



Elementary Literacy

Understanding Rubric Level Progressions

October 2014

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 (AAHPERD, ACEI, ACTFL, AMLE, CEC, IRA, NAEYC, NAGC, NCSS, NCTE, NCTM, NSTA), and content validation reviewers. All contributions are recognized and appreciated.

This document was authored by the Stanford Center for Assessment, Learning and Equity (SCALE).

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SCALE

Stanford Center for Assessment, Learning, & Equity

Understanding Rubric Level Progressions

Elementary Literacy

edTPA

Fall 2014

edTPA portfolio is a collection of authentic artifacts and evidence from a candidate's actual teaching practice. *Understanding Rubric Level Progressions* is a KEY resource that is designed to describe the meaning behind the rubrics. A close read of the following sections will help program faculty and supervisors internalize the criteria and level distinctions for each rubric. This document is intended as a resource for program faculty and supervisors who are supporting candidates with edTPA. Faculty and supervisors are strongly encouraged to share this document with candidates and use it to support their understanding of the rubrics, as well as their development as new professionals. The *Understanding Rubric Level Progressions* is intended to enhance, not replace, the support that candidates receive from programs in their preparation for edTPA.

In the next section, we provide definitions and guidelines for making scoring decisions based on the "preponderance of evidence." The remainder of the document presents the score-level distinctions and other information for each edTPA Task, including:

- 1) Elaborated explanations for rubric Guiding Questions
- 2) Definitions of key terms used in rubrics
- 3) Primary sources of evidence for each rubric
- 4) Rubric-specific decision rules for multiple criteria in a rubric
- 5) Automatic 1 criteria
- 6) Examples that distinguish between levels for each rubric: Level 3, below 3 (Levels 1 and 2), and above 3 (Levels 4 and 5).

Preponderance of Evidence

Decisions about a score level are based on the "preponderance of evidence" provided by candidates and its match to rubric level criteria. The interpretation of each criterion requires the application of professional judgment. The following guidelines are applied when making scoring decisions based on the "preponderance of evidence":

When evidence falls across score points, scorers should use the following criteria while making the scoring decision:

1. A pattern of evidence supporting a particular score level has a heavier weight than isolated evidence in another score level.
2. **Automatic 1 criteria** outweigh all other evidence for the specific guiding question, as they reflect foundational understandings related to particular rubrics. Note that not all criteria for Level 1 are Automatic 1s. Automatic 1s are identified in this document for applicable rubrics.

ELEMENTARY LITERACY LEARNING SEGMENT FOCUS:

Candidate's instruction should support students to develop an essential strategy for comprehending or composing text and requisite skills that directly support that strategy in meaningful contexts. See Appendix A at the end of this document for examples of literacy strategies and skills.

PLANNING RUBRIC 1: PLANNING FOR LITERACY LEARNING

EL1: How do the candidate's plans build students' understanding of an essential literacy strategy for comprehending OR composing text and the skills that support that strategy?

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

Key Concepts of Rubric:

- *Aligned* – Standards, objectives, instructional strategies and learning tasks are “aligned” when they consistently address the same/similar learning outcomes for students.

Literacy Terms Central to the edTPA (see Appendix A for additional examples):

Literacy strategy – The essential literacy strategy is the cornerstone for the entire edTPA portfolio in elementary literacy. We have defined “literacy strategy” as an approach selected deliberately by a reader or writer to comprehend or compose text. When students are able to select and use strategies automatically, they have achieved independence in using the strategy to accomplish reading and writing goals. Examples of reading strategies include summarizing or retelling, comparing and contrasting firsthand and secondhand accounts of the same event, using evidence to predict, interpreting a character's feelings, and drawing conclusions from informational text. Examples of strategies for writing include organizing ideas before writing, note taking from informational text to support drafting a topic, using graphic organizers, using a rubric to revise a draft, or using quotes as evidence to support an argument.

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

For additional information about the strategy/skill distinction and examples for reading and writing, please use the EL skills/strategies chart found in Appendix A at the end of this document.

Primary Sources of Evidence:

Context Information (for understanding and assessing candidate's decisions)

Planning Commentary **Prompt 1**

Lesson Plans (standards, objectives, instructional strategies and learning tasks, resources)

Key Instructional Materials (to help you understand the plans in more detail)

DECISION RULES	
DECISION RULES	<ul style="list-style-type: none"> • N/A for this rubric
AUTOMATIC 1	<ul style="list-style-type: none"> • Significant content inaccuracies • A pattern of misalignment between standards, objectives, learning tasks, and materials

Unpacking Rubric Levels	
Level 3	<p>Evidence that demonstrates performance at <u>Level 3</u>:</p> <ul style="list-style-type: none"> Plans for instruction are logically sequenced to facilitate students' learning of the essential strategy. Plans are presented in a sequence in which each lesson builds on the previous one(s). In addition, the sequencing of the plans supports students' learning by connecting conventions/skills to the essential literacy strategy during the learning segment. These connections are explicitly written in the plans or commentary, and how the connections are made is not left to the determination of the scorer. At Level 3, the candidate will identify a central focus on something related to comprehension or composition, and may be vague about the strategy/skills distinction in the commentary. However, to score at Level 3, the lesson plans must have standards/objectives and learning tasks that support BOTH the essential strategy and related skills.
Below 3	<p>Evidence that demonstrates performance <u>below 3</u>:</p> <ul style="list-style-type: none"> Plans for instruction support student learning of conventions/skills but with little or no planned instruction to develop or apply strategies for comprehending or composing texts. <p>What distinguishes a Level 2 from a Level 3: At Level 2,</p> <ul style="list-style-type: none"> the candidate is paying some attention to helping students understand skills/conventions, but the connections to an essential strategy are fleeting or so vague that students are largely left to make sense of these on their own. <p>This may be demonstrated in two different ways:</p> <p>1. The candidate describes a central focus that is related to comprehension or composition, is vague about the strategy/skills distinction in the commentary, AND lesson plans have standards/objectives and learning tasks that support only skills (or a strategy that has been applied ONLY as skills).</p> <p>OR</p> <p>2. The candidate describes a central focus that is related to comprehension or composition, is vague about the strategy/skills distinction in the commentary, AND lesson plans and commentary depict a collection of skill-oriented lessons not connected by any recognizable individual essential strategy.</p> <p>What distinguishes a Level 1 from a Level 2: At Level 1,</p> <ul style="list-style-type: none"> the candidate is focused on teaching rote or decontextualized skills with little or no attention to assisting students in understanding how they relate to the essential strategy. <p>Automatic Score of 1 is given when:</p> <ul style="list-style-type: none"> 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 <u>consistent pattern of misalignment</u> across the plans. If one standard or objective does not align within the learning segment, this level of misalignment is not significant enough for a Level 1.

