

## Planning Rubrics – Rubric 1: Planning for English-Language Arts Understandings

### EVIDENCE: Planning commentary prompt 1, lesson plans, instructional materials, assessments

How do the candidate's plans build students' abilities to comprehend, construct meaning from, interpret, and/or respond to complex text?				
EMERGING PERFORMANCE <sup>3</sup>		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
Candidate's plans <b>focus solely on</b> literal comprehension of text with <b>little or no connection</b> to constructions of meaning, interpretation, or responses to the text.	Plans for instruction <b>support student learning of facts</b> and procedures with <b>vague connections to interpretative skills OR</b> responses to the text.	Plans for instruction <b>build on each other</b> to support learning of meanings of complex text with <b>clear connections</b> to interpretive skills or responses to the text, supported by textual references.	Plans for instruction build on each other to support learning of meanings of complex text with <b>clear and consistent connections</b> to interpretive skills or responses to the text, supported by textual references.	<b>Level 4 plus:</b> Candidate explains how s/he will use learning tasks and materials to <b>lead students to make clear and consistent connections.</b>
There are <b>significant content inaccuracies</b> that will lead to student misunderstandings.  <b>OR</b> Standards, objectives, and learning tasks and materials are <b>not aligned with each other.</b>				
<b>LOOK FORs:</b> Learning tasks <ul style="list-style-type: none"> <li>• are teacher directed</li> <li>• focus on practice of skills/facts/procedures/conventions</li> <li>• limit Ss opportunities to develop <b>subject specific understandings</b><sup>4</sup></li> <li>• include consistent content errors</li> <li>• are not aligned with learning outcomes</li> </ul>		<b>LOOK FORs:</b> Learning tasks <ul style="list-style-type: none"> <li>• are aligned with learning outcomes</li> <li>• build skills/facts/procedures and subject specific understandings (but may be unbalanced)</li> </ul>	<b>LOOK FORs:</b> <b>All from Proficient and...</b> Learning Tasks <ul style="list-style-type: none"> <li>• are sequenced in a learning progression across lessons</li> <li>• build skills/facts/procedures/conventions <b>and</b> deep subject specific understandings across all lessons</li> <li>• support students to understand the relationship between skills/facts/procedures/conventions and subject specific understandings</li> </ul>	

<sup>3</sup>Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

<sup>4</sup> See edTPA handbooks for the subject specific understandings

Evidence:

Central Focus: Analyzing Themes (Planning 1a, p1)

Learning Objectives:

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says,

• RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme,

• and RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text. (Planning 1c, p2)

Day 1: Define and identify examples of literary terms(Planning b, p2); Identify and analyze quotes supported by 3-step quote analyses handouts (Planning 1d, p2)

Day 2: Define and identify examples of literary terms(Planning b, p2); Identify and analyze quotes - "why they believe something about a character to be true and what the text says that supports their beliefs" (Planning 1d, p2)

Day 3: Identify and analyze quotes - "why they believe something about a character to be true and what the text says that supports their beliefs" (Planning 1d, p2);

Synthesize analysis information to determine theme (Planning b, p2)

Day 4: Synthesize information to determine theme (Planning b, p2)

**Evaluation:** (Check one):  Emerging  Proficient  Advanced

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

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

How does the candidate use knowledge of his/her students to target support for students to comprehend, construct meaning from, interpret, and respond to complex text?

EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
<p>There is little or no evidence of planned supports.</p> <p><b>OR</b></p> <p>Candidate does NOT attend to requirements in IEPs and 504 plans.</p>	<p>Planned supports are loosely tied to learning objectives or the central focus of the learning segment.</p> <p><b>AND</b></p> <p>Candidate attends to requirements in IEPs and 504 plans.</p>	<p>Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole.</p> <p><b>AND</b></p> <p>Candidate attends to requirements in IEPs and 504 plans.</p>	<p>Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs.</p> <p><b>AND</b></p> <p>Candidate attends to requirements in IEPs and 504 plans.</p>	<p><b>Level 4 plus:</b></p> <p>Supports include specific strategies to identify and respond to common errors and misunderstandings.</p>
<p><b>LOOK FORs:</b></p> <p>Planned supports</p> <ul style="list-style-type: none"> <li>• are superficially aligned with learning outcomes (e.g., some lessons address additional outcomes or miss key outcomes related to the central focus)</li> <li>• are limited or missing</li> <li>• do not address IEP/504 requirements</li> </ul>		<p><b>LOOK FORs:</b></p> <p>Planned supports</p> <ul style="list-style-type: none"> <li>• are aligned with learning outcomes</li> <li>• are appropriate for the needs of the whole class</li> <li>• address IEPs/504 requirements</li> </ul>	<p><b>LOOK FORs:</b></p> <p><b>All from Proficient and...</b></p> <p>Planned supports</p> <ul style="list-style-type: none"> <li>• are designed to scaffold learning for a variety of students (e.g., English learners, struggling readers, underperforming or gifted students)</li> <li>• identify and respond to potential misconceptions or partial understandings</li> </ul>	
<p>Evidence:</p> <p>Whole Class Supports</p> <ul style="list-style-type: none"> <li>• 3 step quote analysis handout (lesson plan 1) – “This learning task and material (handout) support students in constructing meaning from and responding to <i>To Kill a Mockingbird</i>. It also provides a model of questioning and analysis that the students can internalize and use when reading and when engaging in discussion (Beach, Appleman, Hynds, &amp; Wilhelm, 2011).” (Planning 3a, p4)</li> <li>• “The “Folds guided notes and graphic organizer” asks students to compare and contrast certain characters in the novel” (Planning 3a, p5)</li> <li>• “The character diamante poem asks students to choose a character or characters that interest them (as discussed above in question 2, prompt b.) and use specific terms to describe and analyze the character(s).” (Planning 3a, p5)</li> <li>• “the students create a Tagxedo Theme in which they use quotes from the novel that relate to a specific topic to construct a visual interpretation of the topic as it appears throughout the novel. (Planning 3a, p5)</li> </ul> <p>Specific individuals or groups supports</p>				

