edTPA Handbooks and Rubrics: An Introduction

edTPA Tennessee Conference
November 2014

Cathy Zozakiewicz
SCALE
Agenda for Session

• Review of edTPA and Architecture – What is it?
• Overview of Handbooks – Content Areas and Organization
• Overview of Rubrics: Content and Design
• Examine Handbooks by Task: Planning, Instruction and Assessment
What is edTPA?

- edTPA is a nationally available performance-based assessment designed to measure novice teachers’ readiness to teach.
- edTPA is designed with a focus on student learning and principles from research and theory.
- edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.
edTPA Support and Assessment System

Developed by the Profession for the Profession
A System of Assessment

Campus designed formative assessments and coursework

Observation/Supervisory Evaluation & Feedback in Clinical Placements

Basic Skills and Subject Matter Knowledge

edTPA as Capstone Assessment

Integration of:
- Planning
- Instruction
- Assessment
- Analysis of Teaching
- Academic Language

edTPA
Stanford Center for Assessment, Learning, & Equity
Summative assessment of teaching practice

- Common Architecture across 27 fields
- Subject Specific “Learning Segment” of 3-5 days/hours of instruction
- Plans based on context and knowledge about what students bring…
  - Academic, social emotional and language development
  - Prior academic learning, lived experiences, family, community and cultural assets
- Portfolio collection of artifacts and commentaries
## edTPA Evidence of Practice Across Three Tasks

<table>
<thead>
<tr>
<th>1. Planning</th>
<th>2. Instruction</th>
<th>3. Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instructional and social context</td>
<td>• Video clips</td>
<td>• Work samples</td>
</tr>
<tr>
<td>• Lesson plans</td>
<td>• Instruction commentary</td>
<td>• Evidence of feedback</td>
</tr>
<tr>
<td>• Instructional materials, student assignments</td>
<td></td>
<td>• Evidence of language use</td>
</tr>
<tr>
<td>• Planning commentary</td>
<td></td>
<td>• Assessment commentary</td>
</tr>
</tbody>
</table>

Analysis of Teaching Effectiveness
Academic Language Development
Planning
Building Content Understanding
Supporting Learning Needs
Using Knowledge of Students
Assessments to Monitor Student Learning

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

edTPA
Stanford Center for Assessment, Learning, & Equity

SCALE
Subject Specific Assessment

- **Elementary Education**
  - Literacy & Mathematics
  - Literacy
  - Mathematics
- **Middle Childhood**
  - English-Language Arts
  - History/Social Studies
  - Mathematics
  - Science
- **Secondary**
  - English-Language Arts
  - History/Social Studies
  - Mathematics
  - Science

- Agriculture
- Business
- Classical Languages
- Early Childhood
- Educational Technology Specialist
- Tech and Engineering
- English as an Additional Language
- Family & Consumer Science
- Health
- Performing Arts
- Physical Education
- Library Specialist
- Literacy Specialist
- Special Education
- Visual Arts
- World Language
Central Focus for All Rubrics

- Each discipline has *key understanding/skills*
- Key understanding/skills go well beyond literal comprehension, simple application, or recall of knowledge/facts
- Candidate needs to show they are helping students achieve the key understanding/skills of their specific discipline
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Key Understanding/Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing Arts</td>
<td>Create, perform, or respond to music/dance/theater by applying artistic skills, knowledge and contextual understandings.</td>
</tr>
<tr>
<td>History-Social Studies</td>
<td>Use facts, concepts and interpretations or analyses to build and support arguments about a historical event, topic/theme, or social studies phenomenon</td>
</tr>
<tr>
<td>Secondary Math</td>
<td>Develop conceptual understanding, procedural fluency, and mathematical reasoning/problem solving skills.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Develop competencies in the psychomotor, cognitive, and/or affective domains related to movement patterns, performance concepts, and/or health-enhancing fitness.</td>
</tr>
</tbody>
</table>
Handbook Organization - 5 Rubrics per Task: Planning

1. Planning for content understandings
2. Planning to support varied student needs
3. Using knowledge of students to inform planning
4. Identifying and supporting language demands
5. Planning assessments to monitor and support student learning
5 Rubrics per Task: Instruction

6. Demonstrating a positive and engaging learning environment
7. Engaging students in learning
8. Deepening student learning during instruction
9. Subject specific pedagogy
10. Analyzing teaching
5 Rubrics per Task: Assessment

