of unit
- Relevant prior learning
- Relevant information
- Student learning objectives
- Key assessment procedures

Part B: Lesson Plans
- A lesson plan for each lesson
- A page or two pages per lesson

Part C: Instructional Materials
- A page or two pages
- Lesson handouts
- Notes
- Materials for each lesson
- Additional notes according to progression

Part D: Planning Commentary
- A page or two pages
- Notes
- Comments
- Reflection on lessons

Part E: Assessment and Data Collection Procedures
- A page or two pages
- Notes
- Data collection procedures
- Support materials for each lesson
- Assessment materials
- Feedback on lessons
# Task 1: Planning

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**Analysis of Teaching Effectiveness**

**Academic Language Development**

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Commentary
What to Submit via Taskstream

<table>
<thead>
<tr>
<th>Task 1: Artifacts and Commentary Specifications</th>
</tr>
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<tbody>
<tr>
<td><strong>What to Submit</strong></td>
</tr>
</tbody>
</table>
| Part A: Context for Learning Information | doc, docx, pdf | 1 | 1 | No more than 3 pages, including covers | Use 14 pt type.  
  Single space with 1" margins on all sides. |
| Part B: Lesson Plan for Learning Segments | doc, docx, pdf | 1 | 1 | N/A | Submit 3-5 lesson plans in .pdf.  
  Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.). |
| Part C: Instructional Materials | doc, docx, pdf | 1 | 1 | No more than 5 pages of KEY instructional materials per lesson plan | Submit materials in .pdf.  
  Within the file, label each page by corresponding lesson (Lesson 1. Instruction of Materials, Lesson 2. Instructional Materials, etc.).  
  Other materials as they are used in the learning segments. |
| Part D: Assessment and Data Collection Procedures | doc, docx, pdf | 1 | 1 | N/A | Submit assessment instruments and a description of data collection procedures, as appropriate for the lesson objectives (instruction, in .pdf.  
  Within the file, label each page by corresponding lesson. Lesson 1: Assessment/Procedures, Lesson 2: Assessment/Procedures, etc.).  
  For assessment procedures used in more than lesson, order and label by lesson when not clear. |
| Part E: Planning Commentary | doc, docx, pdf | 1 | 1 | No more than 15 pages, including covers | Use 14 pt type.  
  Single space with 1" margins on all sides.  
  Respond to prompts before touching the learning segments. |
### Task 1: Artifacts and Commentary Specifications

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Number of Files Min</th>
<th>Number of Files Max</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
</table>
| Part A: Context for Learning Information            | .doc; .docx; .odt; .pdf | 1                   | 1                   | No more than 3 pages, including prompts | - Use Arial 11-point type.  
- Single space with 1" margins on all sides. |
| Part B: Lesson Plans for Learning Segment           | .doc; .docx; .odt; .pdf | 1                   | 1                   | N/A            | - Submit 3–5 lesson plans in 1 file.  
- Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.).          |
| Part C: Instructional Materials                     | .doc; .docx; .odt; .pdf | 1                   | 1                   | No more than 5 pages of KEY instructional materials per lesson plan | - Submit 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 and/or Data Collection Procedures | .doc; .docx; .odt; .pdf | 1                   | 1                   | N/A            | - Submit assessment instruments and/or a description of data collection procedures, as appropriate for the lesson objectives measured, in 1 file.  
- Within the file, label assessments/procedures by corresponding lesson (Lesson 1 Assessments/Procedures, Lesson 2 Assessments/Procedures, etc.). For assessments/procedures used in multiple lessons, order and label by lesson when first used. |
| Part E: Planning Commentary                          | .doc; .docx; .odt; .pdf | 1                   | 1                   | No more than 11 pages, including prompts | - Use Arial 11-point type.  
- Single space with 1" margins on all sides.  
- Respond to prompts before teaching the learning segment. |
What to do

Task 1: Planning - Planning for Instruction and Assessment

What to Do

- Select two learners as a focus for this assessment.
- Obtain required permissions for videorecording from parents/guardians for your focus learner(s) or, if appropriate, each focus learner and other adults appearing in the video.
- Provide relevant context information. If the focus learner(s) is/are working on core academic, functional academic, or early literacy/numeracy content (literacy, mathematics, social studies, or sciences), identify:
  - one learning target related to one of these content areas as well as to relevant academic standards and/or gradebenchmarks in the individual education plan (IEP) AND
  - one learning target in another curricular area representing a skill needed by the focus learner(s) to access instruction or demonstrate learning for the academic or functional academic learning target. (This target may differ for two learners with different needs for support.)
  - At least one of the two learning targets for each focus learner must be related to an individual education plan goal.

- For other focus learners, identify two learning targets for each learner in different curricular areas specified in the learner’s individual education plan.
- Obtain or collect baseline data for knowledge and skills related to the two learning targets for each focus learner prior to the beginning of the learning segment. From the learning targets and the baseline data, develop lesson objectives that can be achieved in a 3-5 lesson learning segment.
- Design a learning segment of 3-5 lessons that provides access to curriculum and instruction and supports the focus learner(s) in meeting the lesson objectives. You will document instruction, support, and assessment for both learning targets for each focus learner.
- Analyze language/communication demands for one key learning task. For focus learner(s) with a learning target in the academic curriculum, this should be the language/communication of the appropriate discipline.
- Write and submit a lesson plan for each lesson in your learning segment, including the daily collection of assessment data to monitor focus learner’s progress toward lesson objectives.
- Select and submit key instructional and support materials needed to understand what you and the focus learner(s) are doing.
- Submit copies of all assessment tools or descriptions of data collection procedures.
- Respond to commentary prompts prior to teaching the learning segment.
Task 1 Planning: Planning for Instruction and Assessment

What to Do

- Select two learners as a focus for this assessment.
- Obtain required permissions for videorecording from parents/guardians for your focus learner(s) (or, if appropriate, each focus learner) and other adults appearing in the video.
- Provide relevant context information. If the focus learner(s) is/are working on core academic, functional academic, or early literacy/numeracy content (literacy, mathematics, social studies, or science), identify
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  - At least one of the two learning targets for each focus learner must be related to an individual education plan goal.
- For other focus learner(s), identify two learning targets for each learner in different curricular areas specified in the learner’s individual education plan.
- Obtain or collect baseline data for knowledge and skills related to the two learning targets for each focus learner prior to the beginning of the learning segment.
- From the learning targets and the baseline data, develop lesson objectives that can be achieved in a 3–5 lesson learning segment.
- Design a learning segment of 3–5 lessons that provides access to curriculum and instruction and supports the focus learner(s) in meeting the lesson objectives. You will document instruction, support, and assessment for both learning targets for each focus learner.
- Analyze language/communication demands for one key learning task. For focus learner(s) with a learning target in the academic curriculum, this should be the language/communication of the appropriate discipline.
- Write and submit a lesson plan for each lesson in your learning segment, including the daily collection of assessment data to monitor each focus learner’s progress toward lesson objectives.
- Select and submit key instructional and support materials needed to understand what you and the focus learner(s) are doing.
- Submit copies of all assessment tools or descriptions of data collection procedures.
- Respond to commentary prompts prior to teaching the learning segment.
Part A: Context for Learning

- No more than 3 pages, including prompts
- Arial 11-point font
- Single space
**Context for Learning Information Directions**: Respond to the prompts below (no more than 3 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Refer to the evidence chart in the handbook to ensure that this document complies with all format specifications. Pages exceeding the maximum will not be scored.

