

Planning Rubrics – Rubric 1: Planning for Literacy Learning

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

How do the candidate's plans build students' literacy skills and an essential strategy for comprehending or composing text?				
EMERGING PERFORMANCE ⁴		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
Candidate's plans focus solely on literacy skills without connections to any strategy for comprehending or composing text.	Plans for instruction support student learning of skills with vague connections to strategies for comprehending or composing text.	Plans for instruction build on each other to support learning of skills with clear connections to the essential literacy strategy for comprehending or composing text.	Plans for instruction build on each other to create a meaningful context that supports learning of skills with clear and consistent connections to the essential literacy strategy for comprehending or composing text.	Level 4 plus: Plans build an authentic connection between reading and writing. Candidate explains how s/he will use learning tasks and materials to lead students to independently apply the essential strategy and identified skills.
There are significant content inaccuracies that will lead to student misunderstandings. OR Standards, objectives, and learning tasks and materials are not aligned with each other.				
LOOK FORs: Learning tasks <ul style="list-style-type: none"> • are teacher directed • focus on practice of skills/facts/procedures/conventions • limit Ss opportunities to develop subject specific understandings⁵ • include consistent content errors • are not aligned with learning outcomes 		LOOK FORs: Learning tasks <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 	

⁴Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

⁵ See edTPA handbooks for the subject specific understandings

Evidence:

All lessons, tasks, materials are aligned with the Candidate's central focus – making inferences (essential strategy). Attention to skills is implicit and embedded in strategy use.

Example (excerpt from Commentary Prompt 1)

"This lesson segment builds connections between skills and strategies required for successfully making an inference. The learning segment's instruction is driven by state standards for understanding the concept of inferences. The first lesson serves as the foundation for understanding the process of making an inference. The remaining two lessons of the segment build on the previous lessons skills, strategies, and language. The final lesson is a demonstration of students culminating knowledge through writing and interpreting inferences. Students will develop their abilities to make inferences through activities connected to our core text *Number the Stars* by Lois Lowry, popular movies, cartoons, bumper stickers and graphic novels of interest to them. Students are taught reading and writing within the same block based on their daily school schedules. As a result, students are well aware of the strong connection and overlap that exists between reading and writing through daily instruction of each subject."

Standards cited - 5.1.08: Use active comprehension strategies to derive meaning while reading and check for understanding after reading.

- **Derive meaning while reading by making inferences and recognizing unstated assumptions.**

Lesson Objectives

Lesson 1 - Students will be able to define what the word "inference" means and practice making inferences by analyzing cartoons, comics, bumper stickers, riddles, images and silent movies.

Lesson 2 - Students will be able to apply their understanding of the process of making 2-3 inferences by responding to an inferential question both orally and in written form as related to chapters 6-7 of *Number the Stars* by Lois Lowry.

Lesson 3 - Students will be able to demonstrate their understanding of the process of making inferences by choosing and completing two activities from a menu that require students to write their own inferences through writing, art, or logic and then making an inference from a peers chosen activity.

Subject matter understandings (making inferences) in a meaningful context –

Lesson 1 materials include cartoon, bumper stickers, etc. Lesson 2 builds inferences about the core text. In Lesson 3 students have choices of ways to demonstrate inferences in various contexts (riddle, picture caption, cartoon, mystery text, etc.).

Reading/writing connections – in lesson 2, students are supported to make inferences about a text, *Number the Stars*. Candidate links previous lesson activities to making inferences in text. Uses worksheet (see Lesson 2 materials) to scaffold inference from textual information and student thinking.

Example (excerpt from Lesson Plan 3)

"The concept of this lesson requires students to independently write and interpret inferences through a variety of activities. Students learned how to make inferences from the perspective of the reader. Now students will be required to demonstrate their knowledge of inferences from the perspective of the writer, a method that was not explicitly taught to students. For this lesson, students must show what they have learned about making an inference and translate it into a product. This forces students ask themselves, "Did I include enough information that the reader will be able to see/read the message that I am trying to convey?" or "Did I choose a topic that the reader has enough background knowledge to understand what I drew/wrote?" Students will also independently interpret inferences from the readers' perspective as they analyze their peers' products."

