edTPA®

Understanding Rubric Level Progressions

Educational Technology Specialist
Version 02

Candidate Support Resource

SCALE
Stanford Center for Assessment, Learning, & Equity

Overview

edTPA's portfolio is a collection of authentic artifacts and evidence from a candidate's actual teaching practice. *Understanding Rubric Level Progressions* (URLP) is a KEY resource that is designed to describe the meaning behind the rubrics. A close read of the following URLP 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. The remainder of the document presents the score-level distinctions and other information for each edTPA rubric, 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 scoring decision rules

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

Scoring Decision Rules

When evidence falls across multiple levels of the rubric, scorers use the following criteria while making the scoring decision:

1. **Preponderance of Evidence**: When scoring <u>each</u> rubric, scorers must make score decisions based on the evidence provided by candidates and how it matches the rubric level criteria. A <u>pattern</u> of evidence supporting a particular score level has a heavier weight than <u>isolated</u> evidence in another score level.

2. **Multiple Criteria**: In cases where there are two criteria present across rubric levels, greater weight or consideration will be for the criterion named as "primary."

3. **Automatic 1**: Some rubrics have Automatic 1 criteria. These criteria outweigh all other criteria in the specific rubric, as they reflect essential practices related to particular guiding questions. NOTE: Not all criteria for Level 1 are Automatic 1s.

EDUCATIONAL TECHNOLOGY SPECIALIST LEARNING SEGMENT FOCUS:

Candidate's instruction should support students to utilize digital tools and resources to promote creativity and critical thinking while designing and developing a content-specific product to demonstrate their understanding of the subject. Students should also have an opportunity to share their work on the product.

Planning Rubric 1: Planning for Educational Technology and Content Knowledge Development

ETS1: How do the candidate's plans build on each other to help students use digital tools and resources to develop content knowledge, creativity, and critical-thinking skills?

The Guiding Question

The Guiding Question addresses how a candidate's plans build a learning segment of three to five lessons around a central focus. Candidates will explain how they plan to organize tasks, activities, and/or materials to align with the central focus and the standards/objectives. The planned learning segment must develop students' abilities to use digital tools and resources to develop content knowledge, creativity, and critical thinking skills.

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.

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

Educational Technology Specialist Terms Central to the edTPA:

- **creativity:** Too often creativity is regarded as being something new, irrespective of use. Novelty needs to be joined to *purpose*—a creative solution, product, or artifact is both novel and useful. Creative solutions often go beyond mere novelty and functionality to include a strong aesthetic quality. Creative products and solutions are deeply bound to the context within which they occur; they are integrated, organic and whole. Thus creative solutions are *novel*, *effective*, and *whole*. Taking each of these words in turn we get a range of meanings, a constellation of words that illuminate what a creative solution is:[1]

> *Novel*: Fresh, unusual, unique, surprising, startling, astonishing, germinal, trendsetting, radical, revolutionary, influential, pioneering
>
> *Effective*: Valuable, important, significant, essential, necessary, logical, sensible, relevant, appropriate, adequate, functional, operative, useful, user-friendly
>
> *Whole*: Organic, ordered, arranged, organized, formed, complete, elegant, graceful, charming, attractive, refined, complex, intricate, ornate, interesting, understandable, meaningful, clear, self-explanatory, well crafted, skillful, well made, meticulous

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[1] http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.521.5246&rank=1

- **pedagogy:** Pedagogy herein is defined in the context of the Technological Pedagogical and Content Knowledge (TPACK) framework. TPACK emphasizes the existence, components, and capabilities of various technologies as they are used in the settings of teaching and learning. Technological Pedagogical Content Knowledge is at the intersection of the three primary forms of knowledge: content, pedagogy, and technology. This framework builds on Shulman's idea of Pedagogical Content Knowledge. True technology integration is understanding and negotiating the relationships between these three components of knowledge. A teacher capable of negotiating these relationships represents a form of expertise different from, and greater than, the knowledge of a disciplinary expert (e.g., a mathematician or a historian), a technology expert (computer scientist), and a pedagogical expert (an experienced educator). Effective technology integration for pedagogy around specific subject matter requires developing sensitivity to the dynamic, transactional relationship between all three components.[2]

Primary Sources of Evidence:

Context for Learning Information Planning Commentary **Prompt 1**

Strategic review of Lesson Plans & Instructional Materials

Scoring Decision Rules

► **Multiple Criteria**	▪ N/A for this rubric
► **AUTOMATIC 1**	▪ Pattern of **significant content inaccuracies** that are core to the central focus or a key learning objective for the learning segment
	▪ A pattern of misalignment is demonstrated in relation to standards/objectives, learning tasks and materials across two or more lessons

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Plans for instruction are **logically sequenced** to facilitate students' learning.

- Plans are presented in a linear sequence in which **each lesson builds on the previous one**(s).

- In addition, the sequencing of the plans supports students' learning by connecting the content being taught, the pedagogy used, and the digital tools and resources selected to develop student content knowledge **AND** creativity or problem-solving skills 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.

- The technology selected is appropriate for helping students to learn the content well and to develop critical thinking skills. Examples:

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[2] Adapted from Matthew Koehler's "What is TPACK?" available at http://mkoehler.educ.msu.edu/tpack/what-is-tpack/. A longer discussion of technological pedagogical content knowledge and the types of knowledge upon which it draws is available at that site and at http://www.tpack.org.

- In lesson plans involving research, students access content using online resources: digital textbooks, digital video, and interactive content and learn to curate and cite online resources. Candidate will show evidence of scaffolding students' use of digital resources and curation tools as part of the content-based research.

- Elementary students learning to write descriptive text use online messaging tools (i.e., teleconferencing, online chat) to connect with pen pals in another state or country, with the focus on use of more specific words as well as differences in communicating with someone who does not know you or your community vs. someone who does.

- Be sure to pay attention to each component of the central focus-specific emphasis (content being taught, pedagogy used, digital tools and resources selected).

Below 3

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

- Plans for instruction focus solely on student use of digital tools and resources or on the use of digital tools and resources to learn facts or procedures, but provide **little or no** instruction to guide students to develop content knowledge, demonstrate creativity, or apply critical thinking skills.

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

- The candidate's plans pay some attention to helping students use digital tools and resources to understand facts or procedures, but the **connections** between the content being taught, the pedagogy used, and the digital tools and resources selected **are fleeting or vague**.