- Strategic grouping

Evaluation: (Check one): \_\_\_\_\_ Emerging \_\_\_X\_\_\_ Proficient \_\_\_\_\_ Advanced

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

### EVIDENCE: Planning commentary prompts 2 & 3

How does the candidate use knowledge of his/her students to justify instructional plans?				
EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
Candidate's justification of learning tasks is either <b>missing</b> OR <b>represents a deficit view</b> of students and their backgrounds.	Candidate justifies learning tasks with <b>limited attention</b> to students' prior academic learning OR personal/cultural/community assets.	<p>Candidate justifies <b>why</b> learning tasks (or their adaptations) are <b>appropriate</b> using</p> <ul style="list-style-type: none"> <li>examples of students' prior academic learning</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>examples of personal/cultural/community assets</li> </ul> <p>Candidate makes <b>superficial connections</b> to research and/or theory.</p>	<p>Candidate justifies <b>why</b> learning tasks (or their adaptations) are appropriate using</p> <ul style="list-style-type: none"> <li>examples of students' prior academic learning</li> <li>examples of personal/cultural/community assets</li> </ul> <p>Candidate makes <b>connections to</b> research and/or theory.</p>	<p><b>Level 4 plus:</b> Candidate's justification is supported by <b>principles from research and/or theory.</b></p>
<p><b>LOOK FORs:</b> Justification for plans includes:</p> <ul style="list-style-type: none"> <li>superficial descriptions of students' prior learning OR lived experiences</li> <li>pervasively negative portrayal of students' backgrounds, educational experiences or family/community characteristics (e.g., exclusive focus on student needs or gaps without acknowledging strengths)</li> </ul>		<p><b>LOOK FORs:</b> Justification for plans includes:</p> <ul style="list-style-type: none"> <li>concrete, specific connections between tasks and prior learning (academic OR lived experiences/assets)</li> <li>surface level discussion of theory or research</li> </ul>	<p><b>LOOK FORs:</b> <b>All from Proficient and</b> Justification for plans includes:</p> <ul style="list-style-type: none"> <li>concrete, specific connections between tasks and prior learning (academic AND lived experiences/assets)</li> <li>grounded discussion of theory or research (e.g., goes beyond "name dropping")</li> </ul>	

Evidence:

3 step quote analysis handout justified by prior learning experiences: "After several unsuccessful discussions of the text in previous weeks, I determined that the students participate much more readily in discussion and are able to organize their thoughts more clearly when they have been able to write down ideas prior to whole-class discussion." (Planning 3a, p4)

Backwards design: "I knew that the students had been exposed to several literary terms related to character and because characters are the tools an author uses to act out for the reader the themes in a novel, I knew we needed to begin by analyzing the characters, especially since the students are almost finished with the novel and have a more comprehensive view of the characters. (Planning 3a, p3-4)

Stages of Moral Development: "The confusion the students have with *theme* and *moral* follows Kohlberg's stages of moral development in which students entering their teens often feel that people should be "good" and follow society's expectations (Crain, 2005)." (Planning 3c, p8). The candidate discusses specifically "The students have strong feelings about these topics, which I have observed during our class discussions, but the focus in this learning segment is finding what the text says or shows about the topic, rather than inserting our own opinions into our analyses" as a major focus of the learning segment (Planning 2c, p3-4).

**Evaluation:** (Check one):  Emerging  Proficient  Advanced

## Planning Rubrics - Rubric 4: Identifying and Supporting Language Demands

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

How does the candidate identify and support language demands associated with a key English-Language Arts learning task?				
EMERGING PERFORMANCE		PROFICIENT PERFORMANCE		ADVANCED PERFORMANCE
Language demands <sup>4</sup> identified by the candidate are <b>not consistent with the selected language function<sup>5</sup></b> or task.	Candidate <b>identifies vocabulary as the major language demand</b> associated with the language function. <b>Attention to additional language demands is superficial.</b>	Candidate identifies vocabulary and/or symbols and <b>additional language demand(s)</b> associated with the language function.	Candidate identifies vocabulary and additional language demand(s) associated with the language function.	<b>Level 4 plus:</b> Instructional supports are <b>designed to meet the needs of students with different levels of language learning.</b>
<b>OR</b> Language supports are <b>missing or are not aligned</b> with the language demand(s) for the learning task.	Language supports <b>primarily address definitions of vocabulary.</b>	Plans include <b>general support for use of vocabulary and/or symbols as well as additional language demand(s).</b>	Plans include <b>targeted support</b> for use of vocabulary as well as additional language demand(s).	
<b>LOOK FORs:</b> Vocabulary is only demand identified. Mismatch between language demands and: • language function • language supports • learning task		<b>LOOK FORs:</b> Language demands include function, vocabulary AND discourse/syntax  Supports generally address some aspects of all demands identified.		<b>LOOK FORs:</b> <b>All from Proficient and...</b>  Supports are strategically designed to address all language demands for students with varying characteristics and language needs.
<p>Evidence:</p> <p>Implied language function is analysis</p> <p>"The key academic language demand in this segment is learning to use the oral and written language associated with <i>theme</i>" (Planning 4a, p6)</p> <p>"The theme review and guided notes provide students with explicit definitions of <i>theme</i> and <i>topic</i> and ask them to compare and contrast the two terms." (Planning 4b, p7)</p> <p>"will use previous class discussions and examples from the text to identify these terms and to explain how they are used differently (e.g. themes usually make revelations <i>about</i> a major topic in the novel)." (Planning 4b, p7)</p> <p>"This graphic organizer asks them to identify a topic in the novel in a separate box and then, after collecting textual evidence, write a theme statement in another box below." (Planning 4b, p7)</p> <p>Evaluation: (Check one): _____ Emerging _____ Proficient ___X___ Advanced</p>				