<p>Above 3</p>	<p>Evidence that demonstrates performance <u>above</u> Level 3:</p> <ul style="list-style-type: none"> • Learning tasks are designed to support students to make clear, consistent connections between the essential literacy strategy and requisite skills/conventions. • Consistent connections require students to routinely apply the essential strategy as they learn skills in a meaningful context and throughout the learning segment. <p>What distinguishes a Level 4 from a Level 3: At Level 4, the candidate:</p> <ul style="list-style-type: none"> • has identified a clear central focus that is related to comprehension or composition, • is explicit about distinguishing the essential strategy from skills. Lesson plans and objectives attend to both, and lesson plans/learning tasks connect the essential strategy with skills in every lesson and in meaningful contexts (e.g., use of literacy in students’ everyday lives, texts that reflect the experiences and interests of students), • uses these connections to deepen student understanding of the essential strategy within the central focus. <p>What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets all of Level 4 AND</p> <ul style="list-style-type: none"> • plans include materials and resources, literacy activities, and teacher questioning/modeling that will clearly support students to apply the essential strategy and skills to connect reading and writing in authentic ways. • In addition, the candidate must explain how and why the planned activities and materials support students to apply the essential strategy and skills independently. The plans themselves are not enough--the candidate needs to provide a rationale.
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PLANNING RUBRIC 2: Planning to Support Varied Student Learning Needs EL2: How does the candidate use knowledge of his/her students to target support for students' literacy learning?	
The Guiding Question addresses how the candidate plans to support students in relationship to students' characteristics. This includes using the candidate's understanding of students to develop, choose or adapt instructional strategies, learning tasks and materials.	
Key Concepts of Rubric: <ul style="list-style-type: none"> Planned Supports include instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus. 	
Primary Sources of Evidence: Context for Learning Information Planning Commentary Prompts 2 and 3 Lesson Plans (instructional strategies and learning tasks, assessments, and resources) Key Instructional and Assessment Materials	
DECISION RULES	
AUTOMATIC 1	<ul style="list-style-type: none"> N/A for this rubric Support according to requirements in IEPs 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: <ul style="list-style-type: none"> Supports are related to the learning objectives and central focus. Candidate plans supports for students that address the learning needs of the whole class while assisting them in achieving the learning objectives. None of the supports are differentiated for any students other than those required in an IEP or 504 plan. Candidate addresses at least one of the requirements from IEPs and 504 plans as described in the Context for Learning Information.
Below 3	Evidence that demonstrates performance below 3: Candidate plans insufficient supports to develop students' learning relative to the identified objectives or the central focus. Evidenced by ONE or more of the following: <ul style="list-style-type: none"> candidate does not plan supports for students planned supports are not closely tied to learning objectives or the central focus plans do not reflect ANY instructional requirements in IEPs or 504 plans. What distinguishes a Level 2 from a Level 3: At Level 2, <ul style="list-style-type: none"> plans address at least one of the instructional requirements set forth in IEPs and 504 plans. However, it is not clear that other planned supports will be helpful in supporting students to meet the learning objectives. The instructional supports would work for almost any learning objective. Therefore, supports are not closely connected to the learning objectives or central focus (e.g., check on students who are usually having trouble, without any specific indication of what the candidate might be checking for).

	<p>What distinguishes a Level 1 from a Level 2: At Level 1,</p> <ul style="list-style-type: none"> evidence of intentional support for students' needs as described by the candidate is absent. <p>Automatic Score of 1:</p> <ul style="list-style-type: none"> 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	<p>Evidence that demonstrates performance <u>above 3</u>:</p> <ul style="list-style-type: none"> Plans address specific student needs through supports that will help students 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. <p>What distinguishes a Level 4 from a Level 3: At Level 4,</p> <ul style="list-style-type: none"> 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). <p>What distinguishes a Level 5 from a Level 4: At Level 5,</p> <ul style="list-style-type: none"> the candidate meets Level 4 AND ALSO identifies common developmental approximations or misconceptions associated with the essential strategy and requisite skills within the central focus, and describes specific instructional approaches to identify and respond to them. If the plans and commentary attend to misconceptions, developmental approximations, or common misunderstandings without also satisfying Level 4 requirements, this is not sufficient evidence for Level 5.

PLANNING RUBRIC 3: Using Knowledge of Students to Inform Teaching and Learning EL3: How does the candidate use knowledge of his/her students to justify instructional plans?	
<p>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.</p>	
<p>Key Concepts of Rubric:</p> <ul style="list-style-type: none"> <i>Deficit thinking</i> is revealed when candidates explain low academic performance based primarily on students' cultural or linguistic 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. <p>For the following terms from the rubric, see the handbook glossary:</p> <ul style="list-style-type: none"> <i>prior academic learning</i> <i>assets</i> (personal/cultural/community assets) 	
<p>Primary Sources of Evidence: Planning Commentary Prompts 2 and 3</p>	
DECISION RULES	<ul style="list-style-type: none"> Criterion 1 (primary): Justification of plans using knowledge of students (prior academic learning and/or personal/cultural/community assets) 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	<p>Evidence that demonstrates performance at <u>Level 3</u>:</p> <ul style="list-style-type: none"> The candidate's justification of learning tasks includes explicit connections to what students have already learned or knowledge of student' cultural backgrounds or personal lived experiences/interests. 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 not clearly made.
Below 3	<p>Evidence that demonstrates performance <u>below 3</u>:</p> <ul style="list-style-type: none"> There is a limited amount of evidence that the candidate has considered his/her particular class in planning. <p>OR</p> <ul style="list-style-type: none"> The candidate justifies the plans through a deficit view of students and their backgrounds. <p>What distinguishes a Level 2 from a Level 3: At Level 2,</p> <ul style="list-style-type: none"> the candidate's justification of the learning tasks makes some connection with what they know about students' prior academic learning OR personal/cultural/community assets. 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.

