Planning Rubrics - Rubric 1: Planning for Mathematical Understandings

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

How do the candidate's plans build students' conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem solving skills?			
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**
Candidate's plans **focus solely on** facts and/or procedures with **no connections** to concepts OR mathematical reasoning and/or problem solving skills.	Plans for instruction **support student learning of facts and procedures** with **vague connections** to concepts AND mathematical reasoning and/or problem solving skills.	Plans for instruction **build on each other** to support learning of facts and procedures with **clear** connections to concepts AND mathematical reasoning and/or problem solving skills.	Plans for instruction build on each other to support learning of facts and procedures with clear **and consistent** connections to concepts AND mathematical reasoning and/or problem solving skills.
			Level 4 plus: Candidate explains how s/he will use learning tasks and materials to **lead students to make** clear and consistent connections.
There are **significant content inaccuracies** that will lead to student misunderstandings. OR Standards, objectives, learning tasks, and materials are not aligned with each other.			
LOOK FORs: Learning tasks • are teacher directed • focus on practice of skills/facts/procedures/conventions • limit Ss opportunities to develop **subject specific understandings**[5] • include consistent content errors • are not aligned with learning outcomes		LOOK FORs: Learning tasks • are aligned with learning outcomes • build skills/facts/procedures and subject specific understandings (but may be unbalanced)	LOOK FORs: **All from Proficient and…** Learning Tasks • are sequenced in a learning progression across lessons • build skills/facts/procedures/conventions **and** deep subject specific understandings across all lessons • support students to understand the relationship between skills/facts/procedures/conventions and subject specific understandings

[5] See edTPA handbooks for the subject specific understandings

Evidence cited is representative and not exhaustive

Evidence: The lessons do build on each other to examine multiplication models in Geometry. Each lesson also make some connections to reasoning (such as determining if a situation requires perimeter or area (in Lesson 2). However, the candidate does not clearly show how the connections deepen the student understanding of the concept. While each of the lessons do offer some opportunities for critical thinking, many of the problems found on the worksheets and the other assessment appear to be procedural in nature (such as finding the area of a trapezoid or multiplying fractions)

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The candidate does not show how these connections deepen across lessons in the commentary or lesson plans.

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

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 develop conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem solving skills?					
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.	Planned supports are **loosely tied to learning objectives or the central focus of the learning segment.** AND Candidate attends to requirements in IEPs and 504 plans.	Planned supports are **tied to** learning objectives and the central focus **with attention to the characteristics of the class as a whole.** AND Candidate attends to requirements in IEPs and 504 plans.	Planned supports are tied to learning objectives and the central focus. **Supports address the needs of specific individuals or groups with similar needs.** AND Candidate attends to requirements in IEPs and 504 plans.	Level 4 plus: Supports include specific strategies to identify and respond to preconceptions, common errors, and misunderstandings.	

LOOK FORs:		LOOK FORs:	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		Planned supports • are aligned with learning outcomes • are appropriate for the needs of the whole class • address IEPs/504 requirements	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: The candidate notes that all of the students in the class "communicate well in spoken English, but they [English learners] do not feel comfortable when explaining their reasoning or understanding mathematics" (Planning Commentary, p. 2). The candidate notes that "One of key tools for English language learners is to use manipulatives. While solving the problem about different arrangements of 20 objects in lesson 1, the students will use paper clips to solve the problem. Other students will also benefit from it. Having the concrete objects to manipulate and put them into rectangular arrays with equal number of objects in each column will help students not only to solve the problem but also to remember what rectangular array is" (Planning Commentary, p. 1)

The candidate also notes that time is "designated the end of each lesson as time for the project's check-in where I can assist students who need support with their work on the project" (Planning Commentary, p. 2).

While the candidate includes many supports, many of them are tied to the class as a whole. The candidate also lists areas where support may be needed, such as "I noticed that instructions on worksheets and assessments provided by the curriculum are too formal for my students to understand (example: 'perform the indicated operations' meaning: 'multiply')" (Planning Commentary, p. 2). However, the candidate does not mention how supports are set up to address this issue

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 **missing OR represents a deficit view** of students and their backgrounds.	Candidate justifies learning tasks with **limited attention** to students' **prior academic learning OR personal/cultural/community assets**.	Candidate **justifies** why learning tasks (or their adaptations) **are appropriate using examples of students' prior academic learning** **OR** examples of personal/cultural/community assets Candidate makes superficial connections to research and/or theory.	Candidate justifies why learning tasks (or their adaptations) are appropriate using • examples of students' prior academic learning • examples of personal/cultural/community assets Candidate makes connections to research and/or theory.	Level 4 plus: Candidate's justification is supported by **principles from research and/or 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:

In the planning commentary, the candidate makes numerous references to the students' background (My students come from mostly poor immigrant families and need to deal with a lot of issues that are unknown to the average teenager. For my students, school is not their only commitment. Some help their parents with financial and legal matters as they are the only English speakers in their families. Some need to work to support their families financially." (Planning Commentary, p. 3). However the candidate does not describe how the lessons are connected to prior knowledge.