**About Learner 1**
1. First Name (optional): [ ]
2. Age: [ ]
3. Gender:
   - Male [ ]
   - Female [ ]
4. Grade Level: [ ]
5. Primary language:
   - English [ ]
   - Bilingual in English and other language (please identify): [ ]
   - Other language (please identify): [ ]
6. List any type of augmentative or alternative communication used by the learner (e.g., communication boards, signing, AlphaSmart keyboard, optical-character-recognition devices, speech generation technology):
   [ ]

**About Learner 2**
1. First Name (optional): [ ]
2. Age: [ ]
3. Gender:
   - Male [ ]
   - Female [ ]
4. Grade Level: [ ]
5. Primary language:
   - English [ ]
   - Bilingual in English and other language (please identify): [ ]
   - Other language (please identify): [ ]
6. List any type of augmentative or alternative communication used by the learner (e.g., communication boards, signing, AlphaSmart keyboard, optical-character-recognition devices, speech-generation technology):
   [ ]
Part B: Lesson Plans

• 3-5 Lesson Plans in 1 file
<table>
<thead>
<tr>
<th>Standards: (Common Core, New York State Standards)</th>
<th>Objective(s)/Aim(s): (What students should understand by the end of the lesson)</th>
<th>Materials/Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation: (A brief activity to show the purpose, connection to experiences, or review of a previous lesson)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mini-Lesson/Direct Instruction: (Teacher explains, models correct responses, elicits student responses, step-by-step procedure)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided Practice: (Teacher works with students, students demonstrate ways to achieve the objective with success, or re-teach)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Practice: (Teacher provides activity and students complete tasks independently while teacher observes and informally assesses for understanding.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share/Reflection: (Closure, connection, students share/reflect while teacher continues to check for understanding, exit slips, determine if objectives have been achieved)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modifications: (Interventions, Extensions)</td>
<td>Assessment(s): (Informal observations, quiz, test, project, journal, presentation, portfolio, etc.)</td>
<td>Homework:</td>
</tr>
</tbody>
</table>
Part C: Instructional Materials

- No more than 5 pages of KEY instructional material per lesson
- Label materials for each lesson
- Order material according to lesson segments
Part D: Assessment and Data Collection Procedures

- Submit assessment instructions and/or data collection procedures for each lesson (1 file)

- Must measure lesson objectives

- Label assessment/procedures for each corresponding lesson
Part E: Planning Commentary

- No more than 11 pages, including prompts
Planning Commentary Directions: Respond to the prompts below (no more than 11 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Refer to the evidence chart in the handbook to ensure that this document complies with all format specifications. Pages exceeding the maximum will not be scored.

1. Context for Learning
   a. Provide information about the context in which you teach so that another educator can understand your teaching decisions for the instruction in the learning segment. Address the following:
      - Type of setting (e.g., first grade classroom in an elementary school, self-contained classroom, a home, a job site)
      - Your role in the focus learner(s)’ instructional program (e.g., teach all academic subjects plus support a behavioral plan; pull out of general education classroom for supplementary instruction in reading; coordinate services to the family and model working with the focus learner)
      - The schedule for instructional time with the focus learner(s) for the learning segment focus (e.g., Tuesdays for 15 minutes; every day for six hours with two hours on reading instruction)
      - The primary language of instruction, if other than English (e.g., ASL)

   [ ]

   b. Describe any district, school, or cooperating teacher, or student teaching requirements or expectations that might affect your planning or instructional delivery (e.g., prescribed reading curriculum).

   [ ]

   c. Identify any textbook or instructional program you primarily use for instruction for the learning targets. If a textbook, please provide the title, publisher, and date of publication.

   [ ]

   d. If group instruction, describe the size and composition of the group (e.g., 6 special education learners; 3 learners with IEPs and 23 general education learners).

   [ ]

   e. If your teaching setting allows you to work with only one focus learner, describe what about the setting prevents you from working with two learners.

   [ ]

2. Focus learner(s) information
   a. For each focus learner, identify the two learning targets selected for the learning segment.

   [ ]

   b. Describe each focus learner’s exceptionality (strengths and challenges) and its potential impact on instruction for the learning targets.

   [ ]
c. List the goals and benchmarks in each focus learner’s individual education plan relevant to achieving the learning targets.

[ ]

d. For each focus learner, list any special accommodations or modifications in the learning environment, instruction, or assessment required by the individual education plan and relevant to the learning targets.

[ ]

e. Describe any behavior management plans.

[ ]

f. If you are providing instruction to only one focus learner because of learner needs, describe why the learner needs one-on-one instruction.

[ ]

3. Knowledge of Focus Learner(s) to Inform Teaching of the Lesson Segment

For each of the categories listed below (3a–d), describe what you know about each focus learner as related to the lesson objectives of the learning segment in relation to BOTH of their learning targets. What does each learner know? What can each learner do? And, what is s/he learning to do?

a. Prior learning and experiences, including prerequisite knowledge and skills related to the lesson objectives. When relevant to lesson objectives, refer to baseline data obtained prior to the beginning of the learning segment.

[ ]

b. Social and emotional development (e.g., impulse control, ability to interact and express themselves and their feelings in constructive ways, ability to engage and persist in individual and collaborative learning, social connectedness). When relevant to lesson objectives, refer to baseline data obtained prior to the beginning of the learning segment.

[ ]

c. Personal, family, community, and cultural assets (e.g., each focus learner’s interests and strengths, relevant lived experiences, and self-management skills; family supports or resources; cultural expectations; community supports or resources)

[ ]

d. If relevant, any other information about the focus learner that will influence your instructional planning (e.g., other needs and strengths in areas such as motor skills or language/communication). When relevant to lesson objectives, refer to baseline data obtained prior to the learning segment.

[ ]

4. Supporting Learning

Respond to prompts 4a–e below. As needed, refer to the instructional materials you have included to support your explanations. Your explanation should address both learning targets for each focus learner. Use principles from research and theory to support your explanations, that is, explain why your plans will support learning for each focus learner and describe how they provide challenge that is appropriate for each learner.
a. Explain how the following guided your choice of the lesson objectives, learning tasks, materials, and supports, including any adaptations, modifications, or accommodations.
   - The focus learner(s)’ prior learning and experiences
   - The focus learner(s)’ interests and personal/family/cultural/community assets
   - The focus learner(s)’ individual education goals and benchmarks. If you selected an objective that addresses a support skill not reflected in the individual education plan, justify why it is appropriate for the focus learner(s) at this time.

b. If there is not at least one instructional target linked to the general education or early childhood curriculum, justify why that is not appropriate for the focus learner(s), given the learning needs.

c. Explain how your choices provide each focus learner with the appropriate level of support and challenge needed to access and engage with the curriculum and instruction.

d. Explain how the plans for instruction are sequenced in the learning segment to build connections between each focus learner’s prior learning and experiences and new learning.

e. Explain how, throughout the learning segment, you will help the focus learner(s) to generalize, maintain, or self-manage the knowledge, skills, and supports, as appropriate.

5. Supporting Language/Communication for Access and Performance

   Respond to the prompts 5a–e below to explain how your plans support each focus learner’s academic or curriculum-related language/communication development.

   a. **Language Demand: Language/Communication Function.** Select a language/communication function that
      - the focus learner(s) is/are expected to understand or use across lessons
      - is closely related to one or both learning targets

      Examples of language/communication functions include retelling a story, explaining a mathematics problem-solving strategy, signaling or initiating a turn during peer discussion, answering open-ended questions, stating an opinion, commenting on a picture, requesting by selecting a picture from a checklist.

   b. Choose **one learning task** where each focus learner has an opportunity to practice the language/communication function. For a focus learner with a learning target in literacy, mathematics, social studies, or science, this language/communication should be relevant for communication in the appropriate academic discipline. In which lesson does the learning task occur? (Give the number of the lesson or day in your lesson plans.)
c. Given the learning task identified, describe the following key curriculum-related language/communication demands that each focus learner needs to understand and/or use in order to have access to the curriculum and instruction and to demonstrate learning.
   - **Language Demands: Vocabulary and/or Symbols:** Spoken, written, or demonstrated vocabulary and/or symbols
   - **Other Language Demands:** Additional language demands needed to understand and use the vocabulary to access the learning task and demonstrate learning, such as syntax or discourse. Include nonverbal communication and augmentative and alternative communication as appropriate.

  [ ]

d. Describe **each** focus learner’s language/communication skills/needs relative to the language demands identified in 5a and 5c. **What does the learner know, what can the learner do, and what is s/he learning to do?** As relevant, address skills/needs in English, the primary language (if other than English), and the use of augmentative and alternative communication or other assistive technologies.

  [ ]

e. Describe the instructional supports (during and/or prior to the learning task) that help the focus learner(s) acquire, generalize, maintain, and successfully use the targeted language/communication identified in prompts 5a and 5c. Include, if needed, the use of augmentative or alternative communication.

  [ ]

6. **Monitoring Learning**

   Explain how the assessments and the daily assessment record for each focus learner will provide evidence of
   - progress toward the lesson objectives
   - generalization and maintenance, or self-directed use of learned skills
   - the conditions under which each focus learner was or was not successful

  [ ]
Rubric 1-5: Planning

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

Planning commentary prompt 1 & 2, lesson plans, instructional materials

Candidates should develop plans that align with the instructional objectives of the course and provide a clear path for student achievement. The plans should include a sequence of lessons that build on each other and demonstrate a deep understanding of the subject matter. The plans should also include assessments that measure student progress and provide feedback for improvement.