Evaluation: (Check one): _____ Emerging ___X___ 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' literacy learning?			
EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE
<p>There is little or no evidence of planned supports.</p> <p>OR</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>AND</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>AND</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>AND</p> <p>Candidate attends to requirements in IEPs and 504 plans.</p> <p>Level 4 plus:</p> <p>Supports include specific strategies to identify and respond to common developmental approximations or misconceptions.</p>
<p>LOOK FORs:</p> <p>Planned supports</p> <ul style="list-style-type: none"> • 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 		<p>LOOK FORs:</p> <p>Planned supports</p> <ul style="list-style-type: none"> • are aligned with learning outcomes • are appropriate for the needs of the whole class • address IEPs/504 requirements 	<p>LOOK FORs:</p> <p>All from Proficient and...</p> <p>Planned supports</p> <ul style="list-style-type: none"> • 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:

Supports (see Lesson Plans and Instructional materials) across the three lessons are extensive (whole class discussion of inferences from familiar texts, cartoons, movie clips, bumper stickers, riddles in lesson 1, worksheet/graphic organizer to scaffold text and student understanding to support inference in lesson 2, "inference café" materials and rubric in Lesson 3) and vary by lesson but not necessary by individualized student need.

Whole class emphasis.

Attends to IEP needs generally

Example excerpt from Prompt 3b

"Although this group of students has 4 IEPs, there are no significant accommodations that need to be made for individual students. Three of the IEPs are for students identified as exceptional learners who do not have any in class modifications to their learning. The fourth student with an IEP has been diagnosed with ADHD, a learning disability. This student utilizes an AlphaSmart when the assignment requires extensive writing and will be given the opportunity to utilize this learning tool if necessary. There are no specific in class modifications for this student's learning either. Yet knowing the student's learning disability, the learning segment was designed to have more interactive activities such as whole group discussions, a variety of colorful visuals, and a summative assessment that appeals to a variety of interests that will engage this student in particular in addition to the rest of the class."

Candidate also notes that the majority of students are high achieving (Prompt 3b) and all lessons include challenge or extension. Each lesson plan includes "Differentiation/Extension" with attention to Gardner's Multiple Intelligences and Challenge/Extension for "above average" students. For example, Lesson Plan 2 differentiation – "Challenge Above Average Students: Encouraging students to find direct quotes that support their inference rather than just a detail with a page number".

Candidate does not note planned scaffolds for individual students who may struggle, but uses pre assessment data to identify Ss approximations and misunderstandings about inference (Prompt 3c). She also describes how designed supports and the "gradual release" approach will address them.

Evaluation: (Check one): _____ Emerging 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 <ul style="list-style-type: none"> • examples of students' prior academic learning OR <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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:		LOOK FORs:	LOOK FORs:	
Justification for plans includes: <ul style="list-style-type: none"> • 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) 		Justification for plans includes: <ul style="list-style-type: none"> • concrete, specific connections between tasks and prior learning (academic OR lived experiences/assets) • surface level discussion of theory or research 	All from Proficient and Justification for plans includes: <ul style="list-style-type: none"> • 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") 	
<p>Evidence:</p> <p>Concrete/specific connections between tasks, prior academic learning and current understandings are identified in each lesson plan and described in Commentary Prompt 2a and elsewhere</p> <p>Example (Prompt 2a)</p> <p>"Students' academic development has been tracked based on observations, interaction with students, analysis of prior student work, and experience teaching lessons to this particular class. Students have had indirect exposure to the idea of making inferences, however the concept has not been explicitly addressed prior to this learning segment. During novel based discussions, inferential questions have been incorporated into the conversations without explicitly referencing the academic vocabulary word. However, students have been taught the concept of drawing conclusions, which is closely related to the concept of making inferences.")</p>				

Evidence cited is representative and not exhaustive
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Connections to students' interests in texts (graphic novels and comics, Prompt 2b and 3a responses) but less attention to lived experiences/assets (see Commentary Prompt 2b - divorce, socio-economic backgrounds, etc.)

Justifies decisions about instructional strategies, tasks and materials throughout commentary ("gradual release", modeling, differentiation, development, students' interests, etc.). Cites a variety of research/theory sources explicitly (some are textbook not primary source) and embedded in elaborated explanations for her decisions.

Example excerpt from Commentary Prompt 3c:

"Developmentally, students between the ages of ten and eleven, struggle to understand abstract conceptions (Woods, 2007). Making an inference is an abstract concept that takes repeated practice and exposure to grasp. In order to avoid the misconceptions associated with the abstract concept of making an inference (such as confusing it with drawing a conclusion), I will be employing scaffolding techniques where support is greater when proficiency is weaker and vice versa (Gambrell et al., 2007). At the start of the lesson segment, support for students learning is evident in the think alouds, group discussions, and multiple opportunities to practice the process of making an inference. As proficiency strengthens in lesson two, less support will be given as part of the activity will be completed independently. Finally, support is withdrawn as proficiency is demonstrated during the summative assessment of the third lesson. Scaffolding this learning segment makes an abstract concept less intimidating and easier to understand."

