edTPA



Multiple Subject, Literacy with Mathematics Task 4

Assessment Handbook

Version 01

For California Candidate ONLY

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 (ACEI, ACTFL, AMLE, CEC, IRA, NAEYC, NAGC, NCSS, NCTE, NCTM, NSTA, SHAPE America), and content validation reviewers. All contributions are recognized and appreciated.

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Contents

Purpose and Overview of edTPA Multiple Subject, Literacy with Mathematics

Purpose

The purpose of edTPA Multiple Subject, Literacy with Mathematics assessment is to measure a candidate's readiness to teach both foundational 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

This handbook includes all materials, directions, and rubrics for the assessment's four tasks within the edTPA Multiple Subject, Literacy with Mathematics assessment.

The edTPA Multiple Subject, Literacy with Mathematics assessment is composed of four tasks:

- **Task 1—**Planning for Literacy Instruction and Assessment
- **Task 2—**Instructing and Engaging Students in Literacy Learning
- **Task 3—**Assessing Students' Literacy Learning
- **Task 4—**Assessing Students' Mathematics Learning

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

Your preparation program advisor will advise you when Tasks 1–3 and Task 4 need to be completed to meet program requirements. All tasks must be completed within a formal 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.

For the Multiple Subject Literacy Assessment Tasks, you will first plan **3–5 consecutive literacy lessons** referred to as a learning segment consistent with recommendations provided by the International Reading Association (2010) for literacy professionals, the California English Language Arts/English Language Development (CA ELA/ELD) Framework, the K–12 ELA/Literacy Standards, the California Dyslexia Guidelines, and the Preschool/Transitional Kindergarten Learning Foundations for candidates placed in TK.

You will teach your learning segment, making a videorecording of your interactions with students during instruction. You will also use formative and summative assessments to evaluate 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 assessment samples), as well as commentaries that you have written to explain and reflect on the Planning, Instruction, and Assessment components of the tasks. The artifacts and commentaries for each task will then be evaluated using rubrics especially developed for each task.

Multiple Subject, Literacy Learning Segment Focus

Your learning segment should be based on high-quality, evidence-based literacy instruction that supports the development of foundational skills to all students—including a multi-tiered system of supports for those with reading difficulties, English learners, and those with exceptional needs—in meaningful contexts.

For the Multiple Subject 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 CA Math Standards, frameworks, and Preschool/Transitional Kindergarten Learning Foundations, 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 students to develop their understanding of specific mathematical concepts.

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.

When submitting to the Pearson ePortfolio System via www.edTPA.com or to an integrated platform provider's system, follow the submission guidelines as documented in the Evidence Chart. Artifacts and commentaries that you submit for each task will be evaluated using rubrics specifically developed for each task.

Understanding Rubrics

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing.

After each rubric, there is a corresponding section called Understanding Rubric Level Progressions (URLP). The URLP for each rubric presents score-level distinctions and other information for each edTPA rubric, including:

1. Elaborated explanations for rubric Guiding Questions
2. Key terms used in rubrics
3. Primary sources of evidence for each rubric
4. Rubric-specific scoring decision rules
5. Examples that distinguish between levels for each rubric: Level 3, below 3 (Levels 1 and 2), and above 3 (Levels 4 and 5).

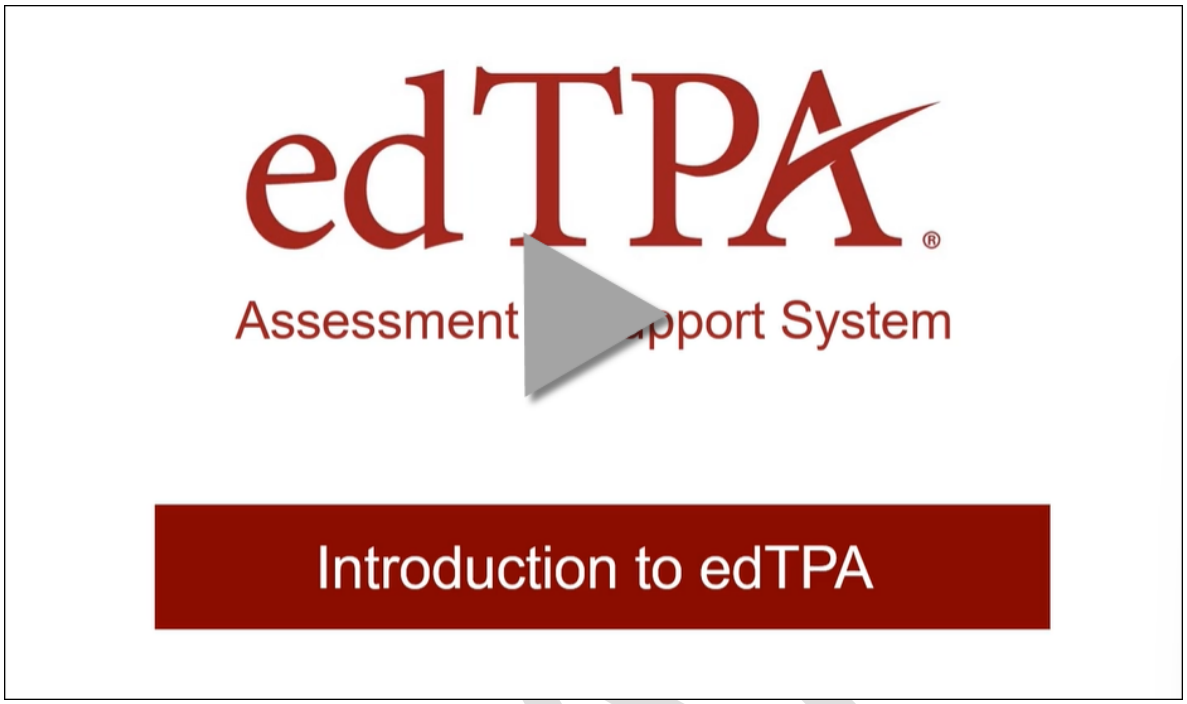
Helpful Resources

In addition to the instructions and rubrics, the following requirements and resources are provided for you in this handbook:

- **edTPA Multiple Subject, Literacy with Mathematics 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 referring to the **edTPA Multiple Subject, Literacy with Mathematics Glossary**

You should review the *Making Good Choices* document prior to beginning the planning of the learning segment. If you are in a preparation program, it will have additional resources that provide guidance as you develop your evidence.

Candidate Support Webinar: Introduction to edTPA



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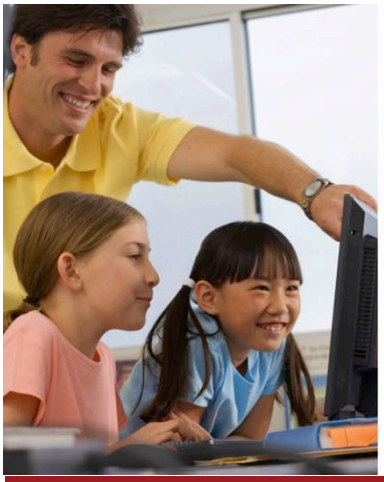
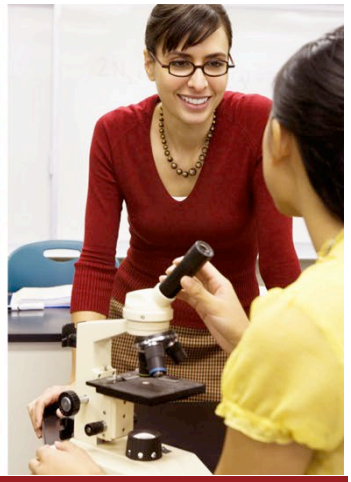




Tasks 1–3: Multiple Subject, Literacy

The three Multiple Subject, Literacy Tasks begin on the next page of this handbook. For the Multiple Subject, 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 Multiple Subject, Literacy Tasks can be completed before or after you complete the Multiple Subject, Mathematics Assessment Task, but materials for **ALL** tasks must be submitted for official scoring during the same scoring/submission windows.

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

Literacy Planning Task 1: Planning for Literacy Instruction and Assessment

Your literacy learning segment for Tasks 1–3 should be based on high-quality, evidence-based literacy instruction that supports the development of **foundational skills to all students**, including a multi-tiered system of supports (MTSS) for those with reading difficulties, English learners, and those with exceptional needs.

Throughout your learning segment, you should demonstrate your understanding of the **connections among foundational skills** (print concepts; phonological awareness; phonics and word recognition; decoding and encoding; morphological awareness; and text reading fluency), **language development** (vocabulary knowledge and use; grammatical structures; and discourse-level understandings), **and cognitive skills** (reasoning; inferencing; perspective taking; and critical reading, writing, listening, and speaking across the disciplines) **that support students** as they learn to read and write increasingly complex disciplinary texts with meaning making and effective expression.

Understanding High-Quality, Evidence-Based Literacy Instruction and Language Development in edTPA

High-quality, evidence-based instruction is rigorous, is aligned with content standards, and uses instructional strategies distributed appropriately and sufficiently across students and stages of learning. It is a research-based system of explicit literacy instruction that leverages practices that have been shown to improve learning.

It is through high-quality, evidence-based instruction that candidates build student self-efficacy by providing respectful, rigorous, structured, and equitable mastery experiences that allow students to engage purposefully with content.

High-quality, evidence-based literacy instruction includes a crosscut of the five themes of the ELA/ELD framework, the four strands of the ELA standards, and the three parts of the ELD Standards. See Appendix A for descriptions of the crosscut.

In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

Integrating Across All Disciplines

Your literacy learning segment is intended to measure effective means of teaching literacy across all disciplines. Literacy comprises reading, writing, speaking, and listening; these processes are closely intertwined and should be understood to include oral, written, visual, and multimodal communication.

Meaning Making

Meaning making is the process by which students make connections with prior knowledge and experiences and actively construct knowledge by engaging with content in a meaningful and relevant way. It is the central purpose for interacting with and interpreting texts; composing texts; participating in research; joining in discussions; speaking with others; and listening to, viewing, and giving presentations.

You should engage students in **meaning making** by building on prior knowledge and by using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension.

Teaching strategies should be used across the instructional cycle that promote meaning making as students engage with text as readers and writers.

Foundational Skills

Foundational skills include print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity). Effective instruction in foundational skills is structured and organized as well as direct, systematic, and explicit.

The acquisition of the **foundational skills**[1] enables students to independently read and use written language to learn about the world and themselves; experience extraordinary and diverse works of literary fiction and nonfiction; and share their knowledge, ideas, stories, and perspectives with others.