11. Analyzing student work
12. Providing feedback to guide learning
13. Supporting students’ use of feedback
14. Evidence of language use to support content understandings
15. Using assessment to inform instruction
Five Scoring Components

Components of Teaching Practice

1. Planning
2. Instruction
3. Assessment
4. Analyzing Teaching
5. Academic Language

15+ Rubrics
## Scoring Components Mapped Across Tasks

<table>
<thead>
<tr>
<th></th>
<th>Planning Task</th>
<th>Instruction Task</th>
<th>Assessment Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Rubrics</td>
<td>R1, R2, R5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction Rubrics</td>
<td></td>
<td>R6, R7, R8, R9</td>
<td></td>
</tr>
<tr>
<td>Assessment Rubrics</td>
<td></td>
<td></td>
<td>R11, R12, R13</td>
</tr>
<tr>
<td>Analyzing Teaching Rubrics</td>
<td>R3</td>
<td>R10</td>
<td>R15</td>
</tr>
<tr>
<td>Academic Language Rubrics</td>
<td>R4</td>
<td></td>
<td>R14</td>
</tr>
</tbody>
</table>
### edTPA Rubric Blueprint

#### Guiding Question

<table>
<thead>
<tr>
<th>Task name: Rubric Title</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Represents the knowledge and skills of a seriously struggling candidate who is not ready to teach</td>
<td>Represents the knowledge and skills of a candidate who is possibly ready to teach</td>
<td>Represents the knowledge and skills of a candidate who is qualified to teach</td>
<td>Represents a candidate with a solid foundation of knowledge and skills for a beginning teacher</td>
<td>Represents the advanced skills and abilities of a candidate very well qualified and ready to teach</td>
</tr>
</tbody>
</table>

*edTPA™ Stanford Center for Assessment, Learning, & Equity*
Rubric Progression

- Expanding repertoire of skills & strategies
- Deepening of rationale and reflection

1. Not Ready
   - Teacher Focus: Whole Class
   - Student Focus: Fragmented or Indiscriminate

5. Highly Accomplished
   - Teacher Focus: Intentional & Well Executed
   - Student Focus: Individuals/Flexible Groups

edTPA
Stanford Center for Assessment, Learning, & Equity
### Rubric 5: Planning Assessments to Monitor and Support Student Learning

**Rubric Focus**

How are the informal and formal assessments selected or designed to provide evidence to monitor students’ comprehension, construction of meaning, and interpretations of complex text and their ability to show interpretations and responses to text in written form?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessments <strong>ONLY provide evidence</strong> of students' literal comprehension of text.</td>
<td>The assessments <strong>provide limited evidence</strong> to monitor students’ comprehension, construction of meaning, OR interpretation of complex text <strong>during the learning segment.</strong></td>
<td>The assessments <strong>provide evidence</strong> to monitor students’ comprehension, construction of meaning, and interpretation of complex text OR their ability to show interpretations and responses to text in written form <strong>at different points the learning segment.</strong></td>
<td>The assessments provide <strong>multiple forms of evidence</strong> to monitor students’ progress toward comprehension, construction of meaning, and interpretation of complex text <strong>AND</strong> their ability to show interpretations and responses to text in written form <strong>throughout the learning segment.</strong></td>
<td>Level 4 plus</td>
</tr>
<tr>
<td>Assessment adaptations required by IEP or 504 plans are <strong>NOT made.</strong></td>
<td></td>
<td></td>
<td></td>
<td>The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate and/or extend their learning.</td>
</tr>
</tbody>
</table>

**Rubric Performance Levels or Rubric Criteria**

Assessments are **NOT aligned** with the **central focus and standards/learning targets** for the learning segment.
Structure of edTPA Handbook

- Using the three tasks of the edTPA, instructions are organized into four sections:
  - What To Think About
  - What Do I Need to Do?
  - What Do I Need to Write? (Commentary Prompts)
  - How Will the Evidence of My Teaching Practice Be Assessed? (Rubrics)

- Additional Sections of Handbook:
  - Professional Responsibilities
  - Context for Learning Information
  - Guidelines for Formatting and Submission
  - Glossary
For this assessment, you will first plan 3-5 consecutive mathematics lessons (or if teaching within large time block, 3–5 hours of connected instruction) referred to as a learning segment. Consistent with Common Core Standards for Mathematics and the Principles and Standards for School Mathematics (NCTM 2000), a learning segment prepared for this assessment should reflect a balanced approach to mathematics. This means your segment should include learning tasks in which students have opportunities to develop