Evaluation: Rubric 2: Planning Challenge and Support for Focus Learners

EVIDENCE: Planning commentary prompts 3 & 4, lesson plans, instructional materials

How will you ensure that all learners have access to challenging and supportive opportunities for learning?

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<th>ADVANCED PERFORMANCE</th>
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</thead>
<tbody>
<tr>
<td>There is evidence of planning and support.</td>
<td>Learners are engaged in meaningful and challenging activities that promote critical thinking and problem-solving.</td>
<td>Learners are autonomously engaged in planning and problem-solving activities that require independent thinking and problem-solving.</td>
</tr>
<tr>
<td>Learning tasks and support strategies are aligned with the instructional objectives.</td>
<td>Learners are engaged in meaningful and challenging activities that promote critical thinking and problem-solving.</td>
<td>Learners are autonomously engaged in planning and problem-solving activities that require independent thinking and problem-solving.</td>
</tr>
<tr>
<td>Lessons are sequenced and scaffolded to build on prior knowledge and skills.</td>
<td>Learning tasks and support strategies are aligned with the instructional objectives.</td>
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How will you support learners who are struggling or excelling?

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</table>

How will you plan for future learning and support student motivation?

- Look for opportunities to extend learning beyond the classroom.
- Provide feedback that is specific, timely, and useful for improvement.
- Encourage students to set personal learning goals and reflect on their progress.
- Foster a growth mindset by celebrating effort and progress, not just achievement.
- Use formative assessments to inform future planning and support.

Look for ways to enhance student engagement and motivation.

- Create a positive learning environment that values different perspectives and encourages collaboration.
- Incorporate technology and other tools to make learning more interactive and engaging.
- Use student interests and experiences to connect learning to real-world contexts.
- Provide opportunities for students to take ownership of their learning.

Look for ways to support students who may be facing challenges.

- Identify and address individual needs and interests.
- Provide extra help and resources to support academic and personal growth.
- Foster a supportive classroom community that encourages inclusivity and mutual support.
- Use a variety of teaching strategies and tools to meet diverse learning needs.

Look for ways to support students who are excelling.

- Provide opportunities for enrichment and extension.
- Encourage students to explore their passions and interests.
- Collaborate with advanced learners to design challenging projects and activities.
- Provide opportunities for peer learning and mentorship.

Look for ways to support students who are struggling.

- Provide additional support and resources to address learning gaps and misconceptions.
- Use a variety of instructional strategies to meet diverse learning needs.
- Collaborate with students to set realistic and achievable goals.
- Provide opportunities for collaborative learning and peer support.

Look for ways to support students with special needs.

- Ensure that all students have access to the general education curriculum.
- Develop individualized plans that accommodate special needs and abilities.
- Collaborate with special education and related personnel to provide support.
- Foster a positive and inclusive classroom community.

Look for ways to support students from diverse backgrounds.

- Use a culturally responsive approach to teaching and learning.
- Incorporate diverse perspectives and experiences into the curriculum.
- Foster an inclusive environment that values and respects all students.
- Collaborate with parents and caregivers to support student success.

Look for ways to support students with disabilities.

- Provide accommodations and modifications to support access and participation.
- Collaborate with special education and related personnel to develop individualized plans.
- Foster a positive and inclusive classroom community.
- Use universal design principles to create accessible learning environments.

Look for ways to support students who are at risk of failure.

- Identify and address individual needs and interests.
- Provide additional support and resources to address learning gaps and misconceptions.
- Foster a supportive classroom community that encourages inclusivity and mutual support.
- Use a variety of instructional strategies to meet diverse learning needs.

Look for ways to support students who are excelling.

- Provide opportunities for enrichment and extension.
- Encourage students to explore their passions and interests.
- Collaborate with advanced learners to design challenging projects and activities.
- Provide opportunities for peer learning and mentorship.

Look for ways to support students who are struggling.

- Provide additional support and resources to address learning gaps and misconceptions.
- Use a variety of instructional strategies to meet diverse learning needs.
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- Identify and address individual needs and interests.
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- Foster a supportive classroom community that encourages inclusivity and mutual support.
- Use a variety of instructional strategies to meet diverse learning needs.
**Planning Rubrics – Rubric 1: Planning for Alignment and Development of Knowledge and Skills**

**EVIDENCE:** Planning commentary prompt 1 & 2, lesson plans, instructional material

How do the candidate’s plans build knowledge and skills\(^6\) aligned to individualized education plan goals and benchmarks?

<table>
<thead>
<tr>
<th>EMERGING PERFORMANCE(^7)</th>
<th>PROFICIENT PERFORMANCE</th>
<th>ADVANCED PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualized education plan goals and benchmarks, standards (if applicable), lesson objectives, and learning tasks and materials are not aligned with each other.</td>
<td>For each focus learner, individualized education plan goals and benchmarks, standards (if applicable), lesson objectives, and learning tasks and materials are consistently aligned with each other and coordinate with state standards as appropriate. Lesson objectives include clearly defined measurable outcomes for each focus learner’s performance.</td>
<td>For each focus learner, individualized education plan goals and benchmarks, standards (if applicable), lesson objectives, and learning tasks and materials are consistently aligned with each other and coordinate with state standards as appropriate. Lesson objectives include clearly defined measurable outcomes, and build on each other to connect each focus learner’s prior learning, experiences, and new learning. Level 4 plus: Lesson objectives include clearly defined measurable outcomes. Plans for instruction build on each other to connect the focus learner(s)’ prior learning, experiences, and new learning and incorporate strategies to enhance generalization and maintenance and/or self-directed use of knowledge and/or skills.</td>
</tr>
</tbody>
</table>

**LOOK FORs:**

<table>
<thead>
<tr>
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<th>PROFICIENT PERFORMANCE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Individualized education plan goals and benchmarks, standards (if applicable), lesson objectives, and learning tasks and materials are not aligned with each other.</td>
<td>For each focus learner, individualized education plan goals and benchmarks, standards (if applicable), lesson objectives, and learning tasks and materials are consistently aligned with each other and coordinate with state standards as appropriate. Lesson objectives include clearly defined measurable outcomes for each focus learner’s performance.</td>
<td>All from Proficient and…</td>
</tr>
</tbody>
</table>

\(^6\) The desired learning outcomes for the learning segment. Knowledge and skills includes conceptual understanding and the knowledge of how and when to use knowledge, concepts, skills, and strategies to shape behavior and performance (not merely discrete knowledge and skills).

\(^7\) 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.
Planning Rubrics - Rubric 2: Planning Challenge and Support for Focus Learner(s)

**EVIDENCE:** Planning commentary prompts 3 & 4, lesson plans, instructional materials

| How does the candidate use knowledge of the focus learner(s) to tailor strategies to provide and support access to challenging curriculum and instruction? |
|---|---|---|
| **EMERGING PERFORMANCE** | **PROFICIENT PERFORMANCE** | **ADVANCED PERFORMANCE** |
| There is little or no evidence of planned supports. OR Learning tasks and supports reflect general characteristics of each focus learner’s prior learning, experience, and needs. The tasks, materials, or supports are not appropriate to each focus learner’s age or needs. OR Learning tasks and supports do NOT tie to lesson objectives and | For each focus learner, planned supports loosely tie to lesson objectives or the learning targets of the learning segment. AND Learning tasks and supports generally reflect each focus learner’s prior learning, experience, and needs or superficially address each learner’s strengths and social/emotional development. | For each focus learner, planned supports tie to lesson objectives and the learning targets of the learning segment. AND For each focus learner, learning tasks and supports provide appropriate levels of support, reflecting strengths AND/OR social/emotional development. | Level 4 plus: Plans include contingency points where the candidate can make adjustments to learning tasks and/or supports. AND Plans call for engaging each focus learner in using his/her knowledge of strengths and needs to self-manage supports or challenges. |

**LOOK FORs**

<table>
<thead>
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<th>LOOK FORs:</th>
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<tbody>
<tr>
<td>All from Proficient and...</td>
</tr>
</tbody>
</table>