Foundational skills instruction should be based on students' previous literacy experiences in their home languages and dialects. Instruction should be differentiated using guidance from the ELA/ELD Framework, including knowledge of cross-language transfer between the home languages and English. Candidates placed in TK should provide instruction within the Language and Literacy Development domain.[2]

Within your edTPA, you must 1) **provide instruction in foundational skills** that emphasize print concepts, phonological awareness, phonics, spelling, and word recognition, decoding and encoding, morphological awareness, and/or text reading fluency, 2) **advance students' progress in the elements of foundational skills, language, and/or cognitive skills** that support them as they read and write increasingly complex disciplinary texts with meaning making and effective expression, and 3) **support the teaching of literacy** that integrates reading, writing, listening, and speaking in discipline specific ways.

[1] Foundational Skills - Curriculum Frameworks (CA Dept of Education)

[2] https://www.cde.ca.gov/sp/cd/re/documents/ptklflanuageliteracydev.pdf

Multi-Tiered System of Supports

A **multi-tiered system of supports (MTSS)**[3] is a proactive and preventative framework that integrates data and instruction to maximize student achievement and supports students' social, emotional, and behavior needs from a strengths-based perspective. When implemented appropriately, MTSS includes instruction for students whose literacy skills are not progressing as expected toward grade-level standards.

Within edTPA, you should provide varying levels of support to students based on their academic and behavioral needs on three unique levels:

- **Tier 1: Universal support.** Intended for the whole classroom, this tier focuses on core curriculum and effective teaching strategies that meet the needs of most students.
- **Tier 2: Targeted support.** Intended for groups with similar needs, this tier provides short-term additional supports in concentrated areas of need.
- **Tier 3: Intensive support.** Intended for specific individuals, this tier focuses on interventions for students with the most significant needs.

Language Development

Language is the cornerstone of literacy and learning. It is with and through language that students learn; think; and express information, ideas, perspectives, and questions. Students enrich their language as they read, write, speak, and listen; interact with one another and learn about language; and engage with rich content in all disciplines.

Language Development is the oral and written language, including discipline-specific academic language, used for meaning making, and is used to engage students in learning. Instruction leverages students' existing linguistic repertoires, including home languages and dialects, and accepts and encourages translanguaging.

High-quality, evidenced-based literacy instruction promotes students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures, and discourse-level understandings (see Academic Language section) as students read, listen, speak, and write with comprehension and effective expression.

Language Development Supports are the planned scaffolds, representations, and pedagogical strategies teachers provide to help students understand, use, and practice the concepts and language they need to learn within disciplines (Santos, Darling-Hammond, Cheuk, 2012).[4]

Language development supports planned within the lessons in edTPA should directly support students to understand and use identified language demands (vocabulary/symbols; language function; active listening; grammatical structures; and written, visual, or verbal communication) to deepen content understandings. See the Academic Language section below for further details.

[3] https://www.cde.ca.gov/ci/cr/ri/

[4] Santos, M., Darling-Hammond, L., & Cheuk, T. (2012, January). Teacher development to support English language learners in the context of common core state standards. In *Understanding Language Conference*, Stanford University, California.

Effective Expression

Each strand of the ELA/literacy standards and each part of the ELD standards includes attention to **effective expression**. Students learn to examine the author's craft as they read, analyzing how authors use language, text structure, and images to convey information, influence, or evoke responses from readers. They learn to effectively express themselves as writers, discussion partners, and presenters, and they use digital media and visual displays to enhance their expression. They gain command over the conventions of written and spoken English, and they learn to communicate in ways appropriate for the purpose, audience, context, and task.

Academic Language

Academic Language is the oral and written language used for meaning making. AL is the "language of the discipline" used to engage students in learning and includes the means by which students develop and express content understandings. When completing your edTPA, you must consider the AL (i.e., **language demands**) present throughout the learning segment in order to support student learning and language development. The **language demands** include **language functions; vocabulary/symbols;** active listening; **grammatical structures;** and **written, visual, or verbal communication**.

What Do I Need to Do?

- **Select a class.** If you teach more than one class, select one focus class for this assessment. If your placement for multiple subject literacy has you responsible for a group rather than a whole class, plans should describe instruction for that group (**minimum of 4 students**). That group will constitute "the whole class" for edTPA Tasks 1–3.
  - **Within your edTPA**, you must support (1) English learners, (2) students with disabilities in the general education classroom, and (3) students from underserved education groups and/or groups that need to be served differently.
    - If you do not have any English learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.
    - You need to meet these requirements only once across your edTPA Tasks 1–4 explicitly within artifacts/commentaries.
    - It is possible for one student to represent multiple criteria.
  - As you select your class, consider which 3 focus students you might choose for Task 3 (see Literacy Assessment Task 3 for more information).
- **Provide context information.** Complete and submit the **Multiple Subject, Literacy Context for Learning Information** template found in your account. This template provides essential information about your students and your school/classroom. The context information you submit should be **no more than 4 pages,** including prompts.
- **Identify a learning segment of 3–5 consecutive lessons to plan, teach, and analyze for your edTPA.**
  - Review the curriculum with your cooperating teacher/mentor and select a learning segment.

- Identify the following for your learning segment:
  a. **one central focus** (e.g., the overall theme of your learning segment); your central focus is the purpose of your learning segment
  b. **one example** of high-quality, evidence-based literacy instruction that supports the development of foundational skills for all students

  NOTE: Your central focus might overlap with the identified high-quality, evidence-based literacy instruction.
- Determine the **content standards and objectives** for student learning that the high-quality, evidence-based literacy instruction will address.
- You must demonstrate an understanding of a **multi-tiered system of supports** that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective.
- If your teaching placement requires that you teach literacy embedded in another subject area (e.g., social studies or science), your standards, objectives, and learning tasks **must address high-quality, evidence-based disciplinary literacy instruction**. *Simply having students read while learning content in another subject area will not satisfy the requirements for the edTPA Multiple Subject, Literacy with Mathematics.*
- Select a **key language demand** from your learning objectives. Choose a learning task from your learning segment that provides opportunities for students to practice using that language demand. Identify additional language demands associated with that task. Plan targeted language development supports that address all identified language demands.
  - Meaning making: Provide students with opportunities to interact with a range of print and digital, high-quality literary and informational texts that are culturally and linguistically relevant, inclusive, and affirming as listeners, readers, speakers, and writers and to share their understandings, insights, and responses in collaboration with others.
  - Language demands: For each learning task, you will decide which language demands are **most** relevant to your high-quality, evidence-based literacy instruction.
    - See the Multiple Subject, Literacy with Mathematics Task 4 Glossary and the corresponding Understanding Rubric Level Progressions for Rubric 4 and Rubric 14 for additional examples of language demands.
- **Write a lesson plan for each lesson** in the learning segment. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them. Be sure to number your lesson plans.
- Your lesson plans must include the following information, even if your teacher preparation program/placement requires you to use a specific lesson plan format:
  - CA ELA/Literacy academic content standards[5] that are the target of student learning. (Include the **number and text** of each standard that is being addressed. If only a portion of a standard is being addressed, then list only the part or parts that are relevant.)
  - CA English Language Development (ELD) standards6
  - Learning objectives and learning goals associated with the content standards

[5] https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf

[6] https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

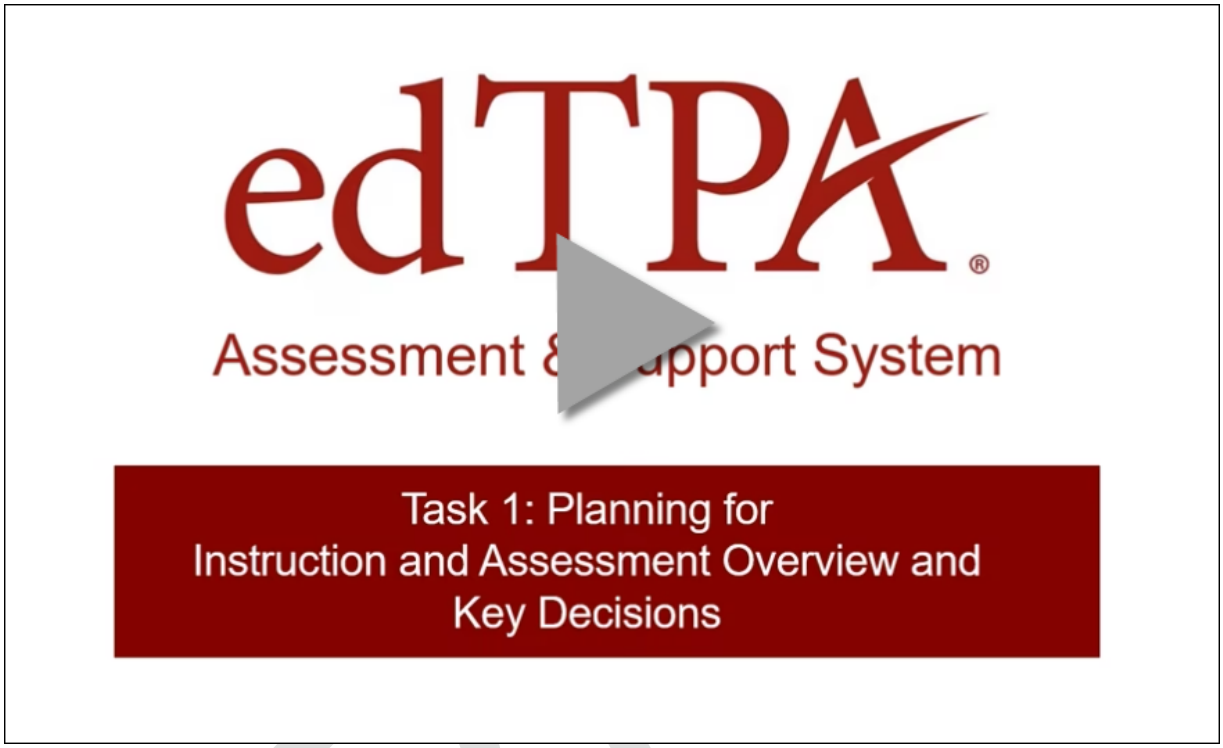
  - Formative and summative assessments used to monitor student learning, including type(s) of assessment and what is being assessed; note how the design or adaptation of your planned assessments allows students with specific needs listed in your Context for Learning to demonstrate their learning
  - Instructional 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

- **Each lesson plan must be no more than 4 pages in length.** You will need to condense or excerpt lesson plans longer than 4 pages. Any explanations or rationale for decisions should be included in your Literacy Planning Commentary and deleted from your plans.
- **Submit your original lesson plans.** If you make changes while teaching the learning segment, you may offer reflection on those changes in the Literacy Instruction Task 2 and Assessment Task 3 Commentaries.
- **Select and submit key instructional materials** needed to understand what you and the students will be doing (**no more than 5 additional pages per lesson plan**). The instructional materials might include such items as class handouts, assignments, slides, and interactive whiteboard images.
- **Submit blank copies of all written assessments and/or directions for any oral or performance assessments.** Do not submit student work samples for this task.
- **Respond to the prompts** listed in the Planning Commentary template found in your account **prior to teaching the learning segment** and submit the completed template.
- **Provide citations for the source of all materials that you did not create** (e.g., published texts, websites, and material from other educators). List all citations by lesson number at the end of the Literacy Planning Commentary. **NOTE:** Citations do not count toward the commentary page limit.