Candidate provides a strong justification for prior learning, but has limited evidence for examples of personal/cultural/community assets.

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 literacy learning task?				
EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
<p>Language demands⁵ identified by the candidate are not consistent with the selected language function⁶ OR task.</p> <p>OR</p> <p>Language supports are missing or are not aligned with the language demand(s) for the learning task.</p>	<p>Candidate identifies vocabulary as the major language demand associated with the language function. Attention to additional demands is superficial.</p> <p>Language supports primarily address definitions of vocabulary.</p>	<p>Candidate identifies vocabulary and additional language demand(s) associated with the language function.</p> <p>Plans include general support for use of vocabulary as well as additional language demand(s).</p>	<p>Candidate identifies vocabulary and additional language demand(s) associated with the language function.</p> <p>Plans include targeted support for use of vocabulary as well as additional language demand(s).</p>	<p>Level 4 plus: Instructional supports are designed to meet the needs of students with different levels of language learning.</p>
<p>LOOK FORs:</p> <p>Vocabulary is only demand identified.</p> <p>Mismatch between language demands and:</p> <ul style="list-style-type: none"> • language function • language supports • learning task <p>Supports are not included or focus on vocabulary.</p>		<p>LOOK FORs:</p> <p>Language demands include function, vocabulary AND discourse/syntax</p> <p>Supports generally address some aspects of all demands identified.</p>	<p>LOOK FORs:</p> <p>All from Proficient and...</p> <p>Supports are strategically designed to address all language demands for students with varying characteristics and language needs.</p>	
<p>Evidence:</p> <p>NOTE – candidate was not prompted to identify additional language demands. Evidence cited is based on candidate's attention to the language function (infer) and related vocabulary. The evaluation of "emerging" is based on the absence of attention to additional language demands. If the candidate had provided targeted support for discourse and/or syntax, it would be evaluated at Proficient or Advanced.</p> <p>Candidate provides targeted support for the language function (infer) and vocabulary related to the process of making inferences.</p> <p>Candidate builds on students' understanding of "conclusions" as bridge to inferences (Lesson 1), identifies essential vocabulary (Prompt 4a) needed to understand how to make inferences (prior/background knowledge, assumption, justify, explain), and describes language supports in each lesson (Prompt 4d).</p> <p>Example (excerpted from Prompt 4d): A graphic organizer will be utilized in lessons 1 and 2 that allows students to demonstrate their knowledge of new academic vocabulary words and making inferences about a silent movie clip (lesson 1) and the novel Number the Stars (lesson 2). Graphic organizers serve as visual representations of information that clearly illustrates relationships and references key vocabulary (Bromley & Modlo, 1999). The graphic organizer will serve as an instructional tool that visually separates the steps required for making an inference making the process more explicit with sections that separate the various components (i.e. prior knowledge, known facts, and the actual inferences)."</p>				

Evaluation: (Check one): Emerging Proficient Advanced

⁵ Language demands include: language function, vocabulary, syntax and grammar, and discourse (organizational structures, text structure, etc.).

