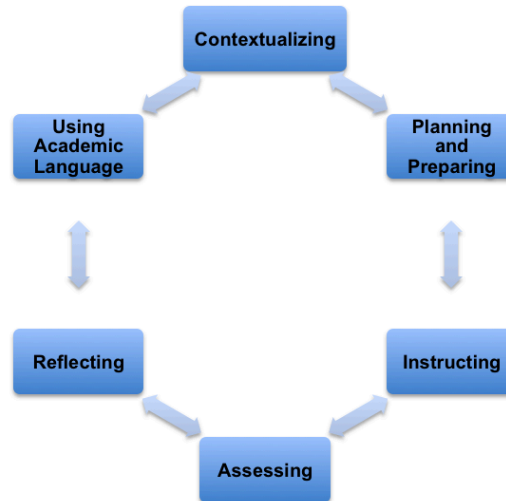


**New Hampshire**  
**Teacher Candidate Assessment of Performance**  
**(NH GSC TCAP)<sup>1</sup>** Revised 2.9.16  
**2015 – 2016, PHASE II**

Addresses New Hampshire 610.02 Standards for Beginning Teachers and  
Institutional Teacher Education Program Goals and Outcomes



# Rubrics only

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<sup>1</sup> This format and content, in large part, are derived from the Performance Assessment for California Teachers (PACT) teaching event handbook.

# NH **GSC** Elementary Literacy Guidelines<sup>2</sup>

## Planning and Preparing Rubrics

### Appendix B: Scoring Rubrics

PLANNING AND PREPARING: ESTABLISHING A BALANCED INSTRUCTIONAL FOCUS			
1. How do the plans support student learning of skills and strategies to comprehend and/or compose text?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>The standards, learning objectives, learning tasks, and assessments either have <b>no central literacy focus or a one-dimensional literacy focus</b> (e.g., solely on facts/conventions/skills or strategies for comprehending or composing text, but not both).</li> <li>OR</li> <li>The literacy focus is on applications in another content area, but the plans <b>do little to continue to develop students' abilities to comprehend and/or compose text.</b></li> <li>No connection to scholarly or professional literature</li> </ul>	<ul style="list-style-type: none"> <li>The standards, learning objectives, learning tasks, and assessments have an overall literacy focus that is <b>primarily one-dimensional</b> (e.g., facts/conventions/skills or strategies for comprehending or composing text).</li> <li>The focus includes <b>vague connections</b> between facts, conventions, skills, and strategies for interpreting or conveying meaning in literacy.</li> <li>Weak connection to scholarly and professional literature</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks <b>or the set of assessment tasks</b> focus on multiple dimensions of literacy learning through <b>clear connections</b> among facts/conventions/skills, and strategies for comprehending and/or composing text.</li> <li>A <b>progression</b> of learning tasks and assessments is planned to build understanding of the central literacy focus of the learning segment.</li> <li>Connection to scholarly and professional literature is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Both learning tasks <b>and the set of assessment tasks</b> focus on multiple dimensions of literacy learning through clear connections among facts/conventions/skills, and strategies for comprehending and/or composing text.</li> <li>A progression of learning tasks and assessments guides students to build <b>deep understandings</b> of the central literacy focus of the learning segment.</li> <li>Explicit multiple connections to scholarly and professional literature are evident.</li> </ul>

Level differences:

- Between 1 and 2:** There are two ways **to achieve a Level 1 rating:** (1) The first is to lack any identifiable focus for the learning segment (e.g., a lack of even a general connection among the standards/ objectives, learning tasks, and assessments). **In all levels beyond Level 1**, the learning segment has a central focus. (2) The second way is through a learning segment that is defined by a number of lessons rather than a central focus and therefore contains one or more lessons that do not contribute to the central focus identified by the candidate.

**\*Elementary Literacy Only:** *In Elementary Literacy, a lack of focus can also be achieved through a learning segment that is centered on integrated instruction, but which does not focus on literacy learning. These learning segments typically focus on the application of previously learned reading and writing skills/strategies in the context of the content area, but lack instruction that is directed at moving the students beyond their current levels of literacy skill or understanding. For integrated instruction to be rated higher than a 1 on this rubric, it must include an explicit focus on literacy skills/strategies, such as general literacy skills/strategies applied to subject-specific text(s) or specific characteristics of a text type to*

<sup>2</sup> This format and its content is a modified form of the NH TCAP document.

*comprehend or compose subject-specific text. If the skills/strategies are not new to the students, the focus should be on developing a deeper understanding or mastery of them or on an application in a different text type.*

If there is a central focus, the contrast between Levels 1 and 2 is in the dimensionality of the focus. **At Level 1**, the standards/objectives, learning tasks and assessments focus exclusively on one type of knowledge to the exclusion of any others. **At Level 2**, one type of knowledge is very dominant, with only superficial, fleeting, or inconsistent attention given to other types of knowledge.