See the Literacy Planning Task 1: Artifacts and Commentary Specifications in the edTPA Multiple Subject, Literacy with Mathematics Task 4 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. **Your evidence cannot contain hyperlinked content**. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

Review the Planning Task 1 Key Decisions and Key Points in the *Making Good Choices* document for supplementary advice for completing specific components of Planning Task 1.

Candidate Support Webinar: Task 1: Planning for Instruction and Assessment Overview and Key Decisions



Video URL: https://vimeo.com/797488626/3d5cac5f63

How Will the Evidence of My Teaching Practice Be Assessed?

For Literacy Planning Task 1, your evidence will be assessed using rubrics 1–5, which appear on 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' understanding of high-quality, evidence-based literacy instruction that supports the development of foundational skills?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's plans for instruction **show minimal attention to literacy instruction** that supports the development of foundational skills. **OR** 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.	Candidate's plans for literacy instruction **vaguely support student learning of foundational skills.** Plans are not high quality and evidence based.	Candidate's plans for literacy instruction are **high quality and evidence based AND build on each other to support development of foundational skills.**	Candidate's plans for literacy instruction are **consistently** high quality and evidence based **AND consistently** build on each other to support development of foundational skills.	**Level 4 plus:** Candidate **explicitly shows how lessons build on each other to support the development of foundational skills.**

Understanding Rubric Level Progressions: Rubric 1

The Guiding Question

The Guiding Question addresses how a candidate's plans build a learning segment of three to five lessons. Candidates will explain how they plan to organize tasks, activities, and/or materials to align with the standards/objectives. The planned learning segment must support students as they receive a high-quality, evidence-based literacy instruction (henceforth identified as "literacy instruction") to support the development of foundational skills.

Key Concepts of Rubric:

- Aligned[7]
- Significant content inaccuracies

Literacy Terms Central to the edTPA (see Appendix C for additional examples):

- High-quality, evidence-based literacy instruction

Primary Sources of Evidence:

Context for Learning Information

Planning Commentary **Prompt 1a–c**

Strategic review of lesson plans and instructional materials

Scoring Decision Rules

Multiple Criteria	▪ N/A for this rubric
AUTOMATIC 1	▪ Pattern of significant content inaccuracies that will lead to student misunderstandings ▪ Pattern of misalignment that is demonstrated in relation to standards, objectives, learning tasks, and materials

Unpacking Rubric Levels

Evidence that demonstrates performance at level 3:

To score at Level 3, plans for literacy instruction are sequenced to facilitate students' learning of literacy. Plans are presented in a sequence in which lessons build on one another, between at least two or more lessons(s).

Lesson plans must show evidence of being high quality and evidence based (aligned with content standards; research-based; direct, systematic, and explicit [examples include clear, concise explanations and examples; building knowledge in a gradual, developmentally appropriate way; assessing to identify needs of all students; scaffolding to support all students; using data to inform instructional decision making (learning strategies, learning tasks, and

[7] Links to terms from the edTPA Multiple Subject, Literacy with Mathematics Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

planned supports); targeting remediation and enrichment) to support development of foundational skills (print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound symbol correspondences; decoding and encoding, including morphological awareness; text reading fluency, including accuracy, prosody [expression], and rate [as an indicator of automaticity]).

Evidence that demonstrates performance below 3:

At Level 2, plans for literacy instruction do not develop foundational skills **OR** had little or no evidence that the plans were high quality and evidence based.

The candidate is paying some attention to helping students understand literacy instruction but supports are fleeting or so vague that students are largely left to make sense of these on their own. Even if the candidate can offer justification that lessons are high quality and evidence based, they cannot score above a level 2 if students are unsupported.

At Level 1, plans for literacy instruction show minimal attention to literacy instruction that supports the development of foundational skills.

Automatic Score of 1 is given when:

- There is a pattern of significant content inaccuracies that will lead to student misunderstandings. Content flaws in the plans or instructional materials are significant and systematic and interfere with student learning.
- Standards, objectives, learning tasks, and materials are not aligned with each other. There is a pattern of misalignment across two or more lessons. If one standard or objective does not align within the learning segment, this level of misalignment is not significant enough for a Level 1.

Evidence that demonstrates performance above Level 3:

At Level 4, plans for literacy instruction are consistently high quality and evidence based AND is designed to support the development of foundational skills consistently. The candidate is clear about the ways instruction and learning tasks build consistently upon on one another between all lessons.

At Level 5, the candidate meets Level 4 **AND** explicitly shows how instruction and learning tasks build on each other to support the development of foundational skills (e.g., reference key concepts, strategies, or skills from the previous lesson; use review questions to incorporate prior learning; clearly state how new learning expands upon prior learning).

Rubric 2: Planning to Support Varied Student Learning Needs

How does the candidate use knowledge of their students and a multi-tiered system of supports (MTSS) to target students' literacy learning?

Level 1	Level 2	Level 3	Level 4	Level 5
There **is no evidence of MTSS** implementation across the learning segment.	The MTSS **loosely supports students to reach learning objectives for the learning segment.**	The MTSS supports students to reach learning objectives **with attention to the strengths and needs of the class as a whole (Tier 1).**	The MTSS supports students to reach learning objectives. Supports address the strengths and needs of • the class as a whole (Tier 1) **AND** • **groups with similar needs (Tier 2).**	The MTSS • **includes specific strategies to identify and respond to** the strengths and needs of the class as a whole (Tier 1), groups with similar strengths and needs (Tier 2), **and specific individuals (Tier 3) to meet students' language and literacy development or literacy goals AND** • **is reflective of social and emotional learning or trauma-informed practices.**

Understanding Rubric Level Progressions: Rubric 2

The Guiding Question

The Guiding Question addresses how the candidate plans to support students using a multi-tiered system of supports (MTSS). This includes the integration of data and instruction to maximize student achievement and support for students' social, emotional, and behavior needs from a strengths-based perspective.

Key Concepts of Rubric:

- MTSS[8]
- Strengths-based perspective (knowledge of students) (personal, cultural, linguistic, community)
- Trauma-informed practices

Primary Sources of Evidence:

Context for Learning Information (required supports, modifications, or accommodations)

Planning Commentary **Prompts 2a–b**

Strategic review of lesson plans and instructional materials to clarify planned supports

Scoring Decision Rules

Multiple Criteria	▪ N/A for this rubric
AUTOMATIC 1	▪ N/A for this rubric

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, the candidate explains how MTSS addresses the learning needs of the whole class (Tier 1) while supporting them to achieve the learning objectives. Tier 1: Evidence-based practices are accessible by all students (e.g., maximize engagement by using prompts to elicit student responses, providing respectful redirection). Supports must be explicitly addressed in the commentary and/or the Planning Task 1 artifacts. A list of supports in the Context for Learning Information document is not sufficient by itself.

[8] Links to terms from the edTPA Multiple Subject, Literacy with Mathematics Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

Evidence that demonstrates performance below 3:

At Level 2, planned supports are loosely tied to literacy learning objectives and would work for almost any learning objective (e.g., pair high and low students during partner work without a specific description of how that supports students with a specific need, check on students who are usually having trouble without any specific indication of what the candidate might be checking for).

At Level 1, the candidate does not provide evidence of using a MTSS in planning the learning segment.

Evidence that demonstrates performance above 3:

At Level 4, the candidate explains how MTSS addresses the learning needs of the whole class (Tier 1) **AND** the needs of groups with similar needs (Tier 2) while supporting them to achieve the learning objectives. Tier 2: Supports are provided to groups of students in addition to Tier 1 supports (e.g., pre-teaching a group of students a prerequisite skill, providing visual word bank for multilingual learners to assist in reading or writing a story, providing feedback to struggling readers).

At Level 5, the MTSS

- includes specific strategies to identify and respond to characteristics of the class as a whole (Tier 1), groups with similar needs (Tier 2), **AND** the needs of specific individuals (Tier 3) to meet students' language and literacy development or literacy goals. Tier 3: Targeted supports are provided to individuals with greater need (e.g., one-on-one instruction to help individuals understand concepts, organizing team meetings to arrive at solutions for individual students)
- **AND** is reflective of social and emotional learning or trauma-informed practices.

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

How does the candidate use knowledge of their students, research, and/or theory to justify instructional plans?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's justification of instructional decision making is **missing.** **OR** Justification **represents a deficit view** of students and their backgrounds.	Candidate's justification of instructional decision making **pays limited attention to the whole class or groups of students with similar strengths and needs with regard to** • prior academic learning and/or prerequisite skills **OR** • personal, cultural, linguistic, or community strengths.	Candidate's justification of instructional decision making **makes general connections** to the whole class or groups of students with similar strengths and needs with regard to • prior academic learning and/or prerequisite skills **OR** • personal, cultural, linguistic, or community strengths.	Candidate's justification of instructional decision making makes **clear** connections to the whole class or groups of students with similar strengths and needs with regard to • prior academic learning and/or prerequisite skills **AND** • personal, cultural, linguistic, or community strengths.	**Level 4 plus:** Candidate's justification of instructional decision making includes • **knowledge of individual students'** prior academic learning and/or prerequisite skills **AND** • **knowledge of individual students'** personal, cultural, linguistic, or community strengths.
		Candidate makes superficial connections to research and/or theory.	Candidate makes **clear connections** to research and/or theory.	

Understanding Rubric Level Progressions: Rubric 3

The Guiding Question

The Guiding Question addresses how knowledge of students, research, and/or theory justifies instructional decision making by describing the ways in which tasks and materials make literacy learning meaningful.

Key Concepts of Rubric:

- Deficit thinking[9]
- Prior academic learning and/or prerequisite skills
- Strengths (personal, cultural, linguistic, community)

Primary Sources of Evidence:

Planning Commentary **Prompts 3a–c**

Scoring Decision Rules

Multiple Criteria	▪ Criterion 1 (primary): Justification of instructional decision making is based on knowledge of students—i.e., prior academic learning and/or prerequisite skills AND/OR strengths (personal, cultural, linguistic, community) ▪ Criterion 2: Research and/or theory connections ▪ Place greater weight or consideration on criterion 1 (justification of plans using knowledge of students).
AUTOMATIC 1	▪ Deficit view of students and their backgrounds

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, *Primary Criterion*: The candidate explains their instructional decision making (learning strategies, learning tasks, and planned supports) by describing how the learning tasks and planned supports are generally connected to the whole class or groups of students with similar strengths and needs with regard to prior academic learning and/or prerequisite skills **OR** knowledge of students' strengths. Strengths include students' cultural and linguistic backgrounds, community or family resources, and personal interests and experiences.

To score at Level 3, *Secondary Criterion*: The candidate refers to research and/or theory in relation to the plans to support student learning. The connections between the research/theory and the tasks are superficial/not clearly made. They are not well connected to a particular element of the instructional design.