⁶ 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' use of the essential strategy and requisite skills to comprehend or compose text?				
EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
<p>The assessments only provide evidence of students' use of skills.</p> <p>Assessment adaptations required by IEP or 504 plans are not made.</p>	<p>The assessments provide limited evidence to monitor students' use of the essential strategy OR skills during the learning segment.</p> <p>Assessment adaptations required by IEP or 504 plans are made.</p>	<p>The assessments provide evidence to monitor students' use of the essential strategy and skills during the learning segment.</p> <p>Assessment adaptations required by IEP or 504 plans are made.</p>	<p>The assessments provide multiple forms of evidence to monitor students' use of the essential strategy and skills throughout the learning segment.</p> <p>Assessment adaptations required by IEP or 504 plans are made.</p>	<p>Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</p>
<p>Assessments are not aligned with the central focus and standards/objectives for the learning segment.</p>				
<p>LOOK FORs:</p> <ul style="list-style-type: none"> • Majority of Assessments: <ul style="list-style-type: none"> ○ provide minimal evidence of subject specific understandings (e.g., rote responses of facts or skills) ○ are not aligned with full scope of subject specific outcomes • IEP/504 requirements for adaptations/modifications are not addressed 		<p>LOOK FORs:</p> <ul style="list-style-type: none"> • Majority of Assessments: <ul style="list-style-type: none"> ○ provide evidence of subject specific understandings • IEP/504 requirements for adaptations/modifications are addressed 	<p>LOOK FORs:</p> <p>All from Proficient and...</p> <ul style="list-style-type: none"> • Assessments: <ul style="list-style-type: none"> ○ provide evidence of the full range of subject specific understandings ○ are used in each lesson ○ are differentiated so students show understandings in various ways 	
<p>Evidence:</p> <p>Informal Assessment Example (Commentary Prompt 5a excerpt)</p> <p>"Evidence of student learning will be assessed based on students' ability to orally communicate their understanding of the process of making an inference in the context of several different whole group discussions across the learning segment. This informal method of assessment will allow me to assess the group of students over an extended period enhancing the reliability of the assessment data as it is paired with additional more formal assessments."</p> <p>Formal Assessment Example (Commentary Prompt 5a excerpt)</p> <p>"The summative assessment of the third lesson will serve as the primary formal assessment of the learning segment...For this assessment students will demonstrate their knowledge of how to make an inference by choosing two activities from a menu. Students will be required to apply their understanding of inferences from the perspective of the writer as opposed to the perspective of the reader (as practiced in lesson 1 and 2). Then, students will make inferences about their peer's activities taking on the role of the reader once again. Evidence of learning will be based on their level of independence throughout the activity, their ability to choose topics that are relatable and to provide enough information that an inference can be made by potential audiences. This assessment will require students to apply their knowledge in a way that was not practiced</p>				

Evidence cited is representative and not exhaustive

during the previous two lessons ultimately exposing their level of understanding. The use of both informal and formal assessments will provide me with the appropriate level of data to assess whether or not students are meeting learning expectations relative to the standards and objectives of the learning segment."

Assessments Used (see Lesson plans and instructional materials for details):

Lesson 1 – informal assessment (participation and student comments during think aloud, rubric with criteria provided in materials and lesson plan), formal (graphic organizer of Nemo clip responses)

Lesson 2 – informal assessment (participation and student comments during text discussion, rubric with criteria provided in materials and lesson plan), formal (graphic organizer with responses to inference question from *Number the Stars*)

Lesson 3 - formal ("inference café" responses), rubric with criteria provided.

Differentiation (see Commentary Prompt 5b)

Adaptations not required for student with IEP

Choices and formats for "inference café" assessment provide elements of differentiation – students show understandings in various ways.

Candidate cites rubrics for each lesson that will provide evidence of learning. Although candidate has planned assessments for each lesson, the rubrics and informal monitoring will provide some information of student learning related to the central focus. Candidate does not describe how the evidence gathered will provide multiple forms evidence of learning related to the central focus throughout the learning segment.

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 literacy learning environment that supports students' engagement in learning?				
EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
<p>The clip(s) reveal evidence of disrespectful interactions between teacher and students or between students.</p> <p>OR</p> <p>Candidate allows disruptive behavior to interfere with student learning.</p>	<p>The candidate demonstrates respect for students.</p> <p>Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.</p>	<p>The candidate demonstrates rapport with and respect for students.</p> <p>Candidate provides a positive, low-risk social environment that reveals mutual respect among students.</p>	<p>The candidate demonstrates rapport with and respect for students.</p> <p>Candidate provides a challenging learning environment that promotes mutual respect among students.</p>	<p>The candidate demonstrates rapport with and respect for students.</p> <p>Candidate provides a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect</p>
<p>LOOK FORs:</p> <ul style="list-style-type: none"> 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 		<p>LOOK FORs:</p> <ul style="list-style-type: none"> 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) 	<p>LOOK FORs:</p> <p>All from Proficient and...</p> <ul style="list-style-type: none"> 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) 	
<p>Evidence:</p> <p>Note: The Candidate was not prompted to identify evidence for this rubric in 2012. Evidence cited is excerpted from other commentary responses and video clips and intended as examples for discussion during local evaluation training.</p> <p>Mutual respect, Rapport, Low Risk – throughout the clips, Ss are seen eagerly participating with many hands raised, responding to candidate questions and peer responses (e.g., Snowman cartoon discussion sequence Clip 1 6:30 to 7:35). Candidate calls on "18 of 25 students at least once".</p> <p>Example excerpt from Commentary Prompt 3a</p> <p>"During the Powerpoint presentation, I projected two different cartoons. In the first few seconds that the cartoons were on the screen, students were audibly laughing as they analyzed each image (Clip 1, 5:23). This suggests that this strategy is a successful method for initially engaging students with the concept of making inferences. Once hooked into the example, students had the opportunity to explain why they knew the cartoon was humorous without realizing they were actually making an inference (Clip 1, 6:30). Having students start with relatable examples allowed students to experience early success with a new concept that might have otherwise seemed intimidating."</p>				