- **Between 2 and 3:** **At Level 3**, there are clear connections between the various types of knowledge. "Clear" means that the connections go beyond the superficial. This is true for either the instructional tasks or the assessment tasks, but not both. One type of knowledge may be prominent, as it is the major focus of the learning objectives (i.e., the idea is not an equal balance between types). In that case, other types of knowledge will be used to either give meaning to or strengthen understanding of the prominent type. Another characteristic of **Level 3** is that the daily set of standards/objectives, learning tasks, and assessments work together to build a progressive understanding of the content. This progression can either be linear, where each lesson builds on the previous one, or nonlinear, where a concept, phenomenon, etc. is examined from multiple perspectives to build a more holistic and/or nuanced understanding.
- **Between 3 and 4:** **At Level 4**, the connections happen for both the learning tasks *and* the assessment tasks. In addition, the progression provides students opportunities to deepen their understanding of the central focus of the learning segment.

## NH TCAP: Elementary Literacy

## Planning and Preparing Rubric (cont.)

### PLANNING AND PREPARING: MAKING CONTENT ACCESSIBLE

#### 2. How do the plans make the curriculum accessible to the students in the class?

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Plans <b>refer</b> to students' experiential backgrounds, interests, or prior learning that have <b>little or no relationship</b> to the learning segment's literacy standards/objectives.</li> <li>OR</li> <li>There are <b>significant content inaccuracies</b> in plans that will lead to student misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>Plans <b>draw on</b> students' experiential backgrounds, interests, or prior learning to <b>help students reach</b> the learning segment's literacy standards/objectives.</li> <li>Plans for the implementation of learning tasks include <b>support<sup>3</sup></b> to <b>help students</b> who often struggle with the content.</li> </ul>	<ul style="list-style-type: none"> <li>Plans draw on students' prior learning <b>as well as</b> experiential backgrounds or interests to help students reach the learning segment's literacy standards/objectives.</li> <li>Plans for implementation of learning tasks include <b>scaffolding or other structured forms of support<sup>4</sup></b> to provide <b>access to grade-level</b> literacy standards/objectives.</li> </ul>	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> <li>Plans include <b>well-integrated</b> instructional strategies that are <b>tailored</b> to address <b>a variety of specific student learning needs</b>.</li> </ul>

Level differences:

- **Between 1 and 2:** If there are significant errors in the content being taught, this rubric is scored **at Level 1**. An alternative characteristic of **Level 1** is that aspects of the students' experiential backgrounds, interests, or prior learning are reflected in the

<sup>3</sup> Such as strategic groupings of students; circulating to monitor student understanding during independent or group work; checking on particular students.

<sup>4</sup> Such as multiple ways of representing content; modeling strategies; providing graphic organizers, rubrics, or sample work.

plans and have a superficial relationship with the standards/objectives, so the connections aren't very useful in helping students learn the content. In contrast, **at level 2**, this relationship is used in the plan to help move students toward meeting the learning objectives. **At Level 2**, any errors present do not significantly disadvantage students in future learning. In addition, there is at least one general strategy for addressing the needs of students who often have difficulty, e.g., the candidate plans to circulate while students are working and help those who are struggling.

- **Between 2 and 3: At Level 3**, the plans not only draw on students' prior learning, but they also draw on students' experiences or interests to help them meet standards and reach the learning objectives appropriate for their grade level. These candidates *structure* support strategies to help students gain access to the grade-level curriculum. Meaning, students do not merely list supports, but rather identify *how* supports will assist students. For example, if heterogeneous grouping is planned, there is a process to ensure that students do not just copy the work of others but actively engage in developing their own understanding.
- **Between 3 and 4: At level 4**, the candidate's plans and commentary suggest an understanding of how to meet varied student needs in a classroom. This is not limited to English learners or special needs students, although these students have specific needs that often require differentiation or strategic teaching decisions. The candidate may identify other types of student needs that are being considered during planning, e.g., students who are reluctant to participate in discussions, students who already know the content or who learn it more quickly than other students. There are two approaches to accommodating particular student needs: 1) differentiating instruction, where different instruction is planned to address the needs; and 2) strategic teaching decisions, where instruction is planned that simultaneously addresses multiple needs, perhaps with scaffolding or additional support for students who need it. The candidate need not be meeting *every* student's learning needs, but there should be evidence that there are reasonable strategies for meeting both the needs of students as a class and a variety of distinct needs of individuals or subgroups.