	<p>What distinguishes a Level 1 from a Level 2: At Level 1,</p> <ul style="list-style-type: none"> there is no evidence that the candidate uses knowledge of students to plan. <p>Automatic Score of 1 is given when:</p> <ul style="list-style-type: none"> Candidate's justification of learning tasks represents a deficit view of students and their backgrounds.
Above 3	<p>Evidence that demonstrates performance <u>above 3</u>:</p> <ul style="list-style-type: none"> The candidate's justification not only uses knowledge of students – as both academic learners AND as individuals who bring in personal, cultural, or community assets – but also uses research or theory to inform planning. <p>What distinguishes a Level 4 from a Level 3: At Level 4,</p> <ul style="list-style-type: none"> the evidence includes a balance of specific examples from students' prior academic learning AND knowledge of students' personal/cultural/community assets, and explains how the plans reflect this knowledge. The explanation needs to include explicit connections between the learning tasks and the examples provided. The candidate explains how research or theory informed the selection or design of at least one learning task or the way in which it was implemented. The connection between the research or theory and the learning task(s) must be explicit. <p>What distinguishes a Level 5 from a Level 4: At Level 5,</p> <ul style="list-style-type: none"> the candidate meets Level 4 AND explains how principles of research or theory support or set a foundation for their planning decisions. The justifications are explicit, well articulated, and demonstrate a thorough understanding of the research/theory principles that are evident in the plans.

PLANNING RUBRIC 4: Identifying and Supporting Language Demands

EL4: How does the candidate identify and support language demands associated with a key literacy learning task?

The Guiding Question examines the specific language demands identified in the learning segment and identifies support for the use of this language.

Key Concepts of Rubric:

Use the definitions below to identify evidence for each language demand while scoring.

- **language demands** -- Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.
- **language functions** -- The content and language focus of the learning task represented by the active verbs within the learning outcomes (e.g. summarizing, predicting, sequencing, comparing and contrasting). Note: for Elementary Literacy the language function is often the same verb used to describe the essential literacy strategy. Common language functions in the language arts include **identifying** main ideas and details; **analyzing** and **interpreting** characters and plots; **arguing** a position or point of view; **predicting**; **evaluating or interpreting** an author's purpose, message, and use of setting, mood, or tone; **comparing** ideas within and between texts; and so on.
- **vocabulary** -- Words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline
- **discourse** -- Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated. In the language arts and literacy, there are structures for composing, interpreting, and comprehending expository, narrative, poetic, journalistic, and graphic print materials as well as video and live presentations. If the language function is to interpret character development, then appropriate language forms could include written essays (with particular ways of citing textual evidence) or pattern sentences such as "The author used (action, dialogue, and/or description) to introduce (main character). One example of (action, dialogue, and/or description) was _____, which suggested that the character was _____."
- **syntax** -- The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).

Primary Sources of Evidence:

Planning Commentary **Prompt 4a-d**

Instructional Materials

Lesson plans

DECISION RULES	
DECISION RULES	<ul style="list-style-type: none"> • N/A
AUTOMATIC 1	<ul style="list-style-type: none"> • None

Unpacking Rubric Levels	
Level 3	<p>Evidence that demonstrates performance at <u>Level 3</u>:</p> <ul style="list-style-type: none"> Some support is described, though not in specific detail, for students' application of both vocabulary and one or more of the additional language demands identified (function, syntax, or discourse). Examples of general language supports include describing and defining the function, modeling syntax or discourse, providing an example with little explanation, questions and answers about a language demand, whole group discussion of a language demand, providing pictures to illustrate vocabulary. Language support must go beyond opportunities to use the targeted language in the learning segment.
Below 3	<p>Evidence that demonstrates performance <u>below 3</u>:</p> <ul style="list-style-type: none"> The candidate has a superficial view of academic language, primarily focusing on isolated vocabulary words with little or no attention to how these are used in the learning task. <p>What distinguishes a Level 2 from a Level 3: At Level 2,</p> <ul style="list-style-type: none"> the primary focus of language demand is on the meaning of specific words (vocabulary), with little attention to other language demands (function, syntax, or discourse). Support may consist of sharing or writing definitions, discussing vocabulary, or showing pictures of vocabulary, but does not go beyond vocabulary. <p>What distinguishes a Level 1 from a Level 2: At Level 1,</p> <ul style="list-style-type: none"> there is a mismatch between and among the language demand(s), language function, task, and/or the language supports identified.
Above 3	<p>Evidence that demonstrates performance <u>above 3</u>:</p> <ul style="list-style-type: none"> The supports specifically address the language function, vocabulary, and at least one other language demand (syntax or discourse) in the context of the chosen task. (Important Note: The Level 4 descriptor in the rubric has an error. Function should appear as a required component in the descriptor.) To score at Level 4 or 5, the candidate must provide targeted supports for vocabulary AND function, and at least one additional language demand. <p>What distinguishes a Level 4 from a Level 3: At Level 4,</p> <ul style="list-style-type: none"> the candidate plans specific language supports in relation to terminology, the language function, and at least one other language demand (discourse or syntax). Supports are focused on specific language demands, such as sentence starters (syntax or function), modeling how to construct an argument or explanation paragraph (function), graphic organizers tailored to organizing text (discourse or function), identifying critical elements of a language function using an example, more in-depth exploration of vocabulary development (definition, antonym, synonym, contextualized meanings, multiple meanings or contrastive uses of language for home and school). <p>What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets all of Level 4 AND</p> <ul style="list-style-type: none"> the candidate explains how the language supports are either designed or differentiated to meet the needs of students with differing language needs.

