Planning Rubrics – Rubric 1: Planning for the Whole Child

Planning commentary prompt 1, lesson plans, instructional materials, assessments

How do the candidate's plans support the active and multimodal nature of young children's development of language and literacy?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
Candidate's plans are developmentally inappropriate **OR focus solely** on one modality for learning.	Plans for instruction **support language and literacy development using only one modality with little connection to the active nature of children's learning.**	Plans for instruction build on each other to support language and literacy development through **at least one modality with connections** to the active nature of children's learning.	Plans for instruction build on each other to support language and literacy development through multiple modalities with **clear connections** to the active nature of children's learning.	**Level 4 plus:** Candidate provides **clear examples of the interdisciplinary context in which the learning takes place.**
There are **significant content inaccuracies** that will lead to children's misunderstandings. **OR** Standards, objectives, learning tasks, and materials are not aligned with each other.				
LOOK FORs: Learning tasks • are developmentally inappropriate • limit opportunities to develop **subject specific understandings**[8] • include consistent content errors • are not aligned with learning outcomes		LOOK FORs: Learning tasks • are aligned with learning outcomes • build subject specific understandings	LOOK FORs: **All from Proficient and…** Learning Tasks • are sequenced in a learning progression across lessons • build deep subject specific understandings across all learning experiences • supports learning in an interdisciplinary context	

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[8] See edTPA handbooks for the subject specific understandings

Evidence cited is representative and not exhaustive

Evidence:

Grade – 3

The central focus for the learning segment is how to write a letter using the correct letting writing format.

Lesson 1	Lesson 3
- Objective: recognize and label 5 components of a letter (date, greeting, body, closing, signature) - Key terms: 5 components. - Asks about getting a letter - Three questions on chart to use with books - Doc camera to examine letters, identify 5 components - Assessment: Letter labeling worksheet - Adaptation: read terms to children, cue cards with description	- Objective: write letter with topic and 3 supporting details - Punctuation in letter – thumbs up/down - Explain process for writing letter, show rubric to children - Will write to kinder buddy or someone else - Assessment: Children will write a letter. - Adaptation: dictate details for graphic organizer; cue cards; small group.
Lesson 2	**Lesson 4**
- Objective: complete graphic organizer to help with letter writing - Cut up labels and paste in correct order - Doc cam to show letter, discuss "topic" and "details" of a letter - Pair discussion, then share whole group - Children will write a letter with topic (1-2 details) - Assessment: graphic organizer - Adaptation: dictate details for graphic organizer. Cue cards.	- Objective: write a letter with topic, details and concluding statement (to a teacher) - Review components of a letter with concluding statement.

Evaluation: (Check one): ___x___Emerging   _____ Proficient   _____ Advanced

Planning Rubrics - Rubric 2: Planning to Support Varied Learning Needs

EVIDENCE: Planning commentary prompts 2 & 3, lesson plans, instructional materials

How does the candidate use knowledge of the children to support children's varied learning needs?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
There **is little or no evidence of planned supports.** OR Candidate does NOT attend to requirements in IEPs and 504 plans.	The learning experiences are **loosely tied to learning objectives** and are presented in the same way to all children, with little consideration of differences in the children's learning approaches or needs.	The learning experiences includes supports that are **tied to the learning objectives and provide some opportunities** for children with different learning approaches or needs to learn and/or demonstrate their learning. AND **Candidate attends to requirements in IEPs and 504 plans.**	The learning experiences include supports that are tied to learning objectives and promote the **developmental needs of specific individuals or groups with similar needs.** Candidate attends to requirements in IEPs and 504 plans.	Level 4 plus: Supports include specific strategies to identify and respond to developmental approximations or misunderstandings.
LOOK FORs: Planned supports • are superficially aligned with learning outcomes (e.g., some lessons address additional outcomes or miss key outcomes related to the central focus) • are limited or missing • do not address IEP/504 requirements		LOOK FORs: Planned supports • are aligned with learning outcomes • • are appropriate for the needs of the whole class and some differentiated learning • address IEPs/504 requirements	LOOK FORs: All from Proficient and… Planned supports • are designed to scaffold learning for a variety of students (e.g., English learners, struggling readers, underperforming or gifted students) • identify and respond to potential misconceptions or partial understandings	

Evidence:

1 child with IEP – speech services

Pre-assessment guided planned supports.

