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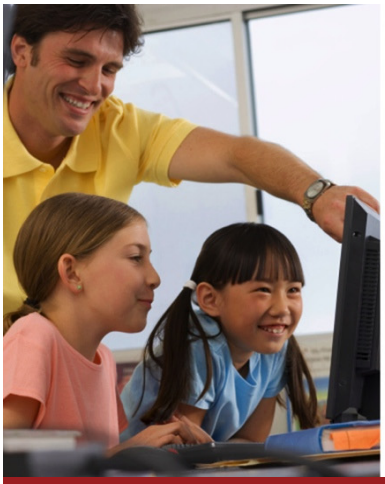

Elementary Education

Assessment Handbook

September 2013

edTPA stems from a twenty-five-year history of developing performance-based assessments of teaching quality and effectiveness. The Teacher Performance Assessment Consortium (Stanford and AACTE) acknowledges the National Board for Professional Teaching Standards, the Interstate Teacher Assessment and Support Consortium, and the Performance Assessment for California Teachers for their pioneering work using discipline-specific portfolio assessments to evaluate teaching quality. This version of the handbook has been developed with thoughtful input from over six hundred teachers and teacher educators representing various national design teams, national subject matter organizations (AAHPERD, ACEI, ACTFL, AMLE, CEC, IRA, NAEYC, NAGC, NCSS, NCTE, NCTM, NSTA), and content validation reviewers. All contributions are recognized and appreciated.

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SCALE

Stanford Center for Assessment, Learning, & Equity

Contents

Preface

The edTPA Elementary Education assessment provides opportunities for teaching candidates to demonstrate their ability to teach both literacy and mathematics in the elementary grades.

This handbook includes all materials, directions, prompts, and rubrics for the four tasks within the edTPA Elementary Education assessment—Tasks 1–3 are Elementary Literacy tasks and Task 4 is an Elementary Mathematics Assessment Task.

All four tasks are requirements for licensure in your state. As you prepare your evidence for these tasks, you will document and demonstrate your teaching and your analysis of student learning.

Faculty in your preparation program will advise you on when Tasks 1–3 and Task 4 need to be completed to meet program requirements. All tasks must be completed within a formal student teaching experience wherein you have regular opportunities to teach lessons and carry out assessments with students. Tasks 1–3 or Task 4 may be completed in either order; however, you must submit all final materials in the same scoring/reporting window as directed by your program.

Tasks 1–3: Elementary Literacy Tasks—For the Elementary Literacy tasks, you will document a cycle of teaching that includes planning 3–5 lessons, videorecording your teaching, and analyzing your teaching and your students' learning, with attention to students' academic language development and use.

Task 4: Elementary Mathematics Assessment Task—For the Elementary Mathematics task, you will focus on analysis of your students' learning in mathematics (drawn from a learning segment of 3–5 lessons) and a re-engagement lesson that addresses your students' learning needs.

The submission process requires that you register and submit materials via the edTPA program website at www.edTPA.com.

You will find additional support materials to complete these assessments at the website and from your preparation program advisors.

Introduction to edTPA Elementary Education

Purpose

The purpose of edTPA Elementary Education, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach both literacy and mathematics in the elementary grades. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers

- develop knowledge of subject matter, content standards, and subject-specific pedagogy
- develop and apply knowledge of varied students' needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effects of instruction on student learning

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.

Overview of the Assessment

The edTPA Elementary Education assessment is composed of four tasks:

1. Planning for Literacy Instruction and Assessment
2. Instructing and Engaging Students in Literacy Learning
3. Assessing Student's Literacy Learning
4. Assessing Students' Mathematic Learning

The edTPA Elementary Education assessment is designed for teacher education programs that plan to implement the full edTPA in Elementary Literacy (Tasks 1–3), and also require candidates to demonstrate their readiness to teach by completing the Elementary Mathematics Assessment Task (Task 4).

For the Elementary Literacy Assessment tasks, you will first plan **3–5 consecutive literacy lessons** (or, if teaching within a large time block, **3–5 hours of connected instruction**) referred to as a learning segment. Consistent with the Common Core State Standards for English-Language Arts and Literacy[1] and recommendations provided by the

[1] The Common Core State Standards for English Language Arts (June 2010) can be found at http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf. Note that Minnesota and Virginia have not adopted the Common Core State Standards.

International Reading Association (2010) for literacy professionals,[2] a learning segment prepared for this assessment should reflect a balanced literacy curriculum. This means your segment should include learning tasks in which students have opportunities to develop a key literacy strategy and related literacy skills to comprehend **OR** compose text.

You will then teach the lessons, making a videorecording of your interactions with students during instruction. You will also assess, informally and formally, students' learning throughout the learning segment. Upon completion of the three tasks, you will submit artifacts from the tasks (e.g., lesson plans, clips from your videorecording, assessment materials, instructional materials, student work samples), as well as commentaries that you have written to explain/reflect on the planning, instruction, and assessment components of the task. The artifacts and commentaries for each task will then be evaluated using rubrics especially developed for each task.

For the Elementary Mathematics Assessment Task, you will develop or adapt a relevant assessment of student learning, analyze student work, and design re-engagement instruction to develop students' mathematics understanding. Consistent with the Common Core State Standards for Mathematics[3] and the *Principles and Standards for School Mathematics* (2000), candidates' responses to this task should reflect a balanced approach to mathematics, including opportunities for students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills as well as to communicate precisely about their mathematical understanding. This task centers on two high-leverage teaching practices: using assessments to analyze student learning and re-engaging[4] students to develop their understanding of specific mathematical concepts.

The edTPA Tasks and the Cycle of Effective Teaching

The edTPA tasks represent a cycle of effective teaching (i.e., teaching that is focused on student learning). The edTPA Elementary Literacy tasks begin at the planning stage of the cycle, and the Elementary Mathematics Assessment Task begins at the assessment stage of the cycle to inform further planning. The planning task documents your **intended** teaching, the instruction task documents your **enacted** teaching, and the assessment tasks document the **impact** of your teaching on student learning.

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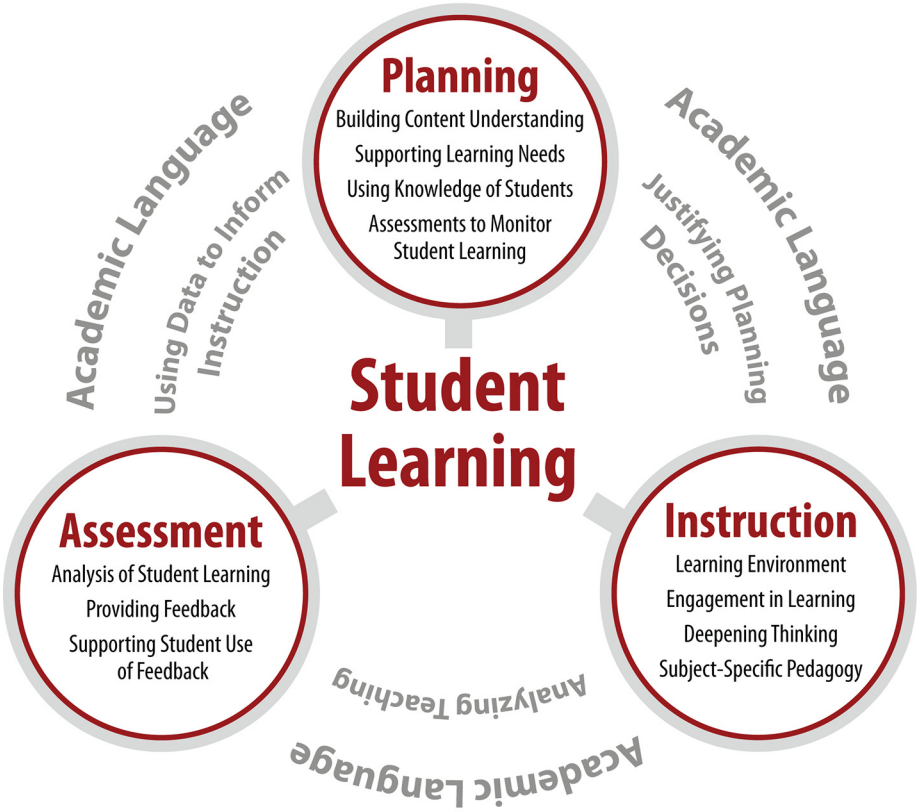
[2] The *Standards for Reading Professionals* can be found at http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx

[3] The Common Core State Standards for Mathematics (June 2010) can be found at http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf. Note that Minnesota and Virginia have not adopted the Common Core State Standards for Mathematics.

[4] Re-engage means to support students to revisit and review a topic with a different set of strategies, representations, and/or focus to develop understandings and/or correct misconceptions.



The four tasks and the evidence you provide for each are framed by your understandings of your students and their learning. As you develop, document, teach, and assess your lessons, you will reflect upon the cyclical relationship among planning, instruction, and assessment, with a focus on your students' learning needs.

Evidence of Teaching Practice: Artifacts and Commentaries

An essential part of the assessment is the evidence you will submit of how you planned, taught, and assessed your lessons to deepen student learning in literacy and mathematics. This evidence includes both artifacts and commentaries:

- **Artifacts** represent authentic work completed by you and your students. These include lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples.
- **Commentaries** are your opportunity to describe your artifacts, explain the rationale behind their choice, and analyze what you have learned about your teaching practice and your students' learning. Note that although your writing ability will not be scored directly, commentaries must be clearly written and well focused.