<sup>4</sup> Language demands include: language function, vocabulary, syntax, and grammar, and discourse (organizational structures, text structure, etc.).

<sup>5</sup> Language function refers to the learning outcome (verb) selected in prompt 4a (e.g., analyze, interpret...).

## Planning Rubrics - Rubric 5: Planning Assessments to Monitor and Support Student Learning

### EVIDENCE: Planning commentary prompt 5, lesson plans, assessments

How are the informal and formal assessments selected or designed to monitor students' progress toward the standards/objectives?				
EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
<p>The assessments <b>only provide evidence</b> of students' literal comprehension of text.</p> <p>Assessment adaptations required by IEP or 504 plans are <b>NOT</b> made.</p>	<p>The assessments <b>provide limited evidence to monitor students'</b> abilities to construct meaning from, interpret, and/or respond to complex text <b>during the learning segment.</b></p> <p>Assessment adaptations required by IEP or 504 plans are made.</p>	<p>The assessments provide <b>specific evidence</b> to monitor students' abilities to construct meaning from, interpret, and/or respond to a complex text during the learning segment.</p> <p>Assessment adaptations required by IEP or 504 plans are made.</p>	<p>The assessments provide <b>multiple forms of evidence</b> to monitor students' abilities to construct meaning from, interpret, and/or respond to complex text throughout the learning segment.</p> <p>Assessment adaptations required by IEP or 504 plans are made.</p>	<p><b>Level 4 plus:</b> The assessments are <b>strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</b></p>
<p>Assessments are <b>not aligned</b> with the central focus and standards/objectives for the learning segment.</p>				
<p>LOOK FORs:</p> <ul style="list-style-type: none"> <li>Majority of Assessments:               <ul style="list-style-type: none"> <li>provide minimal evidence of subject specific understandings (e.g., rote responses of facts or skills)</li> <li>are not aligned with full scope of subject specific outcomes</li> </ul> </li> <li>IEP/504 requirements for adaptations/modifications are not addressed</li> </ul>		<p>LOOK FORs:</p> <ul style="list-style-type: none"> <li>Majority of Assessments:               <ul style="list-style-type: none"> <li>provide evidence of subject specific understandings</li> </ul> </li> <li>IEP/504 requirements for adaptations/modifications are addressed</li> </ul>	<p>LOOK FORs:</p> <ul style="list-style-type: none"> <li><b>All from Proficient and...</b> <ul style="list-style-type: none"> <li>Assessments:                   <ul style="list-style-type: none"> <li>provide evidence of the full range of subject specific understandings</li> <li>are used in each lesson</li> <li>are differentiated so students show understandings in various ways</li> </ul> </li> </ul> </li> </ul>	
<p>Evidence:</p> <p>3-step quote analysis handout (lesson plan 1 and 2)</p> <p>Diamante poems (lesson plan 2)</p> <p>Whole-class discussion (lesson plan 1 and 2)</p> <p>Student notes (lesson plan 2)</p> <p>Exit slip (lesson plan 3)</p> <p>Tagxedo themes (lesson plan 3 and 4)</p> <p>Post-Tagxedo theme survey (lesson plan 4)</p>				