PLANNING RUBRIC 5: Planning Assessments to Monitor and Support Student Learning

EL5: How are the informal and formal assessments selected or designed to monitor students' use of the essential strategy and requisite skills to comprehend or compose text?

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

Key Concepts of Rubric:

N/A

Primary Sources of Evidence:

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

Planning Commentary **Prompt 5**

Lesson Plans (assessments)

Assessment Materials

DECISION RULES

- N/A for this rubric

AUTOMATIC 1

- None of the assessment adaptations required by IEPs or 504 plans are made. (If there are no students with IEPs or 504 plans, this criterion is not applicable.)

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

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

Below 3

Evidence that demonstrates performance below 3:

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

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

- assessments will produce evidence of student learning, but evidence is limited. Examples of limited assessments include a single assessment OR assessments for only skills/conventions OR the essential literacy strategy in isolation.
- Although assessments may provide some evidence of student learning, they do not specifically monitor all areas of learning (both essential strategy and skills) across the learning segment.

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

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

	<p>Automatic Score of 1:</p> <ul style="list-style-type: none"> If there is NO attention to ANY <u>assessment-related</u> IEP/504 plan requirements (e.g., more time; a scribe for written assignments), 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	<p>Evidence that demonstrates performance <u>above 3</u>:</p> <ul style="list-style-type: none"> the array of assessments provides consistent evidence of the essential literacy strategy AND requisite skills. Assessment evidence will allow the candidate to determine students' progress toward developing the essential strategy AND requisite skills. <p>What distinguishes a Level 4 from a Level 3: At Level 4,</p> <ul style="list-style-type: none"> there are multiple forms of evidence, not just the same kind of evidence collected at different points in time or in different settings, to monitor student development of the essential literacy strategy and requisite skills for the central focus. "Multiple forms of evidence" means that different types of evidence are used – e.g., authentic reading/writing assignments, use of skills in meaningful contexts rather than in isolation, such as worksheet exercises – and not that there is only one type of evidence on homework, exit slips, and a final test or written assignment. The array of assessments provides evidence to track student progress toward developing the strategy and skills defined by the standards and learning objectives. This evidence is collected for both the essential strategy and skills in every lesson OR the assessments correspond to a plan for the learning segment that builds understandings in one area (essential strategy or requisite skills) and uses that understanding to address the other area. <p>What distinguishes a Level 5 from a Level 4: At Level 5,</p> <ul style="list-style-type: none"> the candidate meets Level 4 AND describes how assessments are targeted and explicit in design to allow individuals or groups with specific needs to demonstrate their learning without oversimplifying the content. Strategic design of assessments includes variation for students with specific needs and goes beyond, for example, allowing extra time to complete an assignment or adding a challenge question.

INSTRUCTION RUBRIC 6: LEARNING ENVIRONMENT

EL6: How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?

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* -- 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 are culturally defined and may be context dependent. Note that indicators of respect may differ across cultures.
- *Rapport* -- A close and harmonious relationship in which the people or groups understand each other's feelings or ideas and communicate well.

For the following term from the rubric, see the handbook glossary:

- *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.**

DECISION RULES

- N/A

AUTOMATIC 1

- None

Unpacking Rubric Levels

**Level
3**

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

- The candidate's interactions with students are respectful, demonstrate rapport (evidence of relationship between teacher 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.
- The environment described in the commentary, and verified with video evidence, shows that the candidate facilitates a positive 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.

<p>Below 3</p>	<p>Evidence that demonstrates performance <u>below 3</u>: The clip(s):</p> <ul style="list-style-type: none"> Do not exhibit evidence of positive relationships and interactions between teacher and students. Reveal a focus on classroom management and maintaining student behavior and routines rather than engaging students in learning. <p>What distinguishes a Level 2 from a Level 3: At Level 2,</p> <ul style="list-style-type: none"> 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. <p>What distinguishes a Level 1 from a Level 2: At Level 1, there are two ways that evidence is scored:</p> <ol style="list-style-type: none"> 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. 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.
<p>Above 3</p>	<p>Evidence that demonstrates performance <u>above 3</u>: The clip(s)</p> <ul style="list-style-type: none"> reveal a positive learning environment that includes tasks/discussions that challenge student thinking and encourage respectful student-student interaction. <p>What distinguishes a Level 4 from a Level 3: At Level 4,</p> <ul style="list-style-type: none"> the learning environment supports learning tasks that appropriately challenge students by promoting higher-order thinking or application to develop new learning. There must be evidence that the environment is challenging for students. Examples include: students cannot answer immediately, but need to think to respond; the candidate asks higher-order thinking questions; students are trying to apply their initial learning to another context. The learning environment encourages and supports mutual respect among students, e.g., to discuss ideas respectfully with each other. <p>What distinguishes a Level 5 from a Level 4: At Level 5,</p> <ul style="list-style-type: none"> the learning environment encourages students to express, debate, and evaluate differing perspectives on literature or other text with each other. Perspectives could be from curricular sources, students’ ideas, and/or lived experiences.

INSTRUCTION RUBRIC 7: Engaging Students in Learning

EL7: How does the candidate actively engage students in integrating strategies and skills to comprehend or compose text?

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

Key Concepts of Rubric:

For the following terms from the rubric, see the handbook glossary:

- *Engaging students in learning*
- *Assets (personal/cultural/community)*

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 3**

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

DECISION RULES

- Criterion 1 (**primary**): Engagement in learning tasks
- Criterion 2: Connections between students' academic learning and/or personal/cultural/community assets and new learning
- Place greater weight or consideration on the criterion 1 (engagement in learning tasks).

AUTOMATIC 1

- None

Unpacking Rubric Levels

**Level
3**

Evidence that demonstrates performance at Level 3:

- The clip(s) show that the students are engaged in learning tasks that provide opportunities for students to focus on the essential literacy strategy and requisite skills. Although the strategy may be evident in conversations, it is addressed at a cursory level.
- The clips show the candidate **making connections** to students' prior academic learning to help them develop the new content or skills.