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 integrating strategies and skills to comprehend or compose 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 focusing primarily on skills with little attention to the essential strategy for comprehending or composing text.	In the clip(s), students are engaged in learning tasks that address their understandings of requisite skills and the essential literacy strategy for comprehending or composing text.	In the clip(s), students are engaged in learning tasks that integrate their understandings of requisite skills and the essential literacy strategy for comprehending or composing text.	In the clip(s), students are engaged in learning tasks that deepen and extend their understandings of requisite skills and the essential literacy strategy for comprehending or composing text.
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 literacy 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:		LOOK FORs:	LOOK FORs:	
<ul style="list-style-type: none"> • 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) 		<ul style="list-style-type: none"> • Tasks focus on subject specific understandings • Links (e.g., candidate connects previous instruction/learning to new content) 	All from Proficient and... <ul style="list-style-type: none"> • Tasks develop/deepen subject specific understandings • Links (e.g., Teacher or students connects new learning with prior instruction/learning AND lived experiences) 	

Evidence:

See commentary responses 3a and b for candidate's explanation of clips cited:

Tasks/discussion develop Ss ability to make inferences – all clips include teacher led discussion using materials requiring inferences. T asks leading questions, "why is this funny?" to assist students to bridge image/cartoon with prior knowledge

Candidate links to prior academic learning (clip 1, first few minutes – candidate helps students link knowledge of "drawing conclusions" with making inferences, offers contrasting examples of conclusions and inferences. Provides various ways of defining "inference" (read between the lines, around 3:00) and purpose of inferences in understanding text, *Number the Stars* (around timestamp 4:00-4:17), example for how Ss used background knowledge to understand the text (knowledge of WWII, etc).

Candidate links to student lived experiences/interests/humor (comic books/cartoons – clip 1, 6:00-7:30)

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 student responses to promote thinking and develop literacy skills and the essential strategy to comprehend and/or compose text?				
EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
<p>Candidate does most of the talking and the students provide few responses.</p> <p>OR</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 to support use of literacy skills or the essential strategy.</p>	<p>Candidate elicits and builds on students' responses to explicitly portray, extend, or clarify the literacy strategy.</p>	<p>Candidate facilitates interactions among students so they can evaluate their own abilities to apply the essential strategy in meaningful reading or writing contexts.</p>
<p>LOOK FORs</p> <ul style="list-style-type: none"> • Surface level questions (e.g., one word answers) • Candidate talk (e.g., lecture only) • Consistent or egregious content inaccuracies 		<p>LOOK FORs</p> <ul style="list-style-type: none"> • Questions prompt some higher-order thinking related to subject specific understandings 	<p>LOOK FORs:</p> <p>All from Proficient and...</p> <p>Questions 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>	

Evidence:

Questions build on student thinking about subject specific understandings –

Selected Examples (all from Clip 1)

Timestamp 5:20+ “What do you already know (about cartoon) to help you make the inference? (broken vase example). How many have you been in a situation with finger pointing?”

Snowman/rabbit sequence (time stamp 6:30-7:35) Candidate asks leading questions to help students identify background knowledge about rabbits and inferences made about the image to understand why the image is funny. “You are using a lot of what you see in the picture and what you know to understand why this is funny.”

Outside of a dog example (around 8:00+)– Ss have difficulty understanding the aphorism – Candidate asks leading questions to identify what is in the image and prior knowledge of dog as man’s best friend. “play on words is like reading between the lines.”

Planet B example (around 9:00+) – Candidate asks leading questions and builds on comments from a few students to identify as “play on words” referencing plan A.

Timestamp 10:00+ - prompts Ss to provide a title or “headline” for image of duck in water. “what is he using to make that inference, “think big?”” “what do you know about rubber ducks and their usual size?”

Final minute or so – inference from riddle about Bandaid – “what did Leah use to make the inference this was about a bandaid?” “how many of you have had that experience?”

Interactions among students (e.g., Teacher and Ss respond to and build on peer comment) – while the candidate may have some missed opportunities to build on student responses, for the most part, her questions build on Ss responses and deepen Ss understanding about how to make inferences from images, cartoons, and riddles.