[9] Links to terms from the edTPA Multiple Subject, Literacy with Mathematics Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion**.

If evidence meets the primary criterion at Level 4, and candidate has NO connection to research or theory, the rubric is scored at Level 3.

Evidence that demonstrates performance below 3:

At Level 2, there is a limited amount of evidence that the candidate's justification of their instructional decision making (learning strategies, learning tasks, and planned supports) takes into consideration the whole class or groups of students with similar strengths and needs with regard to prior academic learning and/or prerequisite skills **OR** knowledge of students' strengths. Connections are not strong, but are instead vague or unelaborated, or involve a listing of what candidates know about their students in terms of prior learning or background without making a direct connection to how that is related to planning.

At Level 1, there is no evidence that the candidate uses knowledge of students to plan.

Automatic Score of 1 is given when:

- Candidate's justification of their instructional decision making (learning strategies, learning tasks, and planned supports) includes a pattern representing a deficit view of students and their backgrounds (see deficit thinking).

Evidence that demonstrates performance above 3:

At Level 4, *Primary Criterion*: The candidate's justification of instructional decision making (learning strategies, learning tasks, and planned supports) clearly uses knowledge of the whole class or groups of students with similar strengths and needs with regard to prior academic learning and/or prerequisite skills and their strengths (personal, cultural, linguistic, or community). Explanations include explicit connections between the learning tasks and the examples provided.

At Level 4, *Secondary Criterion*: The candidate explains how research and/or theory informed the selection or design of at least one learning task or the way in which it was implemented. The connection between the research or theory and the learning task(s) must be explicit.

To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the secondary criterion at least at Level 3).

At Level 5, the candidate meets Level 4 **AND** justification of instructional decision making (learning strategies, learning tasks, and planned supports) includes knowledge of individual students' prior academic learning and/or prerequisite skills **AND** individual students' personal, cultural, linguistic, or community strengths.

Rubric 4: Identifying and Supporting Language Development

How does the candidate identify and support language demands associated with a key literacy learning task that allow students to communicate independently?

Level 1	Level 2	Level 3	Level 4	Level 5
Language demands identified by the candidate are **not consistent with the selected key literacy learning task.** **OR** Language development supports are missing or are not aligned with the identified key literacy learning task.	**Language development supports for students to independently communicate primarily address one language demand** (function; vocabulary/symbols; active listening; grammatical structures; or written, visual, or verbal communication).	**General** language development supports for students to independently communicate **address use of two or more language demands** (function; vocabulary/symbols; active listening; grammatical structures; or written, visual, or verbal communication).	**Targeted** language development supports for students to independently communicate address use of **three** or more language demands (function; vocabulary/symbols; active listening; grammatical structures; or written, visual, or verbal communication).	**Level 4 plus:** Language development supports are differentiated for individual students **(e.g., supports designed to leverage students' existing linguistic repertoires, including home languages and dialects)** **OR** **accept and encourage translanguaging.**

Understanding Rubric Level Progressions: Rubric 4

The Guiding Question

The Guiding Question focuses on how the candidate describes the planned instructional supports that address the identified language demands for a key literacy learning task.

Key Concepts of Rubric:

Use the terms below and their definitions from the glossary as well as **Appendix C** to further clarify concepts on Rubric 4.

- Language demands[10]
- Language functions
- Vocabulary/symbols
- Active listening
- Written, visual, or verbal communication
- Grammatical structures
- Language development supports

Primary Sources of Evidence:

Planning Commentary **Prompts 4a–b**

Strategic review of lesson plans

Scoring Decision Rules

Multiple Criteria	▪ N/A
AUTOMATIC 1	▪ None

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, general supports are planned and described, though not in specific detail, for students' application of any two or more of the language demands (function; vocabulary/symbols; active listening; grammatical structures; written, visual, or verbal communication). Language development supports must go beyond providing opportunities for students to practice using the language demands either individually or with other students within the learning segment.

[10] Links to terms from the edTPA Multiple Subject, Literacy with Mathematics Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

Examples of general language development supports include describing and defining the function; modeling vocabulary/symbols, grammatical structures, or written, visual, or verbal communication; providing an example with little explanation, questions and answers about a language demand; whole group discussion of a language demand; or providing pictures to illustrate vocabulary/symbols.

The candidate may inaccurately categorize a language demand (e.g., identifies grammatical structures as written, visual, or verbal communication), but does describe general supports for two of the language demands required of students within the learning task. For example, "For written, visual, or verbal communication, I will use sentence frames to make sure that students use the correct format for their compare and contrast statements within their essay. To support vocabulary/symbols, we will review the terms and discuss concrete examples as a class." This example would be scored at a Level 3 because there are supports for two language demands, vocabulary/symbols and grammatical structures, even though the candidate categorizes sentence structure (grammatical structures) as written, visual, or verbal communication.

Evidence that demonstrates performance below 3:

At Level 2, the candidate provides support for only one language demand (function; vocabulary/symbols; active listening; grammatical structures; or written, visual, or verbal communication). The support may be general (e.g., discussing, defining, or describing a language demand), or it may be targeted (e.g., modeling a language demand while using an example with labels). Regardless, the support provided is limited to one language demand.

At Level 1, there is a pattern of misalignment between the language demand(s) and the language development supports identified. For example, the language function is listed as compare/contrast characters, but the language task is that the students will be sequencing events in the plot and supported by sentence frames that say, "First …, Next …" **OR** language development supports are missing.

Evidence that demonstrates performance above 3:

At Level 4, the candidate identifies specific planned language development supports and describes how supports address three language demands (function; vocabulary/symbols; active listening; grammatical structures; written, visual, or verbal communication). Supports are targeted (e.g., provide structures or scaffolding) to address specific language demands, such as sentence starters (grammatical structures or function); modeling how to construct an argument, explanation, or paragraph using a think aloud (function; written, visual, or verbal communication); graphic organizers tailored to organizing a written text or an oral report (written, visual, or verbal communication or function); summarizing what a speaker is saying (active listening); identifying critical elements of a language function using an example; or more in-depth exploration of vocabulary/symbols development (vocabulary/symbols mapping that includes antonym, synonym, student definition, and illustration).

At Level 5, the candidate meets Level 4 **AND** explains how one or more of the language development supports are either designed to leverage individual students' existing linguistic repertoires, including home languages and dialects, OR accept and encourage translanguaging (e.g., word banks and sentence frames in both Spanish and English to address vocabulary/symbols/grammatical structures needs of ELL students).

Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the formative and summative assessments selected or designed to monitor understanding of literacy learning that supports the development of foundational skills to all students?

Level 1	Level 2	Level 3	Level 4	Level 5
The assessments do not measure students' **understanding of literacy learning that supports the development of foundational skills.** **OR** **Candidate does not attend to ANY ASSESSMENT requirements for students with specific learning needs.**	The assessments **provide limited evidence** to monitor students' **understanding** of literacy learning that supports the development of foundational skills.	The assessments **throughout the learning segment provide evidence** to monitor students' understanding of literacy learning that supports the development of foundational skills.	The assessments throughout the learning segment provide **multiple forms of evidence** to monitor students' understanding of literacy learning that supports the development of foundational skills.	**Level 4 plus:** The assessments are **strategically designed (differentiated) to allow individuals or groups with specific needs to demonstrate their learning of foundational skills.**

Understanding Rubric Level Progressions: Rubric 5

The Guiding Question

The Guiding Question addresses the alignment of the assessments to the standards and objectives and the extent to which assessments provide multiple forms of evidence to monitor student progress throughout the learning segment. The array of assessments should be designed to monitor students' understanding of literacy learning that supports the development of foundational skills.

Key Concept of Rubric:

- Assessment[11]

Primary Sources of Evidence:

Context for Learning Information (required supports, modifications, or accommodations for assessments)

Planning Commentary **Prompts 5a–b**

Strategic review of lesson plans

Scoring Decision Rules

Multiple Criteria	▪ N/A for this rubric
AUTOMATIC 1	▪ Candidate does not attend to any assessment requirements for students with specific learning needs listed in the candidate's Context for Learning.

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, the candidate provides regular opportunities for assessment throughout the learning segment. The candidate conveys how assessments are designed to monitor students' understanding of literacy learning that supports the development of foundational skills.

Evidence that demonstrates performance below 3:

At Level 2, planned assessments provide limited evidence to monitor students' understanding of literacy learning. For example, a single assessment in isolation (e.g., use of worksheets to identify fact and opinion statements) provides no evidence that it supports the development of foundational skills.

At Level 1, the candidate does not plan to monitor students' understanding of foundational skills.

[11] Links to terms from the edTPA Multiple Subject, Literacy with Mathematics Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

Automatic Score of 1:

- If there is NO attention to ANY assessment-related requirements for students with specific learning needs in either commentary or Planning Task 1 artifacts, the score of 1 is applied; otherwise, the evidence for the other criteria will determine the score.

Evidence that demonstrates performance above 3:

At Level 4, the array of assessments provides multiple forms of evidence to monitor students' understanding of literacy learning that supports the development of foundational skills. Data are collected at different points in time or in different settings. "Multiple forms of evidence" means that different types of evidence are used (e.g., authentic reading/writing assignments; reading records; fluency checklists; use of skills in meaningful contexts rather than in isolation, such as worksheet exercises) and not that there is only one type of evidence on homework, exit slips, and a final test or written assignment.

This evidence is collected for the development of foundational skills in every lesson OR the assessments correspond to a plan for the learning segment that builds understandings related to the development of foundational skills in one lesson and uses that understanding to address related skills for future learning.

At Level 5, the candidate meets Level 4 **AND** assessments are strategically designed (differentiated) to allow individuals or groups with specific needs to demonstrate their learning of foundational skills. The candidate describes how assessments are targeted and explicit in design to allow individuals or groups with specific needs to demonstrate their learning without oversimplifying the content. Strategic design of assessments includes variation for students with specific needs and goes beyond, for example, allowing extra time to complete an assignment or adding a challenge question.

Literacy Instruction Task 2: Instructing and Engaging Students in Literacy Learning

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 engage with high-quality, evidence-based literacy learning that supports the development of foundational skills. **NOTE:** A challenging learning environment is intentionally structured to promote engagement and growth. Students in challenging learning environments ask questions, explain their thinking, and are encouraged to be curious. Consider extending or probing ahead of a learner's current knowledge or performance levels.
- **Identify lessons to videorecord.**
- **Provide 1–2 video clips (together totaling no more than 20 minutes, but not less than 3 minutes)** that demonstrate how you interact with students in a positive environment to engage with high-quality, evidence-based literacy instruction that supports the development of foundational skills.

  If you submit 2 clips, they can come from the same lesson or two different lessons in the learning segment.