Lesson 1	Lesson 3
- Objective: recognize and label 5 components of a letter (date, greeting, body, closing, signature) - Adaptation: read terms to children, cue cards with description	- Objective: write letter with topic and 3 supporting details - Adaptation: dictate details for graphic organizer; cue cards; small group.
Lesson 2	Lesson 4
- Objective: complete graphic organizer to help with letter writing - Adaptation: dictate details for graphic organizer. Cue cards.	- Objective: write a letter with topic, details and concluding statement (to a teacher) - Review components of a letter with concluding statement.

Evidence cited is representative and not exhaustive

Planning Rubrics - Rubric 2: Planning to Support Varied Learning Needs

- "I created an anchor chart (known to the students as a "reference chart") to help students learn the parts of a letter. The chart is one way that I scaffolded (Vygotsky) the learning segment. The chart contained a letter with each part of the letter labeled in a different color"

- "The second piece of scaffolding I provided was a graphic organizer that included space for a topic and up to four details. I modeled how to brainstorm topic ideas with the students suggestions and then filled out the organizer with a topic and corresponding details based on the students suggestions."

- "The real letters used in the lessons will help make the concept of letters concrete for the ELL students. The students will be able to visually see what a letter looks like and how it sounds as the whole class reads the letter together."

- Rubric to assist students with goals

Evaluation: (Check one): _____Emerging   __x____ Proficient   _____ Advanced

EVIDENCE: Planning commentary prompts 2 & 3

How does the candidate use knowledge of the children to justify instructional plans?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
Candidate's justification of learning tasks either is **missing OR represents a deficit view** of children and their backgrounds.	Candidate justifies learning tasks with **limited attention** to children's prior learning **OR** personal/cultural/community assets.	Candidate **justifies** why learning tasks (or their adaptations) **are developmentally appropriate** using • examples of children's prior learning **OR** • examples of personal/cultural/ community assets Candidate makes superficial connections to research and/or developmental theory.	Candidate justifies why learning tasks (or their adaptations) are developmentally appropriate using • examples of children's prior learning **AND** • examples of personal/cultural/ community assets Candidate makes connections to research and/or developmental theory.	Level 4 plus: Candidate's justification is supported by **principles from research and/or developmental theory**.
LOOK FORs: Justification for plans includes: • superficial descriptions of students' prior learning OR lived experiences • pervasively negative portrayal of students' backgrounds, educational experiences or family/community characteristics (e.g., exclusive focus on student needs or gaps without acknowledging strengths)		**LOOK FORs:** Justification for plans includes: • concrete, specific connections between tasks and prior learning (academic OR lived experiences/assets) • surface level discussion of theory or research	**LOOK FORs:** All from Proficient and Justification for plans includes: • concrete, specific connections between tasks and prior learning (academic AND lived experiences/assets) • grounded discussion of theory or research (e.g., goes beyond "name dropping")	

Evidence cited is representative and not exhaustive

Planning Rubrics - Rubric 3: Using Knowledge of Children to Inform Teaching and Learning

Evidence:

- Students enjoy collaborating with a partner on writing projects. They often create stories and books together that include colorful illustrations. Some students are working to build enough stamina to write for an extended amount of time (10 minutes or more).
- The students are capable of partner work and enjoy talking with others which led me to include partner work within the first lesson.

- The students were given the opportunity to practice their fine motor skills during the assessment for the first lesson.
- Students speak with their peers about academic subjects with prompting and sometimes without prompting. When students speak with other students they can help their peers better understand a new or difficult topic. The children enjoy talking with each other about their likes, dislikes, and what they enjoy doing outside of school
- The children were given a pre-assessment asking what a letter looks like, what letters are used for, what letters say, and if they had ever received a letter. Some of the children indicated that they had received letters in the past from the mailman, a friend that was far away, and the local public library. The pre-assessment responses show me that the students are familiar with letters, although they are not familiar with all the conventions of letter writing (i.e. letters include a date, greeting, body, closing, and signature). The students enjoy writing notes to their friends, which shows me that they will most likely have an interest in letter writing if they are able to write to someone they know.
- Victoria Cochrane explains in her article "Text Level Structure: Why Use Graphic Organisers to Scaffold Developing Writer?" that developing writers need support so that may see the parts that combine to make a whole piece of writing (published under the Australian Literacy Educators' Association).