- Examples:
  - Students are participating in an electronic Jeopardy game to review for an upcoming test
  - High school students are using a graphing calculator to produce graphs. Instructions on producing the graphs include some links to how the inputted information is used to produce the graph.
  - Students are given equations to graph.
  - Students use an electronic dictionary on their desk instead of a physical dictionary to look up unfamiliar words as they are reading.
  - Students are reading an interactive book.

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

- The candidate's plans **focus solely on the use of digital tools and resources with no** connection between the pedagogy being used and the content being taught.

- Examples:
  - High school students are following step-by-step instructions for using a graphing calculator to generate graphs of linear functions with no connection to calculator use and the content or to understanding the potential of the technology.
  - Middle school students go to the National Archives website to search for information from the Civil War to write a report.

- The plans indicate that **the candidate, not the students**, is using the digital tools and resources.

Automatic Score of 1 is given when:

- There is a pattern of **significant content inaccuracies** that will lead to student misunderstandings. Content flaws in the plans or instructional materials are significant and systematic, and interfere with student learning

- **Standards, objectives, learning tasks, and materials are not aligned** with each other. There is a pattern of misalignment across two or more lessons. If one standard or objective does not align within the learning segment, this level of misalignment is not significant enough for a Level 1. For example, if each lesson has a different topic, then there is a significant pattern of misalignment.

Above 3

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

- Learning tasks are designed to support students to make clear, **consistent** connections between content being taught, the pedagogy used, and the digital tools and resources.

- Consistent connections require students to routinely use digital tools and resources to examine content knowledge, demonstrate creativity, **AND** apply critical thinking skills throughout the learning segment.

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

- In the commentary, the candidate integrates the content being taught, the pedagogy used, and the digital tools and resources selected to develop students' content knowledge, creativity, AND critical thinking skills. Be sure to pay attention to each component of the subject-specific emphasis (content being taught, pedagogy used, digital tools and resources selected).

- The candidate uses these connections **to deepen student understanding of the central focus**. Students may be reinventing the way they do things or doing new things with technology that they could not do before.

- Examples:
  - Elementary Language Arts—Students create a multimedia storybook for younger children using PowerPoint or Google Slides.
  - Secondary History/Social Studies—Students reference primary documents online to write and digitally record a persuasive speech in favor of or against Westward Expansion (Manifest Destiny).
  - Secondary Visual Arts—Students use VoiceThread to critique the paintings of John Singer Sargent.

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

- Plans include activities and questions that will clearly support students in making their own connections between the use of digital tools/resources, and the content being taught.

- This would include **plans that pose strategic problems and/or questions that lead students to make the connections** and/or plans where **students develop the habit** of looking for connections between the use of digital tools/resources and the content.

- The learning tasks and materials promote the development of creativity and critical thinking skills.

- Examples:
    - Secondary Language Arts—Students create a project using the digital media of their choice to give a "book report" on a favorite novel.
    - Business Education—Using the digital tool of their choice, students create an electronic resume/portfolio that includes an employment objective and a collection of self-selected artifacts demonstrating their ability to use various business applications.

Planning Rubric 2: Planning to Support Varied Student Learning Needs

ETS2: How does the candidate use knowledge of his/her students to target support for students with varied learning needs?

The Guiding Question

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:

- *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 (required supports, modifications, or accommodations)

Planning Commentary **Prompts 2 and 3**

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

Scoring Decision Rules

► **Multiple Criteria**	▪ N/A for this rubric
► **AUTOMATIC 1**	▪ Planned support according to requirements in IEP or 504 plans is completely missing. The automatic 1 is only related to the support for IEP or 504 plans, not for students with other learning needs.
	▪ 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 <u>Level 3</u>:

- Candidate explains how planned supports for students address the learning needs of the whole class while assisting them in achieving the learning objectives.

- Candidate addresses at least one of the requirements from IEPs and 504 plans as described in the Context for Learning Information.

- Requirements must be explicitly addressed in the commentary and/or the Planning Task 1 artifacts. List of requirements and/or accommodations in the Context for Learning Information document is not sufficient by itself.

Below 3

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

- Candidate does not plan supports for students.

- Planned supports are not closely tied to learning objectives or the central focus.

- Evidence does not reflect ANY instructional requirements in IEP or 504 plans.

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

- Plans address at least one of the instructional requirements 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 supports would work for almost any learning objective. Therefore, supports are not closely connected to the learning objectives or central focus (e.g., pair high and low students during partner work without a specific description of how that supports students with a specific need, check on students who are usually having trouble, without any specific indication of what the candidate might be checking for, such a difficulties accessing digital resources or following instructions for using a particular tool.

- Supports are tied to learning objectives within each lesson, but there is no central focus.

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

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

Automatic Score of 1:

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

Above 3

Evidence that demonstrates performance above 3:

- Plans address specific student needs (beyond those required in IEP and 504 plans) by including scaffolding or structured supports that are explicitly selected or developed to help individual students and groups of students with similar needs to gain access to content and meet the learning objectives.

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

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

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

- ALSO leverages technology to provide multiple and differentiated entry and exit points for students to show what they know and understand.

- If the plans and commentary use technology to provide multiple and differentiated entry and exit points for students to show what they know and understand, without also satisfying Level 4 requirements, this is not sufficient evidence for Level 5. For instance, the candidate might describe how she chose to integrate various features of digital books (audio narration, text size variation, annotation) in order to scaffold reading AND explain why those features best met student needs.

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

ETS3: How does the candidate use knowledge of his/her students to justify instructional plans?

The Guiding Question

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

Key Concepts of Rubric:

- _Deficit thinking_ 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.

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

- _prior academic learning_
- _assets_ (personal, cultural, community)

Primary Sources of Evidence:

Planning Commentary **Prompts 2 and 3**

Scoring Decision Rules

► **Multiple Criteria**	▪ Criterion 1 (**primary**): Justification of plans using knowledge of students—i.e., prior academic learning **AND/OR** assets (personal, cultural, community)
	▪ Criterion 2: Research and theory connections
	▪ Place greater weight or consideration on criterion 1 (justification of plans using knowledge of students).
► **AUTOMATIC 1**	▪ Deficit view of students and their backgrounds

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- _Primary Criterion_: The candidate explains how the learning tasks are explicitly connected to the students' prior academic knowledge OR knowledge of students' assets (personal, cultural, community). Assets include students' cultural and linguistic backgrounds, interests, community or family resources and personal experiences.