**Below
3**

Evidence that demonstrates performance below 3:

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

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

- students are participating in rote tasks that primarily focus on conventions or skills and provide little opportunity to develop the essential literacy strategy.
- The structure of the learning task or the way in which it is implemented constrains student development of skills/conventions.
- In addition, the candidate may refer to students' learning from prior units, but the references are indirect or unclear and do not facilitate new learning.

	<p>What distinguishes a Level 1 from a Level 2: At Level 1,</p> <ul style="list-style-type: none"> the learning tasks seen in the video clip(s) have little relation to the central focus identified. In addition, either the candidate is not using students' prior academic learning and personal/cultural/community experiences to build new learning OR the links do not make sense to the students, so they are unable to use them.
Above 3	<p>Evidence that demonstrates performance <u>above 3</u>:</p> <ul style="list-style-type: none"> The learning tasks as seen in the clip(s) are structured in ways that engage students in integrating understandings of the essential literacy strategy with requisite skills. Connections between students' prior academic learning and personal/cultural/community experiences – in and out of school – support the new learning. <p>What distinguishes a Level 4 from a Level 3: At Level 4,</p> <ul style="list-style-type: none"> the learning tasks in the clip(s) include structures or scaffolding that integrate the learning of the essential strategy and requisite skills (e.g., rather than merely mentioning the connections between skills and the strategy, the candidate engages students in activities/tasks that require them to use the skills when applying the strategy). Students must interact with the content in ways that are likely to either extend initial understandings or surface misunderstandings/approximations that the candidate can then address. In addition, the candidate draws upon not only prior academic learning, but also students' knowledge and experience from outside school to develop new learning. <p>What distinguishes a Level 5 from a Level 4: At Level 5,</p> <ul style="list-style-type: none"> the learning tasks as seen in the clip(s) are structured or scaffolded so that students will integrate and apply skills and the essential strategy in ways that are appropriately challenging and directly related to new learning. In addition, the candidate encourages students to connect and use their prior academic and personal/cultural/community knowledge and experiences to support new learning.

INSTRUCTION RUBRIC 8: Deepening Student Learning

EL8: How does the candidate elicit student responses to promote thinking and apply the essential literacy strategy and requisite skills to comprehend or compose text?

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

Key Concepts of Rubric:

- *Significant content inaccuracies*

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 4a**

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

DECISION RULES

- N/A for this rubric

AUTOMATIC 1

- Pattern of **significant content inaccuracies** or a significant error in content that is core to the central focus or a key standard for the learning segment

Unpacking Rubric Levels

**Level
3**

Evidence that demonstrates performance at Level 3:

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

**Below
3**

Evidence that demonstrates performance below 3:

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

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

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

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

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

Automatic Score of 1 is given when:

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

<p>Above 3</p>	<p>Evidence that demonstrates performance <u>above 3</u>:</p> <ul style="list-style-type: none"> • In the clip(s), the candidate uses student ideas and thinking to develop students' abilities to use the literacy strategy and skills or evaluate their own learning. <p>What distinguishes a Level 4 from a Level 3: At Level 4,</p> <ul style="list-style-type: none"> • the candidate follows up on student responses to encourage the student or his/her peers to explore or build on the ideas expressed to develop students' understanding of the essential literacy strategy and related skills (e.g. candidate does not just ask how and why, but takes the input from the students and uses it to further develop the strategy and skills). • Examples of "building on student responses" includes referring to a previous student response in developing a point or explanation; calling on the student to elaborate on what s/he said; posing questions to guide a student discussion; soliciting student examples and asking another student to identify what they have in common; asking a student to summarize a lengthy discussion or rambling explanation; and asking another student to respond to a student comment or answer a question posed by a student to move instruction forward. <p>What distinguishes a Level 5 from a Level 4: At Level 5,</p> <ul style="list-style-type: none"> • there is evidence in the clip(s) that the candidate structures and supports student-student conversations and interactions that facilitate students' ability to evaluate and self-monitor their use of the literacy strategy in meaningful reading or writing contexts.
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INSTRUCTION RUBRIC 9: Subject-Specific Pedagogy

EL9: How does the candidate support students to learn, practice, and apply the essential literacy strategy in a meaning-based context?

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

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 4b**

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

DECISION RULES

- N/A for this rubric

AUTOMATIC 1

- Mismatch between or among skills and the students' readiness to learn
- Significant content inaccuracies

Unpacking Rubric Levels

**Level
3**

Evidence that demonstrates performance at Level 3:

- In the clip(s), the candidate guides conversation and models the identified essential literacy strategy FOR students, and there is some evidence that students have opportunities to practice the strategy with teacher guidance.

**Below
3**

Evidence that demonstrates performance below 3:

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

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

- the candidate attempts to model how to use the strategy. There is no evidence in the clip(s) about how and when students will practice applying the essential strategy.

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

- the candidate teaches skills in isolation without teaching about the strategy for comprehending or composing text.

Automatic Score of 1 is given when:

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

<p>Above 3</p>	<p>Evidence that demonstrates performance <u>above 3</u>:</p> <ul style="list-style-type: none"> • In the clip(s), the candidate is explicit about how (or when) students are to apply the strategy during guided practice. S/he demonstrates the strategy WITH students and allows opportunities for them to discuss and practice how to use it. <p>What distinguishes a Level 4 from a Level 3: At Level 4,</p> <ul style="list-style-type: none"> • in the clip(s), the candidate explicitly demonstrates the strategy with assistance/participation from students. • In addition, the clip(s) reveal students practicing how to apply the strategy either as a whole class (e.g., shared writing), one-on-one with teacher assistance (e.g., conferencing), or in small groups (e.g., guiding reading group). <p>What distinguishes a Level 5 from a Level 4: At Level 5,</p> <ul style="list-style-type: none"> • in the clip(s), the candidate meets Level 4 AND structures and supports discussion or student/student interaction about <u>how and when</u> the literacy strategy can be applied in authentic reading/writing contexts.
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INSTRUCTION RUBRIC 10: Analyzing Teaching Effectiveness

EL10: How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?

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 diverse 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**

DECISION RULES

- Criterion 1 (**primary**): Proposed changes
- Criterion 2: Connections to research/theory
- Place greater weight or consideration on criterion 1 (proposed changes).