Evaluation: (Check one): _____Emerging ___x___ Proficient _____Advanced

EVIDENCE: Planning commentary prompt 4, lesson plans, instructional materials

How does the candidate identify and support children's vocabulary[9] development?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
Vocabulary identified by the candidate is developmentally inappropriate OR is **not consistent with the central focus OR learning experience.** OR Language supports are missing or are not aligned with the learning task.	Candidate **identifies vocabulary vaguely related to** the learning experience or central focus. **Plans include general support for vocabulary development.**	Candidate identifies vocabulary **related** to the learning experience and central focus. Plans include general support for vocabulary development.	Candidate identifies vocabulary related to the learning experience and central focus. Plans include **targeted support** for some children's **use of** vocabulary.	Level 4 plus: Instructional supports are **designed to meet the needs of children with different levels of language development.**
LOOK FORs: Vocabulary is not aligned with objectives or learning experiences. Supports are not included or not aligned with learning experiences		LOOK FORs: Vocabulary identified is related to learning experiences Supports generally address some aspects of vocabulary development	LOOK FORs: **All from Proficient and…** Supports are strategically designed to address all vocabulary for children with varying characteristics and language needs.	

Evidence:
- The key vocabulary are parts of a letter which include the terms *date, greeting, body, closing,* and *signature.*
- The chart supports learners who may have difficulty remembering and incorporating new language into their own speech and writing. The chart also serves as a visual reminder as to what the words are and what they look like when a letter is written. The document camera allows students to see real letters that have been previously written or letters that are constructed as a whole class

Evaluation: (Check one): _____Emerging   ___x___ Proficient   _____ Advanced

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[9] Developmentally appropriate sounds, words, phrases, sentences and paragraphs that children must use or create to engage in the learning experience.

Evidence cited is representative and not exhaustive

EVIDENCE: Planning commentary prompt 5, lesson plans, assessments

How are the informal and formal assessments selected or designed to monitor children's active and multimodal development of language and literacy?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
The assessments **only provide evidence** of one mode of learning. Assessment adaptations required by IEP or 504 plans are NOT made.	The assessments **provide limited evidence** to monitor children's active learning **during the learning segment.** Assessment adaptations required by IEP or 504 plans are made.	The assessments **provide evidence** to monitor children's active learning through at least one mode of learning **during the learning segment**. Assessment adaptations required by IEP or 504 plans are made.	The assessments provide evidence to monitor children's active learning **through multiple modalities of** learning **throughout** the learning segment. Assessment adaptations required by IEP or 504 plans are made.	Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.
Assessments are **NOT** aligned with the central focus and standards/objectives for the learning segment.				
LOOK FORs: • Majority of Assessments: o provide minimal evidence of subject specific emphasis (e.g., tally of rote responses) o are not aligned with full scope of subject specific outcomes • IEP/504 requirements for adaptations/modifications are not addressed		LOOK FORs: • Majority of Assessments: o provide evidence of subject specific emphasis • IEP/504 requirements for adaptations/modifications are addressed	LOOK FORs: All from Proficient and… • Assessments: o provide evidence of the full range of subject specific emphasis o are used in each lesson o are differentiated so students show understandings in various ways	

Evidence:

Lesson 1 - Objective: recognize and label 5 components of a letter (date, greeting, body, closing, signature) - Assessment: Letter labeling worksheet - Adaptation: read terms to children, cue cards with description	Lesson 3 - Objective: write letter with topic and 3 supporting details - Assessment: Children will write a letter. - Adaptation: dictate details for graphic organizer; cue cards; small group.
Lesson 2 - Objective: complete graphic organizer to help with letter writing - Assessment: graphic organizer - Adaptation: dictate details for graphic organizer. Cue cards.	Lesson 4 - Objective: write a letter with topic, details and concluding statement (to a teacher) - Review components of a letter with concluding statement.

Evidence cited is representative and not exhaustive

The informal assessments will be composed of questions and student responses during a lesson.

Students who have difficulty writing may have a scribe and dictate their writing. Students who struggle to focus and write will be able to demonstrate their understanding with the help of a scribe who may provide prompts such as "What else would you include in your letter?"