See additional timestamps for Clip 2 in Candidate commentary response for Prompt 4a

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 support students to apply the essential literacy strategy?				
EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
<p>Candidate does not teach students how to use the key strategy to support comprehension or composition.</p> <p>OR</p> <p>There is a clear mismatch between or among strategies, skills, and students' readiness to learn.</p> <p>OR</p> <p>Materials used in the clip(s) include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>Candidate models the key strategy or skills without opportunities for students to practice or apply them.</p>	<p>Candidate models the key strategy with limited opportunities for practice.</p>	<p>Candidate explicitly teaches students how to apply the strategy and provides opportunities for guided practice.</p>	<p>Level 4 plus:</p> <p>Candidate explicitly teaches students when to apply the strategy in meaningful contexts.</p>
LOOK FORs:		LOOK FORs:	LOOK FORs:	
			All from Proficient and ...	

Evidence:

Candidate was not prompted to provide this evidence explicitly in Commentary Prompt 4b, however some components of existing response apply.

Clips demonstrate how the candidate models and provides support (guided practice) for the process of making an inference with cartoons, riddles, and for the movie excerpt (meaningful context). She does not provide evidence for how the strategy would be applied with texts (though this is evidenced in the materials for Lesson 2).

"The second video clip begins just after I had modeled the process of making an inference where I had elicited responses from students regarding their observations and background knowledge of the movie clip (column one of the graphic organizer) followed by their inferences (column two of the graphic organizer). Then, students made inferences based on the information we, as a class, had written in the chart. In order to continue scaffolding students' understanding of making an inference, I guided their final inference with the sentence starter, "I think _____ because _____". In the video clip, I continue guiding students as I ask them to associate each column of the graphic organizer with a blank from the sentence starter (Clip 2, 0:23)."

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

Instruction Rubrics - Rubric 10: Analyzing Teaching Effectiveness

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

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>LOOK FORs:</p> <ul style="list-style-type: none"> Proposed changes <ul style="list-style-type: none"> Address candidate's own behavior without reference to student learning suggest "more practice" or time to work on similar or identical tasks without revision address problems with student behavior and how to "fix" it 		<p>LOOK FORs:</p> <ul style="list-style-type: none"> Proposed changes <ul style="list-style-type: none"> address gaps in whole class learning/understanding re-engage students in new, revised or additional tasks include surface level discussion of research or theory (e.g., name drop or use a term without connection to own practice) 	<p>LOOK FORs:</p> <p>All from Proficient and...</p> <ul style="list-style-type: none"> Proposed changes <ul style="list-style-type: none"> are concrete, specific and elaborated 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) are grounded in principles from theory or research (e.g., go beyond name dropping or jargon) 	
<p>Evidence:</p> <p>Commentary Prompt 5c - Candidate recommends changes to instruction to help Ss better understand the role of prior knowledge in making inferences, including:</p> <ul style="list-style-type: none"> Teacher led think aloud during Lesson 1 using Nemo movie clip – "If I taught this lesson again, I would take one of these examples and model the process of making an inference by explaining my own thought processes as explicitly as possible making sure to identify what I saw on the screen and what I know about the topic before making an inference about the implicit message intended by the author. When talking about "what I know" I would be sure to use the academic vocabulary words "prior knowledge" and "background knowledge" providing simple definitions of the words, explaining how the terms are interchangeable, and providing examples of my own prior/background knowledge as they relate to the example." additional guided practice with opportunities for Ss to share their own background knowledge connections orally. Changes to materials (graphic organizer in Lesson 1) to make the role of background knowledge more explicit <p>Changes address gaps in whole class understanding and are concrete and specific. Candidate does not provide a theory/research justification for changes (not prompted in 2012)</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	
The analysis is superficial or not supported by either student work samples or the summary of student learning.	The analysis focuses on what students did right OR wrong using evidence from the summary or work samples.	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.
The evaluation criteria are not aligned with the learning objectives and/or analysis. OR The analysis is not aligned with the learning objectives.				
LOOK FORs: <ul style="list-style-type: none"> • Lists correct OR incorrect answers • Claims unsupported by work samples • No alignment between assessment and objectives 		LOOK FORs: <ul style="list-style-type: none"> • Lists correct AND incorrect answers • Lists some areas where whole class excelled or struggled 	LOOK FORs: <ul style="list-style-type: none"> • All from Proficient and • 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 	

Evidence:

Candidate provides a summary chart with results of three summative activities focused on making inferences using a rubric as criteria. She identifies two tasks where students were successful and the third for which, "A different pattern emerged for the "Peer Inference" portion of the assessment where students were required to make inferences based on their peers drawings and writings. For the peer inference activity, only 48% of students met or exceeded expectations meaning that 52% of students did not meet expectations for this portion of the activity."