AUTOMATIC 1

- None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The proposed changes in teaching practice relate to the central focus and address specific learning needs of the whole class from lessons that were depicted in the video clip(s). 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 implemented 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 captured in the clips.
- 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 not clearly made.

Below 3

Evidence that demonstrates performance below 3:

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

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

- the changes address improvements in teaching practice that mainly focus on how the candidate structures or organizes learning tasks, with a superficial connection to student learning. There is little detail on the changes in relation to either the central focus or the specific learning of strategies and skills featured in the video clips. Examples include asking additional higher-order questions without providing examples, improving directions, 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.

	<p>What distinguishes a Level 1 from a Level 2: At Level 1,</p> <ul style="list-style-type: none"> the changes are not supported by evidence of student learning seen in the clip(s).
Above 3	<p>Evidence that demonstrates performance <u>above 3</u>:</p> <ul style="list-style-type: none"> The proposed changes relate to the central focus and address individual and collective needs that were within the lessons seen in the video clip(s). The changes in teaching practice are supported by research and/or theory. <p>What distinguishes a Level 4 from a Level 3: At Level 4,</p> <ul style="list-style-type: none"> the changes proposed are clearly related to needs of individuals and groups that were seen in the video clip(s). The candidate explains how research or theory is related to the changes proposed. Candidates may cite research or theory in their commentary, or refer to the ideas and principles from the research; either connection is acceptable, as long as they clearly connect the research/theory to the proposed changes. <p>What distinguishes a Level 5 from a Level 4: At Level 5,</p> <ul style="list-style-type: none"> the candidate meets Level 4 AND explains how principles of research or theory support or frame the proposed changes. The justifications are explicit, well articulated, and demonstrate a thorough understanding of the research/theory principles that are clearly reflected in the explanation of the changes.

ASSESSMENT RUBRIC 11: Analysis of Student Learning

EL11: How does the candidate analyze evidence of student learning related to the essential literacy strategy and requisite skills?

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

Key Concepts of Rubric:

- *Aligned* – Evaluation criteria, learning objectives and analysis are aligned with each other.
- *Evaluation criteria* -- Evaluation criteria should indicate differences in level of performance, e.g., a rubric, a checklist of desired attributes, points assigned to different parts of the assessment. Summative grades are not evaluation criteria. Evaluation criteria must be relevant to the learning objectives, though they may also include attention to other desired features of the assessment response, e.g., neatness, spelling.

For the following term from the rubric, see the handbook glossary:

- *Patterns of learning*

Primary Sources of Evidence:

Evaluation criteria (either as an attachment or described within the commentary)

Student work samples

Assessment Commentary **Prompt 1**

DECISION RULES

- N/A for this rubric

AUTOMATIC 1

- Significant misalignment between evaluation criteria, learning objectives, and/or analysis

Unpacking Rubric Levels

Level

3

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

- The analysis is an accurate listing of what students did correctly and incorrectly, and is aligned with the summary.
- Some general differences in learning the essential strategy across the class are identified.

Below

3

Evidence that demonstrates performance **below 3**:

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

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

1. Although aligned with the summary, the analysis presents an incomplete picture of student learning by only addressing either successes or errors.
2. The analysis does not address the essential literacy strategy but focuses solely on skills/conventions.

	<p>What distinguishes a Level 1 from a Level 2: There are two ways that evidence is scored at Level 1:</p> <ol style="list-style-type: none"> 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. <p>Automatic Score of 1 is given when:</p> <ul style="list-style-type: none"> • There is a significant lack of alignment between evaluation criteria, learning objectives, and/or analysis. • A lack of alignment can be caused by a lack of relevant criteria to evaluate student performance on the learning objectives.
Above 3	<p>Evidence that demonstrates performance <u>above 3</u>: The analysis:</p> <ul style="list-style-type: none"> • 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. <p>What distinguishes a Level 4 from a Level 3: At Level 4,</p> <ul style="list-style-type: none"> • the analysis describes patterns across the class in terms of what students know and are able to do and where they need to improve. • The analysis goes beyond a listing of students' successes and errors, to an explanation of student understanding in relation to their performance on the identified assessment. An exhaustive list of what students did right and wrong, or the % of students with correct or incorrect responses, should be scored at Level 3, as that does not constitute a pattern of student learning. A pattern of student learning goes beyond these quantitative differences to identify underlying content understandings, skills, or attempts at the strategy, misunderstandings, or partial understandings that are contributing to the quantitative differences. For example, in a learning segment focused on analyzing characters, students are able to describe the characters and use evidence from the story to support their answers. They are also able to identify the physical characteristics; however they struggle describing the character's actions and motives. The majority of the students are able to describe the events of the story, but are not able to use these events to understand the characters' actions and reasons for responding to different situations. • Specific examples from work samples are used to demonstrate the whole class patterns. <p>What distinguishes a Level 5 from a Level 4: At Level 5,</p> <ul style="list-style-type: none"> • 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 for individuals or groups (quantitative patterns), and to determine elements of what students learned in relation to the literacy strategy and what would be most productive to work on. The qualitative patterns may include struggles, partial understandings, and/or attempts at solutions.

ASSESSMENT RUBRIC 12: Providing Feedback to Guide Learning

EL12: What type of feedback does the candidate provide to focus students?

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

Key Concepts of Rubric:

- *Significant content inaccuracies* – see Automatic 1 explanation
- *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).

Primary Sources of Evidence:

Student work samples

Evidence of written or oral feedback

Assessment Commentary **Prompts 1a and 2a-b**

DECISION RULES

- N/A

AUTOMATIC 1

- Feedback with significant content inaccuracies
- No evidence of feedback for one or more focus students

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The feedback is specific enough to assist the focus students in understanding specific strengths OR needs for improvement. The candidate **MUST** provide students with qualitative feedback about their performance that is aligned with objectives. Checkmarks, points deducted, grades, or scores are not enough to meet Level 3, even if they distinguish errors from correct responses.
- Feedback is similarly distributed among students, with no focus student receiving substantially more or less feedback than the others.