In Lesson 1, the candidate references using a You Tube song on perimeter and area, but makes no connection between this and the student's background/culture.

Evaluation: (Check one): ___x____ 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 mathematics learning task?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
Language demands[6] identified by the candidate are **not consistent with the selected language function**[7] **OR task.** **OR** Language supports are missing or are not aligned with the language demand(s) for the learning task.	Candidate **identifies vocabulary and/or symbols** as the major language demand associated with the language function. **Attention to additional language demands is superficial.** Language supports primarily address definitions of vocabulary and/or symbols.	Candidate identifies vocabulary and/or symbols **AND additional language demand(s)** associated with the language function. Plans include general support for use of vocabulary and/or symbols as well as additional language demand(s).	Candidate identifies vocabulary and/or symbols **AND additional language demand(s)** associated with the language function. Plans include **targeted support** for use of vocabulary and/or symbols as well as additional language demand(s).	Level 4 plus: Instructional supports are **designed to meet the needs of students with different levels of language learning.**
LOOK FORs: Vocabulary is only demand identified. Mismatch between language demands and: • language function • language supports • learning task Supports are not included or focus on vocabulary.		LOOK FORs: Language demands include function, vocabulary AND discourse/syntax Supports generally address some aspects of all demands identified.	LOOK FORs: **All from Proficient and…** Supports are strategically designed to address all language demands for students with varying characteristics and language needs.	

Evidence: "I plan to use different strategies like questioning or underlining the key information to support reading questions and word problems with understanding" (Planning Commentary, p. 5)

To help students to write their explanations I plan to make available sentence starters for them, so every student not only English language learners will have opportunity to use them if they need." (Planning Commentary, p. 5

"I plan to focus my instruction to give all students opportunity to express their mathematical reasoning in oral form. Most of my students do not feel comfortable speaking in English in front of the class, so I will first ask them to explain solutions/procedures/concepts in pairs and small groups and after that in front of the class"

The candidate identifies the lesson demand as "explain" – this does follow with Lesson Plans I and 2 where students are asked to explain their answers and where the candidate expects the students to write out their explanations.

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

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' conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem solving skills?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
The assessments **only provide evidence** of students' procedural skills and/or factual knowledge. Assessment adaptations required by IEP or 504 plans are NOT made.	The assessments **provide limited evidence to monitor students'** conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem solving skills **during the learning segment.** Assessment adaptations required by IEP or 504 plans	The assessments **provide evidence** to monitor students' conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem solving skills **during the learning segment.** Assessment adaptations required by IEP or 504 plans are made.	The assessments provide **multiple forms of evidence** to monitor students' **progress** toward developing conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem solving skills **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 understandings (e.g., rote responses of facts or skills)
  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 understandings
		
		• 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 understandings
			  o are used in each lesson
			  o are differentiated so students show understandings in various ways	

Evidence:

The formative assessments that the candidate identifies include checking in with small groups and "thumbs up/thumbs down" do monitor conceptual understanding. The candidate includes a project in Lesson Plan 1, but then states in the planning commentary that the project could not be completed (Planning Commentary, p. 6-7). Classwork assignments include a variety of procedures, concepts and reasoning items (For example, Area of Right Triangle activity in Lesson 2). The candidate notes that, "For my English language learners I will read aloud the instructions for each problem in the quiz" (Planning Commentary, p. 6) demonstrating a modification of the assessment. She also notes that "for the project, I designed sentence starters for my English language learners and other students who need support in organizing their writing"(Planning Commentary, p. 6).

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

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

How does the candidate demonstrate a respectful learning environment that supports students' engagement in learning?					
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**		**ADVANCED PERFORMANCE**	
The clip(s) reveal evidence of **disrespectful interactions** between teacher and students or between students. **OR** Candidate allows disruptive behavior to interfere with student learning.	The candidate **demonstrates respect for students**. Candidate provides a **learning environment that serves primarily to control student behavior**, and minimally supports the learning goals.	The candidate demonstrates **rapport with** and respect for students. Candidate provides a positive, low-risk social environment that reveals mutual respect among students.		The candidate demonstrates rapport with and respect for students. Candidate provides a **challenging learning environment that promotes** mutual respect among students.	The candidate demonstrates rapport with and respect for students. Candidate provides a challenging learning environment that **provides opportunities to express** ~~varied perspectives and~~
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., Ss engage in teacher led tasks with little discussion or interaction) • minimal support for learning goals		LOOK FORs: • Rapport (e.g., T shows positive interactions with Ss) • Mutual respect (e.g., shared between students and teacher) • Low risk (e.g., Students ask and answer 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:

Candidate facilitates a positive environment during the clip that shows students willing to answer questions about the warm up and work together without the candidate or other students criticizing their responses.[video clip 1 multiple examples, Daniel goes to the board several times, gets help from other students.]