Evaluation: (Check one): _____Emerging   ___x___ Proficient   _____ Advanced

EVIDENCE: Video clip(s), Instruction commentary prompt 2

How does the candidate demonstrate a positive learning environment that supports children's engagement in learning?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
The clips reveal **evidence of unhealthy or disrespectful interactions between teacher and child or between children.** OR Candidate allows **disruptive behavior to interfere with children's learning.**	The candidate **demonstrates respect for children.** Candidate provides a learning environment that **serves primarily to control children's behavior, and minimally supports the** learning goals.	The candidate demonstrates **rapport with** and respect for children. Candidate provides a supportive, low-risk social environment that reveals mutual respect among children.	The candidate demonstrates rapport with and respect for children. Candidate provides a **challenging learning environment that promotes** mutual respect among children.	The candidate demonstrates rapport with and respect for children. Candidate provides a challenging learning environment that **provides opportunities to express varied perspectives** and promotes mutual respect among children.
LOOK FORs: • Respect (e.g., attentive listening to student responses) • Disrespectful interactions • Disruptive behaviors (e.g., interfere with lesson flow and engagement) • Controlling or directive environment (e.g., Children engage in teacher led tasks with little discussion or interaction)		LOOK FORs: • Rapport (e.g., Candidate shows positive interactions with children) • Mutual respect (e.g., shared between children and teacher) • Low risk (e.g., Children speak, ask and respond to questions openly)	LOOK FORs: All from Proficient and… • Challenging (e.g., high-order questions, such as, "what's another way to think of that? Who has another perspective?") • Perspectives (e.g., express alternative responses or perspectives)	

Evidence:

Clip 1: partner share; correcting errors in the letter on electronic whiteboard. Discussion of concluding statement. Clip 2: small group discussion about sentences for letter.

The SMART board and sharing of ideas creates a supportive context to promote skills and processes language and literacy development in the first clip. The letter on the board helps the students see where the parts of a letter belong as the students move the parts to the correct places(1:24, 1:53, 2:20, 3:04). The sharing and discussion creates a supportive context to promote oral skills and academic language such as "greeting" and "closing" (0:07, 2:00, 4:25). Students are able to hear other students' thoughts and reasoning when they turn to one another and talk in addition to when students share individually (0:01).
A second challenging part about the letter is that the names of the letter parts are not written on the letter.

The prompts, discussions, dry erase markers, and white boards are all pieces of the learning environment that supports the students' development of language and literacy in the second clip. The prompts helped students determine if their concluding statement was a good fit for the topic given topic (2:46, 2:39). Sometimes the prompts reinforced that students' concluding statements were correct (2:39, 2:46). The discussions allowed students to speak to one another about their concluding statements and help each other check whether or not their concluding statements were appropriate for the topics (2:46).

Evaluation: (Check one): _____Emerging   ___x___ Proficient   _____ Advanced

Evidence cited is representative and not exhaustive

EVIDENCE: Video clip(s), Instruction commentary prompt 3

How does the candidate engage children in the active and multimodal nature of young children's development of language and literacy?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
In the clip(s), children are **observed** in learning experiences that **focus solely on one modality for learning OR are developmentally inappropriate.**	In the clip(s), children are **participating** in learning experiences that promote language and literacy development through **at least one modality with vague support of the active nature of children's learning.**	In the clip(s), **children are engaged** in learning experiences that promote language and literacy development in at least one modality that **supports** the active nature of children's learning.	In the clip(s), children are engaged in learning experiences that promote language and literacy development **in multiple modalities** that support the active nature of children's learning.	In the clip(s), children are engaged in active, multimodal learning experiences that **deepen and extend** their language and literacy development and are embedded in an **interdisciplinary** context.
There is **little or no evidence that the candidate links** children's development with new learning. OR **Links cause children to be confused.**	Candidate makes vague or **superficial** links between children's development and **new learning.**	Candidate links children's development and **prior academic learning to new learning.**	Candidate links children's development; prior academic learning; **and personal, cultural, or community assets** to new learning.	Candidate **prompts children to link** prior academic learning and personal, cultural, or community assets to new learning.
LOOK FORs: • Loose connection between tasks and central focus • Tasks focus on low-level content (e.g., facts in isolation) • Links to prior learning or lived experiences are limited • Children are confused by links to content (e.g., metaphors)		LOOK FORs: • Tasks focus on subject specific emphasis • Links (e.g., candidate connects previous instruction/learning to new content)	LOOK FORs: All from Proficient and… • Tasks develop/deepen subject specific emphasis • Links (e.g., Teacher or students connects new learning with prior instruction/learning AND lived experiences)	