  Across the clip(s), your evidence must demonstrate the following:

  - how you actively engage students in high-quality, evidence-based literacy learning that supports the development of foundational skills to develop effective expression and meaning making
  - how you elicit student responses to promote thinking while supporting the development of foundational literacy in a meaningful context
- Consider video evidence to show students' use of targeted academic language. In Task 3, you will be asked to provide evidence of students' targeted academic language use. Your evidence may come from video clips and/or student assessment samples (see Task 3).

  a. Video clips: If you choose to submit video evidence of students' academic language use, determine if you will refer scorers to your video evidence you will submit in Task 2, or if you will submit an additional video clip (**no more than 5 minutes in length**). If you choose to submit additional video evidence, be sure to videorecord the relevant instruction from the learning segment.

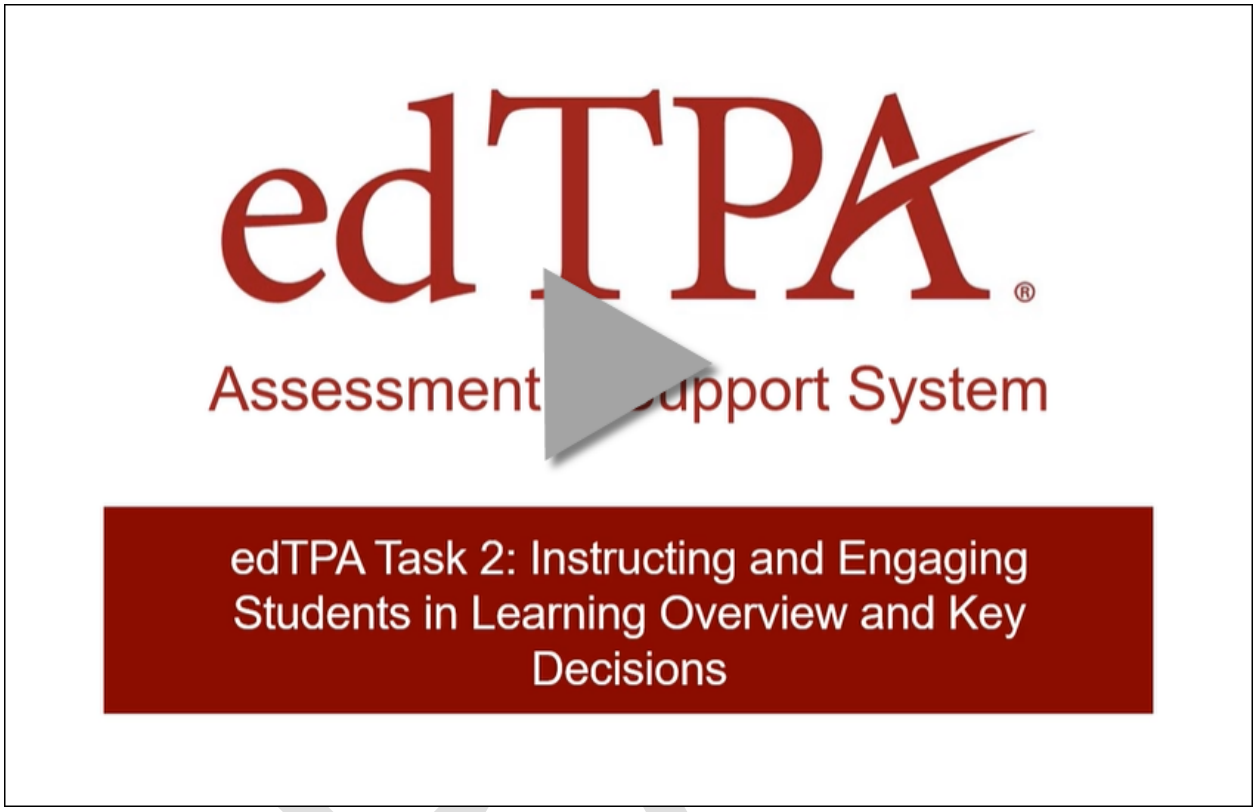
  b. Student assessment samples: If you choose to submit student assessment samples as your evidence of students' language use, you will review those directions in Task 3.

- Determine whether you will feature the whole class or a targeted group of students (minimum of 4 students) within the class.
- Videorecord your classroom teaching. Tips for videorecording your class are available from your teacher preparation program.
- Select video clip(s) to submit and verify that the clip(s) meet the following requirements:
  - Ensure that you and your students can be seen in the video clip(s) you submit. Also, ensure that your face appears at least once in the video for identification purposes.
  - Check the sound quality to ensure that you and your students can be heard on the video clip(s) you submit.
  - If most of the audio in a clip cannot be understood by a scorer, **submit another clip**. If there are occasional audio portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the following: (1) provide a transcript with time stamps of the inaudible portion and refer to the transcript in your response; (2) embed quotes with time-stamp references in the commentary response; or (3) insert captions in the video (captions for this purpose will be considered permissible editing).
  - A video clip must be continuous and unedited, with no interruption in the events.
  - If you have inadvertently included individuals for whom you do not have permission to film in the video clip(s) you plan to submit, you may use software to blur the faces of these individuals. This is not considered editing. Other portions of the submitted video clips, including the classroom, your face, and the faces of individuals for whom you have obtained permission to film, should remain unblurred.
  - 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 template found in your account **after viewing the video clip(s)** and submit the completed template.
- **Determine if additional information is needed to understand what you and the students are doing in the video clip(s).** For example, if there are graphics, texts, or images key to understanding instruction that are not clearly visible in the video, or comments that are not clearly heard, you may insert digital copies or transcriptions at the end of the Literacy Instruction Task 2 Commentary (**no more than 2 pages in addition to the responses to commentary prompts**).

See the Literacy Instruction Task 2: Artifacts and Commentary Specifications in the edTPA Multiple Subject, Literacy with Mathematics Task 4 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. **Your evidence cannot contain hyperlinked content**. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

Review the Instruction Task 2 Key Decisions and Key Points in the *Making Good Choices* document for supplementary advice for completing specific components of Instruction Task 2.

Candidate Support Webinar: Task 2: Instructing and Engaging Students in Learning Overview and Key Decisions



Video URL: https://vimeo.com/803471740/a2f6307f88

How Will the Evidence of My Teaching Practice Be Assessed?

For Literacy Instruction Task 2, your evidence will be assessed using rubrics 6–10, which appear on 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 learning environment that supports students' engagement in literacy 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.** **AND** **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. **AND** Candidate provides a **positive, low-risk learning environment that reveals mutual respect among students**.	The candidate demonstrates rapport with and respect for students. **AND** Candidate provides a **challenging learning environment that promotes** mutual respect among students.	**Level 4 plus:** **The candidate is reflective of** • **culturally and linguistically affirming and sustaining practices** **OR** • **social and emotional learning or trauma-informed practices.**

Understanding Rubric Level Progressions: Rubric 6

The Guiding Question

The Guiding Question addresses the type of learning environment that the candidate establishes and the degree to which it fosters positive and respectful interactions between the candidate and students and among students as they are being challenged to reach the learning goal.

Key Concepts of Rubric:

- Respect[12]
- Rapport
- Challenge
- Learning environment
- Trauma-informed practices

Primary Sources of Evidence:

Video Clip(s) 1 and/or 2

Instruction Commentary **Prompts 2a–d**

NOTE: For the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video clip(s). Candidates sometimes describe events that do not appear in the video clip(s) or conflict with examples from the video clip(s)—**such statements should not override evidence depicted in the video clip(s)**.

Scoring Decision Rules

Multiple Criteria	▪ N/A
AUTOMATIC 1	▪ None

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, clip(s) reveal evidence that the candidate's interactions with students are respectful (e.g., calls students by first name; uses modulated voice, attentive listening by repeating or restating students' responses), demonstrate rapport (evidence of relationship between candidate and students and/or ease of interaction that goes back and forth based on relevance or engaged conversation), and show that students communicate easily with the candidate. There is evidence that the candidate facilitates a positive learning environment wherein students are willing to answer questions and work together without the candidate or other students criticizing their responses.

[12] Links to terms from the edTPA Multiple Subject, Literacy with Mathematics Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

There is evidence of mutual respect among students. Examples include attentive listening while other students speak, respectful attention to another student's idea (even if disagreeing), working together with a partner or group to accomplish tasks.

Evidence that demonstrates performance below 3:

At Level 2, clip(s) do not reveal evidence of positive relationships and interactions between the candidate and students. Clip(s) reveal a focus on classroom management and maintaining student behavior and routines rather than engaging students in learning. Although the clip(s) reveal the candidate's respectful interactions with students, there is an emphasis on the candidate's rigid control of student behaviors, discussions, and other activities in ways that limit and do not support learning.

At Level 1, clip(s) reveal evidence of candidate–student or student–student interactions that discourage student contributions, disparage the student(s), or take away from learning **OR** classroom management is so weak that the candidate is not able to or does not successfully redirect students, or the students themselves find it difficult to engage in learning tasks because of disruptive behavior.

NOTE: Classroom management styles vary. Video clips that show classroom environments where students are productively engaged in the learning task should not be labeled as disruptive. Examples of this may include students engaging in discussion with peers, speaking without raising their hands, or being out of their seats.

Evidence that demonstrates performance above 3:

At Level 4, clip(s) reveal a positive learning environment that includes tasks/discussions that appropriately challenge student thinking by promoting higher-order thinking or application to develop new learning. There must be evidence that the environment is challenging for students. Examples include the following: students cannot answer immediately but need to think to respond; the candidate asks higher-order thinking questions; students are trying to apply their initial literacy learning to another context.

The learning environment encourages and supports mutual respect among students, e.g., the candidate reminds students to discuss ideas respectfully with each other.

At Level 5, the candidate meets Level 4 **AND** clip(s) reveal evidence that the candidate is reflective of culturally and linguistically affirming and sustaining practices by leveraging cultural identities and students' languages through meaningful engagement in activities OR reveals evidence of social and emotional learning or trauma-informed practices. For example, the candidate designs scaffolds and explicit language instruction that provide all students access, builds explicit awareness and affirmation of relationships and identities, or supports students to develop a "growth" mindset.

Rubric 7: Engaging Students in Learning

How does the candidate actively engage students in high-quality, evidence-based literacy learning that supports the development of foundational skills with effective expression and meaning making?

Level 1	Level 2	Level 3	Level 4	Level 5
Little to no evidence of student **participation in high-quality, evidence-based literacy learning.**	Students **are participating** in high-quality, evidence-based literacy learning **tasks**.	Students are **engaged** in high-quality, evidence-based literacy learning tasks.	Students are engaged in high-quality, evidence-based literacy learning tasks **that promote their understanding of prior literacy learning**.	Students are engaged in high-quality, evidence-based literacy learning tasks that **integrate and deepen** their understanding **and application** of prior literacy learning.
There is **little or no evidence** that the **candidate links learning to effective expression or meaning making**.	Candidate **vaguely or superficially links learning to** effective expression **OR** meaning making.	Candidate **clearly** links learning to effective expression **OR** meaning making.	Candidate clearly links learning to effective expression **AND** meaning making.	Candidate **prompts students to link** learning to effective expression **AND** meaning making.