Evaluation: (Check one):  Emerging  Proficient  Advanced

## Instruction Rubrics - Rubric 6: Learning Environment

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

How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?				
EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
<p>The clips reveal <b>evidence of disrespectful interactions</b> between teacher and students or between students.</p> <p><b>OR</b></p> <p>Candidate <b>allows disruptive behavior to interfere with student learning.</b></p>	<p>The candidate <b>demonstrates respect for students.</b></p> <p>Candidate <b>provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.</b></p>	<p>The candidate demonstrates <b>rapport with and respect for students.</b></p> <p>Candidate provides a <b>positive, low-risk social environment that reveals mutual respect among students.</b></p>	<p>The candidate demonstrates <b>rapport with and respect for students.</b></p> <p>Candidate provides a <b>challenging learning environment that promotes mutual respect among students.</b></p>	<p>The candidate demonstrates <b>rapport with and respect for students.</b></p> <p>Candidate provides a <b>challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among</b></p>
<p><b>LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Respect (e.g., attentive listening to student responses)</li> <li>• Disrespectful interactions</li> <li>• Disruptive behaviors (e.g., interfere with lesson flow and engagement)</li> <li>• Controlling or directive environment (e.g., Ss engage in teacher led tasks with little discussion or interaction)</li> <li>• minimal support for learning goals</li> </ul>		<p><b>LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Rapport (e.g., T shows positive interactions with Ss)</li> <li>• Mutual respect (e.g., shared between students and teacher)</li> <li>• Low risk (e.g., Students ask and answer questions openly)</li> </ul>	<p><b>LOOK FORs:</b></p> <p><b>All from Proficient and...</b></p> <ul style="list-style-type: none"> <li>• Challenging (e.g., high-order questions, such as, "what's another way to think of that? Who has another perspective?")</li> <li>• Perspectives (e.g., express alternative responses or perspectives)</li> </ul>	
<p>Evidence:</p> <p>Clips demonstrates low-risk social environment through students' willingness to share responses and interpretations; peers listen respectfully to classmate's interpretations</p> <p>Clip 1 0:32 Student 1 responds; Clip 1 2:05 Student 2 responds; Clip 1 3:03 Student 3 responds; Clip 1 4:17 Student 4 responds; Clip 1 5:03 Student 5 responds</p> <p>Clip 1 6:38 Student 6 responds</p> <p>Clip 2 0:16 Student 1 responds; Clip 2 0:50 Student 2 responds; Clip 2 2:09 Student 3 responds; Clip 2 5:03 Student 4 responds; Clip 2 5:14 Student 5 responds; Clip 2 5:52 Student 6 responds; Clip 2 6:02 Student 7 responds; Clip 2 6:23 Student 8 responds; Clip 2 8:11 Student 9 responds</p> <p>Candidate responds respectively and positively:</p>				

Clip 1 1:22 – “Good, I think this is important because Scout is a dynamic character . . . and your right this may be foreshadowing.”

Clip 1 2:53 – “Exactly” and then continues to explain reasoning

Clip 1 3:16 “Exactly, one again she uses this figure . . .” and then continues to explain reasoning

Clip 1 4:42 – 4:46 “Exactly, yeah. . . . Good, that is an important point”

Clip 1 6:48 “Good, I was hoping someone would pull that one out.”

Clip 1 7:14 “Jake I’m glad you brought that up because it ties into John’s comment that . . .”

Clip 2 0:20 “Very good” and candidate repeats definition

Clip 2 0:34 “John, you mentioned that yesterday with what happened with Jim when he changed is behavior.”

Clip 2 1:28 “Yeah, that’s a good visual.”

Clip 2 4:52 “That’s true. I can see how you would justify that.”

Clip 2 5:52 Student 6 suggests Dill and is asked where the character should be placed. When the student is uncertain, candidate asks for classmates to “help her out.”

Candidate pushes students to explore their understanding when views conflict with others:

Clip 2 2:33 – 3:03 “Good, and let me push that a little more. There might be a better term to use for that” A student shouts out “round” which the candidate affirms and explains

Clip 2 5:03 – 5:14 Student 4 asks about whether a specific character could be considered flat and provides her rationale.

Clip 2 5:14 – 5:27 Student 5 provides a counterargument for why the character may not be viewed as flat.

**Evaluation:** (Check one):  Emerging  Proficient  Advanced

## Instruction Rubrics - Rubric 7: Engaging Students in Learning

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

How does the candidate actively engage students in developing students' abilities to construct meaning from and interpret complex text?				
EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
In the clip(s), students are participating in tasks that are vaguely or superficially related to the central focus.	In the clip(s), students are participating in learning tasks or activities primarily focused solely on literal comprehension of text with little attention to developing interpretive skills.	In the clip(s), students are engaged in learning tasks that address their abilities to construct meaning from and interpret a complex text.	In the clip(s), students are engaged in learning tasks that develop their abilities to construct meaning from and interpret a complex text.	In the clip(s), students are engaged in learning tasks that deepen and extend their development of deep understandings of strategies to construct meaning from and interpret a complex text.
There is little or no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning.	Candidate makes vague or superficial links between prior academic learning and new learning.	Candidate links prior academic learning to new learning.	Candidate links both prior academic learning and personal, cultural, or community assets to new learning.	Candidate prompts students to link prior academic learning and personal, cultural, or community assets to new learning.
<b>LOOK FORs:</b> <ul style="list-style-type: none"> <li>Loose connection between tasks and central focus</li> <li>Tasks focus on low-level content (e.g., facts in isolation)</li> <li>Links to prior learning or lived experiences are limited</li> <li>Students are confused by links to content (e.g., metaphors)</li> </ul>		<b>LOOK FORs:</b> <ul style="list-style-type: none"> <li>Tasks focus on subject specific understandings</li> <li>Links (e.g., candidate connects previous instruction/learning to new content)</li> </ul>	<b>LOOK FORs:</b> <p><b>All from Proficient and...</b></p> <ul style="list-style-type: none"> <li>Tasks develop/deepen subject specific understandings</li> <li>Links (e.g., Teacher or students connects new learning with prior instruction/learning AND lived experiences)</li> </ul>	
<p>Evidence:</p> <p>Students spend great amounts of time identify key quotes and interpreting their significance.</p> <p>Clip 1 0:32 - 1:21, (Instruction 3a, p1) – Student 1 shares; Clip 1 2:05 – 2:52– Student 2 shares; Clip 1 4:17 – 4:41 Student 4; Clip 1 5:03 – 5:36 Student 5 shares; Clip 1 6:38 – 6:12 Student 6 shares; Clip 1 7:30 – 6:12 Student 7 shares</p> <p>Student defend their interpretations</p> <p>Clip 2 2:09 – 2:30 Student 3 interprets how Atticus might be a static character.</p> <p>Clip 2 5:03 – 5:14 Student 4 asks about whether a specific character could be considered flat and provides her rationale.</p> <p>Clip 2 5:14 – 5:27 Student 5 provides a counterargument for why the character may not be viewed as flat.</p> <p>Clip 2 6:02 – 6:21, (Instruction 3a, p2) Student 7 defends claim about why a character is static.</p> <p>Clip 2 6:23 – 6:36, (Instruction 3a, p2) Student 8 provides an additional perspective into Dill's character.</p> <p>Clip 2 8:11 – 8:37 Student 9 interprets why two characters could be considered foils.</p>				