Evidence:

The students were motivated and intellectually engaged in the clip by both the activities and the materials. In the first clip the students were asked to turn to a partner and tell their partner what they noticed that was out of place in the letter. Talking with a partner (0:06) requires students to practice their speaking skills and incorporate the language associated with the learning segment.

The active participation in showing a hand signal (thumbs up when concluding statement was identified) was an intellectually engaging activity (6:55). Students were viewing, reading, comprehending text, and using their knowledge about concluding statements to identify a concluding statement.

The SMART board intellectually engaging and motivating for the students when they were able to go to the board and move a part of the letter into the correct space.

In the second clip, the whiteboard and dry erase markers were two of the materials that were intellectually engaging and motivating. The students wrote their concluding statements on the dry erase board (0:02, 0:59) and then shared what they had written (0:05, 1:13, 2:03, 2:31). The students used both their writing (forming letters, words, a sentence) and oral reading (decoding words) skills as they shared their concluding statements that they wrote. The students were also able to discuss what they like doing on the playground.

Evaluation: (Check one): _____Emerging _____ Proficient ____x___ Advanced

Evidence cited is representative and not exhaustive

EVIDENCE: Video clips, Instruction commentary prompt 4a

How does the candidate elicit children's responses to promote the active and multimodal development of language and literacy?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
The candidate **does most of the talking, and children provide few responses.** OR Candidate responses include **significant content inaccuracies** that will lead to children's misunderstandings.	Candidate **primarily asks surface-level questions and** evaluates children's responses as **correct or incorrect.**	Candidate **elicits children's responses related to their understanding of language and literacy.**	Candidate **elicits and builds** on children's responses to **promote their understanding and active development of language and literacy.**	Candidate **facilitates interactions among children so they can evaluate their own abilities to actively develop language and literacy.**
LOOK FORs • Surface level questions (e.g., one word answers) • Candidate talk (e.g., lecture only) • Consistent or egregious content inaccuracies		LOOK FORs • Questions prompt some higher-order thinking related to subject specific understandings	LOOK FORs: All from Proficient and… Question build on student thinking about subject specific understandings Interactions among students (e.g., Children respond to and build on peer comments)	

Evidence:

In the first clip, I elicited students thinking through questions such as asking students to agree or disagree with another student's response(3:29).
In the second clip, I elicited students' understanding of letter writing by asking students to produce a concluding statement in writing given a topic (1:15, 1:25, 1:35).

Evaluation: (Check one): ___x___Emerging   _____ Proficient   _____ Advanced

Evidence cited is representative and not exhaustive

EVIDENCE: Video clip(s), instruction commentary prompt 4b

How does the candidate use interdisciplinary learning experiences to promote children's development of language and literacy?					
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**		
Learning experiences seen in the clips promote language and literacy development **with little to no attention to interdisciplinary connections.** OR Materials used in the clips include **significant content inaccuracies** that will lead to children's misunderstandings.	In the clips, the candidate makes **vague or superficial reference to interdisciplinary connections** to promote language and literacy development.	In the clips, the candidate **makes interdisciplinary connections to promote** language and literacy development.	In the clips, the candidate makes interdisciplinary connections **in ways that deepen children's development of language and literacy.**	Level 4 plus: Candidate helps children make their own interdisciplinary connections **in ways that promote the development of language and literacy.**	
LOOK FORs:		LOOK FORs:	LOOK FORs: All from Proficient and …		

Evidence:

Candidate did not provide evidence for this rubric.
No additional evidence was located in the Instruction commentary to support this rubric.