Explanations for differences in student performance go beyond correct/incorrect and describe qualitative differences in student learning/application of the inference strategy when writing riddles for a peer audience (which they did well) versus interpreting a peer's riddles, etc. The candidate elaborates these issues on page 2 (first full paragraph that opens with, "Students struggled with the process of making inferences from the reader's perspective while engaging with the "peer inference" portion of the assessment...". She identifies that students struggled to identify their own background knowledge and the term "served as a point of confusion" and later cites specific examples from the student work samples as evidence.

Patterns are described for each focus students are elaborated in reference to the work samples. (see response to Prompt 1d)

Although the candidate addresses some successes of student performance, the analysis has greater description on students' misunderstandings. The candidate uses specific examples from the work samples to analyze student learning.

Evaluation: (Check one): Emerging Proficient Advanced

Assessment Rubrics - Rubric 12: Providing Feedback to Guide Further 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	
<p>Feedback is unrelated to the learning objectives OR is inconsistent with the analysis of the student's learning.</p> <p>OR</p> <p>Feedback contains significant content inaccuracies.</p> <p>OR</p> <p>Feedback is expressed in a way that is disrespectful to students or is developmentally inappropriate.</p>	<p>Feedback addresses only errors OR strengths generally related to the learning objectives.</p> <p>OR</p> <p>Feedback is inconsistently provided to focus students.</p>	<p>Feedback is accurate and primarily focuses on either errors OR strengths related to specific learning objectives, with some attention to the other.</p> <p>Feedback is provided consistently for the focus students.</p>	<p>Feedback is accurate and addresses both strengths and needs related to specific learning objectives.</p> <p>Feedback is provided consistently for the focus students.</p>	<p>Level 4 plus: Candidate describes how s/he will guide focus students to use feedback to evaluate their own strengths and needs.</p>
<p>LOOK FORs:</p> <ul style="list-style-type: none"> • 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) 		<p>LOOK FORs:</p> <ul style="list-style-type: none"> • Specific feedback connected to objectives (e.g., "As you explain the causes, remember to include key") • Feedback emphasizes strengths OR weaknesses with mention of other • Equal feedback given (e.g., same amount and kind across focus students) 	<p>LOOK FORs:</p> <p>All from Proficient and</p> <ul style="list-style-type: none"> • 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:

Feedback is consistent with learning objectives/standards and central focus for learning segment (making inferences):

Student 1 – feedback focuses on strengths and there is no guidance for improvement (student met expectations) – see work sample

Student 2 - Feedback includes general praise and directives for improvement. Commentary Excerpt “Written feedback provided to Student 2 attempts to scaffold the student’s misunderstandings regarding the process of making inferences. For example, on Student 2’s bumper sticker, I wrote, “What information did you, the writer, provide to the reader that would help them make an inference from this bumper sticker? Is it enough? What could you add to this bumper sticker that would help the reader understand your message?” These probing questions allow this particular student to think about the bumper sticker he created and how it could be altered in a way that a potential reader can decipher the underlying inference. These types of questions serve as an alternative to explicitly telling the student how to correct his mistakes.”

Feedback is similar for Student 3 – see work sample

Evaluation: (Check one): Emerging 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	
<p>Opportunities for applying feedback are not described.</p> <p>OR</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"> Generic discussion for use of feedback (e.g., "to use for upcoming exam") No discussion for use of feedback No feedback given on samples 		<p>LOOK FORs:</p> <ul style="list-style-type: none"> 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.") 	<p>LOOK FORs:</p> <p>All from Proficient and</p> <ul style="list-style-type: none"> 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) 	
<p>Evidence:</p> <p>Assessment is summative, only those who did not meet expectation will revise and resubmit (using feedback provided by teacher). All students will apply the inference strategy while reading texts throughout the school year.</p>				
<p>Evaluation: (Check one): _____ Emerging ___X___ Proficient _____ Advanced</p>				