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1. Learning environment, tasks, materials, accommodations, modifications, assistive technology, and/or scaffolding
2. Learning needs include individualized education program plan goals, benchmarks, accommodations, modifications, assistive technology, and/or scaffolding as well as other needs identified and justified by the candidate in order to achieve the lesson objectives.
3. Strengths relative to the learning target may come from prior learning, lived experiences, language and communication development, or family/cultural assets.
4. Appropriateness of levels of support determined by each focus learner’s baseline data, prior learning, experiences, and needs.
5. Appropriateness of challenge determined by each focus learner’s baseline data, prior learning, experiences, and needs.
# Planning Rubrics - Rubric 3: Justification of Instruction and Support

**EVIDENCE: Planning commentary prompt 4**

<table>
<thead>
<tr>
<th>How does the candidate use knowledge of the focus learner(s), research, and/or theory to justify decisions?</th>
<th><strong>EMERGING PERFORMANCE</strong></th>
<th><strong>PROFICIENT PERFORMANCE</strong></th>
<th><strong>ADVANCED PERFORMANCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s justification of instruction or support strategies is either missing or represents a deficit view of at least one focus learner.</td>
<td>Candidate’s justification of instruction and support strategies makes vague or unclear connections to research and/or theory, <strong>OR</strong> the strengths and the needs of at least one focus learner.</td>
<td>Candidate’s justification of instruction and support strategies makes <strong>general connections</strong> to research and/or theory <strong>AND</strong> the strengths and the needs of each focus learner.</td>
<td>Candidate’s justification of instruction and support strategies makes <strong>clear connections</strong> to research and/or theory and each focus learner’s strengths and needs with <strong>specific adaptations for each focus learner</strong>.</td>
</tr>
</tbody>
</table>

**LOOK FORs:**
Justification for plans includes:

<table>
<thead>
<tr>
<th><strong>LOOK FORs:</strong></th>
<th>Justification for plans includes:</th>
<th>All from Proficient and</th>
<th><strong>LOOK FORs:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Planning Rubrics - Rubric 4: Supporting Language/Communication Development for Access and Performance

**EVIDENCE:** Planning commentary prompt 5, lesson plans, instructional materials

How does the candidate identify and support language/communication demands to provide access to the language function and learning targets?

<table>
<thead>
<tr>
<th>EMERGING PERFORMANCE</th>
<th>PROFICIENT PERFORMANCE</th>
<th>ADVANCED PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language/communication demands identified by the candidate are not consistent with the selected language function or learning target(s).</td>
<td>Candidate identifies vocabulary and/or symbols as the primary language demand associated with the language function. Attention to additional language demands is superficially related to other language/communication demands of the learning target(s).</td>
<td>Candidate identifies vocabulary and/or symbols AND other language/communication demands related to the learning target(s) and language function. Supports for the targeted language/communication demands provide access to the learning task and/or demonstration of learning for EACH focus learner.</td>
</tr>
<tr>
<td>Level 4 plus: Candidate justifies why the supports move each focus learner toward maintenance and generalization, or self-directed use of the targeted language/communication function, vocabulary, symbols, or other identified language demands.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LOOK FORS:**
- Vocabulary is only demand identified. Mismatch between language demands and:
  - language function
  - learning targets

**LOOK FORS:**
- Language demands include function, vocabulary AND discourse/syntax in relation to learning targets.
  - Supports generally address vocabulary and one other identified demand (function, discourse or syntax).

**LOOK FORS:**
- All from Proficient and...
  - Justification of supports includes for each focus student how:
    - access is provided
    - learners will be moved toward maintenance or self-directed use of language.
Planning Rubrics - Rubric 5: Planning Assessments to Monitor and Support Learning

**EVIDENCE:** Planning commentary prompt 6, lesson plans, assessments

How are the assessments and daily assessment records selected or designed to provide evidence of the focus learner(s)' progress toward the lesson objectives?

<table>
<thead>
<tr>
<th><strong>EMERGING PERFORMANCE</strong></th>
<th><strong>PROFICIENT PERFORMANCE</strong></th>
<th><strong>ADVANCED PERFORMANCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The set of assessments and daily assessment records are not aligned to the lesson objectives and will provide little or no evidence of each focus learner's progress.</td>
<td>Assessments (including baseline data) and the daily assessment records are aligned to all lesson objectives and provide evidence for monitoring each focus learner's progress at different points in the learning segment.</td>
<td>Assessments (including baseline data) and the daily assessment records are strategically designed to provide diagnostic information about where each focus learner might need additional support to make further progress and work toward generalized and maintained, or self-directed use of knowledge and/or skills.</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some lesson objectives are not assessed.</td>
<td>Assessments reflect appropriate levels of challenge and support in light of each focus learner's specific strengths, needs, and lesson objectives.</td>
<td></td>
</tr>
</tbody>
</table>

**LOOK FORs:**

**LOOK FORs:**

**LOOK FORs:**

All from Proficient and...
Small Group Activity: Task 1

- Identify key components in sample planning commentary
- How are they related to rubric?
- 15 minutes
Take a Break!!!!
Task 2: Instruction

<table>
<thead>
<tr>
<th>Task 1: Planning</th>
<th>Task 2: Instruction</th>
<th>Task 3: Assessment</th>
</tr>
</thead>
</table>
| • Instructional and social context  
  • Lesson plans  
  • Instructional materials, student assignments  
  • Planning Commentary | • Video Clips  
  • Instruction Commentary | • Analysis of whole class assessment  
  • Analysis of learning and feedback to THREE students  
  • Assessment Commentary |

Analysis of Teaching Effectiveness  
Academic Language Development

Artifacts & Commentary

What to submit to Taskstream

Part A: Video Clips
• Obtain permission  
• Name each clip that corresponds with the lesson  
• No more than 20 total minutes

What to do

Task B: Instruction Commentary
• No more than 8 pages, single spaced  
• No more than 2 pages of supporting documents
# Task 2: Instruction

<table>
<thead>
<tr>
<th>Task 1: Planning</th>
<th>Task 2: Instruction</th>
<th>Task 3: Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional and social context</td>
<td>Video Clips</td>
<td>Analysis of whole class assessment</td>
</tr>
<tr>
<td>Lesson plans</td>
<td>Instruction Commentary</td>
<td>Analysis of learning and feedback to THREE students</td>
</tr>
<tr>
<td>Instructional materials, student assignments</td>
<td></td>
<td>Assessment Commentary</td>
</tr>
<tr>
<td>Planning Commentary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Analysis of Teaching Effectiveness**

**Academic Language Development**
What to submit to Tasksteam

### Task 2: Artifacts and Commentary Specifications

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Number of Files Min Max</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A: Video Clip(s)</td>
<td>avi, mp4, mov, mpg, mpeg, wmv, mpg, mkv</td>
<td>1 2</td>
<td>No more than 28 minutes total running time</td>
<td>Before you record your video, obtain permission from the parents/guardians of students (or, if appropriate, adult focus group members) and from adults who appear in the video. Refer to Task 2: What Do Students See? for video clip content and requirements. When uploading each clip file, include the number of the lesson shown in the video's clip.</td>
</tr>
<tr>
<td>Part B: Instruction Commentary</td>
<td>doc, docx, odt, pdf</td>
<td>1 1</td>
<td>No more than 8 pages of commentary, including graphics/pictures</td>
<td>For lesson, no more than 2 additional pages of supporting documentation</td>
</tr>
</tbody>
</table>
## Task 2: Artifacts and Commentary Specifications

<table>
<thead>
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<th>Number of Files</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A: Video Clip(s)</td>
<td>.flv, .asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, .m4v</td>
<td>1</td>
<td>2</td>
<td>No more than 20 minutes total running time</td>
</tr>
</tbody>
</table>
| | | | | - Before you record your video, obtain permission from the parents/guardians of learners (or, if appropriate, each focus learner) and from adults who appear in the video.  
- Refer to [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 | .doc; .docx; .odt; .pdf | 1 | 1 | No more than 8 pages of commentary, including prompts.  
If needed, no more than 2 additional pages of supporting documentation |
| | | | | - Use Arial 11-point type.  
- Single space with 1" margins on all sides. |

**IMPORTANT:**
- Insert documentation at the end of the commentary file if  
  - graphics, texts, or images that you or the learners are using are not clearly visible in the video  
  - portions of the video are inaudible  
- If submitting documentation, include the video clip number, lesson number, and explanatory text (e.g., “Clip 1, lesson 2, text from a whiteboard that is not visible in the video,” “Clip 2, lesson 4, transcription of a learner response that is inaudible”).
What to do