Evaluation: (Check one): ___x___Emerging   _____ Proficient   _____ Advanced

Evidence cited is representative and not exhaustive

EVIDENCE: Video clip(s), Instruction commentary prompt 5

How does the candidate use evidence to evaluate and change teaching practice to meet children's varied learning needs?					
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**		
Candidate suggests **changes unrelated to evidence of children's learning.**	Candidate proposes changes that are **focused primarily on improving directions for learning tasks or task/behavior management.**	Candidate proposes changes that **address children's collective learning needs** related to the central focus. Candidate makes superficial connections to research and/or developmental theory.	Candidate proposes changes that address children's **individual and collective learning needs** related to the central focus. Candidate makes connections to research and/or developmental theory.	Level 4 plus: Candidate justifies changes using principles of research and/or developmental theory.	

LOOK FORs:	LOOK FORs:	LOOK FORs:

• Proposed changes
  o Address candidate's own behavior without reference to student learning
  o suggest "more practice" or time to work on similar or identical tasks without revision
  o address problems with student behavior and how to "fix" it
	• Proposed changes
	  o address gaps in whole class learning/understanding
	  o re-engage students in new, revised or additional tasks
	  o include surface level discussion of research or theory (e.g., name drop or use a term without connection to own practice)
		All from Proficient and…
		• Proposed changes
		  o are concrete, specific and elaborated
		  o address gaps in student learning for different students in different ways (e.g., modified tasks or different resources/materials, extra scaffolding with teacher or peer)
		  o are grounded in principles from theory or research (e.g., go beyond name dropping or jargon)

Evidence:

The students who were able to write with a topic and details and those who struggled would benefit from more instruction and practice or writing time. Individual writing conferences would help students who struggle to improve by giving each student individual feedback and prompting. The students who are successful would also benefit from writing conferences.

I would also spend more instructional time looking at letters and discussing the importance of each part of a letter.

I would involve students in more partner sharing so that students could share their background knowledge and ideas with each other.

When students know the purpose of the parts of writing they have a better understanding and can more easily apply what they have learned. I saw this after students looked at examples of letters in books. An increased awareness and knowledge about the parts of a letter helped students to realize they needed to include more in their letters than just one or two sentences and their name.

Evaluation: (Check one): _____Emerging   ____x__ Proficient   _____ Advanced

Evidence cited is representative and not exhaustive

EVIDENCE: Assessment commentary 1, evaluation criteria, work samples

How does the candidate analyze evidence of children's learning?			
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**
The analysis is superficial or not supported by either sources of evidence or the summary of children's learning. OR The evaluation criteria, learning objectives, and/or analysis are not aligned with each other.	The analysis focuses **solely** on children's **strengths OR needs, supported** by the sources of evidence or summary of children's learning.	The analysis focuses on what **the focus children's strengths AND needs** and is supported by the sources of evidence. **Analysis includes some differences in whole class learning.**	Analysis **uses specific examples** from the sources of evidence to **demonstrate patterns of strengths and needs for the focus children.** Patterns are described for whole class.	Analysis uses specific examples from the sources of evidence to demonstrate patterns of learning—**both quantitative and qualitative**—for the whole class related to children's strengths and needs, **and addresses interests that can be used to further their learning.**

LOOK FORs:	LOOK FORs:	All from Proficient and LOOK FORs:
• Lists correct OR incorrect answers • Claims unsupported by work samples • No alignment between assessment and objectives	• Lists correct AND incorrect answers • Lists some areas where whole class excelled or struggled	• Describes students' understandings and struggles citing evidence (e.g., As demonstrated in sample 3…) • Learning trends related to individual or group understandings/misunderstandings (e.g., Scores on essay question lower for ELLs; struggled with taking and supporting a position beyond personal opinions…)

Evidence:

Whole class: Students struggle with including a date in their letter. Students also struggled with writing their body and including a topic with at least 3 details that correspond with their topic. Although, more than 50% of students were able to write a topic and three corresponding details. Developmental approximations include the writing of vowel patterns (consonant vowel consonant e, ae). Many students are at the Within Word stage of spelling (vowel pattern confusions) and a few are at the letter name stage (struggle to include vowels in words).

B----'s (Student 2) strengths lie in the format and parts of a letter, topic and details, and her inclusion of punctuation. B---- wrote a letter (EC_Work_Sample_2) with a clear topic that introduced herself to the addressee, talked about herself, and then asked questions. B----'s (Student 2) challenges included not beginning all sentences with a capital letter, the writing does not always sound like spoken English, and she struggles with some vowel patterns and consonant blends (EC_Work_Sample_2).