Below 3

Evidence that demonstrates performance below 3:

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

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

- feedback is related to the learning objectives, but is too vague to assist the focus students in understanding specific strengths or needs for improvement.

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

- Feedback is not related to the learning objectives.
- Feedback is not developmentally appropriate.

Automatic Score of 1 is given when:

- Feedback includes content inaccuracies that will misdirect the focus student(s).
- There is no evidence of feedback for one or more focus students.

<p>Above 3</p>	<p>Evidence that demonstrates performance <u>above 3</u>:</p> <ul style="list-style-type: none"> • Feedback is specific, accurate, related to assessed objectives, and addresses students' strengths AND needs. <p>What distinguishes a Level 4 from a Level 3: At Level 4,</p> <ul style="list-style-type: none"> • accurate, specific feedback addresses both strengths and needs. <p>What distinguishes a Level 5 from a Level 4: At Level 5,</p> <ul style="list-style-type: none"> • the candidate meets Level 4 AND describes how s/he will help focus students use feedback to monitor their own learning.
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ASSESSMENT RUBRIC 13: Student Use of Feedback

EL13: How does the candidate provide opportunities for focus students to use the feedback to guide their further learning?

The Guiding Question addresses how the candidate explains how they expect focus students to use feedback in order to improve their learning.

Key Concepts of Rubric:

N/A

Primary Sources of Evidence:

Evidence of feedback (written, audio/video)

Assessment Commentary **Prompt 2c**

DECISION RULES

- N/A for this rubric

AUTOMATIC 1

- None

Unpacking Rubric Levels

Level 3	<p>Evidence that demonstrates performance at <u>Level 3</u>:</p> <ul style="list-style-type: none"> • Candidate uses specific points of feedback given to the focus students and describes how these students can use and connect the feedback to improve either current or future work related to the assessed learning objectives.
Below 3	<p>Evidence that demonstrates performance <u>below 3</u>:</p> <ul style="list-style-type: none"> • Opportunities for applying feedback are superficially described or absent. <p>What distinguishes a Level 2 from a Level 3: At Level 2,</p> <ul style="list-style-type: none"> • the description of how focus students will use feedback is very general or superficial. Details about <u>how</u> the students will apply the feedback are missing. <p>What distinguishes a Level 1 from a Level 2: At Level 1,</p> <ul style="list-style-type: none"> • opportunities for applying feedback are not described, OR • there is NO evidence of feedback for Rubric 12 for one or more focus students.
Above 3	<p>Evidence that demonstrates performance <u>above 3</u>:</p> <ul style="list-style-type: none"> • Support for students to apply feedback is described in enough detail to understand how students will develop in areas identified for growth and/or continue to deepen areas of strength. <p>What distinguishes a Level 4 from a Level 3: At Level 4,</p> <ul style="list-style-type: none"> • the candidate describes planned or implemented support for students to apply feedback on strengths and weaknesses to further develop their learning in relation to learning objectives. This can be corrections of misunderstandings or partial understandings or extensions of learning related to the learning objectives. <p>What distinguishes a Level 5 from a Level 4: At Level 5,</p> <ul style="list-style-type: none"> • the candidate meets Level 4 AND describes planned or implemented support for students to apply feedback in ways that will prepare or guide them during future learning opportunities in different contexts or topics.

ASSESSMENT RUBRIC 14: Analyzing Students' Language Use and Literacy Learning

EL14: How does the candidate analyze students' use of language to develop content understanding?

The Guiding Question addresses how the candidate explains the opportunities students had to use the academic language associated with the identified language function. These opportunities should support understanding of the central focus and develop literacy understanding.

Key Concepts of Rubric:

- **language demands** -- Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.
- **language functions** -- The content and language focus of the learning task represented by the active verbs within the learning outcomes (e.g. summarizing, predicting, sequencing, comparing and contrasting). Note: For Elementary Literacy the language function is often the same verb used to describe the essential literacy strategy. Common language functions in the language arts include **identifying** main ideas and details; **analyzing** and **interpreting** characters and plots; **arguing** a position or point of view; **predicting**; **evaluating or interpreting** an author's purpose, message, and use of setting, mood, or tone; **comparing** ideas within and between texts; and so on.
- **vocabulary** -- Words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline
- **discourse** -- Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated. In the language arts and literacy, there are structures for composing, interpreting, and comprehending expository, narrative, poetic, journalistic, and graphic print materials as well as video and live presentations. If the language function is to interpret character development, then appropriate language forms could include written essays (with particular ways of citing textual evidence) or pattern sentences such as "The author used (action, dialogue, and/or description) to introduce (main character). One example of (action, dialogue, and/or description) was _____, which suggested that the character was _____."
- **syntax** -- The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).

Primary Sources of Evidence:

Student work samples and/or video evidence

Assessment Commentary **Prompt 3**

DECISION RULES	<ul style="list-style-type: none"> • N/A for this rubric
AUTOMATIC 1	<ul style="list-style-type: none"> • Overlooking students' significant repeated misuse of vocabulary • Description or explanation of language use is not consistent with the evidence submitted.