Assessment Rubrics - Rubric 14: Analyzing Students' Language Use and Literacy 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,⁷ vocabulary and additional demands).</p> <p>OR</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).⁸</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>Level 4 plus:</p> <p>Candidate explains and provides evidence of language use and content learning for students with varied needs.</p>
<p>LOOK FORs:</p> <ul style="list-style-type: none"> • 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) 		<p>LOOK FORs:</p> <ul style="list-style-type: none"> • Lists and explains students' use of vocabulary and related function • List and explains students' use of discourse or syntax 	<p>LOOK FORs:</p> <p>All from Proficient and</p> <ul style="list-style-type: none"> • Lists and explains vocabulary, function and syntax or discourse used by whole class OR students with varied needs • Language use clearly supports content understandings 	
<p>Note: Discourse and syntax (additional language demands were not prompted in 2012 – candidate evidence is for function and vocabulary only)</p>				
<p>Evidence:</p> <p>Candidate commentary (prompt 3) cites numerous timestamps for video clips (both from Lesson 1) demonstrating students' academic language use (vocabulary and function) and how she prompted them to use it. For example:</p> <p>Clip 1 – 1:00-3:25 contrasts meaning of inference with conclusion, defines inference in multiple ways</p> <p>Clip 2 - "Students' understanding of "inferences" was then demonstrated at the end of the lesson as students made a final inference about the Finding Nemo movie clip. Two students shared their inferences with the class. The first student said, "I think Nemo is scared of being in the fish tank because he was swimming fast, bumping into the walls, and breathing really fast," (Clip 2, 2:29). Another student shared his inference with the class stating, "I think Nemo was confused and frightened because he used to live in the ocean but now he is in a fish tank," (Clip 2, 2:42)."</p> <p>Candidate describes how she supports Ss to use academic language in the clips (and varies question types to support students with varied abilities) but does not explicitly identify/quote examples of what students say in the clips as evidence of such use.</p>				

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

⁷ The selected language function is the verb identified in the Planning Commentary Prompt 4a (analyze, explain, interpret, etc.).

⁸ These are the additional language demands identified in the Planning Commentary Prompt 4c (vocabulary and/or symbols, 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 do not follow from the analysis.</p> <p>OR</p> <p>Next steps are not relevant to the standards and learning objectives assessed.</p> <p>OR</p> <p>Next steps are not described in sufficient detail 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</p> <ul style="list-style-type: none"> the essential literacy strategy <p>OR</p> <ul style="list-style-type: none"> requisite skills <p>Next steps are loosely connected with research and/or theory.</p>	<p>Next steps provide targeted support to individuals or groups to improve their learning relative to:</p> <ul style="list-style-type: none"> the essential literacy strategy requisite skills <p>Next steps are connected with research and/or theory.</p>	<p>Next steps provide targeted support to individuals and groups to improve their learning relative to:</p> <ul style="list-style-type: none"> the essential literacy strategy requisite skills <p>Next steps are justified with principles from research and/or theory.</p>
<p>LOOK FORs:</p> <p>Next steps:</p> <ul style="list-style-type: none"> 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.") 		<p>LOOK FORs:</p> <ul style="list-style-type: none"> 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 	<p>LOOK FORs:</p> <p>All from Proficient and</p> <ul style="list-style-type: none"> Strategic support for individuals AND groups related to subject specific knowledge Next steps are grounded in research/theory 	

Evidence:

Commentary Response is combined for Prompts 4a and 4b – connections to theory/research were not prompted in 2012. Evaluation below does not address theory/research rationale.

Next steps follow from the analysis – majority of students did not understand the term prior/background knowledge or apply it to make inferences when engaged in the peer-constructed activities.

Elaborated next steps for whole class and individual focus students include:

Whole Class -- "Remedial mini lesson... practicing the act of activating their prior knowledge. As the teacher, I would choose a variety of topics in which students might have prior exposure. Although not all students will have knowledge of all topics chosen, the activity will be repeated several times in order to engage every student. If a large number of students do not exhibit prior exposure to a topic, students can work in groups."

Student 1 – exceeded expectations, could model his thinking for other students, extend remedial mini lesson with additional paragraph writing instead of just listing ideas.

Student 2 -- provide the student with a graphic organizer worksheet of this activity in order to maintain the students focus and to minimize physical writing (in reference to Student 2's writing accommodations). Without the worksheet, the student may take a longer amount of time to get focused, which could result in not completing the activity at all. An additional individual accommodation might be to allow the student to work with a partner on the activity even if the rest of the class is working independently. Student 2 is more productive when verbally responding to activities as opposed to writing responses as aligned with his ADHD diagnosis and writing accommodation."

Evaluation: (Check one): Emerging Proficient Advanced