Prior Experience

Clip 1 1:33, (Instruction 3b, p2) Candidate refers to previous experience with dynamic characters in short stories

Clip 2 0:03 "We are going to review a few terms you learned last semester"

Clip 2 0:34 "John, you mentioned that yesterday with what happened with Jim when he changed is behavior."

Clip 2 3:03 Candidate refers to a previous learning activity

Clip 2 4:06, (Instruction 3b, p2) "Did any of you ever read *Flat Stanley*? That's what I think of."

Clip 2 7:56 Who are some of the foils we looked at yesterday?

**Evaluation:** (Check one):  Emerging  Proficient  Advanced

## Instruction Rubrics - Rubric 8: Deepening Student Learning

### EVIDENCE: Video clip(s), Instruction commentary prompt 4a

How does the candidate elicit student responses to promote thinking and develop their abilities to construct meaning from and interpret complex text?				
EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
<p>The candidate does most of the talking and students provide few responses.</p> <p><b>OR</b></p> <p>Candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.</p>	<p>Candidate elicits student responses related to constructing meaning from and interpreting complex text.</p>	<p>Candidate elicits and builds on students' responses to develop constructions of meaning and interpretations of complex text.</p>	<p>Candidate facilitates interactions among students so they can evaluate their own abilities to apply strategies for constructing meaning and interpreting complex text.</p>
<p><b>LOOK FORs</b></p> <ul style="list-style-type: none"> <li>• Surface level questions (e.g., one word answers)</li> <li>• Candidate talk (e.g., lecture only)</li> <li>• Consistent or egregious content inaccuracies</li> </ul>		<p><b>LOOK FORs</b></p> <ul style="list-style-type: none"> <li>• Questions prompt some higher-order thinking related to subject specific understandings</li> </ul>	<p><b>LOOK FORs:</b></p> <p><b>All from Proficient and...</b></p> <p>Question build on student thinking about subject specific understandings</p> <p>Interactions among students (e.g., Ss respond to and build on peer comment)</p> <p>Students evaluate their own thinking</p>	
<p>Evidence:</p> <p>Lower Order Questioning</p> <p>Clip 1 3:32 "Who was the character in the last chapter who had that kind of attitude?"</p> <p>Clip 1 7:29 "Anyone else have one to share that we have not talked about yet?"</p> <p>Clip 2 0:10 "What's a dynamic character?"</p> <p>Clip 2 0:45 "Who are some other characters we might think of as dynamic characters?"</p> <p>Clip 2 1:01 "Who else may be called a dynamic character"</p> <p>Clip 2 1:17 "What is the opposite of a dynamic character?"</p> <p>Clip 2, 1:48 Who are some the static characters?"</p> <p>Clip 2 3:32 "Who else is a pretty round character?"</p>				

Clip 2 3:52 "What is the opposite of a round character?"

Clip 2 4:10 "When I say (name inaudible) what is the first word that comes to mind?"

Clip 2 5:48 "Anyone else you want to throw up and add to this list?"

Clip 2 7:29 "What is a foil?"

Higher Order Questioning

Clip 1 2:58 – 3:02, (Instruction 4a, p3) Why do you think Ms. Gates is in this chapter? What she illustrate once again for us?"

Clip 2 2:08 "Why would you say Atticus is a static character?"

Clip 2 2:08 "Why would you say Atticus is a static character?"

Clip 2 6:00 "Why is he static?"

Clip 2 8:10 "Why do you think they might be foils?"

Interactions between peers

Clip 1 7:14, (Instruction 4a, p3) "Jake I'm glad you brought that up because it ties into John's comment that . . ."

Clip 2 5:03 – 5:14 Student 4 asks about whether a specific character could be considered flat and provides her rationale.

Clip 2 5:14 – 5:27 Student 5 provides a counterargument for why the character may not be viewed as flat.