- _Secondary Criterion_: The candidate refers to research or theory in relation to the plans to support student learning. The connections between the research/theory and the tasks are superficial/not clearly made. They are not well connected to a particular element of the instructional design.

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

Below 3

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

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

OR

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

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

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

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

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

Automatic Score of 1 is given when:

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

Above 3

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

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

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

- The **evidence includes** specific examples from students' prior academic learning **AND** knowledge of students' assets (personal, cultural, community), and explains how the plans reflect this knowledge. The explanation needs to include **explicit connections** between the learning tasks and the examples provided.

- The candidate explains how research or theory informed the selection or design of at least one learning task or the way in which it was implemented. The connection between the research or theory and the learning task(s) must be explicit.

- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the secondary criterion at least at Level 3).

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets 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 clearly reflected in the plans.

Planning Rubric 4: Identifying and Supporting Language Demands

ETS4: How does the candidate identify and support language demands associated with a learning task supported with technology?

The Guiding Question

The Guiding Question focuses on how the candidate describes the planned instructional supports that address the identified language demands for the learning task.

Key Concepts of Rubric:

Use the definitions below and the subject-specific Academic Language handout to further clarify concepts on Rubric 4.

- **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**—Purpose for which language is used. The content and language focus of the learning task, often represented by the active verbs within the learning outcomes. Common language functions in technology-enhanced learning tasks include; **analyzing** data to identify solutions and/or make informed decisions, **explaining** information and ideas in a variety of media and formats, and **evaluating** the merits of a particular tool or resource.

- **vocabulary and/or symbols—Includes words and phrases that are used in technology-enhanced learning including:**

  1. words and phrases with meanings that differ in everyday life (e.g., table, link, copy/paste, graphic).

  2. general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate).

  3. terminology used in technology-enhanced learning environments (e.g., URL, podcast, tweet, text message, @).

- **discourse**—How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually that provide useful ways for the content to be communicated. In a technology-enhanced learning environment, example language structures include the features of websites needed to present information in an organized way, use of multimedia to present data and information for different purposes and audiences.

- **syntax**—The rules for organizing words or symbols together into phrases, clauses, sentences or visual representations. One of the main functions of syntax is to organize language in order to convey meaning. For example, the conventions for using acronyms, emoticons and emojis in digital conversations.

- **language supports**—The scaffolds, representations, and pedagogical strategies teachers intentionally provide to help learners understand and use the concepts and language they need to learn in a technology-enhanced learning environment. The language supports planned within the lessons in edTPA should directly support learners to understand and use identified language demands (vocabulary and/or symbols, language function, syntax, and discourse) to deepen content understandings and creativity or critical thinking.

Primary Sources of Evidence:

Planning Commentary **Prompt 4**

Strategic review of Lesson Plans

Scoring Decision Rules

► **Multiple Criteria**	▪ N/A
► **AUTOMATIC 1**	▪ None

Unpacking Rubric Levels

Level 3

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

- General supports are planned and described, though not in specific detail, for students' application of any two or more of the language demands (function, vocabulary and/or symbols and syntax, or discourse.

  - Language supports must go beyond providing opportunities for students to practice using the language demands either individually or with other students within the learning segment. Examples of general language supports include describing and defining the function, modeling vocabulary, syntax or discourse, providing an example with little explanation, questions and answers about a language demand, whole group discussion of a language demand, or providing pictures to illustrate vocabulary.

- The candidate may inaccurately categorize a language demand (e.g., identifies syntax as discourse), but does describe general supports for two of the language demands required of students within the learning task. For example:

  - "For discourse, I will present a chart on conventions of digital communication to discuss as a class. To support vocabulary, we will review the terms and discuss concrete examples as a class." This example would be scored at a level 3 because there are supports for two language demands, vocabulary and syntax, even though the candidate categorizes conventions (a form of syntax) as discourse.

Below 3

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

- The candidate has a superficial view of academic language and provides supports that are misaligned with the demands or provides support for only one language demand (vocabulary and/or symbols, function, syntax, or discourse).

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

- The primary focus of support is on only one of the language demands (vocabulary and/or symbols, function, syntax, or discourse) with little attention to any of the other language demands.

- Support may be general, (e.g., discussing, defining or describing a language demand), or it may be targeted, (e.g., modeling a language demand while using an example with labels). Regardless, the support provided is limited to one language demand.

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

- There is a pattern of misalignment between the language demand(s) and the language supports identified. For example, the language function is listed as compare/contrast digital sources but the language task is that the students will create a digital source based on a set of criteria and concepts. The support provided is a review of the chart on conventions for digital communication (syntax).

- The only demand described is the language function, but the language function that is identified does not qualify as a language function (e.g., "interacting with others in a digital platform).

OR

- Language supports are completely missing.

Above 3

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

- The supports specifically address the language function, vocabulary and/or symbols, and at least one other language demand (syntax, and/or discourse) in the context of the chosen task.

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

- The candidate identifies specific planned language supports and describes how supports address each of the following: vocabulary/symbols, the language function, and at least one other language demand (syntax, and/or discourse).

- Supports are focused (e.g., provide structures or scaffolding) to address specific language demands, such as sentence starters (syntax or function); modeling how to construct an argument, explanation, or paragraph using a think aloud (function, discourse); graphic organizers tailored to organizing text (discourse or function); identifying critical elements of a language function using an example; or more in-depth exploration of vocabulary development (vocabulary mapping that includes antonym, synonym, student definition and illustration).

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

- The candidate includes and explains how one or more of 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

ETS5: How do the formal and informal assessments selected provide direct evidence of student performance as they use digital tools and resources to develop content knowledge, creativity, and critical-thinking skills?

The Guiding Question

The Guiding Question addresses the alignment of the assessments to the standards and objectives and the extent to which assessments provide multiple forms of evidence to monitor student progress throughout the learning segment. It also addresses required adaptations from IEPs or 504 plans. The array of assessments should provide evidence of students' content knowledge, creativity, and critical thinking skills as developed through the use of digital tools and resources.