Understanding Rubric Level Progressions: Rubric 7

The Guiding Question

The Guiding Question addresses how the candidate provides video evidence of motivating and engaging students in meaningful tasks and discussions that develop their ability to learn a high-quality, evidence-based literacy learning that supports the development of foundational skills with links to effective expression and meaning making.

Key Concepts of Rubric:

- Engaging students in learning[13]
- Effective expression
- Meaning making

Primary Sources of Evidence:

Video Clip(s) 1 and/or 2

Instruction Commentary **Prompts 3a–c**

NOTE: For the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video clip(s). Candidates sometimes describe events that do not appear in the video clip(s) or conflict with examples from the video clip(s)—**such statements should not override evidence depicted in the video clip(s)**.

Scoring Decision Rules

Multiple Criteria	▪ Criterion 1: Engagement in learning tasks ▪ Criterion 2: Connections to effective expression and meaning making ▪ Place equal weight on both criteria.
AUTOMATIC 1	▪ None

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, clip(s) reveal that students are engaged in high-quality, evidence-based literacy learning tasks that support the development of foundational skills. Although literacy learning may be evident in conversations, it is addressed at a cursory level. For example, the candidate has a student identify the beginning, middle, and end of a story, and relates this to summarizing, but moves on without further explanation, leaving the instruction at a cursory level.

AND clips reveal the candidate making clear connections of effective expression **OR** meaning making to learning.

[13] Links to terms from the edTPA Multiple Subject, Literacy with Mathematics Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

For examples of making clear connections to effective expression, candidates provide opportunities for students to examine the author's craft as they read, analyzing how authors use language, text structure, and images to convey information, influence, or evoke responses from readers. Students are placed in situations where they can effectively express themselves as writers, discussion partners, and presenters or use digital media and visual displays to enhance their expression. Students are supported to communicate in ways appropriate for the purpose, audience, context, and task.

For examples of making clear connections to meaning making, candidates provide opportunities for students to make connections with experiences and actively construct knowledge by engaging with content in a meaningful and relevant way. Students are supported to build on prior knowledge and to develop literal and inferential comprehension by using complex literary and informational texts (print, digital, and oral), questioning, and discussion.

Evidence that demonstrates performance below 3:

At Level 2, clip(s) reveal that students are participating in tasks that provide little opportunity to engage with literacy learning that supports the development of foundational skills. Students are participating in rote tasks that provide little opportunity to develop foundational skills. For example, the candidate teaches the letters of the alphabet but does not ensure that students observe or use letters in meaningful print experiences or the candidate teaches students to decode words without providing the opportunity for students to apply what they are learning using decodable texts.

In addition, the candidate may refer to effective expression or meaning making, but the references are superficial and are not connected to new learning.

At Level 1, clip(s) reveal little to no evidence of student participation in high-quality, evidence-based literacy learning **AND** there is little or no evidence that the candidate links learning to effective expression or meaning making

Evidence that demonstrates performance above 3:

At Level 4, clip(s) reveal that students are engaged in high-quality, evidence-based literacy learning tasks that promote understanding of prior literacy learning. Rather than merely mentioning the connections between prior learning and future learning, the candidate engages students in at least one activity/task that requires them to apply a foundational skill. For example, the candidate asks students to use their word recognition skills to read a decodable text; text includes words that are part of the students' oral vocabulary and will be used to later for oral retelling.

AND clips reveal the candidate making clear connections to effective expression **AND** meaning making to learning.

At Level 5, clip(s) reveal that students are engaged in high-quality, evidence-based literacy learning tasks that integrate and deepen understanding and application of prior literacy learning. For example, the candidate uses inquiry-based learning to promote the integration of reading, writing, speaking, and listening across content areas as students pursue knowledge relevant to their inquiry. The candidate may introduce students to a problem/issue or the inquiry may arise from students' observations of and interactions with their worlds

AND the candidate prompts students to link learning to effective expression **AND** meaning making. For example, the candidate uses prompting strategies for students to make connections to personal experiences, real-world scenarios, or prior/future learning.

Rubric 8: Deepening Student Learning

How does the candidate elicit student responses to promote thinking while supporting the development of foundational skills for all students?

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 the development of foundational skills.**	Candidate elicits and **builds on students' responses to explicitly clarify or extend** the development of foundational skills.	**Level 4 plus:** **Candidate differentiates supports for students with specific learning needs to support the development of foundational skills and foundational literacy skills for English learners.**

Understanding Rubric Level Progressions: Rubric 8

The Guiding Question

The Guiding Question addresses how, in the video clip(s), the candidate brings forth and builds on student responses to guide learning for all students; this can occur during whole class discussions, small group discussions, or consultations with individual students.

Key Concepts of Rubric:

- Builds on student responses[14]
- Significant content inaccuracies
    - For Rubric 8, significant content inaccuracies include content flaws within processes or examples used during the lesson that will lead to student misunderstandings and the need for reteaching.

Primary Sources of Evidence:

Video Clip(s) 1 and/or 2

Instruction Commentary **Prompt 4a**

NOTE: For the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video clip(s). Candidates sometimes describe events that do not appear in the video clip(s) or conflict with examples from the video clip(s)—**such statements should not override evidence depicted in the video clip(s)**.

Scoring Decision Rules

Multiple Criteria	▪ N/A for this rubric
AUTOMATIC 1	▪ Pattern of significant content inaccuracies that are core to the learning segment or a key learning objective for the learning segment

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, clip(s) reveal that the candidate prompts students to offer responses that support students to use literacy learning that support the development of foundational skills (e.g., by using "how" and "why" questions). Some instruction may be characterized by initial questions focusing on skills/concepts to lay a basis for later higher-order questions or literacy learning use in the clip(s).

Evidence that demonstrates performance below 3:

At Level 2, clip(s) reveal that classroom interactions provide students with limited or no opportunities to think about literacy learning that supports the development of foundational skills. The candidate asks questions that elicit right/wrong or yes/no answers and does little to

[14] Links to terms from the edTPA Multiple Subject, Literacy with Mathematics Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

encourage students to think about literacy learning that supports the development of foundational skills.

At Level 1, clip(s) reveal that there are few opportunities for students to express ideas or demonstrate understanding of literacy learning that supports the development of foundational skills.

Automatic Score of 1 is given when:

- There is a pattern of significant content inaccuracies that will lead to student misunderstandings. The candidate makes a significant error in content (e.g., introducing inaccurate examples or misleading directions before students work independently) that is core to the learning segment or a key standard for the learning segment.

Evidence that demonstrates performance above 3:

At Level 4, clip(s) reveal that the candidate elicits and builds on students' responses to explicitly clarify or extend the development of foundational skills. The candidate follows up on student responses to encourage the student or their peers to explore or build on the ideas expressed to develop students' use of literacy learning that supports the development of foundational skills (e.g., candidate does not just ask how and why, but takes the input from the students and uses it to further develop skills and concepts).

At Level 5, the candidate meets Level 4 **AND** there is evidence in the clip(s) that the candidate differentiates supports for students with specific learning needs to think about and apply literacy learning that supports the development of foundational skills. For example, the candidate provides examples for best first instruction; targeted, supplemental instruction; or intensive intervention. For English learners, the candidate provides supports for foundational literacy learning.

Rubric 9: Subject-Specific Pedagogy: Elementary Literacy

How does the candidate support the development of foundational skills in a meaningful disciplinary context?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's video evidence **does not address foundational skills** that support the development of reading. **OR** There is a **clear mismatch** between or among foundational-skills learning and students' readiness to learn. **OR** Materials used in the video clip(s) **include significant content inaccuracies** that will lead to student misunderstandings.	Candidate teaches students foundational skills **without opportunities for students to practice or apply them.**	Candidate **models how to apply foundational-skills understanding with limited opportunities for students to practice or apply it in a meaningful context.**	Candidate models **and explicitly supports students to** apply foundational-skills understanding with opportunities for **guided practice and application** in a meaningful context.	**Level 4 plus:** **Candidate promotes students' content knowledge by engaging students in foundational-skills instruction that integrates reading, writing, listening, and speaking in discipline-specific way.**

Understanding Rubric Level Progressions: Rubric 9

The Guiding Question

The Guiding Question addresses how the candidate supports the development of foundational skills in a meaningful disciplinary context so that students know how and when to apply strategies and skills independently.

Key Concepts of Rubric:

- Disciplinary context[15]

Primary Sources of Evidence:

Video Clip(s) 1 and/or 2

Instruction Commentary **Prompts 4b–c**

NOTE: For the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video clip(s). Candidates sometimes describe events that do not appear in the video clip(s) or conflict with examples from the video clip(s)—**such statements should not override evidence depicted in the video clip(s)**.

Scoring Decision Rules

Multiple Criteria	▪ N/A for this rubric
AUTOMATIC 1	▪ Mismatch between or among foundational-skills learning and students' readiness to learn ▪ Significant content inaccuracies

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, clip(s) reveal that the candidate primarily guides conversation and models how to apply foundational-skills understanding; there is some evidence that students have opportunities to practice foundational-skills learning with teacher guidance, but there are limited opportunities for students to apply learning. For example, the candidate points to words to model how to sound out words, but does not encourage students to whisper or mouth sounds along with them or provide opportunities for students to sound out words on their own using meaningful context.

[15] Links to terms from the edTPA Multiple Subject, Literacy with Mathematics Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

Evidence that demonstrates performance below 3:

At Level 2, clip(s) reveal that the candidate teaches students foundational skills without opportunities for students to practice or apply them. For example, in a lesson on inferential comprehension, the candidate models making inferences but does not stop at strategic points in the text and guide students to discuss text-dependent questions targeting inferential comprehension of the text.

At Level 1, clip(s) reveal that the candidate does not address foundational skills that support the development of reading

Automatic Score of 1 is given when:

- There is a clear mismatch between or among foundational-skills learning and students' readiness to learn.

  OR

- Materials used in the video clip(s) include significant content inaccuracies that will lead to student misunderstandings.

Evidence that demonstrates performance above 3:

At Level 4, clip(s) reveal that the candidate models and explicitly supports students to apply foundational skills understanding with opportunities for guided practice and application in a meaningful context. They demonstrate strategies or skills with students and allow opportunities for students to discuss and practice how to connect the strategy or skill to personal experiences, real-world scenarios, or prior/future learning. For example, the candidate reads a section of the text while thinking aloud about connections they make to the text. In the next section of reading, the candidate stops and encourages the students to make their own connections at various points in the reading. Finally, the candidate directs the students to read the next part of the text and make two connections of their own as they read.

At Level 5, the candidate meets Level 4, **AND** clip(s) reveal that the candidate promotes students' content knowledge by engaging students in foundational-skills instruction that integrates reading, writing, listening, and speaking in discipline-specific way. For example, the candidate distributes general academic and content-specific terms (e.g., *hardship, technique, hazard, profitable, settlement, forty-niner, prospector, squatter, pay dirt, claim jumping, bedrock*) to students and asks them to research their word (read), record its connection to the Gold Rush (write), share their discovery with their peers (speak), and recognize the connections that their peers make (listen). Integration of reading, writing, listening, and speaking in discipline-specific ways can be accomplished in one activity or across the learning segment. This can be shown across individual students, small groups, or the whole class.