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. Refer to the Elementary Education Evidence Chart for information about how your evidence should be formatted for electronic submission.

Evaluation Criteria

The evidence (i.e., artifacts and commentaries) you submit will be judged on five components of teaching practice:

1. Planning
2. Instruction
3. Assessment
4. Analyzing Teaching
5. Academic Language

You will provide evidence for the planning, instruction, and assessment components within the corresponding tasks. You will provide evidence for the analyzing teaching component across all four tasks (i.e., Tasks 1–3 for Elementary Literacy and Task 4 for the Elementary Mathematics Assessment Task). You will provide evidence for the academic language component in the Elementary Literacy planning task, as well as in the Elementary Literacy instruction **AND/OR** assessment task.

The rubrics used to score your performance are included in this handbook and follow the sections describing the directions for each task. The descriptors in the five-level rubrics address a wide range of performance, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).

Structure of the Handbook

The following pages provide specific instructions on how to complete each of the four tasks of the edTPA Elementary Education assessment. After an overview of the tasks, the handbook provides instructions for each task, organized into four sections:

1. **What Do I Need to Think About?**
   This section provides focus questions for you to think about when completing the task.
2. **What Do I Need to Do?**
   This section provides specific, detailed directions for completing the task.
3. **What Do I Need to Write?**
   This section tells you what you need to write and also provides specific and detailed directions for writing the **commentary** for the task.
4. **How Will the Evidence of My Teaching Practice Be Assessed?**
   This section includes the rubrics that will be used to assess the evidence you provide for the task.

Additional requirements and resources are available to you in this handbook:[5]

- **Professional Responsibilities:** guidelines for the development of your evidence
- **Elementary Literacy Context for Learning Information:** prompts used to collect information about the school/classroom context for the Elementary Literacy learning segment
- **Elementary Mathematics Context for Learning Information**: prompts used to collect information about the school/classroom context for the Elementary Mathematics learning segment
- **Elementary Mathematics Learning Segment Overview:** a template for documenting the central focus, content standards, objectives, and assessments associated with the Elementary Mathematics learning segment
- **Elementary Education Evidence Chart: specifications** for electronic submission of evidence (artifacts and commentaries), including templates supported file types, number of files, response length, and other important evidence specifications
- **Glossary:** definitions of key terms can be accessed by rolling your cursor over each glossary term marked with a dotted underline throughout the handbook or by referring to the Elementary Education Glossary

Review all instructions carefully before beginning to teach the learning segment to ensure that you are well prepared for all tasks. Refer to the *Making Good Choices* document to help you prepare for all tasks. Refer to the *Professional Responsibilities* section of this handbook for information about permissions, confidentiality, and other requirements.

If your program requires you to submit artifacts and commentaries for official scoring, refer to www.edTPA.com for complete and current information before beginning your work and to download templates for submitting materials. The website contains information about the registration process, submission deadlines, submission requirements, withdrawal/refund policies, and score reporting. It also provides contact information should you have questions about your registration and participation in edTPA.

Whether submitting directly to www.edTPA.com or via your program's electronic portfolio management system, follow the submission guidelines as documented in the Evidence Chart and review *edTPA Submission Requirements* to ensure that your materials conform to the required evidence specifications and requirements for scoring.

[5] Your preparation program will have additional resources, including the *Making Good Choices* document, that provide guidance as you develop your evidence.

edTPA Elementary Education Tasks Overview

What to Do	What to Submit	Evaluation Rubrics
Task 1: Planning for Literacy Instruction and Assessment		
▶ Select one class as a focus for this assessment. ▶ Provide relevant context information. ▶ Identify a learning segment to plan, teach, and analyze student learning. Select a learning segment of 3–5 consecutive lessons (or, if teaching literacy within a large time block, about 3–5 hours of connected instruction). ▶ Identify a central focus. The central focus should support students to develop an essential strategy for comprehending or composing text and requisite skills that directly support that strategy. ▶ Write and submit a lesson plan for each lesson in the learning segment. ▶ Select and submit key instructional materials needed to understand what you and the students will be doing. ▶ Respond to commentary prompts prior to teaching the learning segment. ▶ As part of the commentary, choose one language function to analyze literacy language demands and identify a learning task where students use that language function. Identify both the language function that students will be expected to use to engage in the learning task and your instructional supports. ▶ Submit copies or directions for all planned assessments from the learning segment.	◘ Part A: Literacy Context for Learning Information ◘ Part B: Lesson Plans for Learning Segment ◘ Part C: Instructional Materials ◘ Part D: Literacy Assessments ◘ Part E: Planning Commentary	Literacy Planning Rubrics Rubric 1: Planning for Literacy Learning Rubric 2: Planning to Support Varied Student Learning Needs Rubric 3: Using Knowledge of Students to Inform Teaching and Learning Rubric 4: Identifying and Supporting Language Demands Rubric 5: Planning Assessments to Monitor and Support Student Learning

What to Do	What to Submit	Evaluation Rubrics
Task 2: Instructing and Engaging Students in Literacy Learning		
▶ Obtain required permissions for videorecording from parents/guardians of your students and other adults appearing in the video. ▶ Identify lessons from the learning segment you planned in Task 1 to videorecord. You should choose lessons that show you interacting with students to support them to independently apply the literacy strategy to comprehend or compose text. ▶ Videorecord your teaching and **select 1 or 2 video clips (no more than 15 minutes total)**. ▶ Analyze your teaching and your students' learning in the video clips by responding to commentary prompts.	▫ Part A: Video Clips ▫ Part B: Instruction Commentary	**Literacy Instruction Rubrics** Rubric 6: Learning Environment Rubric 7: Engaging Students in Learning Rubric 8: Deepening Student Learning Rubric 9: Subject-Specific Pedagogy: Elementary Literacy Rubric 10: Analyzing Teaching Effectiveness

What to Do	What to Submit	Evaluation Rubrics
Task 3: Assessing Students' Literacy Learning		
▶ Select **one** assessment from the learning segment that you will use to evaluate your students' developing knowledge and skills. Submit the assessment used to evaluate student performance. ▶ Define and submit the evaluation criteria you will use to analyze student learning. ▶ Collect and analyze student work from the selected assessment to identify **quantitative and qualitative** patterns of learning within, and across learners in, the class. ▶ Select **3 student work samples** to illustrate your analysis of patterns of learning within, and across learners in, the class. At least 1 of the samples must be from a student with specific learning needs. These 3 students will be your **focus students**. ▶ Summarize the learning of the whole class, and refer to work samples from the three focus students to illustrate patterns in student understanding across the class. ▶ Submit feedback on the assessment for the 3 focus students in written, audio, or video form. ▶ Analyze evidence of students' language use from (1) the video clips from the instruction task, (2) an additional video clip of one or more students using language within the learning segment, **AND/OR** the student work samples from the assessment task. ▶ Analyze your assessment of student learning and plan for next steps by responding to commentary prompts.	▢ Part A: Student Literacy Work Samples ▢ Part B: Evidence of Feedback ▢ Part C: Literacy Assessment Commentary ▢ Part D: Evaluation Criteria	**Literacy Assessment Rubrics** Rubric 11: Analysis of Student Learning Rubric 12: Providing Feedback to Guide Further Learning Rubric 13: Student Use of Feedback Rubric 14: Analyzing Students' Language Use and Literacy Learning Rubric 15: Using Assessment to Inform Instruction

What to Do	What to Submit	Evaluation Rubrics
Task 4: Assessing Students' Mathematics Learning		
▶ Select **one** class as a focus for this assessment. ▶ Provide relevant context information and a learning segment overview. ▶ Identify a learning segment of **3–5 consecutive lessons** (or, if teaching mathematics within a large time block, **about 3–5 hours of connected instruction**). ▶ Identify a central focus. The central focus should support students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills. ▶ Develop or adapt a formative assessment from the learning segment that will allow you to assess whole class learning. The assessment should provide opportunities for students to demonstrate conceptual understanding, computational/ procedural fluency, and mathematical reasoning/problem-solving skills. ▶ Submit a blank copy of the assessment used to evaluate student performance. ▶ Define and submit the evaluation criteria you will use to analyze student learning. ▶ Summarize the class performance on the formative assessment completed during the learning segment. ▶ Analyze 3 focus students' work samples to identify the targeted learning objective/goal for the re-engagement lesson. ▶ Write a re-engagement lesson that develops student understanding of the targeted learning objective/goal. ▶ Implement the lesson with the 3 focus students individually, in a small group, or with the whole class. ▶ Collect and submit the work samples from the re-engagement lesson for the 3 focus students. ▶ Evaluate the effectiveness of the re-engagement lesson.	▢ Part A: Mathematics Context for Learning Information ▢ Part B: Learning Segment Overview ▢ Part C: Mathematics Assessment ▢ Part D: Evaluation Criteria ▢ Part E: Student Mathematics Work Samples ▢ Part F: Examples of Student Work from Re-engagement Lesson ▢ Part G: Mathematics Assessment Commentary	**Mathematics Assessment Rubrics** Rubric 16: Analyzing Whole Class Understandings Rubric 17: Analyzing Individual Student Work Samples Rubric 18: Using Evidence to Reflect on Teaching

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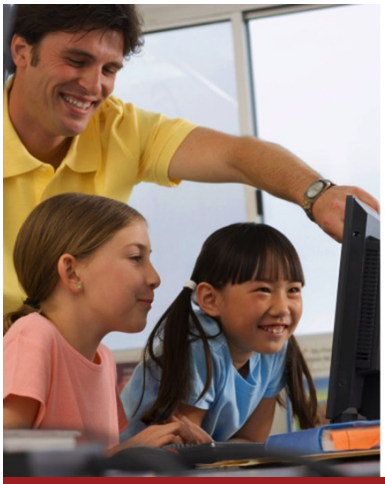

Tasks 1–3: Elementary Literacy

The three Elementary Literacy tasks begin on the next page of this handbook. For the Elementary Literacy tasks, you will document a cycle of teaching (for a learning segment of 3–5 lessons), that includes planning, instruction, and assessment of student learning, and analysis of your teaching, with attention to students' academic language development and use.