Task 1: Interaction: Instructing and Engaging the Learner

What to Do
- Identify learners' needs and learning objectives
- Observe the learner's verbal and nonverbal behavior, and adjust the presentation to suit their needs

Task 2: Interaction: Facilitating Group Learning

What to Do
- Identify a group discussion to facilitate
- Select a topic to discuss and prepare questions or prompts
- Encourage active participation from all group members

Task 3: Interaction: Supporting Individual Learning

What to Do
- Provide individualized feedback and support
- Encourage self-directed learning and problem-solving skills
- Respond to individual needs by providing personalized assistance.
Task 2 Instruction: Instructing and Engaging the Focus Learner(s)

What to Do

- Identify lessons to videorecord and videorecord your teaching.
- Check the video and sound quality, analyze your teaching, and select the most appropriate video clip(s) to submit.
- If teaching a group, obtain required permissions for videorecording from parents/guardians of learners who might appear in the video and who are not a focus learner.
- Select 1–2 video clips (no more than 20 minutes total). The interactions in the clip(s) should demonstrate how you engage and support the focus learner(s) in an individual or group setting and in developing and applying the new knowledge and skills.
- Analyze your teaching and the learning of the focus learner(s) in the video clip(s) by responding to commentary prompts.
Part A: Video Clips

- Obtain permission
- Name each clip that corresponds with the lesson
- No more than 20 total minutes

https://www.teachingchannel.org/videos/videotaping-tips-for-teachers
• Name each clip that corresponds with the lesson
• No more than 20 total minutes

https://www.teachingchannel.org/videos/videotaping-tips-for-teachers
Task B: Instruction Commentary

- No more than 8 pages, single spaced
- No more than 2 pages of supporting documents
Instruction Commentary Directions: Respond to the prompts below (no more than 8 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Refer to the evidence chart in the handbook to ensure that this document complies with all format specifications. Pages exceeding the maximum will not be scored.

1. Which lesson or lessons are shown in the clip(s)? Identify the lesson(s) by lesson plan number.

2. If applicable, provide any additional information (beyond that provided in Task 1) needed to understand the learning environment or interactions seen in each clip.

3. Promoting a Positive Learning Environment
   Refer to scenes in the video clip(s) where you provided a positive learning environment.
   - How did you demonstrate mutual respect for, rapport with, and responsiveness to enhance self-determination and support engagement in learning for each focus learner, individually and/or as part of the group?

4. Engaging and Motivating the Focus Learner(s)
   Refer to examples from the clip(s) in your explanations.
   a. Explain how your strategies engaged and motivated each focus learner to develop and apply the targeted knowledge and skills.

5. Deepening Learning during Instruction
   Refer to examples from the clip(s) in your explanations.
   a. Explain how you elicited and responded to each focus learner’s performance to promote application of learning.

   b. Describe opportunities provided to each focus learner to apply feedback to improve performance.

6. Supporting Teaching and Learning
   Refer to examples from the clip(s) in your explanations.
   a. For each focus learner, explain how your materials, supports, and instructional strategies support his/her learning in relation to the lesson objectives and how they reflect the learner’s development, age, and needs.
[ ]

b. For each focus learner, describe how your instructional materials and instructional and support strategies facilitate the development or application of a self-directed learning strategy.

[ ]

7. Analyzing Teaching
Refer to examples from the clip(s) in your explanations.

a. What changes would you make to your instruction to better support learning related to the lesson objectives?

[ ]

b. Why do you think these changes would improve the learning of each focus learner? Support your explanation with evidence of each focus learner’s performance and principles from theory and/or research as appropriate.
Rubrics 6-10: Instruction
**Instruction Rubrics - Rubric 6: Learning Environment**

**EVIDENCE:** Video clips, instruction commentary prompt 3

**How does the candidate demonstrate a respectful learning environment that supports the focus learner(s’ engagement in learning?**

<table>
<thead>
<tr>
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<th>ADVANCED PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate demonstrates disrespectful behavior toward any learner OR allows disruptive disrespectful behavior to interfere with learning.</td>
<td>The candidate demonstrates respect for the learner(s). Candidate provides a learning environment that serves primarily to control each learner’s behavior, and minimally supports the lesson objectives.</td>
<td>The candidate demonstrates rapport with and respect for the learner(s). Candidate provides a positive learning environment that supports the lesson objectives.</td>
</tr>
</tbody>
</table>

**LOOK FORs:**

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>All from Proficient and...</td>
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<td></td>
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</tbody>
</table>

**Evidence:**

**Evaluation:** (Check one): ______ Emerging ______ Proficient ______ Advanced
Instruction Rubrics - Rubric 7: Engaging the Focus Learner(s)

EVIDENCE: Video clips, instruction commentary prompt 4

How does the candidate actively engage the focus learner(s) in developing knowledge and skills to reach the lesson objectives?

<table>
<thead>
<tr>
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<th>ADVANCED PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the clip(s), the focus learner(s) are predominantly passive, inattentive, or out of control while candidate provides instruction or intervention.</td>
<td>Candidate uses explicit motivational and engagement strategies to create active engagement in the learning task.</td>
<td>Candidate uses explicit, individualized motivational and engagement strategies to create active engagement in developing the desired knowledge and skills of each focus learner.</td>
</tr>
<tr>
<td>There is little or no evidence that the candidate links the focus learner(s)’ prior learning with new learning.</td>
<td>Candidate makes vague or superficial links between the focus learner(s)’ prior learning and new learning.</td>
<td>Candidate links each focus learner’s prior learning to new learning.</td>
</tr>
<tr>
<td>Candidate links each focus learner’s prior learning and new learning.</td>
<td>Candidate links each focus learner’s prior learning AND each focus learner’s personal, cultural, or community assets to new learning.</td>
<td>Candidate prompts each focus learner to link prior learning and personal, cultural, or community assets to new learning.</td>
</tr>
</tbody>
</table>

LOOK FORs:

LOOK FORs:

LOOK FORs:

All from Proficient and...

Evidence:

Evaluation: (Check one): _______ Emerging _______ Proficient _______ Advanced
# Instruction Rubrics - Rubric 8: Deepening Learning

## EVIDENCE: Video clips, instruction commentary prompt 5

How does the candidate elicit and monitor focus learner(s') responses or performance to support progress toward meeting individualized learning targets?

<table>
<thead>
<tr>
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<th>ADVANCED PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate talks throughout the clip(s), providing the focus learner(s) with few opportunities to respond. <strong>OR</strong> Materials or candidate responses include significant inaccuracies that are not corrected and that will lead to focus learner misunderstandings or misdirected focus learner performance.</td>
<td>Candidate primarily uses superficial prompts to elicit learner responses. Candidate evaluates the focus learner(s)' responses only as correct or incorrect.</td>
<td>Candidate elicits each focus learner's responses to apply new learning related to the lesson objectives. Candidate elicits responses and builds on each focus learner's reasoning or problem solving to apply new learning. Level 4 plus: Candidate prompts each focus learner to evaluate his/her own learning in a developmentally appropriate manner.</td>
</tr>
</tbody>
</table>

**LOOK FORs**

<table>
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<tr>
<th>LOOK FORs</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>All from Proficient and...</td>
</tr>
</tbody>
</table>

Evidence:

**Evaluation:** (Check one): _____ Emerging  _____ Proficient  _____ Advanced
**Instruction Rubrics - Rubric 9: Supporting Teaching and Learning**

**EVIDENCE:** Video clips, instruction commentary prompt 6

<table>
<thead>
<tr>
<th>How does the candidate support learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EMERGING PERFORMANCE</strong></td>
</tr>
</tbody>
</table>

The candidate uses support or instruction strategies that are **vague, inaccurate, or unrelated** to the lesson objectives OR are developmentally inappropriate OR are not matched to the learner(s)’ needs.

Candidate uses **general** instructional strategies and **generic supports and materials** that are related to lesson objectives.

Instructional strategies, supports, and materials are **developmentally appropriate** for the focus learner(s) and **superficially match** their needs.

Candidate uses **explicit** instructional strategies and **specific supports and materials** that are related to lesson objectives.

Instructional strategies, supports, and materials are developmentally and **age appropriate** for the focus learner(s) and match their needs.