## NH TCAP: Elementary Literacy

## Planning and Preparing Rubric (cont.)

### PLANNING AND PREPARING: DESIGNING ASSESSMENTS

#### 3. What opportunities do students have to demonstrate their understanding of the standards/objectives?

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>●—There are <b>limited</b> opportunities provided for students to learn what is measured by one or more assessments.</li> <li>OR</li> <li>● There is a <b>significant mismatch</b> between one or more assessment instruments or methods and the literacy standards/objectives being assessed.</li> </ul>	<ul style="list-style-type: none"> <li>● Opportunities to receive feedback are provided for students to <b>learn what is assessed</b>.</li> <li>● It is not clear that the assessment of one or more literacy standards/objectives go beyond <b>surface-level</b> understandings.</li> </ul>	<ul style="list-style-type: none"> <li>● Opportunities to receive feedback are provided for students to learn what is assessed.</li> <li>● The assessments allow students to show <b>some depth of understanding or skill</b> with respect to the literacy standards/objectives.</li> <li>● The assessments of literacy <b>access both productive (speaking/writing) and receptive (listening/reading) modalities</b> to monitor student understanding.</li> </ul>	All components of Level 3 plus: <ul style="list-style-type: none"> <li>● Assessments are <b>modified, adapted, and/or designed</b> to allow students with special needs opportunities to demonstrate understandings and skills relative to the literacy standards/objectives.</li> </ul>

Level differences:

- **Between 1 and 2:** A significant mismatch between one or more assessments and the content and skills inherent in the learning tasks described in the plans results in a **Level 1 score**. At least one assessment requires knowledge and skills which go *far* beyond those

described in the context commentary or taught during the learning segment. The mismatch should be major and should not be confused with reasonable extensions of learning. An alternative way of receiving a **Level 1 score** is that at least one of the assessments does not match the learning objectives identified as being assessed. The candidate may assert that the assessment measures a particular learning objective, e.g., conceptual understanding, but you cannot figure out how. Again, the mismatch should be significant. **At level 2**, the standards/objectives, instruction, and assessments match. However, this match is only clear at a surface-level of understanding.

- **Between 2 and 3**: **At level 3**, the assessments clearly allow students to display their understanding or skill in some depth relative to the students' developmental level, the short length of the learning segment, and the amount of time students have been working on the particular concept, skill, or understanding as described in the standards/objectives. In addition, both students' ability to communicate their own understandings and skills (productive modalities, e.g., writing, speaking, drawing/graphing) and their understanding of content communicated by others (receptive modalities, e.g., reading, listening, viewing) are assessed.
- **Between 3 and 4**: **At level 4**, assessments reflect a deliberate design, changes in the assessment instrument or method of administration, or options offered to address the special needs of one or more students who otherwise would be limited in the ability to demonstrate the expected understandings and skills.

## Instructing Students and Supporting Learning Rubrics

INSTRUCTING STUDENTS AND SUPPORTING STUDENT LEARNING: ENGAGING STUDENTS IN LEARNING			
4: How does the candidate actively engage students in their own understanding of skills and strategies to comprehend and/or compose text?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Students have <b>limited opportunities</b> in the clip(s) to engage with content in ways likely to improve their literacy skills and strategies. OR</li> <li>The clip(s) <b>do not focus</b> on specific literacy skills and strategies to comprehend and/or compose text. OR</li> <li>Classroom management is problematic and <b>student behavior interferes with learning</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for intellectual engagement seen in the clip(s) offer <b>opportunities for students to develop and/or apply specific literacy skills and strategies</b> to comprehend and/or compose text.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for intellectual engagement seen in the clip(s) offer <b>structured opportunities</b> for students to <b>actively develop and/or apply</b> specific literacy skills and strategies to comprehend and/or compose text.</li> <li>These strategies reflect <b>attention to student characteristics, learning needs, and/or language needs</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for intellectual engagement seen in the clip(s) offer structured opportunities for students to actively develop and/or apply specific literacy skills and strategies.</li> <li>These strategies are <b>explicit</b>, and <b>clearly reflect attention</b> to students with diverse characteristics, learning needs, and/or language needs.</li> </ul>

### Level differences:

- Between 1 and 2:** At **Level 1**, the students are following instructions and completing the activity, but there is something that limits students' opportunities to develop their own understanding of the required focus of the video clip. This may be due to the content of the questions asked by the teacher or the nature of the activity that the students are asked to do. The teacher may only be interacting with a few of the students without attempting to engage the others. Level 1 also includes candidates whose classrooms are so disruptive or disrespectful of students and their ideas that the environment consistently interferes with student learning, as well as candidates whose video clip(s) do not reflect the required focus. For Science, Agriculture (Science Emphasis), and Agricultural Technology/Design, if immediate safety risks (e.g., students not wearing goggles when using dangerous chemicals) are apparent, then a Level 1 rating is assigned no matter how good the instruction. **At Level 2**, the strategies offer students opportunities to *engage* with the content relative to the required focus of the clip(s). Not all students may be actually doing so, but teacher attempts to engage students in the learning task (not just participate) can be identified within the clip(s). For Science, Agriculture (Science Emphasis), and Agricultural Technology/Design, some minor safety concerns may be apparent, e.g., a candidate allowed students to taste safe acids and bases to help them understand different characteristics establishing an unsafe precedent of tasting unknown liquids in a laboratory setting.
- Between 2 and 3:** At **Level 3**, the strategies are structured to engage students intellectually in the learning task(s) and incorporate some attention to students as individuals, i.e., who the students are, their language needs, or other specific learning needs. These strategies may be weakly implemented and/or not explicitly identified by the candidate as intentional. For Science, Agriculture (Science Emphasis), and Agricultural Technology/Design, no safety concerns are apparent.