Evaluation: (Check one): _____ Emerging   ___x____ 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 conceptual understanding, procedural fluency, AND mathematical reasoning/problem solving skills?					
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 **focusing primarily on mathematical procedures with little attention to** understanding of mathematical concepts **OR** mathematical reasoning and/or problem solving skills.	In the clip(s), **students are engaged** in learning tasks **that address** understandings of mathematical concepts, procedures, **AND** mathematical reasoning and/or problem solving skills.	In the clip(s), students are engaged in learning tasks that **develop** understandings of mathematical concepts, procedures, **AND** mathematical reasoning and/or problem solving skills.	In the clip(s), students are engaged in learning tasks that **deepen and extend** their understandings of mathematical concepts, procedures, **AND** mathematical reasoning and/or problem solving skills.	
There is little or no evidence that the candidate **links students' prior academic learning or personal, cultural, or community assets with new learning.** **OR** Links cause student confusion.	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.	
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 • Ss are confused by links to content (e.g., metaphors)		LOOK FORs: • Tasks focus on subject specific understandings • Links (e.g., candidate connects previous instruction/learning to new content)	LOOK FORs: All from Proficient and… • Tasks develop/deepen subject specific understandings • Links (e.g., Teacher or students connects new learning with prior instruction/learning AND lived experiences)		

Evidence:

Three students are actively engaged with the warm-up problem, offering their explanation going to the board, etc. The candidate notes that those three students had been present the class before , stating "It is important to note that during the previous lesson when the concept of the area and the perimeter of a rectangle were introduced only three of those students were present. I chose the student from the group I last visited to present his group's method of solving the problem" (Instructional Commentary, p. 1).   The task that students are working on involves a conceptual understanding of perimeter versus area, the procedures of how to calculate each, some math reasoning (for instance, why is the perimeter the same for the complete rectangle and for the same rectangle with missing corners). The candidate makes several references to prior examples of perimeter as rope and area as squares of carpet.

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

Instruction Rubrics - Rubric 8: Deepening Student Learning

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

How does the candidate elicit responses to promote thinking and to develop conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem solving skills?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
The candidate does most of the talking and students provide few responses. **OR** Candidate responses include **significant content inaccuracies** that will lead to student misunderstandings.	Candidate **primarily asks surface-level questions** and evaluates student responses as **correct or incorrect.**	Candidate **elicits student responses related to understanding** mathematical concepts and procedures **OR** mathematical reasoning and/or problem solving skills.	Candidate **elicits and builds on students' responses to develop understanding of** mathematical concepts, procedures, **AND** mathematical reasoning and/or problem solving skills.	Candidate **facilitates interactions among students** so they can **evaluate their own abilities to understand and apply** mathematical concepts, procedures, **AND** mathematical reasoning and/or problem solving skills.
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., Ss respond to and build on peer comment) Students evaluate their own thinking	

Evidence: The candidate tries to focus on mathematical understanding, writing in the commentary that "The beginning of the clip starts with my response to the student's question about his work. I responded also with the question: "What does that mean?" I wanted my students not only to solve the given problem but also to know what the answer meant " (Instructional Commentary, p. 1, 0:11 in the video clip). Candidate elicits response from Daniel about his solution. When his answer is partially correct, the candidate continues to ask and probe so that he finds his error (01:50) Candidate tells student, "I am thinking that we are not done" as a way to prompt him to continue.

Candidate paraphrases student presentation to class to summarize and to elicit more student comments. (02:53)

A peer offers Daniel an alternative suggestion for solving the problem (03:15)

Although candidate does elicit and build on student responses consistently, there is not sufficient evidence to show that there is **development** of understanding, procedures, and reasoning. There is still much confusion among students about the basic concepts at the end of the clip when the candidate transitions activities.