Candidate uses explicit instructional strategies and **individualized supports and materials** that are related to lesson objectives.

Instructional strategies, supports, and materials are developmentally and age appropriate for the focus learner(s), and match their needs and capitalize on their strengths.

**Level 4 plus:** Instructional strategies and supports address focus learner(s)’ development or application of a developmentally appropriate self-directed learning strategy.

**LOOK FORs:**

**LOOK FORs:**

**LOOK FORs:**

All from Proficient and...

Evidence:

Evaluation: (Check one): _____ Emerging  _____ Proficient  _____ Advanced
### Instruction Rubrics - Rubric 10: Analyzing Teaching Effectiveness

#### EVIDENCE: Instruction commentary prompt 7, video clips

**How does the candidate use evidence to evaluate and change teaching practice to meet the focus learner(s)' individual learning needs?**

<table>
<thead>
<tr>
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<th>ADVANCED PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate proposes changes unrelated to the learning needs of the focus learner(s).</td>
<td>Candidate proposes changes that are focused primarily on improving directions for learning tasks or task/behavior management.</td>
<td>Candidate proposes changes that address each focus learner’s needs related to the lesson objectives.</td>
</tr>
<tr>
<td>Changes are supported with general descriptions of appropriate research and/or theory.</td>
<td></td>
<td>Changes are justified with principles from research and/or theory related to evidence-based practices.</td>
</tr>
</tbody>
</table>

**LOOK FORs:**

- **Proposed changes**
  - Address candidate’s own behavior without reference to student learning
  - Suggest “more practice” or time to work on similar or identical tasks without revision
  - Address problems with student behavior and how to “fix” it

- **LOOK FORs:**
  - **Proposed changes**
    - Re-engage students in new, revised or additional tasks
    - Include discussion of research or theory

**Evidence:**

**Evaluation:** (Check one): _____Emerging   _____Proficient   _____Advanced
Small Group Activity: Task 2

- Identify key components in sample instructional commentary
- How are they related to the rubrics
- 15 minutes
Small Group Activity: Task 2

- Identify key components in sample instructional commentary
- How are they related to the rubrics
- 15 minutes
TAKE A BREAK
Task 3: Assessment

<table>
<thead>
<tr>
<th>Task 1: Planning</th>
<th>Task 2: Instruction</th>
<th>Task 3: Assessment</th>
</tr>
</thead>
</table>
| • Instructional and social context  
  • Lesson plans  
  • Instructional materials, student assignments  
  • Planning Commentary | • Video Clips  
  • Instruction Commentary | • Analysis of whole class assessment  
  • Analysis of learning and feedback to THREE students  
  • Assessment Commentary |

Analysis of Teaching Effectiveness  
Academic Language Development

Artifacts and Commentaries

Part A: Student work sample  
• Written or Video work sample  
• only for one student  
• Could be test, assignment or video

Part B: Completed Daily Assessment Record  
• One copy for each student  
• Label each record

Part C: Evidence of Feedback  
• Provide evidence of feedback on student work  
• One example for each student

Part D: Assessment Commentary
### Task 3: Assessment

<table>
<thead>
<tr>
<th>Task 1: Planning</th>
<th>Task 2: Instruction</th>
<th>Task 3: Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instructional and social context</td>
<td>• Video Clips</td>
<td>• Analysis of whole class assessment</td>
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<tr>
<td>• Lesson plans</td>
<td>• Instruction Commentary</td>
<td>• Analysis of learning and feedback to THREE students</td>
</tr>
<tr>
<td>• Instructional materials, student assignments</td>
<td></td>
<td>• Assessment Commentary</td>
</tr>
<tr>
<td>• Planning Commentary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Analysis of Teaching Effectiveness**

**Academic Language Development**
## Task 3: Assessment

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<th>Task 1: Planning</th>
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<tr>
<td>- Instructional and social context</td>
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<td>- Lesson plans</td>
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<td>- Instructional materials, student assignments</td>
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<td>- Planning Commentary</td>
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<th>Task 2: Instruction</th>
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<tr>
<td>- Video Clips</td>
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<td>- Instruction Commentary</td>
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<th>Task 3: Assessment</th>
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<tbody>
<tr>
<td>- Analysis of whole class assessment</td>
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<tr>
<td>- Analysis of learning and feedback to THREE students</td>
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<td>- Assessment Commentary</td>
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</table>

### Analysis of Teaching Effectiveness

### Academic Language Development

Commentaries
What to Submit via Tasksteam

### Task 3: Artifacts and Commentary Specifications

<table>
<thead>
<tr>
<th>Task</th>
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<th>Number of Pages</th>
<th>Response Length</th>
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<tr>
<td>Task 1: Function Description</td>
<td>Artifacts</td>
<td>5</td>
<td>1</td>
<td>1 page</td>
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<tr>
<td>Task 2: Artifacts</td>
<td>Artifacts</td>
<td>10</td>
<td>3</td>
<td>1 page</td>
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<tr>
<td>Task 3: Artifacts</td>
<td>Artifacts</td>
<td>20</td>
<td>5</td>
<td>1 page</td>
</tr>
</tbody>
</table>

- **Function Description**: For each function, submit a detailed description including function parameters, return types, and any necessary assumptions.
- **Artifacts**: Submit all relevant files and documentation related to the task.

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### Task 3: Artifacts and Commentary Specifications

<table>
<thead>
<tr>
<th>Task</th>
<th>Type</th>
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<th>Response Length</th>
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<tbody>
<tr>
<td>Task 1: Function Description</td>
<td>Commentary</td>
<td>5</td>
<td>1</td>
<td>1 page</td>
</tr>
<tr>
<td>Task 2: Artifacts</td>
<td>Commentary</td>
<td>10</td>
<td>3</td>
<td>1 page</td>
</tr>
<tr>
<td>Task 3: Artifacts</td>
<td>Commentary</td>
<td>20</td>
<td>5</td>
<td>1 page</td>
</tr>
</tbody>
</table>

- **Function Description**: Submit a detailed commentary on the function's implementation and design, including its implications and potential improvements.
- **Artifacts**: Include a commentary on the artifacts submitted, focusing on their relevance and impact.

---

**Notes**:
- Ensure all submitted artifacts are clearly labeled and organized.
- Submit only the required artifacts and avoid including unnecessary files.
- All submissions must be in PDF format.

---
## Task 3: Artifacts and Commentary Specifications

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Number of Files</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
</table>
| Part A: Learner Work Sample(s) | **For written work sample(s):** .doc; .docx; .odt; .pdf  
**For video work sample(s):** .flv, .asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, .m4v | 0 2 | For written work sample(s): N/A  
For video work sample(s): No more than 2 minutes total running time | For written work sample(s):  
- Use correction fluid, tape, or a felt-tip marker to mask or remove learners' names, your name, and the name of the school before copying/scanning any work samples.  
- On each work sample, indicate the learner number (Learner 1 Work Sample, Learner 2 Work Sample) and refer to them accordingly in the Assessment Commentary.  
- When naming each work sample file, include the learner number.  
- If your learners' writing is illegible, write a transcription directly on the work sample.  
For video work sample(s):  
- When naming each clip file, include the number of the learner shown in the video clip.  
**IMPORTANT:** Do not submit an additional file for Part A if the learner work sample is shown in the video clip(s) from the instruction task. Provide a time-stamp reference (no more than 2 minutes) in the Assessment Commentary. |
| Part B: Completed Daily Assessment Records | .doc; .docx; .odt; .pdf | 1 1 | N/A | Submit one copy of the completed daily assessment record for each learner for each lesson in 1 file.  
Within the file, label each record (Lesson 1 Daily Assessment Record for Learner 1, Lesson 2 Daily Assessment Record for Learner 1, etc.). |
## Task 3: Artifacts and Commentary Specifications