- **Between 3 and 4:** In addition, **at Level 4**, candidates need to explicitly identify strategies for intellectual engagement, either in the Instruction commentary or earlier in the Planning Task. The strategies should be clearly recognizable in the video clip(s).

## Instructing Students and Supporting Learning Rubrics (cont.)

INSTRUCTING STUDENTS AND SUPPORTING STUDENT LEARNING: MONITORING STUDENT LEARNING DURING INSTRUCTION			
<b>5:</b> How does the candidate monitor student learning during instruction and respond to student questions, comments, and needs?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• The candidate primarily monitors student understanding of literacy by asking <b>surface-level questions</b> and evaluating student responses as <b>correct or incorrect</b>.</li> <li>• Candidate responses are <b>not likely to promote student thinking</b>. OR</li> <li>• Materials or candidate responses include <b>significant inaccuracies</b> in literacy content that will lead to student misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate monitors student understanding of literacy by <b>eliciting student responses that require thinking</b>.</li> <li>• Candidate responses represent <b>reasonable attempts</b> to improve student use of literacy skills and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate monitors student understanding of literacy by eliciting student responses that require thinking.</li> <li>• Candidate responses <b>build on student input to guide improvement</b> of students' use of literacy skills or strategies.</li> </ul>	All components of Level 3 plus: <ul style="list-style-type: none"> <li>• The candidate <b>elicits explanations</b> of student thinking, and uses these explanations to <b>further the understanding</b> of all students.</li> </ul>

Level differences:

- **Between 1 and 2:** Candidates displaying one or more inaccuracies that negatively impact student learning are scored **at Level 1**. Alternatively, candidates who primarily monitor student learning by asking yes/no or other types of simple questions (either orally or through written materials) that don't require much thinking on the part of students (i.e., surface-level questions) are also scored **at Level 1**. In contrast, candidates **at Level 2** are requiring students to think to respond during the activities shown in the video clip(s). This student thinking is grounded in knowledge of facts, skills, conventions, etc., and is not just providing unsupported opinions. Moreover, candidates **at Level 2** respond to students in ways that are "reasonable" attempts to improve student understanding. Reasonable means that candidates are attempting to apply instructional strategies and are making an effort to direct students to some content understanding that requires thinking, not just responding with prior knowledge or just parroting back what has been said previously. The strategies that candidates are using may or may not be working, but their purpose is clearly to get students to think more deeply. These candidates have more to learn about using strategies effectively, but they are making a reasonable effort to get students to think.

- **Between 2 and 3:** At level 3, candidates are using the responses to guide what they do next, in such a way that they are building student understanding. It is evident from candidates' responses that they are evaluating the students' responses and making decisions accordingly to support students in developing the desired understanding or skills.
- **Between 3 and 4:** At level 4, candidates are making thinking visible so that students understand the reasoning behind at least some responses, modeling thinking processes or helping students understand what is important to notice and talk about in the content area.

## Assessing Student Learning Rubrics

ASSESSMENT: ANALYZING STUDENT WORK FROM AN ASSESSMENT			
6. How does the candidate demonstrate an understanding of student performance with respect to student needs and standards/objectives?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• The criteria/rubric and analysis have <b>little connection</b> with the identified <b>literacy</b> standards/objectives. OR</li> <li>• Student <b>work samples do not support the conclusions</b> in the analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• The criteria/rubric and analysis <b>focus on what students did right or wrong</b> in relationship to identified literacy standards/objectives.</li> <li>• The analysis of whole class performance describes <b>some differences in levels</b> of student learning for the content assessed.</li> </ul>	<ul style="list-style-type: none"> <li>• The criteria/rubric and analysis <b>focus on patterns of student errors, skills, and understandings</b> to analyze student learning in relation to literacy standards/objectives.</li> <li>• <b>Specific patterns</b> are identified for <b>individuals or subgroup(s)</b> in addition to the whole class.</li> </ul>	All components of Level 3 plus: <ul style="list-style-type: none"> <li>• The criteria/rubric and analysis focus on <b>partial understandings</b> as well.</li> <li>• The analysis is <b>clear and detailed</b>.</li> </ul>

Level differences:

- **Between 1 and 2:** At Level 1, either the assessment criteria and/or analysis are not aligned with the standards/objectives identified as being assessed or evidence in the student work samples is not consistent with the conclusions drawn. This may be due to either flaws in the assessment instrument chosen or to flaws in the analysis. An "analysis" that does not address student performance, e.g., a description of instruction leading to the assessment, though not referenced in the rubric, also merits a Level 1 rating. Another way to score at Level 1 is if there are no evaluative criteria or rubric. **At Level 2**, the candidate's analysis is a listing of students' successes and errors or misunderstandings which are related to the relevant standards/objectives. However, the candidate makes few attempts to use these to understand what the student might have been thinking or doing as they produced their responses. A Level 2 analysis also identifies a few general characteristics of student learning or performances that constitute differing degrees of attainment of the learning objectives.
- **Between 2 and 3:** At Level 3, the analysis uses student errors as an indicator of student understanding. It goes beyond cataloguing successes and errors/misunderstandings on the assessment instrument to describe patterns, either for individuals or for subgroups of students, that shed light on the extent of student understanding or skill. In the case of errors or misunderstandings, the candidate uses patterns to probe for specific sources of misunderstandings, e.g., lack of understanding of a particular concept or procedure,



inattention to detail. The pattern for individuals may be within the work sample or over time, using other sources of evidence and connecting them to the performance in the work sample provided. These patterns are strategically chosen to gain insight into possible intervention points to address student errors or misunderstandings in order for them to make progress relative to the standards/objectives.

- **Between 3 and 4:** **Level 4** adds partial understandings. The candidate is able to recognize incomplete progress toward the standards/objectives and identify parts that the student has mastered as well as additional parts that the student(s) need to work on. **At Level 4**, the detail and clarity of the analysis indicates a depth of understanding of student performance and more comprehensive consideration of various dimensions of student performance than analyses scored at Level 3.

## Assessing Student Learning Rubrics

### ASSESSMENT: USING FEEDBACK TO PROMOTE STUDENT LEARNING

#### 7. What is the quality of feedback to students?

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Feedback is <b>general</b> and provides <b>little guidance</b> for improvement related to learning objectives. OR</li> <li>The feedback contains <b>significant inaccuracies</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Timely</b> feedback <b>identifies what was done well and areas for improvement</b> related to specific learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Specific and timely <b>feedback helps the student understand what s/he has done well</b>, and provides <b>guidance for improvement</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Specific and timely comments are <b>supportive</b> and <b>prompt analysis</b> by the student of his/her own performance.</li> <li>The feedback shows <b>strong understanding of students as individuals</b> in reference to the content and language objectives they are trying to meet.</li> </ul>

#### Level differences:

- Between 1 and 2:** At **Level 1**, the feedback is all general, like "Good job!", "Needs work!", "C", or "44/50"; the student gets a general notion of whether or not s/he is doing well, but no sense of exactly what s/he did well and how to improve the work. Candidates who exhibit significant inaccuracies in their feedback that could mislead or confuse the students are also scored at Level 1. At **Level 2**, the feedback is timely and provides some information about both strengths and what needs improving related to specific goals within the learning segment. Timeliness of feedback should be considered in regard to the developmental level of students and generally should range from *immediate* for grades K-2, up to *a few days* for grades 10-12.
- Between 2 and 3:** At **Level 3**, the feedback is more specific than in Level 2, offering students an opportunity for a deeper understanding of what made their performance strong or weak and how to improve it.
- Between 3 and 4:** At **Level 4**, the feedback is not only specific but also supportive; it invites the student to extend his/her thinking about the work. It is tailored to the individual student and the content and language learning goals that are the focus of the work.

# Assessing Student Learning Rubrics

## ASSESSMENT: USING ASSESSMENT TO INFORM TEACHING

### 8. How does the candidate use the analysis of student learning to propose next steps in instruction for whole class and individual students?

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Next steps are <b>vaguely related to or not aligned with the identified</b> student needs. OR</li> <li>Next steps are <b>not described in sufficient detail</b> to understand them. OR</li> <li>Next steps are <b>based on inaccurate conclusions</b> about student learning from the assessment analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Next steps focus on improving student performance through <b>general support that addresses some identified student needs.</b></li> <li>Next steps are <b>based on accurate conclusions about student performance</b> on the assessment and are described in sufficient detail to understand them.</li> </ul>	<ul style="list-style-type: none"> <li>Next steps focus on improving student performance through <b>targeted support</b> to individuals and groups to address specific <b>identified-needs.</b></li> <li>Next steps are <b>based on whole class patterns</b> of performance and <b>some patterns for individuals and/or subgroups</b> and are described in sufficient detail to understand them.</li> </ul>	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> <li>Next steps demonstrate a <b>strong understanding</b> of both the identified <b>content and language standards/objectives</b> and of <b>individual students and/or subgroups.</b></li> </ul>

#### Level differences:

- Between 1 and 2:** There are three ways to achieve a **Level 1** rating: 1) the next steps are either vaguely described, e.g., “more support” with no details as to the focus of support or how it would be offered; 2) the next steps are not very closely related to any of the conclusions drawn in the analysis; or 3) the analysis was so flawed that the next steps are not suitable to meet student needs indicated by the student work samples. **At Level 2**, the next steps are based on broadly-defined patterns of performance, and are focused on student misunderstandings, errors, or a need for greater challenge.
- Between 2 and 3:** **At Level 3**, the next steps are more targeted to individuals or groups and the needs addressed are more specifically defined. The next steps are based on a deeper level of analysis that distinguishes needs of individuals or subgroups.
- Between 3 and 4:** **At Level 4**, the next steps are very targeted, in such a way as to indicate a clear understanding of the key features of content and/or language standards/objectives as well as how to use knowledge about students to help them learn.