The three Elementary Literacy tasks can be completed before or after you complete the Elementary Mathematics Assessment Task, but materials for **ALL** tasks must be submitted for official scoring during the same scoring/submission window.

Check with your preparation program advisor before completing or submitting your edTPA evidence.

Task 1: Planning for Literacy Instruction and Assessment

What Do I Need to Think About?

In Task 1: Planning for Literacy Instruction and Assessment, you will describe your plans for the learning segment and explain how your instruction is appropriate for the students and the content you are teaching. As you develop your plans, you need to think about the following:

- What do your students know, what can they do, and what are they learning to do?
- What do you want your students to learn? What are the important understandings and core concepts you want students to develop within the learning segment?
- What instructional strategies, learning tasks, and assessments will you design to support student learning and language use?
- How is the teaching you propose supported by research and theory about how students learn?
- How is the teaching you propose informed by your knowledge of students?

Task 1 prepares you to demonstrate and analyze the effectiveness of your teaching of the planned learning segment.

What Do I Need to Do?

- **Select a class.** If you teach more than one class, select one focus class for this assessment.
- **Provide context information.** The Elementary Literacy Context for Learning Information form is provided later in this handbook and must be submitted in a template. This form provides essential information about your students and your school/classroom. The context information you submit should be **no more than 3 pages, including prompts**.
- **Identify a learning segment to plan, teach, and analyze.** Review the curriculum with your cooperating teacher and select a learning segment of **3–5 consecutive lessons.** (If teaching literacy within a large time block, select a learning segment of about **3–5 hours of connected instruction.**)
- **Identify a central focus.** Identify the central focus along with the content standards and objectives you will address in the learning segment. The central focus should support students to develop an essential literacy strategy and the requisite skills for comprehending or composing text in meaningful contexts.
- **Analyze language demands.** Select a language function, a key learning task, and additional language demands required by the task.

- **Write a lesson plan** for each lesson in the learning segment. If you are planning for a group rather than the full class, plans should describe instruction for that group. For this assessment, a group should include at least 3 students. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them. If your teacher preparation program requires you to use a specific lesson plan format for this assessment, you must include the information described below.
- Lesson plans should include the following information:
  - State-adopted student academic content standards and/or Common Core State Standards that are the target of student learning (Note: Please list the **number and text** of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)
  - Learning objectives associated with the content standards
  - Formal and informal assessments used to monitor student learning, including type(s) of assessment and what is being assessed
  - Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs
  - Instructional resources and materials used to engage students in learning
- **Lesson plans must be no more than 4 pages in length.** You will need to condense or excerpt lesson plans longer than 4 pages. Any rationale for decisions or explanations should be included in your Planning Commentary and deleted from your plans.
- **Respond to the commentary prompts** listed in the Planning Commentary section **prior to teaching the learning segment.**
- **Submit your original lesson plans.** If you make changes while teaching the learning segment, you may offer reflection on those changes in the Instruction and Assessment Commentaries that are part of Tasks 2 and 3.
- **Select and submit key instructional materials** needed to understand what you and the students will be doing (**no more than 5 pages per lesson plan**). The instructional materials might include such items as class handouts, assignments, slides, and interactive whiteboard images.
- **Submit copies of all written assessments.** (Submit only the blank assessment given to students; do not submit student work samples.)

See the Task 1: Artifacts and Commentary Specifications in the Elementary Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

What Do I Need to Write?

In Task 1: Planning for Literacy Instruction and Assessment, you will write

- a description of your context for learning (see "What Do I Need to Do?" above for directions)
- lesson plans (see "What Do I Need to Do?" above for directions)
- a commentary explaining your plans (see "Planning Commentary" below for directions)

Planning Commentary

In Task 1: Planning for Literacy Instruction and Assessment, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 9 single-spaced pages, including the prompts**.

1. **Central Focus**
   a. Describe the central focus and purpose for the content you will teach in the learning segment.
   b. Given the central focus, describe how the standards and learning objectives within your learning segment address
      - an essential literacy strategy
      - requisite skills
      - reading/writing connections
   c. Explain how your plans build on each other to help students **make connections** between skills and the essential strategy to comprehend **OR** compose text in meaningful contexts.
2. **Knowledge of Students to Inform Teaching**

   For each of the prompts below (2a–b), describe what you know about **your** students with respect to the central focus of the learning segment.

   Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

   a. Prior academic learning and prerequisite skills related to the central focus—**What do students know, what can they do, and what are they learning to do?**
   b. Personal/cultural/community assets related to the central focus—**What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?**

3. Supporting Students' Literacy Learning

Respond to prompts 3a–c below. To support your explanations, refer to the instructional materials and lesson plans you have included as part of Task 1. In addition, u**se principles from research and/or theory to support your explanations.**

a. Explain how your understanding of your students' prior academic learning and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials.

b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs.**

> Consider students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

c. Describe common misconceptions or common developmental approximations within your literacy central focus and how you will address them.

4. Supporting Literacy Development Through Language

a. **Language Function.** Identify **one** language function essential for students to learn the literacy strategy within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

Analyze	Argue	Categorize	Compare/contrast	Describe	Explain
Interpret	Predict	Question	Retell	Summarize	

b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use.

- Vocabulary or key phrases
- **Plus** at least one of the following language demands:
  - Syntax
  - Discourse

> Consider the range of students' understandings of the language function and other language demands—what do students already know, what are they struggling with, and/or what is new to them?

d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.

   - Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language demands identified in prompts 4a–c.

5. **Monitoring Student Learning**

   In response to the prompts below, refer to the assessments you will submit as part of the materials for Task 1.

   a. Describe how your planned formal and informal assessments will provide direct evidence that students can use the literacy strategy and requisite skills to comprehend or compose text throughout the learning segment.

   b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

   Consider all students, including students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

How Will the Evidence of My Teaching Practice Be Assessed?

For Task 1: Planning for Literacy Instruction and Assessment, your evidence will be assessed with rubrics 1–5, which appear in the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing.

Literacy Planning Rubrics

Rubric 1: Planning for Literacy Learning

How do the candidate's plans build students' literacy skills and an essential strategy for comprehending or composing text?

Level 1[6]	Level 2	Level 3	Level 4	Level 5
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.				

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

Rubric 2: Planning to Support Varied Student Learning Needs

How does the candidate use knowledge of his/her students to target support for students' literacy learning?

Level 1	Level 2	Level 3	Level 4	Level 5
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 common developmental approximations or misconceptions.**

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

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

Level 1	Level 2	Level 3	Level 4	Level 5
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.**

Rubric 4: Identifying and Supporting Language Demands

How does the candidate identify and support language demands associated with a key literacy learning task?

Level 1	Level 2	Level 3	Level 4	Level 5
Language demands[7] identified by the candidate are **not consistent with the selected language function[8] OR task**. **OR** Language supports are missing or are not aligned with the language demand(s) for the learning task.	**Candidate identifies vocabulary as the major language demand associated with the language function. Attention to additional demands is superficial.** Language supports **primarily address definitions of vocabulary**.	Candidate identifies vocabulary **and additional language demand(s)** associated with the language function. **Plans include general support for use of vocabulary as well as additional language demand(s).**	Candidate identifies vocabulary and additional language demand(s) associated with the language function. Plans include **targeted support** for use of vocabulary 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.**

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

[8] Language function refers to the learning outcome (verb) selected in prompt 4a (e.g., analyze, interpret).

Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the formal and informal assessments selected or designed to monitor students' use of the essential strategy and requisite skills to comprehend or compose text?

Level 1	Level 2	Level 3	Level 4	Level 5
The assessments **only provide evidence** of students' use of skills.	Planned assessments **provide limited evidence** to monitor students' use of the essential strategy **OR** skills **during the learning segment.**	Planned assessments **provide evidence** to monitor students' use of the essential strategy **and** skills **during the learning segment**.	Planned assessments provide **multiple forms of evidence** to monitor students' use of the essential strategy and skills **throughout** the learning segment.	**Level 4 plus:** **Planned assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.**
Assessment adaptations required by IEP or 504 plans are NOT made. **OR** Assessments are **NOT aligned** with the central focus and standards/objectives for the learning segment.				