**Evaluation:** (Check one):  Emerging  Proficient  Advanced

## Instruction Rubrics - Rubric 9: Subject-Specific Pedagogy

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

How does the candidate use textual references to help students understand how to construct meaning from and interpret a complex text?				
EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
<p>The candidate stays focused on literal comprehension of the text with little or no attention to strategies to construct meaning or to interpret complex text.</p> <p><b>OR</b></p> <p>Materials used in the clips include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>Candidate makes vague or superficial use of textual references to help students construct meaning from and interpret complex text.</p>	<p>Candidate uses textual references in ways that help students understand strategies to construct meaning from and interpret complex text.</p>	<p>Candidate uses textual references in ways that deepen student understanding of strategies to construct meaning from and interpret complex text.</p>	<p>Candidate and students use strategically chosen textual references in ways that deepen student understanding of strategies to construct meaning from and interpret complex text.</p>
LOOK FORs:		LOOK FORs:	LOOK FORs:	
			All from Proficient and ...	
<p>Evidence:</p> <p>"I did not choose the textual references that we discussed in Clip 1 but let the students choose the textual examples that guided our discussion." (Instruction 4b, p3)</p> <p>Clip 1 evidence demonstrating students reading these quotes and interpreting their significance. (See evidence listed in rubric 7 and 8)</p> <p>In Clip 2 as the students provide analyses of the characters, I make explicit the strategy that they should be using to analyze: "You've got to use what you know about the text, about what happens in the text, to figure out what you think about these characters" (8:53). (Instruction 4b, p3)</p> <p>Clip 2 evidence demonstrates students and the candidate referencing specific events and character from the text. (See evidence listed in rubric 7 and 8)</p> <p><b>Evaluation:</b> (Check one): <input type="checkbox"/> Emerging <input checked="" type="checkbox"/> Proficient <input type="checkbox"/> Advanced</p>				



## Instruction Rubrics - Rubric 10: Analyzing Teaching Effectiveness

### EVIDENCE: Instruction commentary prompt 5, video clips

How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?				
EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
Candidate suggests changes unrelated to evidence of student learning.	Candidate proposes changes that are focused primarily on improving directions for learning tasks or task/behavior management.	Candidate proposes changes that address students' collective learning needs related to the central focus.  Candidate makes superficial connections to research and/or theory.	Candidate proposes changes that address individual and collective learning needs related to the central focus.  Candidate makes connections to research and/or theory.	Level 4 plus:  Candidate justifies changes using principles of research and/or theory.
<p><b>LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>Proposed changes           <ul style="list-style-type: none"> <li>Address candidate's own behavior without reference to student learning</li> <li>suggest "more practice" or time to work on similar or identical tasks without revision</li> <li>address problems with student behavior and how to "fix" it</li> </ul> </li> </ul>		<p><b>LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>Proposed changes           <ul style="list-style-type: none"> <li>address gaps in whole class learning/understanding</li> <li>re-engage students in new, revised or additional tasks</li> <li>include surface level discussion of research or theory (e.g., name drop or use a term without connection to own practice)</li> </ul> </li> </ul>	<p><b>LOOK FORs:</b></p> <p>All from Proficient and...</p> <ul style="list-style-type: none"> <li>Proposed changes           <ul style="list-style-type: none"> <li>are concrete, specific and elaborated</li> <li>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)</li> <li>are grounded in principles from theory or research (e.g., go beyond name dropping or jargon)</li> </ul> </li> </ul>	
<p>Evidence:</p> <p>"If I had the opportunity to teach this learning segment to my students again, I would have provided the students with more diverse perspectives on themes in literature, given the students more opportunities to write informally about themes in the novel, and connected more fluidly their work with characterization leading up to the lesson on theme." (Instruction 5, p4)</p> <p>Change based on student summary responses: "I would find an author's commentary about writing themes and the process he uses to develop themes in a novel, or perhaps with the help of the school's administration or my professors, I could have asked a novelist to talk with the students in person or online about themes. This instructional approach may have helped the students, who are so eager to find the "right" answer, better understand the concept and purpose of themes." (Instruction 5, p4)</p> <p>Based on student focus on summarizing events rather than analyzing themes: "Another aspect of planning that I would do differently is providing the students with more opportunities to write informally about themes in the novel." (Instruction 5, p4)</p> <p>Based on student focus on categorizing characters according to literary term rather than using literary terms to reveal theme: "I would have connected the work the students did on analyzing characters more fluidly to their instruction on and practice with analyzing theme." (Instruction 5, p4)</p>				

**Evaluation:** (Check one):  Emerging  Proficient  Advanced

## Assessment Rubrics - Rubric 11: Analysis of Student Learning

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

How does the candidate analyze evidence of student learning?				
EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
<p>The analysis is superficial or not supported by either student work samples or the summary of student learning.</p> <p><b>OR</b></p> <p>The evaluation criteria, learning objectives, and/or analysis are not aligned with each other.</p>	<p>The analysis focuses on what students did right OR wrong using evidence from the summary or work samples.</p>	<p>The analysis focuses on what students did right AND wrong and is supported with evidence from the summary and work samples.</p> <p>Analysis includes some differences in whole class learning.</p>	<p>Analysis uses specific examples from work samples to demonstrate patterns of student learning consistent with the summary.</p> <p>Patterns are described for whole class.</p>	<p>Analysis uses specific evidence from work samples to demonstrate the connections between quantitative and qualitative patterns of student learning for individuals or groups.</p>
<p><b>LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>Lists correct OR incorrect answers</li> <li>Claims unsupported by work samples</li> <li>No alignment between assessment and objectives</li> </ul>		<p><b>LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>Lists correct AND incorrect answers</li> <li>Lists some areas where whole class excelled or struggled</li> </ul>	<p><b>All from Proficient and LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>Describes students' understandings and struggles citing evidence (e.g., As demonstrated in sample 3...)</li> <li>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...)</li> </ul>	
<p>Evidence:</p> <p>"Students know how to choose examples from the text and make connections to a major topic, which shows that as readers, they can recall what they read and explain how the information they read relates to a major idea in a complex text" (Assessment 1aai, p 2)</p> <ul style="list-style-type: none"> <li>Supported by Student B evidence (Assessment 1aai, p 3)</li> </ul> <p>"Fifty percent of the students wrote theme statements that functioned more like summaries rather than themes, and their theme statements show me that they may be confused about what the purpose of a theme statement is." (Assessment 1aai, p 2-3)</p> <ul style="list-style-type: none"> <li>Supported by Student C evidence (Assessment 1aai, p 4)</li> </ul> <p>"I know that 15% of the students struggle to write a theme statement that can be supported by examples from the text." (Assessment 1aai, p 3)</p> <ul style="list-style-type: none"> <li>Supported by Student A evidence (Assessment 1aiii, p 3)</li> </ul>				
<p><b>Evaluation:</b> (Check one): _____ Emerging    <input checked="" type="checkbox"/> Proficient    _____ Advanced</p>				