<table>
<thead>
<tr>
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<th>Number of Files</th>
<th>Response Length</th>
<th>Additional Information</th>
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</thead>
</table>
| Part C: Evidence of Feedback | For written feedback not written on the work samples: .doc; .docx; .odt; .pdf  
For audio feedback: flv, asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma  
For video feedback: flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v | 0 - 2 Max       | N/A             | ▪ Document the location of your evidence of feedback in the Assessment Commentary.  
▪ If feedback is not written on the learner work samples or recorded on the video clip(s), submit only 1 file for each learner—a document, video file, OR audio file—and indicate the learner number (Learner 1 Feedback, Learner 2 Feedback) in the corresponding feedback.  
▪ When naming each feedback file, include the learner number.  
**IMPORTANT:** Do not submit an additional file for Part B if your feedback is  
▪ written on the learner work samples  
▪ shown in the video clip(s)                                                                                              |
| Part D: Assessment Commentary | .doc; .docx; .odt; .pdf                                    | 1 - 1 Max       | No more than 8 pages of commentary, including prompts  
Plus no more than 2 pages of an analyzed assessment, if relevant | ▪ Use Arial 11-point type.  
▪ Single space with 1" margins on all sides.  
**IMPORTANT:** Insert a copy of the analyzed assessment, including directions/prompts. |
What to Do

Task 3 Assessment: Assessing Learning

What to Do

- Use the baseline data, the daily assessment records, and the final assessment to analyze the focus learner(s) program. For some learner objectives, the final assessment record will be the final assessment record.
- Submit one copy of the completed daily assessment record for each lesson.
- Select and submit one learner work sample for each focus learner from the end of the learning segment for one learning target to help illustrate the conclusions you reach in your analysis. This must be the learning target in academic or mixed academic and early literacy/numeracy for learners working in this area. The work sample(s) may take the form of a test, an assignment, or a video clip of performance.
- Document the feedback you gave the focus learner(s) for the final assessment, either on the work sample itself, as an audio clip, or as a video clip.
- Analyze evidence of the focus learner(s) understanding and one of the targeted language/communication from (1) the video clip(s) from the initiation task, AND/OR (2) the learner work sample from the assessment task.
- Analyze the data on learning progress, and plan for next steps by responding to commentary prompts.
Task 3 Assessment: Assessing Learning

What to Do

- Use the baseline data, the daily assessment records, and the final assessment to analyze focus learner(s)” progress. For some lesson objectives, the final assessment record will be the final assessment.
- Submit one copy of the completed daily assessment record for each lesson.
- Select and submit one learner work sample (for each focus learner) from the end of the learning segment for one learning target to help illustrate the conclusions you reach in your analysis. This must be the learning target in academics (including functional academics or early literacy/numery) for learners working in this area. The work sample(s) may take the form of a test, an assignment, or a video clip of performance.
- Document the feedback you gave to the focus learner(s) for the final assessment, either on the work sample itself, as an audio clip, or as a video clip.
- Analyze evidence of the focus learner(s)” understanding and use of the targeted language/communication from (1) the video clip(s) from the instruction task, AND/OR (2) the learner work samples from the assessment task.
- Analyze the data on learning progress, and plan for next steps by responding to commentary prompts.
Part A: Student work sample

- Written or Video work sample
- only for one student
- Could be test, assignment or video
Part B: Completed Daily Assessment Record

- One copy for each student
- Label each record
Part C: Evidence of Feedback

- Provide evidence of feedback on student work
- One example for each student
Part D: Assessment Commentary

edTPA
Standard 8: Evidence of Understanding of Language Development

1. EdTPA tasks are designed to assess your knowledge of language development.
2. In each task, you will observe and analyze children's language development.
3. You will then analyze your observations and provide feedback to teachers.
4. Your feedback should be specific and constructive.

edTPA
Standard 9: Evidence of Understanding of Language Development

1. EdTPA tasks are designed to assess your knowledge of language development.
2. In each task, you will observe and analyze children's language development.
3. You will then analyze your observations and provide feedback to teachers.
4. Your feedback should be specific and constructive.

Feedback to Teachers:

1. In each task, you will observe and analyze children's language development.
2. You will then analyze your observations and provide feedback to teachers.
3. Your feedback should be specific and constructive.

edTPA
Standard 10: Evidence of Understanding of Language Development

1. EdTPA tasks are designed to assess your knowledge of language development.
2. In each task, you will observe and analyze children's language development.
3. You will then analyze your observations and provide feedback to teachers.
4. Your feedback should be specific and constructive.
Assessment Commentary Directions: Respond to the prompts below (no more than 8 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Refer to the evidence chart in the handbook to ensure that this document complies with all format specifications. Pages exceeding the maximum will not be scored.

1. Analyzing Focus Learner(s)’ Performance
   a. Identify the lesson objectives from the learning segment measured by each daily assessment record.
   b. Describe any changes in the assessments, daily assessment records, and/or lesson objectives from what was described in the lesson plans, and explain why changes were made.
   c. If a work sample is an excerpt from video from Task 2: Instructing and Engaging the Focus Learner(s), provide a time-stamp reference here.
   d. Summarize each focus learner’s progress toward the lesson objectives. This summary can be presented in a chart or described in several paragraphs.
   e. Analyze what each focus learner appears to understand or do well and where s/he continues to struggle or need greater challenge, including any patterns in misunderstandings, errors, confusions, or needs. Be sure to cite evidence from your summary (above) as part of this discussion.
   f. Analyze connections between each focus learner’s outcomes and instruction, support, and/or the learning environment. How did your instruction, support, or modifications of the learning environment lead to each focus learner’s progress on or attainment of lesson objectives? Cite evidence from the assessments to support your conclusions.

   Cite evidence from the learner work sample(s), the baseline data, daily assessment records, and final assessment (if different from the daily assessment record) as needed, to clarify or illustrate your summary and analyses.

2. Feedback to Guide Further Learning
   Refer to specific evidence of submitted feedback to support your explanations.
   a. In what form did you submit your evidence of feedback for each focus learner for the final assessment? (Delete choices that do not apply.)
   - Written directly on work samples or in a separate document
   - In an audio file
   - In a video clip from the instruction task (provide a time-stamp reference) or in a separate video clip

3. Evidence of Academic Language Learning
   Refer to evidence from work samples:
   - Evidence from the learner work sample(s) related to academic language learning

4. Using What You’ve Learned
   Consider the methods you used to improve your teaching and help the focus learner(s) reach targeted goals. Be sure to cite evidence related to the learner’s progress:
   - Describe how the focus learner(s) used the skills and knowledge gained in a task-related context
b. Explain how feedback provided to each focus learner addresses his/her individual strengths and continuing needs relative to the lesson objectives measured.

[ ]

c. How will/did you support each focus learner to apply the feedback to guide improvement within the learning segment or in subsequent learning activities?

[ ]

d. How will/did you support each focus learner to move towards self-assessment, self-instruction, and/or self-correction?

[ ]

3. Evidence of Language or Communication Understanding and Use

You may provide evidence of understanding and use of the targeted language/communication with your video clip(s) from Task 2 AND/OR through a learner work sample(s) provided in Task 3.

Refer to examples from the clip(s) (with time stamps) and/or each focus learner’s work sample as evidence.

- Explain the extent to which each focus learner had opportunities to understand and use the targeted language/communication demands (function, vocabulary, symbols, and other demands) to access the learning task and to demonstrate learning.

[ ]

4. Using Assessment to Inform Instruction

Consider what you know about each focus learner and the effectiveness of your instruction/intervention and the learning environment when designing next steps. Connect your next steps to your analysis of each focus learner’s performance for both learning targets. Support your decisions with principles from research and/or theory, particularly as it relates to evidence-based practices, when appropriate.

- Describe next steps for instruction to reinforce current progress toward or attainment of the lesson objectives and/or to support further progress, generalization, maintenance, and/or self-directed use of knowledge, skills, or future learning. Consider all aspects of instruction, including support and environmental modification, as appropriate.