## Reflecting and Growing Professionally Rubrics

### REFLECTING AND GROWING PROFESSIONALLY: MONITORING STUDENT PROGRESS\*\*

#### 9. How does the candidate monitor student learning and make appropriate adjustments in instruction during the learning segment?

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Daily notes indicate <b>inconsistent monitoring</b> of student performance.</li> <li>There is <b>limited evidence of adjusting</b> instruction in response to observed problems, e.g., student confusion, a lack of challenge, time management.</li> </ul>	<ul style="list-style-type: none"> <li>Daily notes <b>identify what students could or could not do within each lesson.</b></li> <li>Adjustments to instruction are focused on <b>improving directions for learning tasks, time management, or reteaching.</b></li> </ul>	<ul style="list-style-type: none"> <li>Daily notes indicate <b>monitoring of student progress toward meeting the standards/objectives for the learning segment.</b></li> <li>Adjustments to instruction are focused on <b>addressing some individual and collective learning needs.</b></li> </ul>	<p>All components of Level 3 plus:</p> <ul style="list-style-type: none"> <li>Adjustments to instruction are <b>focused on deepening key skills, understanding of literacy concepts, and/or thinking processes.</b></li> </ul>

NOTE: Evidence for this rubric comes primarily from the Daily Notes on Student Learning.

#### Level differences:

- Between 1 and 2:** At **Level 1**, student learning is not consistently monitored. These reflections often make global assertions like "Went well today" without considering if this was true for all students or offering an observation of student performance that suggests what led to that conclusion. Alternatively, candidates may indicate that some students are having difficulty or, conversely, that students are easily learning the material, without considering any implications for the future lessons planned. At **Level 2**, the reflections on student learning resemble a list of what students could or could not successfully do during each lesson. The reflections may also include considerations of time management or problematic student behavior that are independent of the consequences for student learning. However, the modifications of plans are limited either to procedures for implementing activities (e.g., better estimating what can be done during the time period or being more clear about what is needed to complete a learning task) or to going over the same materials in the same way for students who did not understand.
- Between 2 and 3:** At **Level 3**, there may also be consideration of the use of instructional time to complete learning tasks, improving directions, or other classroom management issues, but a focus on student progress is also evident. Candidates' reflections are connected across lessons or associated with specific standards/objectives to give a notion of the degree of progress toward meeting the standards/objectives. At least some adjustments to instruction focus on specific learning needs, both for individuals and one or more groups of students (which may include the whole class).

- **Between 3 and 4:** At Level 4, the adjustments are well targeted at features of student learning for the learning segment that are most central in helping students meet the standards/objectives. These features differ among content areas, but are described in general terms in the rubric.

## Reflecting and Growing Professionally Rubrics

REFLECTING AND GROWING PROFESSIONALLY: REFLECTING ON LEARNING			
10. How does the candidate use research, theory, and reflections on teaching and learning to guide practice?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>Reflections on teaching practice are <b>erroneously supported through a significant misapplication</b> of theory or research principles. OR</li> <li>Changes in teaching practice are <b>not based on reasonable assumptions</b> about how student learning was affected by planning, instruction, or assessment decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Reflections on teaching practice are <b>consistent with principles</b> from theory and research.</li> <li>Changes in teaching practice are <b>based on reasonable assumptions</b> about how student learning was affected by planning, instruction, or assessment decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Reflections on teaching practice are based on <b>sound knowledge of research and theory linked to knowledge of students</b> in the class.</li> <li>Changes in teaching practice are based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Reflections on teaching practice <b>integrate</b> sound knowledge of <b>research and theory</b> about effective teaching practice, <b>knowledge of students</b> in the class, and <b>knowledge of content</b>.</li> <li>Changes in teaching practice are <b>specific and strategic</b> to improve <b>individual and collective</b> student understanding of standards/objectives.</li> </ul>

### Level differences:

- Between 1 and 2:** One way to score **at Level 1** is to cite a theory or research finding that has nothing to do with the strategy, event, or student performance the candidate is reflecting on (e.g., using Piaget's stage theory as a rationale for group work) or to offer an erroneous interpretation or explanation of a research finding or theory (e.g., an assertion that Bloom's taxonomy suggests that students cannot analyze or evaluate ideas unless they have mastered basic skills in the content area). These errors should be egregious and not subtle. Alternatively, there is little or no evidence that candidates can make appropriate connections between their teaching practice and student learning. At **Level 2**, the reflections are consistent with theory and research, at a general level, but they are not closely connected. The candidate does not seem to be using research and theory to make sense of experience, but more searching for a way to apply familiar research and theory in some fashion. Candidates also identify changes in their teaching practice to solve some problem that they identified. These changes reflect an assumption about how their teaching affected student learning. You may know, based on experience, that either this assumption is not the most likely or the change that they suggest is not likely to work. However, the key idea is that the assumption or the change would seem reasonable to candidates, given their limited experience at this stage of their teaching careers in applying what they have learned.