## Assessment Rubrics - Rubric 12: Providing Feedback to Guide Learning

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

What type of feedback does the candidate provide to focus students?				
EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
Feedback is <b>unrelated to the learning objectives</b> OR is <b>inconsistent with the analysis of the student's learning.</b>	Feedback <b>addresses only errors OR strengths generally related to the learning objectives.</b>	Feedback is <b>accurate and primarily focuses on either errors OR strengths</b> related to specific learning objectives, <b>with some attention to the other.</b>	Feedback is accurate and <b>addresses both strengths AND needs</b> related to specific learning objectives.	<b>Level 4 plus:</b> Candidate describes how s/he will <b>guide focus</b> students to use feedback to <b>evaluate their own strengths and needs.</b>
<b>OR</b> Feedback contains <b>significant content inaccuracies.</b>	<b>OR</b> Feedback is <b>inconsistently provided to focus students.</b>	Feedback is <b>provided consistently for the focus students.</b>	Feedback is provided consistently for the focus students.	
<b>LOOK FORs:</b> <ul style="list-style-type: none"> <li>General feedback on errors OR strengths (e.g., "Good detail!")</li> <li>Unequal feedback given (e.g., 1 sample with feedback and 1 sample without)</li> <li>No relation to objectives or analysis (e.g., feedback on grammar when objective on causes of WWII)</li> <li>Feedback inaccurate (e.g., numerous or essential items are marked incorrect when correct or vice versa)</li> </ul>		<b>LOOK FORs:</b> <ul style="list-style-type: none"> <li>Specific feedback connected to objectives (e.g., "As you explain the causes, remember to include key nations involved.")</li> <li>Feedback emphasizes strengths OR weaknesses with mention of other</li> <li>Equal feedback given (e.g., same amount and kind across focus students)</li> </ul>	<b>All from Proficient and LOOK FORs:</b> <ul style="list-style-type: none"> <li>Balanced specific feedback on strengths AND weaknesses</li> <li>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.")</li> </ul>	
<p>Evidence:</p> <p>The words in your Tagxedo really give a clear picture of the ideas about gender in the novel. (Work Sample 1)</p> <p>"I also posed the question, "What are some of the limitations of gender and gender roles that we see in the novel?" to challenge Student A to think more deeply about what the text shows." (Assessment 2a, p5; work Sample 1)</p> <p>The words in the word cloud clearly reflect some of the most important ideas about race presented in the novel. (Work Sample 3)</p> <p>"Your theme statement is more of a summary than an insight about race . . . . What are the consequences of race for characters in the novel?" (Work Sample 3)</p>				
<p>Evaluation: (Check one): <input checked="" type="checkbox"/> Emerging    <input type="checkbox"/> Proficient    <input type="checkbox"/> Advanced</p>				

## Assessment Rubrics - Rubric 13: Student Use of Feedback

### EVIDENCE: Assessment commentary prompt 2b

How does the candidate provide opportunities for focus students to use the feedback to guide their further learning?				
EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
<p>Opportunities for applying feedback are not described.</p> <p><b>OR</b></p> <p>Candidate provides limited or no feedback to inform student learning.</p>	<p>Candidate provides vague explanation for how focus students will use feedback to complete current or future assignments.</p>	<p>Candidate describes how focus students will use feedback on their strengths and weaknesses to revise their current work, as needed.</p>	<p>Candidate describes how s/he will support focus students to use feedback on their strengths and weaknesses to deepen understandings and skills related to their current work.</p>	<p>Level 4 plus:</p> <p>Candidate guides focus students to generalize feedback beyond the current work sample.</p>
<p>LOOK FORs:</p> <ul style="list-style-type: none"> <li>• Generic discussion for use of feedback (e.g., "to use for upcoming exam")</li> <li>• No discussion for use of feedback</li> <li>• No feedback given on samples</li> </ul>		<p>LOOK FORs:</p> <ul style="list-style-type: none"> <li>• 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.")</li> </ul>	<p>All from Proficient and LOOK FORs:</p> <ul style="list-style-type: none"> <li>• Discussion of support for student use of feedback (e.g., one-on-one conferences to use feedback to improve draft)</li> <li>• Leads to deeper understandings of current or future work (e.g., content of conference focuses on improving content understanding/skills within draft)</li> </ul>	
<p>Evidence:</p> <p>"Both students had an opportunity to apply their feedback in the interpretative essays they wrote, which were about the development of a particular theme in the novel. The essays focused on the same objectives from this learning segment—citing strong textual evidence to support analysis and determining themes in a text." (Assessment 2b, p5)</p>				
<p>Evaluation: (Check one): <input checked="" type="checkbox"/> Emerging    <input type="checkbox"/> Proficient    <input type="checkbox"/> Advanced</p>				