[ ]
Rubrics 11-15: Assessment
### Assessment Rubrics - Rubric 11: Analyzing Focus Learner(s)’ Performance

**EVIDENCE:** Assessment commentary 1, evaluation criteria, work samples

**How does the candidate demonstrate an understanding of focus learner(s)’ performance with respect to the learning targets?**

<table>
<thead>
<tr>
<th>EMERGING PERFORMANCE</th>
<th>PROFICIENT PERFORMANCE</th>
<th>ADVANCED PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The analysis is superficial or inadequately supported by either the learner work sample(s) or the daily assessment record. <strong>OR</strong> The lesson objectives, daily assessment record, and/or the work sample are insufficiently aligned with each other. <strong>OR</strong> One or more lesson objectives did not contain explicit, operationally defined criteria for meeting the objectives.</td>
<td>The analysis focuses only on whether or not the focus learner(s) did or did not achieve all the lesson objectives. The analysis draws upon knowledge of each focus learner and focuses on patterns of the following:  - each focus learner’s strengths and errors  - levels or types of supports for each focus learner to understand each focus learner’s progress toward all lesson objectives.</td>
<td>The analysis focuses on knowledge of each focus learner and focuses on details within patterns of the following:  - each focus learner’s strengths and errors  - levels or types of supports for each focus learner to understand strengths and needs in each focus learner’s progress toward all lesson objectives. Level 4 plus: The analysis makes clear and plausible connections between each focus learner’s outcomes relative to the lesson objectives and specific elements of the instruction or learning environment.</td>
</tr>
</tbody>
</table>

**LOOK FORs:**
- Claims unsupported by work samples

**LOOK FORs:**
- All from Proficient and...
# Assessment Rubrics - Rubric 12: Using Feedback to Guide Further Learning

## EVIDENCE: Assessment commentary prompt 2a & 2b, work samples

<table>
<thead>
<tr>
<th>What type of feedback does the candidate provide to focus learner(s)?</th>
<th>EMERGING PERFORMANCE</th>
<th>PROFICIENT PERFORMANCE</th>
<th>ADVANCED PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feedback is unrelated to the lesson objectives OR is inconsistent with the analysis of learning.</strong></td>
<td>Feedback addresses only errors OR strengths generally related to the lesson objectives.</td>
<td>For each focus learner, feedback is accurate and primarily focuses on either errors OR strengths related to specific lesson objectives, with some attention to the other.</td>
<td>For each focus learner, feedback is accurate and addresses both strengths AND needs related to specific lesson objectives.</td>
</tr>
</tbody>
</table>
| **Feedback contains significant content inaccuracies.** | Feedback consists solely of nonspecific praise. | **LOOK FORs:**  
- General feedback on errors OR strengths (e.g., “Good job!”)  
- No relation to objectives or analysis  
- Feedback inaccurate (e.g., numerous or essential items are marked incorrect when correct or vice versa) | **LOOK FORs:**  
- Balanced specific feedback on strengths AND weaknesses  
- Guides student to use self-correction of strengths and weaknesses |
|                                                                 | **LOOK FORs:**  
- Specific feedback connected to objectives  
- Feedback emphasizes strengths OR weaknesses with mention of other | **LOOK FORs:**  
- All from Proficient and...
### Assessment Rubrics - Rubric 13: Learner Use of Feedback

#### EVIDENCE: Assessment commentary prompt 2c

**How does the candidate provide opportunities for focus learner(s) to use the feedback to guide their further learning?**

<table>
<thead>
<tr>
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<th>PROFICIENT PERFORMANCE</th>
<th>ADVANCED PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities for applying feedback are not described.</td>
<td>Candidate provides vague explanation for how each focus learner will use feedback to adjust current performance/responses.</td>
<td>Candidate describes how each focus learner will guide each focus learner to use feedback on his/her strengths and areas of need to adjust current performance/responses, as needed.</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td>Candidate describes how each focus learner will use feedback on his/her strengths and areas of need to adjust current performance/responses, as needed.</td>
<td>Level 4 plus: Candidate describes how s/he will guide each focus learner to use feedback to generalize and maintain, or self-direct use of skills, use of knowledge, or future learning.</td>
</tr>
<tr>
<td>Candidate provides limited or no feedback to inform focus learner(s)’ performance/responses.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LOOK FORs:**
- Generic discussion for use of feedback
- No discussion for use of feedback
- No feedback given on samples

**LOOK FORs:**
- Explicit discussion for how students use feedback to improve current work

**LOOK FORs:**
- Discussion of support for student use of feedback (e.g., one-on-one conferences to use feedback to improve work)

**Evidence:**

**Evaluation:** (Check one): _____Emerging _____ Proficient _____ Advanced
**Assessment Rubrics - Rubric 14: Analyzing the Focus Learner(s)’ Use of Language/Communication**

**EVIDENCE:** Assessment commentary prompt 3, work samples and/or video clips

<table>
<thead>
<tr>
<th></th>
<th>EMERGING PERFORMANCE</th>
<th>PROFICIENT PERFORMANCE</th>
<th>ADVANCED PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate identifies</td>
<td>Candidate identifies language/communication that is superficially related or unrelated</td>
<td>Candidate explains and provides evidence of each focus learner’s use of the language/communication function as well as vocabulary OR additional language/communication demand(s) associated with the learning target(s).</td>
<td>Candidate explains and provides evidence of each focus learner’s use of the language/communication function, vocabulary AND additional language demand(s) associated with the learning targets.</td>
</tr>
<tr>
<td>language/communication that</td>
<td>language/communication that is superficially related or unrelated to language demands</td>
<td>Candidate explains and provides evidence of each focus learner’s use of the language/communication function as well as vocabulary OR additional language/communication demand(s) associated with the learning target(s).</td>
<td>Candidate explains and provides evidence of each focus learner’s use of the language/communication function, vocabulary AND additional language demand(s) associated with the learning targets.</td>
</tr>
<tr>
<td>is superficially related or</td>
<td>function, 10 vocabulary, and additional demands) associated with accessing instruction and/or demonstrating learning.</td>
<td></td>
<td>Level 4 plus: Candidate explains and provides evidence of learners’ generalization, or self-directed use of the targeted language/communication.</td>
</tr>
<tr>
<td>unrelated to language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demands (function, 10</td>
<td>Language use may be decontextualized or unrelated to performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vocabulary, and additional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demands) associated with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accessing instruction and/or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrating learning.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**LOOK FORs:**
- LOOK FORs:
  - All from Proficient and...
- LOOK FORs:
  - Level 4 plus: Candidate explains and provides evidence of learners’ generalization, or self-directed use of the targeted language/communication.

---

10 The selected language/communication function is the verb identified in Planning Commentary Prompt 5a (retell, explain, initiate, etc.).

11 Spoken, written, or demonstrated vocabulary, including symbols in academic texts or signs in augmentative or assistive communication.

12 These are additional language/communication demands identified in the Planning Commentary Prompt 5c (vocabulary and/or symbols to access or demonstrate learning, plus syntax or discourse and AAC, as appropriate).
**Assessment Rubrics - Rubric 15: Using Assessment to Inform Instruction**

**EVIDENCE: Assessment commentary prompt 4**

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

<table>
<thead>
<tr>
<th>EMERGING PERFORMANCE</th>
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<th>ADVANCED PERFORMANCE</th>
</tr>
</thead>
</table>
| The next steps are not achievable or do not follow from the analysis. | Next steps focus solely on reteaching, more practice, and/or pacing. | Next steps are:  
| OR | Next steps are described in sufficient detail to understand them but not to provide the logical connection to current instruction. | achievable;  
| OR | | provide logical, well-sequenced instructional strategies to address specific identified needs of each focus learner; and  
| | | are logically connected to current instruction. |

**LOOK FORs:**

| Next steps:  
| Do not make sense (e.g., students need more support on writing arguments and candidate focuses next steps on vocabulary definitions)  
| Are not aligned to learning objectives  
| Present vague information (e.g., "will provide more support for objectives.") | Next steps generally attend to needs of focus student/s in relation to content  
| Discussions of research/theory are surface level | All from Proficient and...  
| | | Next steps attend to specific needs of focus student/s in relation to IEP goals  
| | | Next steps are grounded in research/theory |

**Evidence:**

**Evaluation:** (Check one): _____ Emerging  _____ Proficient  _____ Advanced
Task 3

- Identify key components in Assessment Commentary
- How are they related to the Rubrics
- 15 Minutes
### Task 3: Assessment

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<td>- Introductory and social context</td>
<td>- Video Clips</td>
<td>- Analysis of whole class assessment</td>
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<tr>
<td>- Lesson plans</td>
<td>- Instruction Commentary</td>
<td>- Analysis of learning and feedback on THREE activities</td>
</tr>
<tr>
<td>- Additional resources</td>
<td>- Planning Commentary</td>
<td>- Assessment Commentary</td>
</tr>
</tbody>
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#### Artifacts and Commentaries

- **Part A: Evidence of Feedback**
  - Provide evidence of feedback on student work
  - One example for each student

- **Part B: Evidence of Assessment Process**
  - One copy for each student
  - Label each record

- **Part C: Evidence of Assessment Process**
  - One copy for each student
  - Label each record

---

**Rubrics 11-15: Assessment**