Key Concepts of Rubric:

- *Assessment*: "[R]efer[s] to all those activities undertaken by teachers and by their students . . . that provide information to be used as feedback to modify teaching and learning activities."[3] Assessments provide evidence of students' prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments may include such things as student questions and responses during instruction and teacher observations of students as they work or perform. Formal assessments may include such things as quizzes, homework assignments, journals, projects, and performance tasks.

- *Creativity*: Too often creativity is regarded as being something new, irrespective of use. Novelty needs to be joined to *purpose*—a creative solution, product, or artifact is both novel and useful. Creative solutions often go beyond mere novelty and functionality to include a strong aesthetic quality. Creative products and solutions are deeply bound to the context within which they occur; they are integrated, organic and whole. Thus creative solutions are *novel, effective*, and *whole*. Taking each of these words in turn we get a range of meanings, a constellation of words that illuminate what a creative solution is:[4]

> *Novel*: Fresh, unusual, unique, surprising, startling, astonishing, germinal, trendsetting, radical, revolutionary, influential, pioneering
>
> *Effective*: Valuable, important, significant, essential, necessary, logical, sensible, relevant, appropriate, adequate, functional, operative, useful, user-friendly
>
> *Whole*: Organic, ordered, arranged, organized, formed, complete, elegant, graceful, charming, attractive, refined, complex, intricate, ornate, interesting, understandable, meaningful, clear, self-explanatory, well crafted, skillful, well made, meticulous

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

[4] http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.521.5246&rank=1

Primary Sources of Evidence:

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

Planning Commentary **Prompt 5**

Assessment Materials Strategic review of Lesson Plans

Scoring Decision Rules

► **Multiple Criteria**	▪ 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, then this criterion is not applicable.) The automatic 1 is only related to the assessment accommodations for IEP or 504 plans, not for students with other learning needs.

Unpacking Rubric Levels

Level 3

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

- The planned assessments provide evidence of students' use of digital tools and resources to make connections between the content AND creativity or critical thinking skills <u>at various points</u> within the learning segment. The assessments must provide evidence of both (use of digital tools and resources, connections between content AND creativity or critical thinking skills).

- Requirements from the IEP or 504 plan must be explicitly addressed in the commentary and/or the Planning Task 1 artifacts. List of assessment requirements and/or accommodations in the Context for Learning Information document is not sufficient by itself.

Below 3

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

- The planned assessments will yield insufficient evidence to monitor students' performance as they use digital tools and resources, content, creativity, and critical thinking 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 during the learning segment.

- Although assessments may provide some evidence of student learning, they do not monitor student use of digital tools and resources to make a connection between content and at least one other area (creativity or critical thinking skills) during the learning segment.

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

- The assessments **provide no evidence** to monitor students' content knowledge, creativity, and critical thinking skills as they use digital tools and resources.

- Students are not learning to **use** digital tools and resources; they are just learning to produce a product using technology, e.g., using word processing to create text.

Automatic Score of 1:

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

Above 3

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

- The array of assessments provides consistent evidence of student use of digital tools and resources to make connections between the content, creativity, AND critical thinking skills throughout the learning segment.

  - Assessment evidence will allow the candidate to determine students' progress toward making connections between content knowledge, creativity, AND critical thinking skills as they use digital tools and resources.

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

- 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 students' use of digital tools and resources to make connections between the content, creativity, AND critical thinking skills associated with the central focus. "Multiple forms of evidence" means that different types of evidence are used—e.g., description, explanation, sketch, problem steps, generalization to another context—and not that there is only one type of evidence on homework, exit slips, and the final test.

- The array of assessments provides evidence to track student progress toward developing content knowledge, creativity, and critical thinking skills through the use of digital tools and resources as defined by the standards and learning objectives.

- This evidence is collected for all four areas (use of digital tools and resources, content knowledge, creativity, critical thinking skills) in every lesson OR the assessments correspond to a plan for the learning segment that builds understandings in one or more areas and uses that understanding to address other areas.

What distinguishes a Level 5 from a Level 4: At Level 5, 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 goes beyond, for example, allowing extra time to complete an assignment or adding a challenge question.

Instruction Rubric 6: Learning Environment

ETS6: How does the candidate demonstrate a respectful learning environment that supports students' engagement in learning?

The Guiding Question

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

Key Concepts of Rubric:

■ *Respect*—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. **Scorers are cautioned to avoid bias related to their own culturally constructed meanings of respect.**

■ *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**.

Scoring Decision Rules

► **Multiple Criteria**	■ N/A
► **AUTOMATIC 1**	■ None

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Unpacking Rubric Levels

Level 3

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

- The candidate's interactions with students are respectful, demonstrate rapport (evidence of relationship between candidate and students and/or ease of interaction that goes back and forth based on relevance or engaged conversation), and students communicate easily with the candidate.

- The environment described in the commentary, and verified with video evidence, shows that the candidate facilitates a positive learning environment wherein students are willing to answer questions and work together without the candidate or other students criticizing their responses.

- There is evidence of mutual respect among students. Examples include attentive listening while other students speak, respectful attention to another student's idea (even if disagreeing), working together with a partner or group to accomplish tasks.

Below 3

Evidence that demonstrates performance <u>below 3</u>: The clip(s):

- Do not exhibit evidence of positive relationships and interactions between candidate and students.

- Reveal a focus on classroom management and maintaining student behavior and routines rather than engaging students in learning.

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

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

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

1. The clip(s) reveal evidence of candidate-student or student-student interactions that discourage student contributions, disparage the student(s), or take away from learning.

2. The classroom management is so weak that the candidate is not able to, or does not successfully, redirect students, or the students themselves find it difficult to engage in learning tasks because of disruptive behavior*.

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

Above 3

Evidence that demonstrates performance <u>above 3</u>: The clip(s)

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

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

- The learning environment supports learning tasks that 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., candidate reminds students to discuss ideas respectfully with each other.

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

- The learning environment encourages students to express, debate, and evaluate differing perspectives about content with each other. Perspectives could be from curricular sources, students' ideas, and/or lived experiences.

Instruction Rubric 7: Engaging Students in Learning

ETS7: How does the candidate actively engage students to use digital tools and resources to develop a product that reveals content knowledge, creativity, and critical-thinking skills?