Task 2: Instructing and Engaging Students in Literacy Learning

What Do I Need to Think About?

In Task 2: Instructing and Engaging Students in Literacy Learning, you will demonstrate how you support and engage students in literacy learning. Before you begin your instruction, you need to think about the following:

- What kind of learning environment do you want to develop in order to establish respect and rapport, and to support students' engagement in learning?
- What kinds of learning tasks actively engage students in the central focus of the learning segment?
- How will you elicit and build on student responses in ways to develop and deepen content understanding?
- In what ways will you connect new content to your students' prior academic learning and personal, cultural, or community assets during your instruction?
- How will you use evidence from your instruction to examine and change your teaching practices to more effectively meet a variety of student learning needs?

What Do I Need to Do?

- **Obtain required permission for videorecording.** Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video. Adjust the camera angle to exclude individuals for whom you do not have permission to film.
- **Examine your plans for the learning segment** and identify challenging learning tasks in which you and students are actively engaged. The video clips you select for submission should provide a sample of how you interact with students to develop an essential literacy strategy and requisite skills.
- **Identify lessons to videorecord.**
  - Provide **1–2 clips** (**together totaling no more than 15 minutes**) that demonstrate how you interact with students in a positive literacy environment **to develop an essential literacy strategy and requisite skills and to support students to independently apply the essential literacy strategy to comprehend or compose text.**
  - Determine whether you will feature the whole class or a targeted group of students within the class.

- **(Optional) Provide evidence of students' language use.** You may provide evidence of language use with your video clips from Task 2, as an additional video clip of one or more students using language within the learning segment (**no more than 5 minutes in length**), **AND/OR** through the student work samples analyzed in Task 3.

- **Videorecord your classroom teaching.** Tips for videorecording your class are available from your teacher preparation program.
- **Select 1–2 video clips to submit** and verify that the clips meet the following requirements:
  - A video clip must be continuous and unedited, with no interruption in the events.
  - Check the video and sound quality to ensure that you and your students can be **seen** and **heard** on the video clips you submit.
  - Do not include the name of the state, school, or district in your video. Use first names only for all individuals appearing in the video.
- **Respond to the prompts** listed in the Instruction Commentary section below **after viewing the video clips.**
- **Determine if additional information is needed to understand what you and the students are doing in the video clips.** For example, if there are graphics, texts, or images that are not clearly visible in the video, or comments that are not clearly heard, insert digital copies or transcriptions at the end of the Instruction Commentary (**no more than 2 pages**).

See the Task 2: Artifacts and Commentary Specifications in the Elementary Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

What Do I Need to Write?

Instruction Commentary

In Task 2: Instructing and Engaging Students in Literacy Learning, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 6 single-spaced pages, including the prompts**.

1. Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.
2. **Promoting a Positive Learning Environment**

   In response to the prompt, refer to scenes in the video clips where you provided a positive learning environment.

   - How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, **and** challenge students to engage in learning?

3. **Engaging Students in Learning**

   Refer to examples from the video clips in your responses to the prompts.

   a. Explain how your instruction engaged students in developing an essential literacy strategy and requisite skills.

   b. Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.

4. **Deepening Student Learning during Instruction**

   Refer to examples from the video clips in your explanations.

   a. Explain how you elicited and built on student responses to promote thinking and apply the literacy strategy using requisite skills to comprehend or compose text.

   b. Explain how you modeled the literacy strategy and supported students as they practiced and applied the literacy strategy in a meaning-based context.

5. **Analyzing Teaching**

   Refer to examples from the video clips in your responses to the prompts.

   a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

      Consider the variety of learners in your class who may require different strategies/support, such as students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

   b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning and principles from theory and/or research.

How Will the Evidence of My Teaching Practice Be Assessed?

For Task 2: Instructing and Engaging Students in Literacy Learning, your evidence will be assessed using rubrics 6–10, which appear in the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, instruction, and writing.

Literacy Instruction Rubrics

Rubric 6: Learning Environment

How does the candidate demonstrate a positive literacy learning environment that supports students' engagement in learning?

Level 1	Level 2	Level 3	Level 4	Level 5
The clips 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 promotes mutual respect among students.

Rubric 7: Engaging Students in Learning

How does the candidate actively engage students in integrating strategies and skills to comprehend or compose text?

Level 1	Level 2	Level 3	Level 4	Level 5
In the clips, students are **participating in tasks that are vaguely or superficially related to the central focus.**	In the clips, students are **participating** in learning tasks **focusing primarily on skills with little attention to the essential strategy** for comprehending or composing text.	In the clips**, 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 clips, 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 clips, 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.

Rubric 8: Deepening Student Learning

How does the candidate elicit student responses to promote thinking and develop literacy skills and the essential strategy to comprehend and/or compose text?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does most of the talking and the 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 to support use of literacy skills or the essential strategy.**	Candidate **elicits and builds on students' responses to explicitly portray, extend, or clarify the literacy strategy.**	**Candidate facilitates interactions among students so they can evaluate their own abilities to apply** the essential strategy **in meaningful reading or writing contexts.**

Rubric 9: Subject-Specific Pedagogy: Elementary Literacy

How does the candidate support students to apply the essential literacy strategy?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not teach students how to use the key strategy to support comprehension or composition. **OR** There is a clear mismatch between or among strategies, skills, and students' readiness to learn. **OR** Materials used in the clips include significant content inaccuracies that will lead to student misunderstandings.	Candidate **models the key strategy or skills without opportunities for students to practice or apply them.**	Candidate **models the key strategy with limited opportunities for practice.**	Candidate **explicitly** teaches students **how to apply the strategy and provides opportunities for guided practice.**	**Level 4 plus:** Candidate explicitly teaches students **when to apply the strategy in meaningful contexts.**

Rubric 10: Analyzing Teaching Effectiveness

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

Level 1	Level 2	Level 3	Level 4	Level 5
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.

Task 3: Assessing Students' Literacy Learning

What Do I Need to Think About?

In Task 3: Assessing Students' Literacy Learning, you will analyze both student learning and student use of language. Before you begin the analysis, you need to think about the following:

- How will you gather evidence and make sense of what students have learned?
- How will you provide meaningful feedback to your students?
- How will you use evidence of what students know and are able to do to plan next steps in instruction?
- How will you identify evidence and explain students' use of language that demonstrates the development of content understanding?

What Do I Need to Do?

- **Determine which assessment from your learning segment you will use** to evaluate your students' developing knowledge and skills. It should be an assessment that is completed by the entire class featured in the learning segment. The assessment should reflect the work of individuals, not groups, but may be individual work from a group task. The assessment should provide opportunities for students to demonstrate
  - the essential literacy strategy
  - requisite skills
- **Define and submit the evaluation criteria** you will use to analyze student learning related to the literacy understandings described above.
- **Collect and analyze student work** from the selected assessment to identify quantitative and qualitative patterns of learning within, and across learners in, the class.
- **Select 3 student work samples** that represent the patterns of learning (i.e., what individuals or groups generally understood and what a number of students were still struggling to understand) you identified in your assessment analysis. These students will be your **focus students** for this task. At least one of the students must have specific learning needs, for example, a student with an IEP (Individualized Education Program), an English language learner, a struggling reader or writer, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge.
- **Document the feedback** you gave to each of the **3 focus students** either on the work sample itself, as an audio clip, or as a video clip.

- **If you submit feedback as a video or audio clip and your comments to focus students cannot be clearly heard,** attach transcriptions of your comments (**no more than 2 pages**) to the end of the Assessment Commentary.
- **If you submit feedback to focus students as a video or audio clip and additional students are present, clearly identify which students are your focus students at the end of the Assessment Commentary (in no more than two sentences).**
- **Respond to the prompts** listed in the Literacy Assessment Commentary section below **after analyzing student work from the selected assessment.**
- **Include and submit the chosen assessment, including the directions/prompts provided to students.** Attach the assessment (**no more than 5 pages**) to the end of the Literacy Assessment Commentary.
- Provide evidence of students' understanding and use of the targeted academic language function. You may choose evidence from video clips submitted in Task 2, an additional video clip of one or more students using language within the learning segment (**no more than 5 minutes in length**), **AND/OR** student work samples submitted in Task 3.

See the Task 3: Artifacts and Commentary Specifications in the Elementary Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

What Do I Need to Write?

Literacy Assessment Commentary

In Task 3: Assessing Students' Literacy Learning, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 10 single-spaced pages, including the prompts.**

1. **Analyzing Student Learning**
   a. Identify the specific standards/objectives measured by the assessment you chose for analysis.
   b. Provide the evaluation criteria you used to analyze student learning.
   c. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria described above.
   d. Use evidence found in the **3 student work samples and the whole class summary** to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to
      - the essential literacy strategy and
      - requisite skills

      Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

2. **Feedback to Guide Further Learning**

   Refer to specific evidence of submitted feedback to support your explanations.

   a. In what form did you submit your evidence of feedback for the 3 focus students?
      - Written directly on work samples or in a separate document
      - In audio files
      - In video clips from the instruction task (provide a time-stamp reference) or in a separate video clip

   b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the standards/objectives measured.

   c. Describe how you will support students to apply the feedback to guide improvement, either within the learning segment or at a later time.