- **Between 2 and 3:** At **Level 3**, candidates use principles of theory and research to make sense of what they observed about their students and their learning. This should be explicit (though not necessarily detailed) in the reflections.
- **Between 3 and 4:** Compared with a level 3 performance, **at Level 4**, there is a closer connection between the research/theory cited, knowledge of students, and knowledge of content. The changes proposed address the learning of both individuals and groups of students and are tied to the standards/objectives for the learning segment.

## USING ACADEMIC LANGUAGE RUBRICS

The academic language rubrics differ from the previous rubrics in that they are designed to draw from evidence across all tasks. Note that they focus on academic language both as a medium for learning content and as an independent dimension of content learning. The academic language that is the focus of these rubrics is defined as the language needed to understand and communicate in the academic disciplines in age-appropriate ways, and includes such things as subject-specific vocabulary, grammatical structures that are an integral part of oral and written texts in the content area (e.g., If...then; By ..., the author is...), language functions (e.g., predicting, reporting, explaining, convincing), and structures and conventions that are characteristic of types of oral and written texts commonly used in a field (e.g., lab reports, literary discussions, presentations of a problem solution). Academic language also occurs in tasks where language is less structured such as think-pair-share, asking questions to clarify understanding, or identifying main points in a lecture.

While these rubrics are critical to instruction of English learners, they also apply to instruction of native speakers of varieties of English, and even speakers fluent in the academic English used in school who will be expanding their command of academic English. However, the candidate should not focus on the language development of fluent speakers of academic English while ignoring English learners and speakers of varieties of English. The overarching idea is the extent to which candidates are making the structure of oral or written texts in the learning tasks transparent to students so that they can better understand and produce that type of text and understand the meaning of subject-specific vocabulary so that they can comprehend it and use it appropriately. Examples of oral text types include challenging another student's problem solution (for mathematics students) or communicating comparisons for kindergartners by using words such as "more" or "less". Examples of written text types include

cause-effect arguments in history-social science or descriptions of an observation of a scientific phenomenon or rules for a game in physical education.



# USING ACADEMIC LANGUAGE RUBRICS

## USING ACADEMIC LANGUAGE: UNDERSTANDING LANGUAGE DEMANDS<sup>5</sup> AND RESOURCES

11. How does the candidate identify the language demands of learning tasks and assessments relative to the students' current levels of academic language proficiency?

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• Candidate's <b>description of students' academic language proficiency at lower levels is limited to what they CANNOT do.</b></li> <li>• <b>Language genre(s)<sup>6</sup></b> discussed are <b>only tangentially related to the academic purposes</b> of the learning segment.</li> <li>• Candidate <b>identifies unfamiliar vocabulary</b> without considering other linguistic features. OR</li> <li>• Candidate did <b>not identify any language demands</b> of the learning and assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes academic language strengths and needs of students <b>at different levels of academic language proficiency.</b></li> <li>• The language genre(s) discussed are <b>clearly related</b> to the academic purposes of the learning segment and <b>language demands are identified.</b></li> <li>• Candidate <b>identifies vocabulary that may be problematic for students.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes academic language strengths and needs of students at different levels of academic language proficiency.</li> <li>• The language genre(s) discussed are clearly related to the academic purpose of the learning segment and language demands are identified. <b>One or more linguistic features and/or textual resources of the genre are explicitly identified.</b></li> <li>• Candidate identifies <b>essential vocabulary</b> for students to actively engage in specific language tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes academic language strengths and needs of students <b>at the full range of academic language proficiency.</b></li> <li>• The language genre discussed is clearly related to the academic purpose of the learning segment and language demands are identified. One or more genre-related linguistic features or textual resources <b>of the specific tasks/materials</b> are explicitly identified and <b>related to students' varied levels of academic language proficiency.</b></li> <li>• Candidate identifies for instruction <b>related clusters of vocabulary.</b></li> </ul>

Level differences:

- **Between 1 and 2:** **Level 1** reflects a very beginning understanding of language demands, with little or no understanding of language development. Language development is limited to noting what students *cannot* do. Candidates list language demands and key terms found in the learning segment but do not relate these to students' English language proficiency. Candidates do not expand on identified language demands to describe why tasks and phrases are important to the learning segment and do not state why language may present challenges to students when progressing through the learning segment. **At Level 2**, candidates identify what students *can* do, considering students at different levels of language development, in addition to what they might find challenging. Candidates go beyond naming text types to identify features of the text types and address why words and phrases in the learning segment are important when progressing through the learning segment.
- **Between 2 and 3:** **At Level 3**, candidates not only discuss students' strengths and challenges in context of the content of the learning segment, but explain how strengths and weaknesses relate to students' differing education or language backgrounds. Text type feature(s) for at least one identified language task in the learning segment is explained and differentiated appropriately for students at varying levels of English language proficiency. The differentiation may mean different levels of support, more complex features for students who have already mastered the ones being taught, or the substitution of simpler language for students at earlier stages of language proficiency. Key words and phrases, beyond specialized vocabulary, are identified, situated in the context of specific learning or assessment tasks, and explained in regard to why they might present challenges to students' progression through the learning segment.