One of M----'s (Student 1) strengths is his topic and details in his letter (EC_Work_Sample_1). He wrote his details in the form of questions. All of M----'s details relate to the topic of the letter as he asks the addressee of the letter about her students, her classroom, and her school. His letter shows that he knows the parts of a letter and how to write the body of a letter with a topic and corresponding details. M---- met the standards and objectives of the learning segment by writing with a topic, details, and a concluding statement. The letter contained five sentences which is an improvement over past writing that only contained two or three sentences.
The observation notes show in lesson 1 M---- understands what a topic in when he says that it is "Like the name of a book." He later also states that a topic is "What a letter is about."

Evaluation: (Check one): _____Emerging   _____ Proficient   ____x___ Advanced

Evidence cited is representative and not exhaustive

EVIDENCE: Assessment commentary prompt 2a, work sample

What type of feedback does the candidate provide to focus children?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
Feedback is unrelated to the learning objectives OR is inconsistent with the analysis of children's learning. OR Feedback contains significant content inaccuracies. OR Feedback is developmentally inappropriate.	Feedback **addresses** only errors, needs, OR strengths generally related to the learning objectives. OR Feedback is inconsistently provided to focus children.	Feedback is **accurate and primarily focuses on** needs **AND** strengths **related** to specific learning objectives, although there may be greater attention to one than the other. **Feedback is provided consistently for the focus children.**	Feedback is accurate and **addresses both strengths AND needs** related to specific learning objectives. Feedback is provided consistently for the focus children.	Level 4 plus: Candidate provides feedback that will **guide focus** children **to understand their own strengths and needs.**
LOOK FORs: • General feedback on errors OR strengths (e.g., "Good detail!") • Unequal feedback given (e.g., 1 sample with feedback and 1 sample without) • No relation to objectives or analysis • Feedback inaccurate (e.g., numerous or essential items are marked incorrect when correct or vice versa)		LOOK FORs: • Specific feedback connected to objectives (e.g., "As you explain the causes, remember to include key nations involved.") • Feedback emphasizes strengths OR weaknesses with mention of other • Equal feedback given (e.g., same amount and kind across focus students)	All from Proficient and LOOK FORs: • Balanced specific feedback on strengths AND weaknesses • Guides student self evaluation of strengths and weaknesses (e.g., "I will have students use rubric to evaluate their own draft and discuss results with peer.")	

Evidence:

The feedback written to M---- (Student 1) on the rubric (EC_Work_Sample_1_Feedback) addressed his individual needs through the comment "Remember to include punctuation (. ! ?) at the end of every sentence". The scored rubric addressed the learning segment objective with the five criteria concerning the parts of a letter and a topic and details. The rubric contains scores up to 3 with a score of 3 being fully met. M---- earned a 1 for the date criteria as he did not include a date and a 3 for the other four criteria which he fully included in the letter he wrote. M---- knows how to correctly write a letter with 4 out of 5 the criteria including a topic and details.

Evaluation: (Check one): ___x___Emerging   _____ Proficient   _____ Advanced

EVIDENCE: Assessment commentary prompt 2b

How does the candidate provide opportunities for focus children to use the feedback to guide their further learning?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
Opportunities for applying feedback are **not described.** OR Candidate provides limited or no feedback to inform children's learning.	Candidate **provides a vague explanation** for how focus children will use feedback to support subsequent learning.	Candidate **describes** how focus children will be able to apply **feedback** on their strengths and needs **to support language and literacy development.**	Candidate describes how s/he will **support** focus children to apply feedback on their strengths and needs to support language and literacy development.	**Level 4 plus:** Candidate **guides** focus children to **generalize feedback to support further learning.**
LOOK FORs: • Generic discussion for use of feedback (e.g., "to use for upcoming exam") • No discussion for use of feedback • No feedback given on samples		LOOK FORs: • Explicit discussion for how students use feedback to improve work (e.g., "Use questions I asked to deepen your response by answering them using research sources and adding that information to your essay.")	All from Proficient and LOOK FORs: • Discussion of support for student use of feedback (e.g., one-on-one conferences to use feedback to improve draft) • Leads to deeper understandings of current or future work (e.g., content of conference focuses on improving content understanding/skills within draft)	

Evidence:
Students were given the opportunity to apply their written feedback and rubric scores by writing letters to their pen pals at another elementary school. Students were also able to use the feedback on the topic and details in paragraph writing for a science research project.