Unpacking Rubric Levels	
Level 3	<p>Evidence that demonstrates performance at Level 3:</p> <ul style="list-style-type: none"> The candidate explains and identifies evidence that the students used or attempted to use the identified language function AND vocabulary or an additional language demand (syntax and/or discourse). It is not sufficient for the candidate to point to the artifact and make a general statement that, for example, “As seen in the work samples, the student used the vocabulary needed to use the literacy strategy.” The candidate must <u>explain</u> how the students used the identified language, e.g., “Students 1 and 2 used the signaling words needed to show sequence in their narrative. Student 3 used signaling words to show sequence in the narrative and included descriptive language to show how the setting changed from beginning, middle, and end in different scenes in the narrative.”
Below 3	<p>Evidence that demonstrates performance below 3:</p> <ul style="list-style-type: none"> The candidate’s identification of student’s language use is inappropriate or limited to vocabulary. Students’ repeated misuse of vocabulary goes unaddressed by the candidate. <p>What distinguishes a Level 2 from a Level 3: At Level 2,</p> <ul style="list-style-type: none"> the candidate’s description of students’ language use is limited to vocabulary that is associated with the language function. This can include a failure to use targeted vocabulary, attempts to use it, or actual use. The candidate does not explain how students’ use of the vocabulary is related to learning or the language function. <p>What distinguishes a Level 1 from a Level 2: At Level 1,</p> <ul style="list-style-type: none"> the candidate identifies language use that is unrelated or not clearly related to the identified language demands (function, vocabulary, and additional demands). <p>Automatic Score of 1 is given when:</p> <ul style="list-style-type: none"> Candidate does not address students’ significant repeated misuse of vocabulary. Candidate’s description or explanation of language use is not consistent with the evidence provided.
Above 3	<p>Evidence that demonstrates performance above 3:</p> <ul style="list-style-type: none"> Candidate identifies and explains specific evidence of student use of the language function and language demands (syntax or discourse). Students use the language in ways that demonstrate their literacy understandings. Candidate explains and provides evidence of language use and literacy learning for students with distinct language needs. <p>What distinguishes a Level 4 from a Level 3: At Level 4,</p> <ul style="list-style-type: none"> the candidate identifies and explains evidence that students are able to use the language function AND associated language demands (vocabulary plus syntax and/or discourse). The explanation uses specific evidence from the video or work sample. The discussion of student language use demonstrates how this use develops content understandings.

	<p>What distinguishes a Level 5 from a Level 4: At Level 5,</p> <ul style="list-style-type: none">• the candidate explains and provides evidence that students with distinct language needs are using the language for literacy learning.
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ASSESSMENT RUBRIC 15: Using Assessment to Inform Instruction	
EL15: How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?	
The Guiding Question addresses how the candidate uses conclusions from the analysis of student work and research or theory to propose the next steps of instruction. Next steps should be related to the standards/objectives assessed and based on the assessment that was analyzed. They also should address the whole class, groups with similar needs, and/or individual students.	
Key Concepts of Rubric: N/A	
Primary Sources of Evidence: Student work samples Evidence of oral or written feedback Assessment Commentary Prompts 1 and 4	
DECISION RULES	<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: <ul style="list-style-type: none"> • 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 standards and learning objectives that were assessed. • The candidate refers to research or theory when describing the next steps. The connections between the research/theory and the next steps are not clearly made.
Below 3	Evidence that demonstrates performance below 3: <ul style="list-style-type: none"> • The next steps are not directly focused on student learning needs that were identified in the analysis of the assessment. • Candidate does not explain how next steps are related to student literacy learning. What distinguishes Level 2 from Level 3: At Level 2, <ul style="list-style-type: none"> • the next steps are related to the analysis of student learning and the standards and learning objectives assessed. • The next steps address improvements in teaching practice that mainly focus on how the candidate structures or organizes learning tasks, with a superficial connection to student learning. There is little detail on the changes in relation to the assessed student learning. Examples include repeating instruction or focusing on improving conditions for learning such as pacing or classroom management, with no clear connections to how changes address the student learning needs identified.

	<p>What distinguishes Level 1 from Level 2: There are three ways that evidence is scored at Level 1:</p> <ol style="list-style-type: none"> 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	<p>Evidence that demonstrates performance <u>above 3</u>:</p> <ul style="list-style-type: none"> • Next steps are directly focused on specific student learning needs related to the essential literacy strategy and requisite skills, and are supported by research and/or theory. <p>What distinguishes Level 4 from Level 3: At Level 4,</p> <ul style="list-style-type: none"> • the next steps are clearly aimed at supporting specific student needs for either individuals (2 or more students) or groups with similar needs related to the essential literacy strategy OR requisite skills. • 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. <p>What distinguishes Level 5 from Level 4: At Level 5,</p> <ul style="list-style-type: none"> • the next steps are clearly aimed at supporting specific student needs for <u>both</u> individuals and groups with similar needs related to the essential literacy strategy AND requisite skills. • The candidate explains how principles of research or theory support the proposed changes, with clear connections between the principles and the next steps. The explanations are explicit, well articulated, and demonstrate a thorough understanding of the research or theoretical principles involved.

Appendix A
Elementary Literacy Teacher Performance Assessment
Learning Segment Central Focus Considerations

Candidates choose either comprehension or composition as the central focus.	Comprehension	Composition
<p>Identify ONE essential literacy strategy for student learning across the 3-5 lessons</p> <p>The lists at right provide examples and are not inclusive.</p>	<p>For Example:</p> <p>Analyze characters or arguments Analyze text structures Summarize plot or main ideas Compare characters or versions of stories Compare points of view Argue/persuade using evidence Infer meaning from evidence Describe a process or topic Sequence events or processes Support predictions based on evidence Interpret a character's actions or feelings Draw conclusions Retell a story Identify story elements, character traits or themes Identify characteristics of informational texts</p>	<p>For Example:</p> <p>Brainstorming or other ways to gather and organize information for writing</p> <p>Note taking from informational text to support writing topic</p> <p>Using graphic organizers for prewriting</p> <p>Revising a draft</p> <p>Using a rubric to revise</p> <p>Organization (topic sentences, transitions, paragraph structure, etc.)</p>
<p>Choose one or more requisite skills that directly support your students to develop or refine the strategy.</p> <p>The skills should be appropriate to grade level, student readiness, and scope of lessons in the learning segment.</p>	<p>For Example:</p> <p>Print concepts Decoding/Phonics Phonological awareness Word recognition Fluency Miscue self correction Language conventions (spelling, grammar, punctuation) Word analysis Syllabic, Structural or Morphological analysis (affixes and roots) Vocabulary meaning in context Text structure features</p>	<p>For Example:</p> <p>Language conventions (spelling, grammar, punctuation) Identifying text structure features Editing Sentence fluency Attributes of genre Identifying descriptive language Word choices Using active voice</p>

Make Reading/Writing Connections

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

Through writing about their reading, students have opportunities to develop and demonstrate academic language. They practice the vocabulary associated with literacy skills and strategies and express their understandings about reading through writing. Students demonstrate understandings of syntax and grammar, text structure and genre, as well as other features of “author’s craft.”

Examples of activities that promote Reading-Writing Connections

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