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 to teacher practice that are superficially related to student learning needs** (e.g., task management, pacing, improving directions).	Candidate proposes changes that address **students' collective-learning needs (Tier 1) related to literacy learning.**	Candidate proposes changes that address **small-group (Tier 2)** and collective-learning needs (Tier 1) related to literacy learning.	**Level 4 plus:** Candidate **justifies changes based on MTSS.** **Support examples are provided for best first instruction (Tier 1), AND targeted, supplemental support for groups (Tier 2), AND intensive intervention for individuals (Tier 3).**
		Candidate makes superficial connections to research, theory, or MTSS.	Candidate makes **clear** connections to research, theory, or MTSS.	

Understanding Rubric Level Progressions: Rubric 10

The Guiding Question

The Guiding Question addresses how the candidate examines the teaching and learning in the video clip(s) and proposes what they could have done differently to better support the needs of diverse students. The candidate justifies the changes based on student needs and references to research and/or theory, including a multi-tiered system of supports MTSS.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Video Clip(s) 1 and/or 2

Instruction Commentary **Prompts 5a–b**

NOTE: For the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video clip(s). Candidates sometimes describe events that do not appear in the video clip(s) or conflict with examples from the video clip(s)—**such statements should not override evidence depicted in the video clip(s)**.

Scoring Decision Rules

Multiple Criteria	▪ Criterion 1: Proposed changes ▪ Criterion 2: Connections to research, theory, or MTSS ▪ Place greater weight or consideration on criterion 1 (proposed changes)
AUTOMATIC 1	▪ None

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, *Primary Criterion*: Proposed changes address literacy learning, but the candidate connects those changes to the learning needs of the class as a whole (Tier 1), not small groups (Tier 2) or individual students (Tier 3).

Proposed changes noted by the candidate should be related to the lessons that are seen or referenced in the clip(s), but do not need to be exclusively from what is seen in the clip(s) alone. This means that since only portions of the lessons will be captured by the clip(s), candidates can suggest changes to any part of the lesson(s) referenced in the clip(s), even if those portions of the lesson(s) are not depicted in the clip(s). An example is, “In video clip 1, I missed the opportunity of asking higher-order questions as we discussed the characters. To enhance my students’ learning, I would lead them to use higher-order thinking skills by asking questions like ‘How is character A different from character B?’ ‘Why do you think so?’ ‘In what ways are the characters similar?’ ‘How will you compare and contrast these two characters?’”

To score at Level 3*, Secondary Criterion*: The candidate superficially refers to research, theory, or MTSS in relation to the plans to support student learning. The connections between the research, theory, or MTSS and the tasks are vague or are not clearly made.

If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion**.

If evidence meets the primary criterion at Level 4, and candidate has NO connection to research, theory, or MTSS, the rubric is scored at Level 3.

Evidence that demonstrates performance below 3:

At Level 2, the candidate proposes changes to teacher practice that are superficially related to student learning needs. The changes address improvements in teaching practice that mainly focus on how the candidate structures or organizes learning tasks; there is little detail on the changes in relation to specific literacy learning featured in the video clips. Examples include asking additional higher-order questions without providing examples, improving directions, repeating instruction without making significant changes based on the evidence of student learning from the video clips, or including more group work without indicating how the group work will address specific learning needs related to literacy learning.

If a candidate's proposed changes are not related to the learning segment, this rubric cannot be scored beyond a Level 2.

At Level 1, the changes are not supported by evidence of student learning from lesson(s) seen or referenced in the clip(s). An example for a lesson on author's purpose with changes unrelated to student learning would be allowing students to move around more frequently to release energy or assigning specific students to distribute worksheets during activity time.

Evidence that demonstrates performance above 3:

At Level 4, *Primary Criterion*: Proposed changes address collective-learning (Tier 1) **AND** small-group (Tier 2) needs related to literacy learning within the lesson(s) seen in the video clip(s). The changes clearly address the learning needs of small groups in addition to the learning needs of the whole class in the video clip(s) by providing additional support and/or further challenge in relation to literacy learning. The candidate should explain how proposed changes relate to a selected groups' needs. An example is "As seen in the video clip, Spanish-speaking students struggled thinking about English words to describe their characters during the small group activity; thus, I will provide them with opportunities of translanguaging by allowing them to first annotate in Spanish then consider responses in English at a future point."

At Level 4, *Secondary Criterion*: Proposed changes in teaching practice are clearly supported by research, theory, or MTSS.

The candidate explains how research or theory is related to the changes proposed. Candidates may cite research, theory, or MTSS in their commentary or refer to the ideas and principles found in research, theory, or MTSS; either connection is acceptable, as long as they clearly connect the research, theory, or MTSS to the proposed changes.

To score at Level 4, the candidate must meet the first criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the second criterion at least at Level 3).

At Level 5, the candidate meets Level 4 **AND** the candidate justifies changes based on MTSS. Proposed changes provided for best first instruction (Tier 1), **AND** targeted, supplemental support for groups (Tier 2), **AND** intensive intervention for individuals (Tier 3) are clearly reflected in the explanation of the changes.

Literacy Assessment Task 3: Assessing Students' Literacy Learning

What Do I Need to Do?

- **Select one formative or summative 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 whole class featured in the learning segment. (If you are teaching only a group within the class for the learning segment, that group will be "the whole class.") 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 all students to demonstrate literacy learning that supports the development of reading 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 students in the class. **NOTE:** When analyzing student work, consider what students understand and do well, where they continue to struggle (e.g., common errors, confusions, need for greater challenge), the patterns you are seeing within the whole class, and the extent to which individual students are developing competency and mastery of literacy learning that supports the development of foundational skills.
- **Select 3 student assessment (literacy 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) from your assessment analysis. **These will be your focus students.**
    - **At least one of the focus students must have an identified learning need**, for example: an English learner, a student from an underserved education group or group that needs to be served differently, a student with an IEP (Individualized Education Program) or 504 plan, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge.
    - If you do not have a student with an identified learning need, select a student receiving tiered support within the classroom or a student who often struggles with the content.

  You may submit text files with scanned student assessments OR, for oral assessments of primary grade students (e.g., reading aloud, dictating text, or orally demonstrating a literacy strategy or skill), a video or audio file. (**NOTE:** The oral assessment must be given to the whole class, though not necessarily at the same time.) For each focus student, a video or an audio work sample must be no more than 5 minutes in total running time.
- **Document the feedback** related to the identified literacy learning you provided to each of the **3 focus students** on the work sample itself, as an audio clip, or as a video clip. You must submit evidence of the actual feedback provided to each focus student, and not a description of the feedback.
- If you submit a student assessment or feedback as a video or an audio clip, and comments made by you or your focus student(s) cannot be clearly heard, do one of the following:

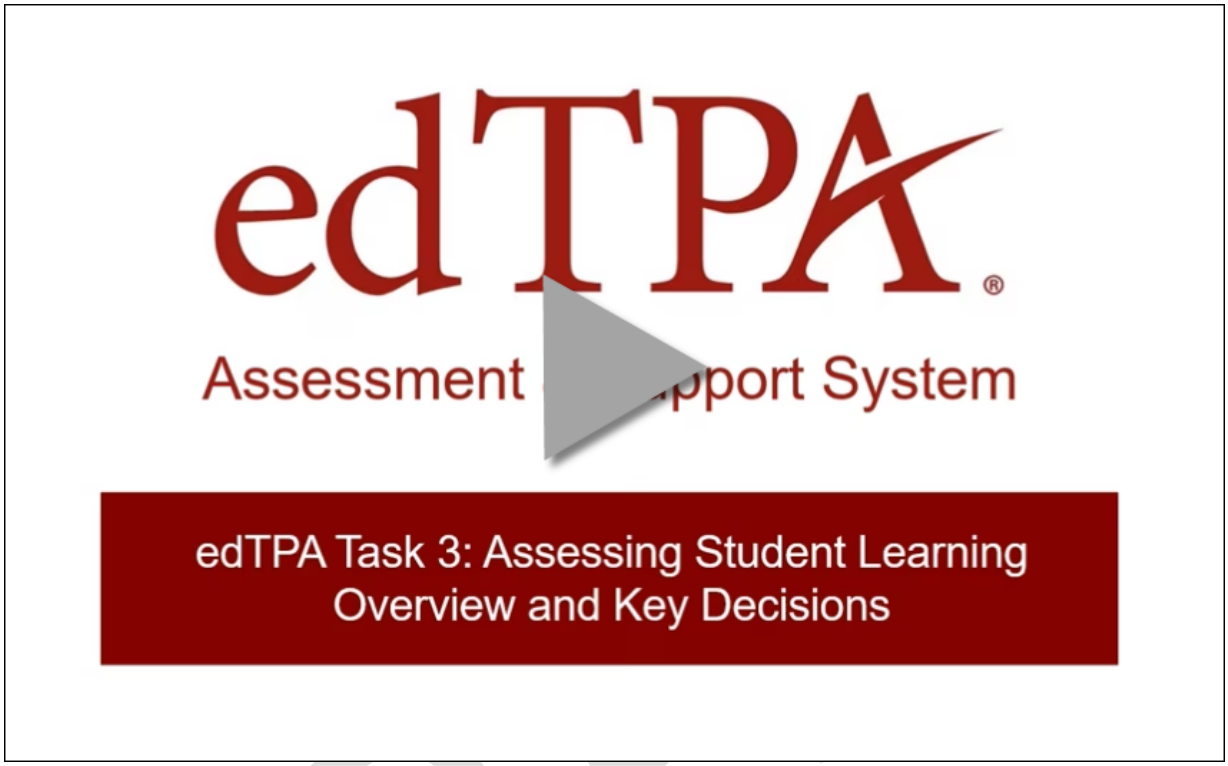
(1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Literacy Assessment Commentary; (2) embed quotes with time-stamp references in the commentary response; or (3) insert captions in the video (captions for this purpose will be considered permissible editing).

- If you submit a student assessment or feedback as a video or an audio clip, and additional students are present, clearly identify which students are your focus students in the relevant prompts (1d and 2a) of the Literacy Assessment Commentary (**in no more than 2 sentences**).
- **Respond to the prompts** listed in the Literacy Assessment Commentary template found in your account **after analyzing student work from the selected assessment** and submit the completed template.
- **Include and submit the chosen assessment, including the directions/prompts provided to students.** Attach the assessment (**no more than 5 additional pages**) to the end of the Literacy Assessment Commentary.
- **Provide evidence of students' use of the targeted academic language demands (language function; vocabulary/symbols; active listening; grammatical structures; and written, visual, or verbal communication).** You may refer to evidence from the video clip(s) submitted in Literacy Instruction Task 2, submit 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 assessment (literacy work) samples submitted in Literacy Assessment Task 3.