- Conceptual understanding
- Procedural fluency
- Mathematical reasoning and/or problem solving skills
PLANNING TASK
# Overview of the Planning Task

<table>
<thead>
<tr>
<th>Artifacts</th>
<th>Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instructional and learning context</td>
<td>1. Planning to Build Student Understanding</td>
</tr>
<tr>
<td>• Lesson plans and Instructional materials, student assessment</td>
<td>2. Planning to Support Varied Student Learning Needs</td>
</tr>
<tr>
<td>• Planning Commentary</td>
<td>3. Using Knowledge of Students to Inform Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td>4. Identifying and Supporting Academic Language Demands</td>
</tr>
<tr>
<td></td>
<td>5. Planning Assessments to Monitor and Support Student Learning</td>
</tr>
</tbody>
</table>

---

edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity
What Do I Do – Planning Task 1

• Select a class. ...select one focus class for this assessment.

• Provide context information.

• Identify a learning segment to plan, teach, and analyze. ...of 3–5 consecutive lessons. (If teaching within a large time block, select ...3–5 hours of connected instruction.)

• Identify a central focus.

• Write a lesson plan for each lesson in the learning segment...
What Do I Do – Task 1 Continued

- Respond to the commentary prompts listed in the Planning Commentary section **prior to teaching the learning segment**.

- Submit your original lesson plans.

- **Select and submit key instructional materials** needed to understand what you and the students will be doing…

- Submit copies of all written assessments. (blank copies…)
Context for Learning - CFL

This is the first form you complete. Look in handbook under Task 1: What Do I Need To Do – * Provide Context Information (there is a link to the form in Task 1...) The CFL:

- Gathers information about your instructional context
- Records information about any students you have with IEP or 504 plans
- Prompts discuss:
  - About the school
  - About the class
  - About the students
What Do I Write - Planning

• Look at Commentary Prompts for the Planning Task 1-5

• Look at Rubric 1 and 5

• Decide which prompts provide evidence for which rubrics – How do you know?
Planning Commentary Prompt 1. Central Focus

a. Describe the central focus and purpose for the content you will teach in the learning segment.

b. Given the central focus, describe how the standards and learning objectives within your learning segment address
   - facts and concepts
   - interpretation and analysis skills
   - building and supporting arguments

c. Explain how your plans build on each other to help students make connections between facts, concepts, and interpretations or analyses, to build and support arguments about historical events, a topic/theme or a social studies phenomenon.
# Rubric 1: Planning for History/Social Studies Understandings

How do the candidate’s plans build students’ understandings of facts, concepts, and interpretations or analyses to build and support arguments about historical events, a topic/theme or social studies phenomenon?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
</table>
| Candidate’s plans for instruction **focus solely on facts or a singular interpretation of historical events, a topic/theme, or social studies phenomenon with little to no connections to**  
• concepts,  
• interpretations or analyses, **AND**  
• building arguments. | Candidate’s plans for instruction **support student learning of facts with vague connections to**  
• concepts,  
• interpretations or analyses, **AND**  
• building arguments. | Candidate’s plans for instruction **build on each other to support student learning of facts with clear connections to**  
• concepts,  
• interpretations or analyses, **AND**  
• building arguments. | Candidate’s plans for instruction **build on each other to support student learning of facts with clear and consistent connections to**  
• concepts,  
• interpretations or analyses, **AND**  
• building and supporting arguments. | Level 4 plus: Candidate explains how s/he will lead students to build explicit connections between interpretations or analyses and supporting arguments as well as the central focus of the learning segment. |

There are **significant content inaccuracies** that will lead to student misunderstandings.

**OR**

Standards, objectives, learning tasks, and materials are not aligned with each other.