The Guiding Question

The Guiding Question addresses how the candidate provides video evidence of engaging students in meaningful tasks that use digital tools and resources to develop a product that reveals content knowledge, creativity, and critical-thinking skills.

Key Concepts of Rubric:

- *Creativity*: Too often creativity is regarded as being something new, irrespective of use. Novelty needs to be joined to *purpose*—a creative solution, product, or artifact is both novel and useful. Creative solutions often go beyond mere novelty and functionality to include a strong aesthetic quality. Creative products and solutions are deeply bound to the context within which they occur; they are integrated, organic and whole. Thus creative solutions are *novel*, *effective*, and *whole*. Taking each of these words in turn we get a range of meanings, a constellation of words that illuminate what a creative solution is:[5]

  > *Novel*: Fresh, unusual, unique, surprising, startling, astonishing, germinal, trendsetting, radical, revolutionary, influential, pioneering
  >
  > *Effective*: Valuable, important, significant, essential, necessary, logical, sensible, relevant, appropriate, adequate, functional, operative, useful, user-friendly
  >
  > *Whole*: Organic, ordered, arranged, organized, formed, complete, elegant, graceful, charming, attractive, refined, complex, intricate, ornate, interesting, understandable, meaningful, clear, self-explanatory, well crafted, skillful, well made, meticulous

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

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

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[5] http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.521.5246&rank=1

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**.

Preponderance of Evidence Rules

► **Preponderance of Evidence Principle**	■ Criterion 1 (**primary**): Engagement in learning tasks ■ Criterion 2: Connections between students' academic learning **AND/OR** assets (personal, cultural, community) 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 <u>Level 3</u>:

- Primary Criterion: The clip(s) show that the students are engaged in learning tasks that provide opportunities for students to focus on using digital tools and resources to develop a product that demonstrates content knowledge AND creativity or critical thinking skills. Although these content understandings are evident in conversations, they are addressed at a cursory level. For example, the students summarize content learning using digital tools and following a teacher-designed template rather than being able to organize and present content in a creative, individualized way. Content may be focused at the knowledge or comprehension level.

- Secondary Criterion: 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 <u>below 3</u>:

- Students are participating in tasks that provide little opportunity to use digital tools and resources to examine content knowledge, **AND** demonstrate creativity or apply critical thinking skills.

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

- Students are participating in rote tasks that primarily focus on following step-by-step procedures AND/OR concepts and provide little opportunity to use digital tools and resources to examine content knowledge **AND** demonstrate creativity or apply critical thinking skills. For instance, students engage in a "scavenger hunt" style activity in which they browse a teacher-generated list of web-based resources to look for answers to teacher-generated questions.

- The structure of the learning task or the way in which it is implemented constrains student development of content knowledge AND creativity or the application of critical thinking skills.

- In addition, the candidate may refer to students' learning from prior units, but the references are indirect or unclear and do not facilitate new learning.

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

- The learning tasks seen in the video clip(s) have little relation to the central focus identified.

- The pedagogy or technology is inappropriate for the content being taught.

- There is no attention to promoting creativity or developing critical thinking skills.

- In addition, the candidate is not using either students' prior academic learning or experiences (personal, cultural, community) to build new learning.

Above 3

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

- The learning tasks as seen in the clip(s) are structured to provide multiple uses of digital tools and resources to examine content knowledge, demonstrate creativity, and apply critical thinking skills.

- Students are engaged in the use of digital tools and resources to examine content knowledge, promote creativity, and apply critical thinking skills.

- Connections between students' prior academic learning and assets (personal, cultural, community) are made to support the new learning.

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

- The learning tasks in the clip(s) include structures or scaffolding that provide multiple uses of digital tools and resources to examine content knowledge, promote creativity, AND apply critical thinking skills. Students must interact with the content in ways that are likely to either extend initial understandings or surface misunderstandings that the candidate can then address.

- In addition, the candidate draws upon not only prior academic learning, but also students' assets (personal, cultural, community) to develop new learning. Examples of experience outside of school may include using digital tools to research and report on content-related topics of interest to them and their families or communities.

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

- The learning tasks as seen in the clip(s) are structured or scaffolded so that students choose among multiple digital tools and resources to access content and demonstrate creativity AND critical thinking skills in ways that are appropriately challenging and directly related to new learning.

- In addition, the candidate encourages students to connect and use their prior knowledge and assets (academic **AND** personal, cultural, community) to support new learning. For instance, students create multimedia presentations that make connections between course content and family or community concerns. Students share these presentations with appropriate stakeholder groups.

Instruction Rubric 8: Deepening Student Learning

ETS8: How does the candidate elicit student responses to promote thinking and develop student use of digital tools and resources to creatively apply critical thinking in the content area?

The Guiding Question

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

Key Concepts of Rubric:

■ *Significant content inaccuracies*—Content flaws within processes or examples used during the lesson will lead to student misunderstandings and the need for reteaching.

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**.

Scoring Decision Rules

► **Multiple Criteria**	■ N/A for this rubric
► **AUTOMATIC 1**	■ Pattern of **significant content inaccuracies** that are core to the central focus or a key learning objective for the learning segment

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

■ The candidate prompts students to offer responses that require thinking related to the use of digital tools and resources to examine content knowledge OR creatively solve problems, e.g., by using "how" and "why" questions. Some instruction may be characterized by initial questions focusing on facts to lay a basis for later higher-order questions in the clip(s). A pattern of evidence supporting a particular score level has a heavier weight than isolated evidence in another score level.

Below 3

Evidence that demonstrates performance below 3:

■ In the clip(s), classroom interactions provide students with limited or no opportunities to think and learn.

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

- The candidate asks questions that primarily elicit right/wrong or yes/no answers and do little to encourage students to think about the content being taught or the digital tools and resources being used.

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

- There are almost no opportunities shown in the clip(s) that students were able to express ideas. (For example, the candidate does most of the talking during the video)

Automatic Score of 1 is given when:

- There is a pattern of **significant content inaccuracies** that will lead to student misunderstandings.

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

Above 3

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

- In the clip(s), the candidate uses student ideas and thinking to develop students' use of digital tools and resources to examine content knowledge **AND** creatively solve problems or their abilities to evaluate their own learning.

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

- The candidate follows up on student responses to encourage the student or his/her peers to explore or build on the ideas expressed.