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

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

How does the candidate use representations to develop students' understanding of mathematical concepts and procedures?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
The candidate stays focused on facts or procedures **with little or no attention to mathematical concepts.** **OR** Candidate uses **mathematically inappropriate representations** or uses representations **in ways that will lead to student misunderstandings.**	Candidate makes **vague or superficial use of representations** to help students understand mathematical concepts and procedures.	Candidate uses representations in ways that help students understand mathematical concepts and procedures.	Candidate uses representations **in ways that deepen student understanding of mathematical concepts and procedures.**	**Level 4 plus:** Candidate **facilitates interactions among students so they can evaluate their own abilities to use representations** to represent and understand mathematical concepts and procedures.
LOOK FORs:		LOOK FORs:	LOOK FORs: All from Proficient and …	

Evidence:

The main display used at the beginning of the clip is sufficient to start the task. But as discussions unfold, the marking of the figure, the erasing, adding unit squares, erasing them, etc. begins to cause confusion. The candidate refers to the perimeter as "the outside" and the area as "the inside" also causes more confusion. Candidate then refers to measuring the perimeter using a string and measuring area using carpet squares. Judging by the responses of the students, the given representations and explanations are insufficient to help them learn the key differences among concepts. The one instance where the representation appeared to help was with Daniel and his 9x4 = 9+9+9+9 presentation but this did not capture the central focus of distinguishing between perimeter and area.

In summary, the candidate attempts to use representations to facilitate understanding of concepts and procedures, but the connections between them are not strong enough or clear enough to be effective.

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

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.
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		LOOK FORs: • 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)	LOOK FORs: 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: In the analysis, the candidate seems to put a blame on outside factors to why she could not make changes to the assessment. She writes "I know that being faithful to the curriculum while planning the learning segment and teaching it did not meet my students' needs to the extent that would make the difference in their learning. Therefore, if I could teach these lessons again, I would like to be more responsive to the needs of my students and to treat the curriculum as the resource only. I would design my own assessments with the problems that check to what extent students acquired an objective and give them more opportunities to explain their work and answers" (Instructional Commentary, p. 2). She comes from a deficit perspective of many of her students, noting "They still count using fingers. They do not remember basic algorithms or remember them incorrectly. Therefore mixing few concepts in one lesson does not help my students to learn correctly even one math concept. That is why I would separate multiplication of fractions and finding the area." (Planning Commentary, p. 2). However, in all of this analysis, she does not deeply discuss how she would adapt her lesson to her students needs.

Evaluation: (Check one): ____X___ 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 of conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem solving skills?					
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**		**ADVANCED PERFORMANCE**	
The analysis is **superficial or not supported** by either student **work samples or the summary of student learning.** OR The evaluation criteria, learning objectives, and/or analysis are **not aligned with** each other.	The analysis **focuses on what students did right OR wrong** using evidence from the summary or work samples. OR The analysis **focuses solely on** students' ability to apply **procedures and/or their factual knowledge.**	The analysis focuses on what students did right **AND** wrong and is supported with evidence from the summary and work samples. Analysis includes **some differences in whole class learning.**		Analysis uses specific examples from work samples to **demonstrate patterns of student learning consistent with the summary.** Patterns are described for whole class.	Analysis uses specific evidence from work samples to demonstrate the connections between quantitative and qualitative patterns of student **learning for individuals or groups.**
LOOK FORs: • Lists correct OR incorrect answers • Claims unsupported by work samples • No alignment between assessment and objectives		LOOK FORs: • Lists correct AND incorrect answers • Lists some areas where whole class excelled or struggled		All from Proficient and LOOK FORs: • 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 cited is representative and not exhaustive

Evidence:

Analysis chart includes what students did right (full credit) and wrong (partial credit or no credit). The questions selected for analysis included concepts, procedures and reasoning.

Specific examples begin to show patters, but the patterns are inconsistent. For example, the candidate writes: "Work sample 2 shows the students' common mistake in the problem 3 on the quiz. The student divided the rectangle correctly but instead of shading the fractions from both sides she marked each part, so the result was not a product of two fractions." (Assessment Commentary, p. 2). However, the mistakes that the students made in the samples are very different, as noted in the commentary, "Her mathematical work is the evidence of confusion between the algorithm for fraction addition and the algorithm for multiplication. The other student tried to cross-multiply. Those students need more practice with multiplying fractions…" (Assessment Commentary, p. 2) Further commentary lists out what students did right or wrong in chunks (i.e "Most of the students compared the area and the perimeter of a figure in a table like we did in class. Some of them even used words from the song played during the first day (work sample 1). Some of the students did limit their response to giving an example with a diagram of a rectangle and calculated its perimeter and the area (work sample 3)" (Assessment Commentary, p. 2)