---

1 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 Commentary Prompt 5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Task 1.

a. Describe how the planned formal and informal assessments provide direct evidence of how students learn and use facts, concepts, and interpretations or analyses to build and support arguments about historical events, a topic/theme, or social studies phenomenon throughout the learning segment.

b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.
   • Consider all students, including students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.
Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the informal and formal assessments selected or designed to monitor students’ progress toward understanding and use of facts, concepts, and interpretations or analyses to build arguments?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessments <strong>only provide evidence</strong> of students’ recall of history/social studies facts.</td>
<td>The assessments <strong>provide limited evidence to monitor students’ progress</strong> toward developing history/social studies understanding and use of • facts, • concepts, <strong>AND</strong> • interpretations or analyses during the learning segment.</td>
<td>The assessments <strong>provide evidence</strong> to monitor students’ progress toward developing history/social studies understanding and use of • facts, • concepts, <strong>AND</strong> • interpretations or analyses during the learning segment.</td>
<td>The assessments provide <strong>multiple forms of evidence</strong> to monitor students’ <strong>progress</strong> toward developing history/social studies understanding and use of • facts, • concepts, <strong>AND</strong> • interpretations or analyses to build and support arguments throughout the learning segment.</td>
<td>Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</td>
</tr>
</tbody>
</table>

OR

Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.
INSTRUCTION TASK
# Overview of the Instruction Task

<table>
<thead>
<tr>
<th>Artifacts</th>
<th>Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Video Clips</td>
<td>6. Learning Environment</td>
</tr>
<tr>
<td>• Instruction Commentary</td>
<td>7. Engaging Students in Learning</td>
</tr>
<tr>
<td></td>
<td>8. Deepening Student Learning</td>
</tr>
<tr>
<td></td>
<td>9. Subject Specific Pedagogy</td>
</tr>
<tr>
<td></td>
<td>10. Analyzing Teaching Effectiveness</td>
</tr>
</tbody>
</table>
What Do I Do: Instruction Task

- Obtain required permission for videorecording. Before you record your video...
- Examine your plans for the learning segment and identify challenging learning tasks...
- Identify lessons to videorecord. [TIP: Record more than 1 lesson]
- Videorecord your classroom teaching. Select the appropriate number of video clips to submit...
- Respond to the prompts listed in the Instruction Commentary section after viewing the video clips.
- Determine if additional information is needed to understand what you and the students are doing in the video clips...
What Do I Write - Instruction

• Look at Commentary Prompts for the Instruction Task 1-5

• Look at Rubric 7 and 8

• Decide which prompts provide evidence for which rubrics – How do you know?
Instruction Commentary Prompts

3. Engaging Student in Learning
Refer to examples from video clips in your responses to the prompts.

a. Explain how your instruction engaged students in developing the skills of *interpretation or analysis in relation to accounts of historical events or social studies phenomena building and supporting arguments.*

b. Describe how your instruction linked students’ prior academic learning and personal, cultural, and community assets with new learning.
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are participating in tasks that are vaguely or superficially related to the central focus. <strong>OR</strong> There is little or no evidence that the candidate links students’ prior academic learning or personal, cultural, or community assets with new learning. <strong>OR</strong> Links cause student confusion.</td>
<td>Students are participating in learning tasks focusing primarily on facts or single interpretations. Candidate makes vague or superficial links between prior academic learning and new learning.</td>
<td>Students are engaged in learning tasks that address their skills to interpret or analyze accounts of historical events <strong>or</strong> social studies phenomena. Candidate links prior academic learning to new learning.</td>
<td>Students are engaged in learning tasks that develop their skills to interpret or analyze accounts of historical events or social studies phenomena <strong>AND</strong> build arguments. Candidate links prior academic learning <strong>AND</strong> personal, cultural, or community assets to new learning.</td>
<td>Level 4 plus: Learning tasks deepen knowledge, extend skills, <strong>AND</strong> provide evidence of students defending their arguments. Candidate prompts students to link prior academic learning <strong>AND</strong> personal, cultural, or community assets to new learning.</td>
</tr>
</tbody>
</table>
Instruction Commentary Prompts

4. **Deepening Student Learning during Instruction**
   Refer to examples from video clips in your responses to the prompts.

   - a. Explain how you elicited and built on student responses that supported your students’ ability to form interpretations or analyses of history/social studies sources and accounts and build and support arguments.