3. **Evidence of Language Understanding and Use**

   You may provide evidence of students' language use **from ONE, TWO OR ALL THREE of the following sources:**

   1. Use video clips from Task 2 and provide time-stamp references for language use.
   2. Submit an additional video file named "Language Use" of no more than 5 minutes in length and provide time-stamp references for student language use (this can be footage of one or more students' language use). Submit the clip in Task 3 Part B.
   3. Use the student work samples analyzed in Task 3 and cite language use.

   When responding to the prompt below, use concrete examples from the video clips (using time-stamp references) and/or student work samples as evidence. Evidence from the clips may focus on one or more students.

   - Explain and provide evidence for the extent to which your students were able to use or struggled to use language (selected function, vocabulary, and additional identified language demands from Task 1) to develop content understandings.

4. **Using Assessment to Inform Instruction**

   a. Based on your analysis of student learning presented in prompts 1c–d, describe next steps for instruction
      - for the whole class
      - for the 3 focus students and other individuals/groups with specific needs

   Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

   b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

How Will the Evidence of My Teaching Practice Be Assessed?

For Task 3: Assessing Students' Literacy Learning, your evidence will be assessed using rubrics 11–15, which appear in the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, instruction, assessment, and writing.

Literacy Assessment Rubrics

Rubric 11: Analysis of Student Learning

How does the candidate analyze evidence of student learning?

Level 1	Level 2	Level 3	Level 4	Level 5
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.				

Rubric 12: Providing Feedback to Guide Further Learning

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

Level 1	Level 2	Level 3	Level 4	Level 5
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 expressed in a way that is **disrespectful to students** or 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.**

Rubric 13: Student Use of Feedback

How does the candidate provide opportunities for focus students to use the feedback to guide their further learning?

Level 1	Level 2	Level 3	Level 4	Level 5
Opportunities for applying feedback are **not described.** **OR** **Candidate provides limited or no feedback to inform student learning.**	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 **on their strengths and weaknesses 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.**

Rubric 14: Analyzing Students' Language Use and Literacy Learning

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

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies language use that is superficially related or unrelated to the language demands (function,[9] vocabulary, and additional demands). **OR** **Candidate does not address students' repeated misuse of vocabulary.**	**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).[10]**	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.**

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

[10] These are the additional language demands identified in the Planning Commentary Prompt 4c (vocabulary or key phrases, plus either syntax or discourse).

Rubric 15: Using Assessment to Inform Instruction

How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?

Level 1	Level 2	Level 3	Level 4	Level 5
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** • the essential literacy strategy **OR** • requisite skills Next steps are **loosely connected** with research and/or theory.	Next steps **provide targeted support to individuals or groups to improve their learning** relative to • the essential literacy strategy • requisite 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 • the essential literacy strategy • requisite skills Next steps are **justified** with principles from research and/or theory.

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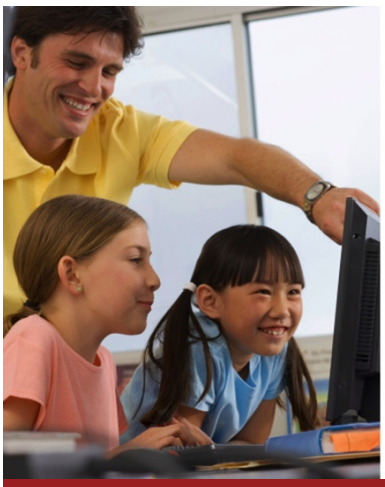

Task 4: Elementary Mathematics Assessment Task

Elementary Mathematics Assessment Task materials begin on the next page of this handbook. Task 4 requires you to analyze evidence of student learning of mathematics from one assessment (from a learning segment of 3–5 lessons) completed by a whole class of students and, based on your analysis, plan and teach a re-engagement lesson that addresses your students' learning needs.

The Elementary Mathematics Assessment Task can be completed before or after you complete Elementary Literacy Tasks 1–3, but materials for **BOTH** assessments must be submitted for official scoring during the same scoring/submission window.

Check with your preparation program advisor before completing or submitting your edTPA evidence.

Task 4: Assessing Students' Mathematics Learning

What Do I Need to Think About?

In Task 4: Assessing Students' Mathematics Learning, you will analyze student work samples to identify a targeted learning objective/goal and plan and teach a re-engagement lesson focused on students' needs. This task and the evidence you provide are framed by your understandings of your students and their learning. As you develop and document your evidence for this task, you need to think about the following:

- How will you analyze whole class evidence to identify patterns of learning?
- How will you use student work to analyze mathematical errors, confusions, and partial understandings?
- How will you re-engage students in learning to address identified areas of challenge or need?
- How do you use evidence of student learning to reflect on the effectiveness of your re-engagement lesson?

What Do I Need to Do?

Setting the Context

- **Select a class.** If you teach more than one class, select one focus class for this task.
- **Provide context information.** The Elementary Mathematics Context for Learning Information form is provided later in this handbook and must be submitted in a template. This form provides essential information about your students and your school/classroom. The context information you submit should be **no more than 3 pages, including prompts**.
- **Identify a learning segment** from which to select the assessment you will analyze for this task. Review the curriculum with your cooperating teacher and select a learning segment of 3–5 consecutive lessons (or, if teaching mathematics within a large time block, **about 3–5 hours of connected instruction**) that will include the student formative assessment.
- **Identify a central focus** along with the content standards and objectives taught in the learning segment and assessed in this task. The central focus should support students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills.
- **Briefly describe the instruction** preceding the assessment using the Elementary Mathematics Learning Segment Overview (**no more than 2 pages**).

Analyzing Student Work

- **Develop or adapt a formative assessment** that will allow you to assess whole class learning. It should be an assessment that is completed by the entire class featured in the learning segment. The assessment should reflect the work of individuals, not groups, but may be individual work from a group task. The assessment should provide opportunities for students to demonstrate
  - conceptual understanding
  - computational/procedural fluency
  - mathematical reasoning/problem solving skills
- **Submit a blank copy** of the selected formative assessment, including directions/prompts provided to the students.
- **Define the evaluation criteria** you will use to analyze student learning related to the mathematical understanding described above.
- **Collect and analyze student work** from the selected assessment and summarize student learning in graphic (chart or table) or narrative form to identify patterns of learning within, and across learners in, the class.
- **Select and submit 3 work samples that demonstrate an area of struggle identified in your analysis and analyze the errors or misconceptions** related to the struggle.

Re-engaging Students in Learning Mathematics

- **Identify a targeted learning objective/goal** based on the analysis of student work samples.
- **Design a re-engagement lesson** based on the targeted learning objective/goal.
- **Teach the re-engagement lesson.** The lesson may be planned to teach the three focus student during one-on-one, small group, or whole class implementation.
- **Collect and submit the 3 focus students' work samples** from the re-engagement lesson that provide new evidence of student mathematical understanding (formative assessment).
- **Evaluate the effectiveness of the re-engagement lesson** and consider its impact on student learning.

See the Task 4, Mathematics Assessment Task: Artifacts and Commentary Specifications in the Elementary Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

What Do I Need to Write?

In Task 4: Assessing Students' Mathematics Learning, you will write

- a description of your context for learning (see "What Do I Need to Do?" above for directions)
- a learning segment overview (see "What Do I Need to Do?" above for directions)
- a re-engagement lesson plan (see "What Do I Need to Do?" above for directions)
- a commentary analyzing student learning and teaching effectiveness (see "Mathematics Assessment Commentary" below for directions) (You will also attach a blank copy of the assessment you analyze, including prompts, to the commentary when it is submitted [**no more than 2 pages for assessment**].)

Mathematics Assessment Commentary

In Task 4: Assessing Students' Mathematics Learning, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 8 single-spaced pages, including the prompts.**

1. **Analyzing Student Learning—Whole Class**
   a. Identify the specific standards/objectives measured by the assessment you chose for analysis.
   b. List the evaluation criteria you used to analyze student learning.
   c. Provide a graphic (chart or table) or narrative that summarizes student learning for the whole class. Be sure to summarize student learning for all evaluation criteria listed above.
   d. Using examples from the summary chart, discuss the patterns of learning across the whole class relative to:
      - conceptual understanding
      - procedural fluency
      - mathematical reasoning/problem-solving skills
2. **Analyzing Student Learning—3 Focus Students**

   From your analysis of whole class student learning, identify **one** area where students struggled mathematically. Select **3 student work samples** that represent the struggles in this area. These students will be your focus students for this task. At least one of the students must have specific learning needs, for example, a student with an IEP (Individualized Education Program), an English language learner, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge.

   - Analyze the three students' work samples and describe the students' struggle(s) as they relate to the underlying mathematical understanding and/or concept. Cite specific evidence from the work samples in relation to **mathematical errors, confusions, and partial understandings.**

What do students' errors tell you about their mathematical understanding? For example, if a student error occurs in a subtraction problem, then the underlying mathematical understanding may include regrouping, meaning of subtraction, and/or subtraction as the inverse of addition. The related mathematical understanding becomes the basis for the targeted learning objective/goal for the students.