- The candidate uses this strategy to explore students' content knowledge and their use of digital tools and resources, creativity **OR** critical thinking skills.

- Examples of "building on student responses" include: referring to a previous student response in developing a point or an argument; calling on the student to elaborate on what s/he said; posing questions to guide a student discussion; soliciting student examples and asking another student to identify what they have in common; asking a student to summarize a lengthy discussion or rambling explanation; and asking another student to respond to a student comment or answer a question posed by a student to move instruction forward.

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

- There is evidence in the clips that the learning tasks or candidate questions offer multiple ways for students to access content and demonstrate understanding.

Instruction Rubric 9: Subject-Specific Pedagogy

ETS9: How does the candidate implement learning tasks that use digital tools and resources to help students understand concepts and procedures and use creativity and critical-thinking skills to design/develop a product?

The Guiding Question

The Guiding Question addresses how the candidate uses digital tools and resources (e.g., graphing calculators, the Internet, software) in the clips to help students design and develop products that also demonstrate their content learning (content-specific concepts, creativity, critical thinking skills).

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**.

Scoring Decision Rules

► **Multiple Criteria**	▪ N/A for this rubric
► **AUTOMATIC 1**	▪ Digital tools or resources are not appropriate or will lead to student misunderstandings of the content being taught.

Unpacking Rubric Levels

Level 3

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

- In the clip(s), the candidate guides conversation and/or structures explorations using digital tools OR resources that help students understand content-specific concepts and procedures AND use creativity or critical thinking skills to design/develop a product.

Below 3

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

- In the clips, the candidate is not using digital tools or resources effectively to guide student learning.

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

- The candidate attempts to use digital tools or resources to help students understand content-specific concepts and procedures to design/develop a product, but the connections between them are not strong enough or clear enough to be effective.

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

- The candidate and/or learning tasks stay focused on facts or procedures, with little attention to content-specific concepts.
- There is little or no use of digital tools or resources.

Automatic Score of 1 is given when:

- The digital tools or resources are significantly inappropriate for the intended learning.
- The use of the digital tools or resources includes content inaccuracies that will lead to significant student misunderstandings.

Above 3

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

- In the clips, the candidate is making strategic choice or use of digital tools AND resources in ways that deepen student understanding of content-specific concepts and procedures AND use of creativity and/or critical thinking skills to design/develop a product.

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

- In the clips, the candidate uses carefully chosen digital tools and resources to encourage students to think more deeply about concepts and procedures **AND** to use both creativity and critical thinking skills to design/develop a product.

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

- Structures and supports or the learning task or student conversations to help students extend their understanding of content-specific concepts.

Instruction Rubric 10: Analyzing Teaching Effectiveness

ETS10: How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?

The Guiding Question

The Guiding Question addresses how the candidate examines the teaching and learning in the video clip(s) and proposes what s/he could have done differently to better support the needs of 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:

Instruction Commentary **Prompt 5**

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

Scoring Decision Rules

► **Multiple Criteria**	■ 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:

- *Primary criterion*: The proposed changes address the central focus and the candidate explicitly connects those changes to the learning needs of the class as a whole.

  - Proposed changes noted by the candidate should be related to the lessons that are seen or referenced in the clip(s), but do not need to be exclusively from what is seen in the clip(s) alone. This means that since only portions of the lessons will be captured by the clip(s), candidates can suggest changes to any part of the same lesson(s) referenced in the clip(s), even if those portions of the lesson(s) are not depicted in the clip(s).

- *Secondary criterion*: The candidate refers to research or theory in relation to the plans to support student learning. The connections between the research/theory and the tasks are vague/not clearly made.

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

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

Below 3

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

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

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

- The changes address improvements in teaching practice that mainly focus on how the candidate structures or organizes learning tasks, with a superficial connection to student learning. There is little detail on the changes in relation to either the central focus or the specific learning that is the focus of the video clip(s). Examples include asking additional higher-order questions without providing examples, improving directions, repeating instruction without making significant changes based on the evidence of student learning from the video clips, or including more group work without indicating how the group work will address specific learning needs.

- If a candidate's proposed changes have nothing to do with the central focus, this rubric cannot be scored beyond a Level 2.

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

- The changes are not supported by evidence of student learning from lessons seen or referenced in the clip(s) (i.e., the candidate proposes changes from lessons other than those that were provided in the clips).

Above 3

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

- The proposed changes relate to the central focus and explicitly address individual and collective needs that were within the lessons seen in the video clip(s).

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

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

- The changes clearly address the learning needs of individuals in addition to the learning needs of the whole class in the video clip(s) by providing additional support and/or further challenge in relation to the central focus. Candidate should explain how proposed changes relate to each individual's needs.

- The candidate explains how 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.

- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the secondary criterion at least at Level 3).

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

ETS11: How does the candidate analyze evidence of students' use of digital tools and resources to develop a product that demonstrates content knowledge, creativity, and critical thinking?

The Guiding Question

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

Key Concepts of Rubric:

- *Aligned*—The assessment, 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. A list of objectives is not an acceptable form of an evaluation criteria.

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

- *Patterns of learning*

Primary Sources of Evidence:

Assessment Commentary **Prompt 1**

Student work samples

Evaluation criteria

Scoring Decision Rules

► **Multiple Criteria**	■ 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 <u>Level 3</u>:

- The analysis is an accurate listing of student strengths and weaknesses in relation to developing a product that demonstrates content knowledge, creativity, and critical thinking.

- The analysis is aligned with the evaluation criteria and/or assessed learning objectives.

- Some general differences in learning across the class are identified.

Below 3

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

- The analysis is superficial (e.g., primarily irrelevant global statements) or focuses only on partial data (on right or wrong answers).

- The analysis is contradicted by the work sample evidence.

- The analysis is based on an inconsistent alignment with evaluation criteria and/or standards/objectives.

- The analysis fails to take into consideration how well the product demonstrated successful use of the chosen digital tool.

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

1. The analysis presents an incomplete picture of student learning by only addressing either successes or errors.

2. The analysis does not address developing a product that demonstrates content knowledge, creativity, and critical thinking and shows no evidence of identifying strengths and weaknesses in the student's use of the chosen digital tool. .