<sup>5</sup> Language demands might include: speaking in whole sentences; decoding words or sentences; writing paragraphs; summarizing the plot of a story; writing a list of descriptors of a character; distinguishing uses of words used in everyday language from their use in disciplinary texts (e.g., balance, product, simplify, ruler); using formal language to explain intuitive understandings; using precise language in descriptions; persuading an audience to accept a proposal.

<sup>6</sup> Key genres in literacy might include: *interpreting* or *representing* the meaning of texts with greater precision; *recounting* what happened on a field trip; *evaluating* or constructing *arguments* about characters in a story; *explaining* what an author meant; *defining* new vocabulary; engaging in collaborative and oral *interpretation of texts*.

- **Between 3 and 4:** At Level 4, the discussion of student development addresses the full range of students in the class, not overlooking either the students with the greatest mismatch between language development and the language demands or the students who need greater challenge to grow in their language development. Text type features for multiple identified language demands in the learning segment are explained with consideration of varying level of English language proficiency. Candidates include students with varying linguistic or educational experiences when describing challenges of key words and phrases in the learning segment.

## USING ACADEMIC LANGUAGE RUBRIC

USING ACADEMIC LANGUAGE: DEVELOPING STUDENTS' ACADEMIC LANGUAGE REPERTOIRE			
12. How do the candidate's planning, instruction, and assessment support academic language development?			
Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>• The candidate gives <b>little or sporadic support to students</b> to meet the language demands of the learning tasks.</li> <li>OR</li> <li>• <b>Language and/or content is oversimplified</b> to the point of limiting student access to the core content<sup>7</sup> of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate uses scaffolding or other support<sup>8</sup> to <b>address identified gaps</b> between students' current language abilities and the language demands of the learning tasks and assessments, <b>including selected genres and key linguistic features</b>.</li> <li>• <b>Candidate articulates why instructional strategies chosen are likely to support aspects of students' language development.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The candidate's use of scaffolding or other support provides access to core content while also providing <b>explicit models, opportunities for practice, and feedback for students to develop further language proficiency</b> for selected genres and key linguistic features.</li> <li>• Candidate articulates why the instructional strategies chosen are likely to support <b>specific</b> aspects of students' language development for <b>different levels</b> of language proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• The candidate's use of scaffolding or other support provides access to core content while also providing explicit models, opportunities for practice, and feedback for students to develop further language proficiency for selected genres and key linguistic features.</li> <li>• Candidate articulates why the instructional strategies chosen are likely to support specific aspects of students' language development for the <b>full range</b> of language proficiency and <b>projects ways in which the scaffolds can be removed</b> as proficiency increases.</li> </ul>

Level differences:

- **Between 1 and 2:** At Level 1, either little or intermittent language support is provided to address student needs in relationship to the language demands of tasks or the content and/or language is so oversimplified so that little development in either content or language takes place. **At Level 2**, candidates identify specific strategies for closing identified language gaps between student levels of development and the demands of learning tasks and assessments. However, while these strategies allow access to content, there is an *absence* of strategies that are specifically targeted at developing language proficiency. Examples of such strategies that provide access to content without developing specific academic language include using pictures in the absence of accompanying language or pairing English learners with a more fluent English speaker who shares the primary language with no provision for the more fluent student doing more than serving as a translator to help the less fluent student through the learning task.

<sup>7</sup> Core content is the set of facts, concepts, skills, and abilities that are absolutely necessary to participate at least minimally in the learning/assessment tasks in the learning segment.

<sup>8</sup> Such support might include one or more of the following: modeling of strategies for comprehending or composing texts; explicit communication of the expected features of oral or written texts (e.g., using rubrics, models, and frames); use of strategies that provide visual representations of content while promoting literacy development (e.g., graphic organizers); vocabulary development techniques (context cues, categorization, analysis of word parts, etc.); opportunities to work together with students with different kinds of language and literacy skills, etc.

- **Between 2 and 3:** At Level 3, the scaffolds and supports offered to bridge gaps in needs relative to demands not only provide access to content understanding but also target language development through modeling, practice, and feedback. Strategies to help give students understand curriculum content that does not build English proficiency may be present as well to build content understandings. However, at Level 3 there are explicit strategies to develop academic language must be present. In addition, there must be a sound rationale for how the scaffolds and support work.
- **Between 3 and 4:** At Level 4, the explanation of the scaffolds/support and how they work includes a description of how the candidate plans to decrease the scaffolds/support as students' language abilities increase.