3. **Developing Students' Mathematical Understanding**

   a. Based on your analysis of the focus students' work samples, write a targeted learning objective/goal for the students related to the area of struggle.

   b. Describe the re-engagement lesson you designed to develop each focus student's mathematical knowledge in relation to the targeted learning objective/goal. Your description should include

   - targeted learning objective/goal from prompt 3a
   - state-adopted academic content standards and/or **Common Core State Standards**, if applicable, that were the basis of the analysis
   - strategies and learning tasks to re-engage students (including what you and the students will be doing)
   - representations and other instructional resources/materials used to re-engage students in learning
   - assessments for monitoring student learning during the lesson (e.g., pair share, use of individual whiteboards, quick quiz)

Before responding to prompt 4 you will teach your re-engagement lesson. This lesson may be taught with the three focus students one-on-one, in a small group, or with the whole class.

4. **Analyzing Teaching**

   Cite evidence from the three focus students' work samples from the re-engagement lesson to support your response to the prompt below.

   - Analyze the effectiveness of the strategies you used during the re-engagement lesson to develop students' mathematical understanding in the identified area of struggle.

Consider the change in students' mathematical understanding or misconception(s) in relation to the identified area of struggle when describing the effectiveness of the re-engagement lesson.

How Will the Evidence of My Teaching Practice Be Assessed?

For Task 4: Assessing Students' Mathematics Learning, your evidence will be assessed using rubrics 16–18, which appear in the following pages. When preparing your artifacts and commentary, refer to the rubrics frequently to guide your thinking, planning, and writing.

Mathematics Assessment Rubrics

Rubric 16: Analyzing Whole Class Understandings

How does the candidate analyze whole class evidence to identify patterns of student learning?

Level 1	Level 2	Level 3	Level 4	Level 5
The evaluation criteria, learning objectives, summary and/or analysis **are not aligned with each other.**	Candidate identifies what students did right **OR** wrong related to: • conceptual understanding, • procedural fluency, **OR** • mathematical reasoning/problem solving.	Candidate identifies what students did right **AND** wrong related to: • conceptual understanding **AND** • procedural fluency or mathematical reasoning/problem solving.	Candidate identifies and **explicitly connects patterns of learning** to • conceptual understanding **AND** • procedural fluency or mathematical reasoning/problem solving.	**Level 4 plus:** **Candidate describes the relationship between or among patterns of learning.**
There are significant content inaccuracies that affect analysis.				

Rubric 17: Analyzing Individual Student Work Samples

How does the candidate use student work to analyze mathematical errors, confusions, and partial understandings?

Level 1	Level 2	Level 3	Level 4	Level 5
The analysis is **not supported** by student work samples.	Candidate selects student work samples that are **loosely connected** to identified student struggles (errors, confusions, or partial understandings).	Candidate **uses evidence from the three focus student work samples to identify the specific** student struggles (errors, confusions, or partial understandings).	Candidate uses evidence from the three focus student work samples to **explain** the student struggles (errors, confusions, or partial understandings) **in relation to the related mathematical concepts.**	**Level 4 plus:** Analysis includes **explicit connections between the identified area of struggle and underlying mathematical understandings and misconceptions.**

Rubric 18: Using Evidence to Reflect on Teaching

How does the candidate examine the re-engagement lesson to further student learning?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate **states whether or not the re-engagement strategy was effective without providing evidence from student work samples.** **OR** What the candidate cites as evidence of student learning **does not align with the student work samples.**	Candidate states whether or not the re-engagement strategy was effective **and provides superficial evidence** from student work samples.	Candidate **uses evidence of student learning from the three student work samples to describe whether or not the re-engagement strategy was effective.**	Candidate uses **specific evidence** of student learning from the three student work samples **to evaluate** whether or not the re-engagement strategy was effective.	**Level 4 plus:** Candidate **analyzes the change in student mathematical understanding or misconceptions** using evidence from the re-engagement lesson.
Targeted learning objective/goal is not aligned with the identified area of struggle.				

Professional Responsibilities

Refer to the following table for an overview of your professional responsibilities in developing evidence for edTPA. If you are submitting artifacts and commentaries for official scoring, refer to www.edTPA.com, for complete and current information before beginning your work. Included here is important information and policies such as submission requirements and deadlines, registration agreements, attestations, permissions, and confidentiality. Whether or not you are submitting for official scoring, you should fulfill the professional responsibilities described below.

Responsibility	Description
Protect confidentiality	To protect confidentiality, please remove your name and use pseudonyms or general references (e.g., "the district") for your state, school, district, and cooperating teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or institutions. During video recording, use students' first names only. To ensure confidentiality of your students and yourself, do not share your video on any publicly accessible platforms or websites (YouTube, Facebook, etc.).
Acquire permissions	Before you record your classroom instruction, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video recording. Your program will provide you with procedures and necessary forms to obtain these permissions, according to agreements with the school or district in which you are student teaching or completing your internship. If your program does not provide the necessary forms, you may refer to the sample forms found on www.edTPA.com. The release forms are not to be submitted with your materials, but you should follow your campus policy for retaining them.
Cite sources	Provide citations for the source of all materials that you did not create (e.g., published texts, websites, material from other educators). List all citations by lesson number at the end of the Planning Commentary.
Align instruction with state standards	As part of the assessment, you will document the alignment of your lesson plans with state-adopted academic content standards or Common Core State Standards that are the target of student learning. Refer to the education agency website for your state to obtain copies of relevant standards for this assessment.
Follow the guidelines for candidate support at www.edTPA.com	Follow the guidelines for candidate support found at www.edTPA.com as you develop your evidence for edTPA. Although you may seek and receive appropriate support from your university supervisors, cooperating/master teachers, university instructors, or peers during this process, the ultimate responsibility for completing this assessment lies with you. **Therefore, when you submit your completed work, you must be able to confirm your adherence with certain statements, such as the following:** ■ I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment. ■ I have not previously taught this learning segment to the student/class. ■ The video clips submitted show me teaching the students/class profiled in the evidence submitted. ■ The student work included in the documentation is that of my students, completed during the learning segment documented in this assessment. ■ I am sole author of the commentaries and other written responses to prompts and other requests for information in this assessment. ■ Appropriate citations have been made for all materials in the assessment whose sources are from published text, the Internet, or other educators.

Elementary Literacy Context for Learning Information

Use the Context for Learning Information to supply information about your school/classroom context.

About the School Where You Are Teaching

1. In what type of school do you teach?

   Elementary school:
   Middle school:
   Other (please describe):

   Urban:
   Suburban:
   Rural:

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.
3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

About the Class Featured in This Assessment

1. How much time is devoted each day to literacy instruction in your classroom?
2. Is there any ability grouping or tracking in literacy? If so, please describe how it affects your class.
3. Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.
4. List other resources (e.g., electronic whiteboard, classroom library or other text sets, online professional resources) you use for literacy instruction in this class.

About the Students in the Class Featured in This Assessment

1. Grade level(s): _____
2. Number of
   - students in the class _____
   - males _____ females _____
3. Complete the chart below to summarize required or needed supports, accommodations, or modifications for your students that will affect your **literacy** instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. Some rows have been completed in italics as examples. Use as many rows as you need.

> Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment.
>
> - English language learners
> - Gifted students needing greater support or challenge
> - Students with Individualized Education Programs (IEPs) or 504 plans
> - Struggling readers
> - Underperforming students or those with gaps in academic knowledge

Students with Specific Learning Needs		
IEP/504 Plans: Classifications/Needs	**Number of Students**	**Supports, Accommodations, Modifications, Pertinent IEP Goals**
Example: Visual processing	*2*	*Close monitoring, large print text, window card to isolate text*
Other Learning Needs	**Number of Students**	**Supports, Accommodations, Modifications**
Example: Struggling readers	*5*	*Leveled text, targeted guided reading, ongoing reading assessment (e.g., running records, miscue, conferencing)*

Elementary Mathematics Context for Learning Information

Use the Context for Learning Information to supply information about your school/classroom context.

About the School Where You Are Teaching

1. In what type of school do you teach?

   Elementary school:
   Middle school:

   Urban:
   Suburban:
   Rural:

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.
3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

About the Class Featured in This Assessment

1. How much time is devoted each day to mathematics instruction in your classroom?
2. Is there any ability grouping or tracking in mathematics? If so, please describe how it affects your class.
3. Identify any textbook or instructional program you primarily use for mathematics instruction. If a textbook, please provide the title, publisher, and date of publication.
4. List other resources (e.g., electronic whiteboard, manipulatives, online resources) you use for mathematics instruction in this class.

About the Students in the Class Featured in This Assessment

1. Grade level(s): _____
2. Number of
   - students in the class _____
   - males _____ females _____
3. Complete the chart below to summarize required or needed supports, accommodations, or modifications for your students that will affect your **mathematics** instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. Some rows have been completed in italics as examples. Use as many rows as you need.

> Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment.
>
> - English language learners
> - Gifted students needing greater support or challenge
> - Students with Individualized Education Programs (IEPs) or 504 plans
> - Struggling readers
> - Underperforming students or those with gaps in academic knowledge

Students with Specific Learning Needs		
IEP/504 Plans: Classifications/Needs	**Number of Students**	**Supports, Accommodations, Modifications, Pertinent IEP Goals**
Example: Visual processing	*2*	*Close monitoring, graph paper for 3 digit numbers*
Other Learning Needs	**Number of Students**	**Supports, Accommodations, Modifications**
Example: Struggling readers	5	*Provide oral explanations for directions and simplified text for word problems*

Elementary Mathematics Learning Segment Overview

Central Focus:	State-adopted Content Standards (or Common Core State Standards, if applicable):

	Learning Objectives	Instructional strategies and learning tasks	Formative and Summative Assessments
Lesson 1			
Lesson 2			
Lesson 3			
Lesson 4 (Optional)			
Lesson 5 (Optional)			

Elementary Education Evidence Chart

Your evidence must be submitted to the electronic portfolio management system used by your teacher preparation program. Your submission must conform to the artifact and commentary specifications for each task. This section provides instructions for all evidence types as well as a description of supported file types for evidence submission, number of files, response lengths, and other information regarding format specifications.

Task 1: Literacy Planning Task: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part A: Literacy Context for Learning Information (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 3 pages,** including prompts	▪ Use Arial 11-point type. ▪ Single space with 1" margins on all sides.
Part B: Lesson Plans for Learning Segment	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages per lesson	▪ Submit 3–5 lesson plans in 1 file. ▪ Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.). ▪ All rationale or explanation for plans should be written in the Planning Commentary and removed from lesson plans.
Part C: Instructional Materials	.doc; .docx; .odt; .pdf	1	1	**No more than 5 pages** of **KEY** instructional materials per lesson plan	▪ Submit materials in 1 file. ▪ Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.). ▪ Order materials as they are used in the learning segment.
Part D: Literacy Assessments	.doc; .docx; .odt; .pdf	1	1	N/A	▪ Submit assessments in 1 file. ▪ Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.). ▪ Order assessments as they are used in the learning segment.
Part E: Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 9 pages,** including prompts	▪ Use Arial 11-point type. ▪ Single space with 1" margins on all sides. ▪ Respond to prompts before teaching the learning segment.

Task 2: Literacy Instruction Task: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part A: Video Clips	flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	1	2	**No more than 15 minutes total** running time	▪ Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear on the video. ▪ Refer to Task 2, What Do I Need to Do? for video clip content and requirements. ▪ When naming each clip file, include the number of the lesson shown in the video clip.

Part B: Instruction Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 6 pages** of commentary, including prompts
				If needed, **no more than 2 pages** of supporting documentation
					▪ Use Arial 11-point type.
					▪ Single space with 1" margins on all sides.
					IMPORTANT:
					▪ Insert documentation at the end of the commentary file if
					  ▪ graphics, texts, or images that you or the students are using are not clearly visible in the video
					  ▪ portions of the video are inaudible
					▪ If submitting documentation, include the video clip number, lesson number, and explanatory text (e.g., "Clip 1, lesson 2, text from a whiteboard that is not visible in the video," "Clip 2, lesson 4, transcription of a student response that is inaudible").

Task 3: Literacy Assessment Task: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part A: Student Literacy Work Samples	.doc; .docx; .odt; .pdf	3	3	N/A	▪ Use correction fluid, tape, or a felt-tip marker to **mask or remove students' names, your name, and the name of the school before copying/scanning any work samples.** ▪ On each literacy work sample, indicate the student number (Student 1 Literacy Work Sample, Student 2 Literacy Work Sample, or Student 3 Literacy Work Sample) and refer to them accordingly in the Literacy Assessment Commentary. ▪ When naming each literacy work sample file, include the student number **AND** the word *literacy* in the file name. ▪ If your students' writing is illegible, write a transcription directly on the work sample.
Part B: Evidence of Feedback And, if included, video evidence of academic language use	**For written feedback not written on the work samples: .**doc; .docx; .odt; .pdf **For audio feedback:** flv, asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma **For video clips (feedback and/or language use):** flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	0	4	N/A	▪ Document the location of your evidence of feedback in the Literacy Assessment Commentary. ▪ If feedback is not written on the student literacy work samples or recorded on the video clips, submit only **1** file for each student—a document, video file, **OR** audio file—and indicate the student number (Student 1 Feedback, Student 2 Feedback, or Student 3 Feedback) in the corresponding feedback. ▪ When naming each feedback file, include the student number in the file name. ▪ If you submit feedback as a video or audio clip and your comments cannot be clearly heard, attach transcriptions of your comments (**no more than 2 pages**) to the end of the Assessment Commentary. ▪ For Academic Language – If you choose to submit a video clip of student language use, it should be no more than 5 minutes, with a time-stamp reference for the evidence of language use described in the Assessment Commentary.

(Continued on next page)

Task 3: Literacy Assessment Task: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part C: Literacy Assessment Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than** 10 **pages** of commentary, including prompts Plus ▪ **no more than 5 pages** for the chosen assessment ▪ if necessary, **no more than 2 pages** of feedback transcriptions	▪ Use Arial 11-point type. ▪ Single space with 1" margins on all sides. **IMPORTANT:** Insert a blank copy of the chosen assessment, including directions/prompts provided to students.
Part D: Evaluation Criteria	.doc; .docx; .odt; .pdf	1	1	N/A	▪ Indicate the lesson number on the corresponding evaluation criteria (Lesson 1 Evaluation Criteria, Lesson 2 Evaluation Criteria, etc.).

Task 4: Mathematics Assessment Task: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part A: Mathematics Context for Learning Information (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 3 pages,** including prompts	▪ Use Arial 11-point type. ▪ Single space with 1" margins on all sides.
Part B: Learning Segment Overview (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 2 pages**	▪ Use Arial 11-point type. ▪ Single space with 1" margins on all sides.
Part C: Mathematics Assessment	.doc; .docx; .odt; .pdf	1	1	N/A	▪ **IMPORTANT:** Submit a blank copy of the chosen formative assessment with any necessary directions/prompts.
Part D: Evaluation Criteria	.doc; .docx; .odt; .pdf	1	1	N/A	
Part E: Student Mathematics Work Samples	.doc; .docx; .odt; .pdf	3	3	N/A	▪ Use correction fluid, tape, or a felt-tip marker to **mask or remove students' names, your name, and the name of the school before copying/scanning any work samples**. ▪ On each mathematics work sample, indicate the student number (Student 1 Mathematics Work Sample, Student 2 Mathematics Work Sample, or Student 3 Mathematics Work Sample) and refer to them accordingly in the Mathematics Assessment Commentary. ▪ When naming each mathematics work sample file, include the student number **AND** the word *mathematics* in the file name. ▪ If your students' writing is illegible, write a translation directly on the work sample.

(Continued on next page)

Task 4: Mathematics Assessment Task: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part F: Examples of Student Work from Re-engagement Lesson	.doc; .docx; .odt; .pdf	3	3	N/A	▪ Use correction fluid, tape, or a felt-tip marker to **mask or remove students' names, your name, and the name of the school before copying/scanning any work samples**. ▪ On each re-engagement work sample, indicate the student number (Student 1 Re-engagement Work Sample, Student 2 Re-engagement Work Sample, or Student 3 Re-engagement Work Sample) and refer to them accordingly in the Mathematics Assessment Commentary. ▪ When naming each re-engagement work sample file, include the student number **AND** the word *re-engagement* in each file name. ▪ If your students' writing is illegible, write a translation directly on the work sample.
Part G: Mathematics Assessment Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 8 pages** of commentary, including prompts Plus **no more than 5 pages** for the chosen assessment	▪ Use Arial 11-point type. ▪ Single space with 1" margins on all sides.

Elementary Education Glossary

Source citations for glossary entries are provided as footnotes in this section.

academic language: Oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to participate and engage in meaningful ways in the content area. There are **language demands** that teachers need to consider as they plan to support student learning of content. These **language demands** include **vocabulary, language functions, syntax, and discourse.**

- **discourse:** Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated.[11] In the language arts and literacy, there are structures for composing, interpreting, and comprehending expository, narrative, poetic, journalistic, and graphic print materials as well as video and live presentations. If the language function is to interpret character development, then appropriate language forms could include written essays (with particular ways of citing textual evidence) or pattern sentences like "The author used (action, dialogue, and/or description) to introduce (main character). One example of (action, dialogue, and/or description) was _____, which suggested that the character was _____."
- **language demands:**[12] Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.
- **language functions:** The content and language focus of the learning task represented by the active verbs within the learning outcomes. Common language functions in the language arts include **identifying** main ideas and details; **analyzing** and **interpreting** characters and plots; **arguing** a position or point of view; **predicting**; **evaluating or interpreting** an author's purpose, message, and use of setting, mood, or tone; **comparing** ideas within and between texts; and so on.
- **syntax:** The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).[13]

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[11] Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for ELLs. Retrieved from http://ell.stanford.edu/sites/default/files/pdf/academic-papers/03-Quinn%20Lee%20Valdes%20Language%20and%20Opportunities%20in%20Science%20FINAL.pdf

[12] O'Hara, S., Pritchard, R., & Zwiers, J. (2012). Identifying academic language demands in support of the common core standards. *ASCD Express, 7*(17). Retrieved from http://www.ascd.org/ascd-express/vol7/717-ohara.aspx

[13] Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms.* San Francisco, CA: Jossey-Bass.