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

1. The analysis is superficial because it ignores important evidence from the work samples, focusing on trivial aspects.

2. The conclusions in the analysis are not supported by the work samples or the summary of learning.

Automatic Score of 1 is given when:

- 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 evaluation criteria to assess student performance on the learning objectives.

Above 3

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

- Identifies patterns of learning (quantitative and qualitative) that summarize what students know, are able to do, and still need to learn.

- Describes patterns for the whole class, groups, or individuals.

- Is supported with evidence from the work samples and is consistent with the summary.

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

- The analysis describes consistencies in performance (patterns) across the class in terms of what students know and are able to do and where they need to improve.

- 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 and their strengths and weaknesses in the use of the chosen digital tool to communicate their learning. Simply judging the correctness of the content without considering the appropriate use of the digital tool to communicate that understanding would be scored at a Level 3. At this level, students are able to integrate the affordances of the tool to enhance the demonstration of their learning.

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

- The candidate uses specific evidence from work samples to demonstrate qualitative patterns of understanding. The analysis uses these qualitative patterns to interpret the range of similar correct or incorrect responses from individuals or groups (e.g., quantitative patterns), and to determine elements of what students learned and what would be most productive to work on. The qualitative patterns may include struggles, partial understandings, and/or attempts at solutions. In addition, the analysis will include specific reference to how effectively the chosen digital tool was used by students to demonstrate their learning.

Assessment Rubric 12: Providing Feedback to Guide Learning

ETS12: What type of feedback does the candidate provide to focus students?

The Guiding Question

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

Key Concepts of Rubric:

- *Significant content inaccuracies*—Content flaws in the feedback are significant and systematic, and interfere with student learning

- *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 English learners or feedback to a student with an explanation that references a concept later in the curriculum).

Primary Sources of Evidence:

Assessment Commentary **Prompt 2a–b**

Evidence of feedback (written, audio/video)

Scoring Decision Rules

► **Multiple Criteria**	▪ N/A
► **AUTOMATIC 1**	▪ One or more content errors in the feedback that will mislead student(s) in significant ways ▪ No evidence of feedback for one or more focus students
► **Preponderance of Evidence**	▪ You must apply the preponderance of evidence rule when the focus students receive varying types of feedback. For example, when the candidate provides feedback on both strengths and needs for 2 out of the 3 focus students, this example would be scored at a Level 4 according to the preponderance of evidence rule.

Unpacking Rubric Levels

Level 3

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

- The feedback identifies <u>specific</u> strengths OR needs for improvement. At Level 3, the candidate MUST provide the focus students with qualitative feedback about their performance that is aligned with the learning objectives. For example, "I cannot hear the audio in the middle section of your "how-to" video. Checkmarks, points deducted, grades, or scores do not meet the Level 3, even when they distinguish errors from correct responses.

Below 3

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

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

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

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

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

- Feedback is not related to the learning objectives. For example, the feedback consists of only an overall grade OR a general comment such as "Good."
- 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 the analyzed assessment for one or more focus students. This includes when there is only a description of feedback rather than actual feedback (video, audio, or written) presented to the focus student(s).

Above 3

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

- Feedback is specific, related to assessed learning objectives, and addresses students' strengths AND needs.

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

- Specific feedback addresses both strengths and needs. For example, "Your videography and graphics are excellent, but I cannot hear parts of the audio in your how-to video" or "You make some good arguments in your essay which you support with solid evidence, but your word choice is repetitious.
- Each student work sample must contain both strengths AND needs to score at this level. Strengths on one paper and needs on another does not meet the criteria for a level 4. (In the event that the feedback on two of the focus students has both strengths and needs, and the third student scored high enough that only strengths are appropriate, it can be scored at a level 4.)

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

- The feedback for at least one focus student includes:

  - A strategy to address a specific learning need, including the need for a greater challenge. For example, "The content in your presentation is very good. You did a nice job with your research; however your presentation does not include any audience interaction. Think about how you can use Prezi's unique features to make your presentation more engaging for your audience. ." Or, "Your videography and graphics are excellent, but I cannot hear parts of the audio in your how-to video" or "You make some good points in your essay, but your word choice is repetitious. Use Wordle to create a word cloud. Consider some alternatives for the words that appear the largest in the word cloud."

  OR

  - A meaningful connection to experience or prior learning. For example, "You got the correct numbers on your spreadsheet, but you did not use a function feature to generate them. Remember last week when we used the SUM function to add up lots of numbers? The AVG function works the same way and is much faster than figuring the averages out yourself and simply typing them in the cells."

Assessment Rubric 13: Student Understanding and Use of Feedback

ETS13: How does the candidate support focus students to understand and use the feedback to guide their further learning?

The Guiding Question

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

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:
Assessment Commentary **Prompt 2c**
Evidence of Oral or Written Feedback

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

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

- Candidate describes <u>how</u> the focus students will understand **OR** use feedback related to the learning objectives. This description needs to relate to the feedback given to one or more of the focus students.

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

  - Example for *understanding* feedback: Candidate reviews work with whole class focusing on common mistakes that explicitly includes content that one or more focus students were given feedback on.

  - Example for *using* feedback: Candidate asks focus students to revise work using feedback given and resubmit revised work.

Below 3

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

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

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

- The description of how focus students will understand or use feedback is very general or superficial. Details about <u>how</u> the focus students will understand or use the feedback are missing. For example, "The focus students will get their work back. The feedback will tell them what they did right and wrong in their presentation using Prezi. They will create another Prezi next week."; or, e.g., description discusses whole class understanding or use of feedback without explicit attention to feedback given to one or more focus student.

- The use of feedback is not clearly related to the assessed learning objectives.

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

- Opportunities for understanding or using feedback are not described **OR**

- There is NO evidence of feedback for two or more focus students.

Above 3

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

- Support for the focus students to understand **AND** use feedback is described in enough detail to understand how the focus students will develop in areas identified for growth and/or continue to deepen areas of strength.

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

- The candidate describes planned or implemented support for the focus students to understand and use feedback on their strengths OR weaknesses to further develop their learning in relation to the learning objectives. For example, a candidate may work with focus students in a small group and reteach several concepts they struggled with on their assessment (as noted by feedback given), using a graphic organizer to further develop understanding of each concept (such as a T-chart or concept map). Next, students would be given an opportunity to revise their projects involving those concepts, using the graphic organizer to support their revisions. This example shows how a candidate can help focus students understand their feedback in relation to misunderstandings and support them in using that feedback to enhance learning in relation to objectives assessed. This type of planned support could take place with the whole class as long as explicit attention to one or more of the focus student's strengths or weaknesses is addressed in relation to the feedback given.