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

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 unrelated to the learning objectives OR is inconsistent with the analysis of the student's learning. OR Feedback contains significant content inaccuracies. OR Feedback is developmentally inappropriate.	Feedback addresses only errors OR strengths generally related to the learning objectives. OR Feedback is inconsistently provided to focus students.	Feedback is accurate and primarily focuses on either errors OR strengths related to specific learning objectives, with some attention to the other. Feedback is provided consistently for the focus students.	Feedback is accurate and addresses both strengths AND needs related to specific learning objectives. Feedback is provided consistently for the focus students.	Level 4 plus: Candidate describes how s/he will guide focus students to use feedback to evaluate 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 (e.g., feedback on grammar when objective on causes of WWII) • 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 cited is representative and not exhaustive

Evidence:

Candidate gives feedback on strengths and areas of need:

- Math Sample 1: feedback on correct/incorrect, identifies strength of work (provides independent conclusion), and gives places to improve (be more specific with "outside")

- Math Sample 2: feedback points out to the student that the data does not match the conclusion.

- Math Sample 3: asks for complete sentences, acknowledges what student has done, and asks probing questions about perimeter and area.

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

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**	
Opportunities for applying feedback are **not described**.	Candidate **provides vague explanation** for how focus students will use feedback to complete current or future assignments.	Candidate **describes** how focus students will use **feedback to revise their current work**, as needed.	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.	Level 4 plus: Candidate **guides** focus students to **generalize feedback beyond the** current work sample.
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:

Candidate gives vague explanation of how students will use feedback:

- "On the quiz I put the scores for each problem. I use arrows, question marks or underlining to point students to mistake they made, especially when they earned partial points. The students have the opportunity to make quiz corrections. When they do, they need to explain each problem they missed. Unfortunately, most of the students did not do corrections."

- The candidate does not describe a system for completing the corrections or why she thinks that most students did not complete the corrections.

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

Assessment Rubrics - Rubric 14: Analyzing Students' Language Use and Mathematics 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**		
Candidate identifies language use that is superficially related or unrelated to the language demands (function,[8] vocabulary, and additional demands). OR Candidate does not address students'	Candidate provides evidence that students use vocabulary associated with the language function.	Candidate explains and provides **evidence of students' use of the language function as well as vocabulary OR additional language demand(s).**[9]	Candidate explains and provides evidence of students' use of the language function, vocabulary, **and** additional language demand(s) **in ways that develop content understandings.**	Level 4 plus: Candidate explains and provides evidence of language use and content learning for students with varied needs.	
LOOK FORs: • Lists only vocabulary use • 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)		LOOK FORs: • Lists and explains students' use of vocabulary and related function • List and explains students' use of discourse or syntax	All from Proficient and LOOK FORs: • Lists and explains vocabulary, function and syntax or discourse used by whole class OR students with varied needs • Language use clearly supports content understandings		

Evidence:

Candidate's commentary of language use focuses primarily on vocabulary (perimeter and area).

Candidate explains that "during the group discussion students did not use right terms when they described the figures: They use 'square' instead of 'rectangle' and 'triangle' instead of 'square'. I did not interrupt their conversation, because I did not want to stop the flow of their mathematical reasoning. My goal was to get them thinking and talking to each other about the warm-up." The candidate does not discuss the language function of language demand.

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

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[8] The selected language function is the verb identified in the Planning Commentary Prompt 4a (conjecture, explain, etc.).

[9] These are the additional language demands identified in the Planning Commentary Prompt 4c (vocabulary and/or symbols, mathematical precision, plus 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**	
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 repeating instruction, pacing, or classroom management issues.**	Next steps **propose general support that improves student learning** related to ● conceptual understanding ● procedural fluency **AND/OR** ● mathematical reasoning and/or problem solving skills Next steps are **loosely connected to research and/or theory.**	Next steps **provide targeted support to individuals or groups to improve their learning relative to** ● conceptual understanding ● procedural fluency **AND/OR** ● mathematical reasoning and/or problem solving skills Next steps are **connected with research and/or theory.**	Next steps provide targeted support to individuals **and** groups to improve their learning relative to ● conceptual understanding ● procedural fluency **AND/OR** ● mathematical reasoning and/or problem solving skills Next steps are **justified with principles from research and/or 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:

Candidate's next steps include:

- I need to stress the units each time the students work on finding the area, because most of them did not include square units in their responses.

- I know that my students need practice the multiplication of fractions. I can do it as simple problems for a warm-up without calculator.

- I also will give more opportunities for my students, especially English language learners to express their mathematical thinking in writing and to include key terms in their response.

While somewhat related to the analysis of student work, the candidate did not elaborate sufficiently to show how next steps connect to conceptual understanding or mathematical reasoning.

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