Evaluation: (Check one): ___x___ Emerging   _____ Proficient   _____ Advanced

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

How does the candidate analyze children's use of vocabulary[11] to develop content understanding?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
Candidate identifies language use that is unrelated to identified vocabulary. OR Candidate does not support development of children's vocabulary.	Candidate provides evidence that children are introduced to vocabulary associated with the learning experience.	Candidate **explains** and provides evidence that children use the **vocabulary associated with the learning experience**.	Candidate explains and provides evidence of how children use the vocabulary to **promote content understandings**.	Level 4 plus: Candidate explains and provides evidence of vocabulary use and content learning for children at different levels on the developmental continuum.
LOOK FORs: • Candidate introduces vocabulary • Lists vocabulary that is not connected to identified learning tasks or central focus.		LOOK FORs: • Lists and explains students' use of vocabulary	All from Proficient and LOOK FORs: • Lists and explains vocabulary used by whole class OR students with varied needs • Explains how vocabulary use clearly supports content understandings	

Evidence:
In the video clips in Task 2 and the clips for both focus children, students are able to identify the parts of a letter by name (date, greeting, body, closing, signature). M----(EC_Assessment_Student_1) correctly identified the parts of a letter (greeting, body, signature) orally as he pointed to the parts on another student's shirt.

The language supports used promoted the development of the key language demand very well. The supports included an anchor chart with a labeled letter, reviewing names of letter parts during instruction on the SMART board, books containing letters, real letters, a rubric, putting punctuation in a letter on the SMART board, and a graphic organizer for a topic and details.

Evaluation: (Check one): _____Emerging   ___x___ Proficient   _____ Advanced

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[11] Developmentally appropriate sounds, words, phrases, sentences and paragraphs that children use or create to engage in the learning experience.

Evidence cited is representative and not exhaustive

EVIDENCE: Assessment commentary prompt 4

How does the candidate use the analysis of what children know and are able to do to plan next steps in instruction?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
Next steps **do not follow** from the analysis. OR Next steps are **not relevant to the standards and learning objectives** assessed. OR Next steps are **not described in sufficient detail** to understand them.	Next steps **focus on procedural issues (repeating instruction, pacing, or classroom management issues)** with little attention to the substance of learning.	Next steps **propose general support that improves children's learning related to** • language and literacy development • the active nature of young children's learning Next steps are **loosely connected with research and/or developmental theory.**	Next steps **provide both general support for the group as well as targeted support to individuals or groups to improve their learning relative to** • language and literacy development • **the active and multimodal nature of young children's learning** Next steps are **connected with research and/or developmental theory.**	Next steps provide **both general support for the group as well as** targeted support to individuals **and** groups to improve their learning relative to • language and literacy development • the active and multimodal nature of young children's learning Next steps are **justified with principles from research and/or developmental theory.**
LOOK FORs: Next steps: • Do not make sense (e.g., students need more support on writing arguments and candidate focuses next steps on vocabulary definitions) • Are not aligned to learning objectives • Present vague information (e.g., "will provide more support for objectives.")		LOOK FORs: • Next steps generally attend to whole class needs in relation to content (e.g., "use a Venn diagram to support writing of research paper.") • Discussions of research/theory are surface level	All from Proficient and LOOK FORs: • Strategic support for individuals AND groups related to subject specific knowledge • Next steps are grounded in research/theory	

Evidence cited is representative and not exhaustive

Evidence:

B---- will need to be taught vowel and consonant blend spelling patterns. The instruction on spelling patterns could take the form of open or closed word sorts and word games. B----'s strength was writing a topic with details and a concluding statement.

M---- will need to review the placement of letter parts. M----'s work sample letter did not have a true letter format with the placement of the letter parts. The review of the placement of letter parts may include reading a book containing letters and drawing the shape of a letter based on the format. M---- may also put together a cut apart letter to practice putting spaces in the correct places between the parts of a letter. Instruction for M---- will need to focus on including punctuation.

Evaluation: (Check one): _____Emerging   ____x__ Proficient   _____ Advanced

Evidence cited is representative and not exhaustive