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

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

Assessment Rubric 14: Analyzing Students' Language Use

ETS14: How does the candidate analyze students' use of language to develop content understanding?

The Guiding Question

The Guiding Question addresses how the candidate explains students' use of the identified language demands and how that use demonstrates and develops content understanding.

Key Concepts of Rubric:

Use the definitions below and the subject-specific Academic Language handout to further clarify concepts on.

- **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**—Purpose for which language is used. The content and language focus of the learning task, often represented by the active verbs within the learning outcomes. Common language functions in technology-enhanced learning tasks include; **analyzing** data to identify solutions and/or make informed decisions, **explaining** information and ideas in a variety of media and formats, and **evaluating** the merits of a particular tool or resource.

- **vocabulary and/or symbols—Includes words and phrases that are used in technology-enhanced learning including:**

  1. words and phrases with meanings that differ in everyday life (e.g., table, link, copy/paste, graphic).

  2. general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate).

  3. terminology used in technology-enhanced learning environments (e.g., URL, podcast, tweet, text message, @).

- **discourse**—How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually that provide useful ways for the content to be communicated. In a technology-enhanced learning environment, example language structures include the features of websites needed to present information in an organized way, use of multimedia to present data and information for different purposes and audiences.

- **syntax**—The rules for organizing words or symbols together into phrases, clauses, sentences or visual representations. One of the main functions of syntax is to organize language in order to convey meaning. For example, the conventions for using acronyms, emoticons and emojis in digital conversations.

- **language supports**—The scaffolds, representations, and pedagogical strategies teachers intentionally provide to help learners understand and use the concepts and language they need to learn in a technology-enhanced learning environment. The language supports planned within the lessons in edTPA should directly support learners to understand and use identified language demands (vocabulary and/or symbols, language function, syntax, and discourse) to deepen content understandings and creativity or critical thinking.

Primary Sources of Evidence:

Assessment Commentary **Prompt 3**

Evidence of Student Language Use (student work samples and/or video evidence)

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The candidate explains and identifies evidence that students used or attempted to use the language function AND one additional language demand (vocabulary and/or symbols, syntax, or discourse). Note: The language demands discussed in the Assessment Commentary do not have to be the same as those discussed in Task 1.

- It is not sufficient for the candidate to reference an artifact and make a general statement, for example, "As seen in the work samples, the student used the vocabulary in their work." The candidate must explain how the students used the identified language and reference or identify an example of that use from the artifact, e.g., Student 1 compared and contrasted elements of a formal essay to the elements of a blog post.

Below 3

Evidence that demonstrates performance below 3:

- The candidate's identification of student's language use is not aligned with the language demands or limited to one language demand.

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

- The candidate's description and/or evidence of students' language use is limited to only one language demand (vocabulary and/or symbols, function, syntax, or discourse).

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

- The candidate identifies language use that is unrelated or not clearly related to the language demands (function, vocabulary, and additional demands) addressed in the Assessment commentary.

- Candidate's description or explanation of language use is not consistent with the evidence provided.

Above 3

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

- Candidate identifies specific evidence of student use of the language function and vocabulary (and/or symbols) along with at least one other language demand (syntax, discourse).

- Candidate explains how evidence of student language represents their development of content understandings, which may include growth and/or struggles with both understanding and expressing content understandings. Candidate explains and provides evidence of language use and content learning for students with distinct language needs.

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

- The candidate identifies and explains evidence that students are able to use the language function, vocabulary and/or symbols AND associated language demands (syntax, discourse). The explanation uses specific evidence from the video or work samples.

- The candidate's analysis includes how evidence of student language use demonstrates growth and/or struggles in developing content understandings. For example, the candidate notes that, "All students could give a complete explanation using some commonly used file format such as .GIF, .JPG and .MOV. (references timestamp of video). However, many students struggled when comparing and contrasting (the language function) the differences in the file types. For example, student 1 (references timestamp of video) could not explain the differences between all three formats and why one file format should be used instead of another in a particular project.

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

- Explains and provides evidence that students with distinct language needs are using the language for content learning.

Assessment Rubric 15: Using Assessment to Inform Instruction

ETS15: 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

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:

Assessment Commentary **Prompt 4**

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- *Primary Criterion*: The next steps focus on support for specific changes to student learning for the whole class, not specifically targeted for individual students. The support addresses learning related to the learning objectives that were assessed.

- *Secondary Criterion*: The candidate refers to research or theory when describing the next steps. The connections between the research/theory and the next steps are vague/not clearly made.

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

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

Below 3

Evidence that demonstrates performance below 3:

- 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 learning.

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

- The next steps are related to the analysis of student learning and the learning objectives assessed.

- The next steps address improvements in teaching practice that mainly focus on how the candidate structures or organizes learning tasks which offer limited support without addressing changes and have 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.

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

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

Above 3

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

- Next steps are based on the assessment results and provide scaffolded or structured support that is directly focused on specific student learning needs related to the improved use of digital tools and resources to demonstrate content knowledge, creativity, **AND** critical thinking skills.

- Next steps are supported by research and/or theory.

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

- The next steps are clearly aimed at supporting specific student needs for either individuals (2 or more students) or groups with similar needs related to their improved use of digital tools and resources for learning related to demonstrating of content knowledge creativity, AND critical thinking skills. Candidate should be explicit about how next steps will strategically support individuals or groups and explain how that support will address each individual or group's needs in relation to the area of learning.

- The candidate discusses how the research or theory is related to the next steps in ways that make some level of sense given their students and central focus. They may cite the research or theory in their discussion, or they may refer to the ideas from the research. Either is acceptable, as long as they clearly connect the research/theory to their next steps.

- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the second criterion at least at Level 3).

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

- The next steps are clearly aimed at supporting specific student needs for <u>both</u> individuals and groups with similar needs related to their improved use of digital tools and resources for learning related to demonstrating content knowledge, creativity, AND critical thinking skills. Candidate should be explicit about how next steps will strategically support individuals and groups and explain how that support will address each individual's and group's needs in relation to the areas of learning.

- 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.