- **vocabulary:** Includes words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.[14]

aligned: Consistently addressing the same/similar learning outcomes for students.

artifacts: Authentic work completed by you and your students, including lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples. Artifacts are submitted as part of your evidence.

assessment (formal and informal): "[R]efer[s] to all those activities undertaken by teachers and by their students . . . that provide information to be used as feedback to modify teaching and learning activities."[15] Assessments provide evidence of students' prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments may include, for example, student questions and responses during instruction and teacher observations of students as they work. Formal assessments may include, for example, quizzes, homework assignments, journals, and projects.

assets (knowledge of students):

- **personal**: Refers to specific background information that students bring to the learning environment. Students may bring interests, knowledge, everyday experiences, family backgrounds, and so on, that a teacher can draw upon to support learning.
- **cultural:** Refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages, world views, literature, art, and so on, that a teacher can draw upon to support learning.
- **community:** Refers to common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices, and so on, that a teacher can draw upon to support learning.

central focus: A description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment. The subject-specific components for elementary literacy include an essential literacy strategy and the associated requisite skills for comprehending or composing text.

- For example, the central focus for a primary grade learning segment might be summarizing narratives. The learning segment would focus on the essential literacy strategy (summarizing) and requisite skills (e.g., decoding, recalling, sequencing). The central focus for an upper elementary learning segment might be persuasive writing. The learning segment would focus on the essential literacy strategy (using

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[14] Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for ELLs. Retrieved from http://ell.stanford.edu/sites/default/files/pdf/academic-papers/03-Quinn%20Lee%20Valdes%20Language%20and%20Opportunities%20in%20Science%20FINAL.pdf

[15] Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan.* Retrieved from https://www.measuredprogress.org/documents/10157/15653/InsideBlackBox.pdf

evidence to support an argument) and requisite skills (e.g., writing paragraphs, using correct verb tense, or other conventions). See the *Making Good Choices* resource for suggestions on selecting your central focus.

- For example, the subject-specific components for elementary mathematics are: conceptual understanding, procedural fluency, and mathematical reasoning/problem solving skills. A central focus for the elementary mathematics learning segment might be equivalent fractions or equivalencies. The learning segment would focus on conceptual understanding and the associated computational/procedural understandings and reasoning/problem solving skills.

commentary: Submitted as part of each task and, along with artifacts, make up your evidence. The commentaries should be written to explain the rationale behind your teaching decisions and to analyze and reflect on what you have learned about your teaching practice and your students' learning.

engaging students in learning: Using instructional and motivational strategies that promote students' active involvement in learning tasks that increase their knowledge, skills, and abilities related to specific learning objectives. Engagement in learning contrasts with student participation in learning tasks that are not well designed and/or implemented and do not increase student learning.

evaluation criteria: Performance indicators or dimensions that are used to assess evidence of student learning. They indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment. Evaluation criteria can be represented in various ways, such as a rubric, a point system for different levels of performance, or rules for awarding full versus partial credit. Evaluation criteria may examine correctness/accuracy, cognitive complexity, sophistication or elaboration of responses, or quality of explanations.

evidence: Consists of **artifacts** that document how you planned and implemented instruction **AND commentaries** that explain your plans and what is seen in the video recording(s) or examine what you learned about your teaching practice and your students' learning. Evidence should demonstrate your ability to design lesson plans with instructional supports that deepen student learning, use knowledge of your students to inform instruction, foster a positive learning environment that promotes student learning, monitor and assess student progress toward learning objectives, and analyze your teaching effectiveness. Your evidence must be submitted electronically using the electronic portfolio management system used by your teacher preparation program.

learning environment: The designed physical and emotional context, established and maintained throughout the learning segment to support a positive and productive learning experience for students.

learning objectives: Student learning outcomes to be achieved by the end of the lesson or learning segment.

learning segment: A set of 3–5 lessons that build one upon another toward a central focus, with a clearly defined beginning and end.

- For elementary literacy, the central focus should support students to develop an essential literacy strategy and requisite skills.

- For elementary mathematics, the central focus should support students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem solving skills

learning task: Includes activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to a specific learning goal. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment.

- A sample literacy learning task for fifth grade that is focused on writing an essay with an argument structure could be a discussion about a topic for which students have strong opinions (e.g., school uniforms) and draw from their everyday experiences constructing arguments to introduce the features of the genre. Over a unit of instruction, the teacher models the various features, students read and analyze argument text on a variety of topics, and develop their own argument essay.
- A sample mathematical learning task for fourth graders working with multi-digit numbers could be: Collect the population from 4 neighboring states to compare with our own state. Identify the state with the highest and lowest populations and make a table showing the states' populations in order from highest to lowest populations. Compare the populations of the states by writing statements using <, =, and >.

patterns of learning: Includes both quantitative and qualitative consistencies for different groups of students and individuals across the whole class. Quantitative patterns indicate the number of similar correct responses or errors across or within student assessments. Qualitative patterns include descriptions of understandings and/or misunderstandings, partial understandings, and/or attempts at applying a strategy that underlies the quantitative patterns.

planned supports: Instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus.

prior academic learning and prerequisite skills: Includes students' content knowledge and skills as well as academic experiences developed prior to the learning segment.

rapport: A close and harmonious relationship in which the people or groups understand each other's feelings or ideas and communicate well with each other.

respect: A positive feeling of esteem or deference for a person and specific actions and conduct representative of that esteem. Respect can be a specific feeling of regard for the actual qualities of the one respected. It can also be conduct in accord with a specific ethic of respect. Rude conduct is usually considered to indicate a lack of respect, ***disrespect***, whereas actions that honor somebody or something indicate respect. Note that respectful actions and conduct are culturally defined and may be context dependent.

rubrics: Subject-specific evaluation criteria used to score your performance on edTPA. These rubrics are included in the handbook following the directions for each task. The descriptors in the five-level rubrics address a wide range of performance, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).

variety of learners: Students in your class who may require different strategies or support. These students include, but are not limited to, students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

Literacy-Specific Glossary Terms

developmental approximations: Include transitional spelling or other attempts to use skills or strategies just beyond a student's current level/capability.

literacy skills: Specific knowledge needed for reading and writing including phonemic/phonological awareness; print concepts; decoding; word analysis; sight-word recognition; and spelling, punctuation, or other language conventions.

literacy strategy: An approach selected deliberately by a reader or writer to comprehend or compose text. When students are able to select and use strategies automatically, they have achieved independence in using the strategy to accomplish reading and writing goals. Example strategies for reading include summarizing or retelling, comparing and contrasting firsthand and secondhand accounts of the same event, using evidence to predict, interpreting character's feelings, or drawing conclusions from informational text. Example strategies for writing include organizing ideas before writing, note taking from informational text to support drafting a topic, using graphic organizers to organize writing, using a rubric to revise a draft, or using quotes as evidence to support an argument.

misconceptions: Include confusions about a strategy or skill (e.g., misunderstandings about text purpose and structure, application of a skill, multiple meaning words).

reading/writing connections: Support students' literacy development through an explicit understanding that many of the skills that are taught in reading instruction are also beneficial to young writers. Students gain insight on how the processes of reading and writing are interdependent, thereby reinforcing their understanding of the varied purposes of texts, how texts are organized, how to make meaning from text, and how writers develop their craft. Examples of learning tasks that support reading/writing connections include reading or researching informational text to inform an essay; journal writing to make predictions; making personal or text-to-text connections; writing book reviews or alternative endings to stories; or writing in a style that emulates a model.

requisite skills: Literacy skills students will develop and practice **while** learning a literacy strategy in the learning segment. This is not to be confused with prerequisite skills, which are developed before the learning segment begins.

Mathematics-Specific Glossary Terms

assessment (summative and formative): Summative and formative assessments play an integral part of information gathering about student learning. **Summative assessments** are given periodically, to determine at a particular point in time, what students know and do not know relative to content standards. Examples might include chapter tests, unit tests, or culminating projects. In contrast, **formative assessments** are incorporated into classroom practice and can provide information needed to adjust teaching and learning as students

approach full mastery of content.[16] Examples of formative assessments could include observations, questioning strategies, and self- and peer-assessments.[17]

mathematical understandings: Conceptual understanding, procedural fluency, and reasoning/problem-solving skills. Mathematical competencies (conceptual understanding and procedural fluency) develop through instruction of mathematical topics. Mathematical reasoning provides opportunities for students to develop and express insights about the mathematical competencies that they are developing. Problem solving allows students to draw on the competencies that they are developing to engage in a task for which they do not know the solution.

patterns of learning: Includes both quantitative and qualitative consistencies for different groups of students and individuals across the whole class. Quantitative patterns indicate the number of similar correct responses or errors across or within student assessments. Qualitative patterns include descriptions of understandings and/or misunderstandings, partial understandings, and/or attempts at a solution related to a concept or a skill that underlies the quantitative patterns.

For example, if the majority of students (quantitative) in a class ordered unit fractions from least to greatest as $^1/_2$, $^1/_3$, $^1/_4$, $^1/_5$, the students' error shows that they believe that the smaller the denominator, the smaller the fraction and they have a mathematical misunderstanding related to the value of fractional parts (qualitative).

re-engagement: Means to support students to revisit and review a topic with a different set of strategies, representations, and/or focus to develop understandings and/or correct misconceptions.

representations: Manipulatives, models, tools, charts, and/or graphics that are used to deepen students' understanding of mathematics knowledge.

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