   - b. Describe and cite examples from the clips of how you supported students in using evidence from sources to build and support arguments about historical events, a topic/theme or social studies phenomenon.
# Rubric 8: Deepening Student Learning

How does the candidate elicit student responses to promote their ability to interpret or analyze sources or accounts of historical events or a social studies phenomenon and support their arguments?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate does most of the talking and students provide few responses.</strong></td>
<td><strong>Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.</strong></td>
<td><strong>Candidate elicits student responses that require interpretations or analyses of history/social studies sources and accounts.</strong></td>
<td><strong>Candidate elicits and builds on students’ responses to develop interpretations or analyses of history/social studies sources and accounts OR support arguments.</strong></td>
<td><strong>Level 4 plus: Candidate facilitates interactions among students to develop their abilities to evaluate their own interpretations, analyses, OR arguments.</strong></td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Candidate responses include significant content inaccuracies that will lead to student misunderstandings.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT TASK
### Overview of the Assessment Task

<table>
<thead>
<tr>
<th>Artifacts</th>
<th>Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 3 Work Samples</td>
<td>11. Analysis of Student Learning</td>
</tr>
<tr>
<td>• Evidence of Feedback</td>
<td>12. Providing Feedback to Guide Learning</td>
</tr>
<tr>
<td>• Evidence of Language Use</td>
<td>13. Student Use of Feedback</td>
</tr>
<tr>
<td>• Assessment Commentary</td>
<td>14. Analyzing Student Language Use</td>
</tr>
<tr>
<td></td>
<td>15. Using Assessment to Inform Instruction</td>
</tr>
</tbody>
</table>

---

**edTPA**

Stanford Center for Assessment, Learning, & Equity
What Do I Do: Assessment

Determine which assessment from your learning segment you will use to evaluate your students’ developing knowledge and skills. It should be an assessment that is completed by the entire class featured in the learning segment. The assessment should reflect the work of individuals, not groups, …and should …demonstrate their understanding of and ability to use or do the following

• fact and concepts
• interpretation and analysis skills
• building and supporting arguments

• Submit the evaluation criteria you will use to analyze student learning...

• Collect and analyze student work.
Select 3 student work samples that represent the patterns of learning you identified in your assessment analysis. These students will be your focus students for this task.

Document the feedback you gave to each of the 3 focus students either on the work sample itself, as an audio clip, or as a video clip.
What Do I Write - Assessment

• Look at Commentary Prompts 1-4 for the Assessment Task

• Look at Rubric 11 and 12

• Decide which prompts provide evidence for which rubrics – How do you know?
**Assessment Commentary Prompts** 1. Analyzing Student Learning

a. Identify the specific standards/objectives measured by the assessment you chose for analysis.

b. Provide the evaluation criteria you used to analyze student learning.

c. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria described above.

d. Use evidence found in the **3 student work samples and the whole class summary** to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to understanding, using or demonstrating the ability to do the following:

• **facts and concepts**

• **interpretation and analysis skills**

• **build and support arguments**

Consider what students understand and do well, and where do they continue to struggle (e.g., common errors, confusions, need for greater challenge).
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The analysis is <strong>superficial or not supported</strong> by either student work <strong>samples</strong> or the summary of student learning.</td>
<td>The analysis <strong>focuses on what students did right OR wrong</strong> and is consistent with the summary.</td>
<td>The analysis focuses on what students did right <strong>AND</strong> wrong and is consistent with the summary. <strong>AND</strong> Analysis includes some differences in whole class learning.</td>
<td>Analysis <strong>uses specific examples</strong> from work samples to demonstrate <strong>patterns of learning</strong> consistent with the summary. <strong>AND</strong> Patterns of learning are described for whole class.</td>
<td>Analysis uses specific <strong>evidence</strong> from work samples to demonstrate the connections between quantitative and qualitative patterns of learning for individuals or groups.</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The evaluation criteria, learning objectives, and/or analysis are not aligned with each other.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment Commentary 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 the 3 focus students?
   • Written directly on work samples or in a separate document;
   • In audio files; or
   • In video clip(s) from the instruction task (provide a time-stamp reference) or in a separate video clip

b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the standards/objectives measured.
# Rubric 12: Providing Feedback to Guide Learning

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

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback is unrelated to the learning objectives OR is developmentally inappropriate.</td>
<td>Feedback is general and addresses needs AND/OR strengths related to the learning objectives.</td>
<td>Feedback is specific and addresses either needs OR strengths related to the learning objectives.</td>
<td>Feedback is specific and addresses both strengths AND needs related to the learning objectives.</td>
<td>Level 4 plus: Candidate describes how s/he will guide focus students to use feedback to evaluate their own strengths and needs.</td>
</tr>
</tbody>
</table>

OR

Feedback contains significant content inaccuracies.

OR

No feedback is provided to one or more focus students.
Final Questions

• My Contact Information:
  – czozakie@stanford.edu

edTPA Resources available at:

www.edtpa.aacte.org