## Assessment Rubrics - Rubric 14: Analyzing Students' Language Use and English-Language Arts Learning

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

How does the candidate analyze students' use of language to develop content understanding?				
EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
<p>Candidate identifies language use that is superficially related or unrelated to the language demands (function,<sup>6</sup> vocabulary, and additional demands).</p> <p><b>OR</b></p> <p>Candidate does not address students' repeated misuse of vocabulary.</p>	<p>Candidate provides evidence that students use vocabulary associated with the language function.</p>	<p>Candidate explains and provides evidence of students' use of the language function as well as vocabulary or additional language demand(s).<sup>7</sup></p>	<p>Candidate explains and provides evidence of students' use of the language function, vocabulary, and additional language demand(s) in ways that develop content understandings.</p>	<p><b>Level 4 plus:</b></p> <p>Candidate explains and provides evidence of language use and content learning for students with varied needs.</p>
<p><b>LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Lists only vocabulary use</li> <li>• Lists language use that is not connected to identified vocabulary, or other demands (e.g., identifies language use of grammar when demands are about summarizing information)</li> </ul>		<p><b>LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Lists and explains students' use of vocabulary and related function</li> <li>• List and explains students' use of discourse or syntax</li> </ul>	<p><b>All from Proficient and LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Lists and explains vocabulary, function and syntax or discourse used by whole class OR students with varied needs</li> <li>• Language use clearly supports content understandings</li> </ul>	
<p>Evidence:</p> <p>"All three student work samples demonstrate that the students successfully mastered the key academic language demand for this learning segment. . . This includes learning to distinguish between <i>topic</i> and <i>theme</i>, as <i>topic</i> is a one or two word subject like race or gender and <i>theme</i> is a fully developed idea or insight about life." (Assessment 3a, p5)</p> <p>Evaluation: (Check one): _____ Emerging    <input checked="" type="checkbox"/> Proficient    _____ Advanced</p>				

<sup>6</sup> The selected language function is the verb identified in the Planning Commentary Prompt 4a (analyze, explain, interpret, etc.).

<sup>7</sup> These are the additional language demands identified in the Planning Commentary Prompt 4c (vocabulary, plus either syntax or discourse).

## Assessment Rubrics - Rubric 15: Using Assessment to Inform Instruction

### EVIDENCE: Assessment commentary prompt 4

How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?				
EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
<p>Next steps <b>do not follow</b> from the analysis.</p> <p><b>OR</b></p> <p>Next steps are <b>not relevant to the standards and learning objectives</b> assessed.</p> <p><b>OR</b></p> <p>Next steps are <b>not described in sufficient detail</b> to understand them.</p>	<p>Next steps focus on repeating instruction, pacing, or classroom management issues.</p>	<p>Next steps propose general support that improves student learning related to standards and learning objectives assessed.</p> <p>Next steps are loosely connected to research and/or theory.</p>	<p>Next steps provide targeted support to individuals or groups to improve their learning relative to standards and learning objectives assessed.</p> <p>Next steps are connected with research and/or theory.</p>	<p>Next steps provide targeted support to individuals <b>AND</b> groups to improve their learning relative to standards and learning objectives assessed</p> <p>Next steps are <b>justified with</b> principles from research and/or theory.</p>
<p><b>LOOK FORs:</b></p> <p>Next steps:</p> <ul style="list-style-type: none"> <li>Do not make sense (e.g., students need more support on writing arguments and candidate focuses next steps on vocabulary definitions)</li> <li>Are not aligned to learning objectives</li> <li>Present vague information (e.g., "will provide more support for objectives.")</li> </ul>		<p><b>LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>Next steps generally attend to whole class needs in relation to content (e.g., "use a Venn diagram to support writing of research paper.")</li> <li>Discussions of research/theory are surface level</li> </ul>	<p><b>All from Proficient and LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>Strategic support for individuals AND groups related to subject specific knowledge</li> <li>Next steps are grounded in research/theory</li> </ul>	
<p>Evidence:</p> <p>"The next instructional steps for the whole class are to review what themes are and compare and contrast writing theme statements to other kinds of written analyses, such as summaries or interpretative essays." (Assessment 4a, p8)</p> <p>"I want the students to compare and contrast the short and concise phrasing of theme statements to the in-depth analysis and explanations required for interpretative essays." (Assessment 4a, p8)</p> <p>"I want the students to explain the similarities and differences between theme statements and thesis statements." (Assessment 4a, p8)</p> <p>"Specific steps for Student A include a one-on-one conference with the student before she begins writing her interpretative essay in which we will discuss how her theme</p>				

statement for the Tagxedo assignment does not necessarily reflect the supporting evidence she pulled from the text. I will ask the student to use the same steps to analyze her supporting quotes that we practiced together in class during Lesson 1" (Assessment 4a, p8)

"Student C would benefit from graphic organizers that help the student organize the main ideas or events in a chapter as he reads. The student can use the graphic organizers to help him construct summaries of the chapters, and we can then compare and contrast summaries to theme statements" (Assessment 4a, p8)

**Evaluation:** (Check one):  Emerging  Proficient  Advanced