See the Literacy Assessment Task 3: Artifacts and Commentary Specifications in the edTPA Multiple Subject, Literacy with Mathematics Task 4 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. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

Review the Assessment Task 3 Key Decisions and Key Points in the *Making Good Choices* document for supplementary advice for completing specific components of Assessment Task 3.

Candidate Support Webinar: Task 3: Assessing Student Learning Overview and Key Decisions



Video URL: https://vimeo.com/803917885/55799d6eb7

How Will the Evidence of My Teaching Practice Be Assessed?

For Literacy Assessment Task 3, your evidence will be assessed using rubrics 11–15, which appear on 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 related to the identified literacy learning that supports the development of foundational skills?

Level 1	Level 2	Level 3	Level 4	Level 5
The analysis is **superficial or not supported** by either student **assessment (literacy work) samples or the summary of student learning.** **OR** The analysis is not aligned with the learning objectives. **OR** The evaluation criteria are not aligned with the learning objectives and/or analysis.	The analysis focuses on **what students did right OR wrong related to the identified literacy learning that supports the development of foundational skills.**	The analysis focuses on what students did right **AND** wrong. **AND** **Analysis includes some differences in whole class learning** related to the identified literacy learning that supports the development of foundational skills.	**The analysis uses specific evidence from assessment (literacy work) samples to demonstrate patterns of literacy learning** that supports the development of foundational skills **consistent with the summary.** **AND** **Patterns of learning are described for the whole class.**	Analysis uses specific evidence from assessment (literacy work) samples to demonstrate **the connections between quantitative and qualitative patterns of learning for individuals or small groups as well as the whole class.**

Understanding Rubric Level Progressions: Rubric 11

The Guiding Question

The Guiding Question addresses the candidate's analysis of student work from the analyzed assessment to identify patterns of learning across the class.

Key Concepts of Rubric:

- Aligned[16]
- Evaluation criteria
- Patterns of learning

Primary Sources of Evidence:

Assessment Commentary **Prompts 1a–d**

Student assessment (literacy work) samples

Evaluation criteria

Scoring Decision Rules

Multiple Criteria	▪ N/A for this rubric
AUTOMATIC 1	▪ Significant misalignment between the analysis and learning objectives ▪ Significant misalignment between the evaluation criteria and learning objectives and/or analysis

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, the analysis focuses on what students did right **AND** wrong. An example is "Most of the students were able to use strong descriptive words as shown in the summary. They were able to identify both negative and positive characteristics of their characters. Five students failed to accurately use descriptive words to describe their characters, which is important in giving the reader a full picture of what the character is like. Two students used only one or two words to describe their character. These two students did not receive a high grade because the lack of description greatly impacted the paragraphs' quality. Two students also forgot to provide a physical description."

[16] Links to terms from the edTPA Multiple Subject, Literacy with Mathematics Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

AND the analysis includes some differences in whole class learning related to the identified literacy learning that supports the development of foundational skills. An example is, “Many students accurately described the physical appearance and personality of a character they chose. However, a number of students struggled more with describing the personality of the character, thus were not able to provide accurate words to describe the personality and interests of the character.”

Evidence that demonstrates performance below 3:

At level 2, although aligned with the evaluation criteria and/or assessed learning objectives, the analysis focuses on what students did right **OR** wrong related to the identified literacy learning that supports the development of foundational skills.

At Level 1, the analysis is superficial or not supported by either student assessment (literacy work) samples or the summary of student learning. The analysis is superficial because it ignores important evidence from the work samples, focusing on trivial aspects. For example, “Most of the students remembered to put their names and date on the story before turning it in.” The conclusions in the analysis are not supported by the work samples or the summary of learning.

Automatic Score of 1 is given when:

- There is a significant lack of alignment between evaluation criteria, learning objectives, and/or analysis. For instance, there is a significant misalignment between the analysis and learning objective(s) or a significant misalignment between the evaluation criteria and learning objectives and/or analysis.

Evidence that demonstrates performance above 3:

At Level 4, the analysis uses specific evidence from assessment (literacy work) samples to demonstrate patterns of literacy learning that supports the development of foundational skills consistent with the summary **AND** patterns of learning are described for the whole class. Patterns of learning (quantitative and qualitative) summarize what the class knows, is able to do, and still needs to learn; are supported with evidence from the assessment (literacy work) samples; and are consistent with the summary.

The analysis goes beyond a listing of students’ successes and errors to an explanation of student understanding in relation to their performance on the identified assessment. An exhaustive list of what students did right and wrong, or the percent of students with correct or incorrect responses, should be scored at Level 3, as that does not constitute a pattern of student learning. A pattern of student learning goes beyond these quantitative differences to identify specific content understandings, misunderstandings, or partial understandings that are contributing to the quantitative differences. For example, in a learning segment focused on analyzing characters, “Most students are able to describe the characters and use evidence from the story to support their answers. They are also able to identify the physical characteristics; however, they struggle describing the character’s actions and motives. Looking at Student 1’s and 2’s papers, you can see that they were able to describe the physical characteristics of the character such as ‘tall,’ ‘lanky,’ and ‘fat,’ but they were not able to describe how the character felt when he went to rescue the wounded bird. The majority of the students are able to describe the events of the story but are not able to use these events to understand actions and reasons for responding to different situations. On Student 3’s paper, you can see that the student identified the character’s rescuing of the bird as the key event, but was not able to describe why it was important to the character....”

The candidate offers an analysis showing patterns of literacy learning for individual or small groups, but to score at a Level 4, an analysis that uses specific examples from work samples to demonstrate patterns of whole-class learning must be present.

At Level 5, the candidate uses specific evidence from assessment (literacy work) samples to demonstrate quantitative and qualitative patterns of understanding for individual students or small groups as well as the whole class. The analysis uses these quantitative and qualitative patterns to interpret the range of similar correct or incorrect responses from individuals or groups and the whole class (e.g., quantitative patterns) and to determine elements of what students learned and what would be most productive to work on.

The qualitative patterns may include struggles, partial understandings, and/or attempts at solutions. An example is “The majority of the class misunderstood using the events of the story for description of the characters. Students simply described the events of the story instead of using the events to inform their understanding of the character. The students seem to struggle to differentiate between presenting the events of the story and pulling information about the characters from the events of the story. Assessment (literacy work) sample of focus Student 1 when writing a description of the princess, instead of telling what she looks like, acts like, and what she does, she tells about some events in the story such as the princess ran away and met the prince. She tells about the princess wanting to marry a prince, and how she is tricked into marrying a castle servant. What the successful students were able to do was to pull out characteristics of the princess from her actions, such as ‘The princess was unhappy which caused her to run away. She was happy when she met the prince, but was sad when she returned to the castle to learn that she had to marry someone the king had picked.’”

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 literacy learning objectives OR is developmentally inappropriate. **OR** Feedback **contains significant content inaccuracies.** **OR** **No feedback is provided** to one or more focus students.	Feedback is **general** and **does not address needs OR strengths related to the literacy learning objectives.**	Feedback is **specific and** addresses **either** needs **OR** strengths related to the literacy learning objectives.	Feedback is specific and addresses **both** needs **AND** strengths related to the literacy learning objectives.	**Level 4 plus:** **Feedback for one or more focus students** • provides literacy instruction to address an individual learning need **OR** • makes connections to prior literacy learning or experience to improve literacy learning.

Understanding Rubric Level Progressions: Rubric 12

The Guiding Question

The Guiding Question addresses the evidence of feedback provided to the focus students. Feedback may be written on the three student assessment (literacy work) samples or provided in a video/audio format, but it must be the authentic feedback provided to focus students. The feedback should identify what the focus students are doing well and what needs to improve in relation to the learning objectives.

Key Concepts of Rubric:

- Significant content inaccuracies[17]
  - For Rubric 12, significant content inaccuracies include content flaws (incorrect responses or support) in the feedback that are significant and systematic, and interfere with student learning.
- Developmentally inappropriate feedback

Primary Sources of Evidence:

Assessment Commentary **Prompts 2a–c**

Evidence of written, audio, or video feedback

Scoring Decision Rules

Multiple Criteria	▪ N/A
AUTOMATIC 1	▪ One or more content errors in the feedback that will mislead student(s) in significant ways ▪ No evidence of feedback for one or more focus students

Preponderance of Evidence

Scorers will apply the preponderance of evidence rule when the focus students receive varying types of feedback. For example, when the candidate provides feedback on both strengths and needs for 2 out of the 3 focus students, this example would be scored at a Level 4 according to the preponderance of evidence rule.

[17] Links to terms from the edTPA Multiple Subject, Literacy with Mathematics Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, the feedback identifies specific strengths OR needs related to literacy learning objectives. The candidate must provide the focus students with qualitative feedback about their performance that is aligned with the literacy learning objectives. Specific feedback includes such things as pointing to successful use of a strategy or skill, pointing to and naming errors, and suggesting information that would make a good response to a question. For a learning segment on summarizing, examples of specific feedback are "The format of your summary is spot on. You clearly identified the beginning, middle, and end of the story" OR "You missed an important detail of the story. How did it end?" Checkmarks, points deducted, grades, or scores do not meet Level 3, even when they distinguish errors from correct responses.

Evidence that demonstrates performance below 3:

At Level 2, although the feedback is related to the assessed literacy learning objectives, it is also general and does not address specific strengths or needs for improvement related to literacy objectives. General feedback includes identifying what each focus student did or did not do successfully with little detail, e.g., checkmarks for correct responses, points deducted, and comments such as, "Don't forget your punctuation marks!" General feedback does not address the specific error or correct response (e.g., "Check your work" or "Yes!").

At Level 1, feedback is not related to the literacy learning objectives. Feedback is limited to a single statement or mark, such as identifying the total percent correct (86%), an overall letter grade (B), or one comment like "Nice work!" with no other accompanying comments or grading details. These examples of a single piece of feedback do not provide any general feedback to focus students that is related to any learning objectives.

OR

Feedback is not developmentally appropriate.

Automatic Score of 1 is given when:

- Feedback includes significant content inaccuracies that will misdirect the focus student(s).

  OR

- There is no evidence of feedback for the analyzed assessment for one or more focus students. This includes when there is only a description of feedback rather than actual feedback (video, audio, or written) presented to the focus student(s). For example, in commentary prompts, the candidates writes "I told Focus Student 1 that he could refer back to his sequencing chart to make sure that his procedure was completed in the correct order" without providing the audio/video evidence of that conversation.

Evidence that demonstrates performance above 3:

At Level 4, specific feedback addresses both strengths and needs related to the literacy learning objectives. For example, "Great job using evidence to support the character traits you identified. What actions showed that the main character was persistent? Tell me more about his temper."

At Level 5, the candidate meets Level 4 **AND** the feedback for at least one focus student includes a strategy to address a specific learning need, including the need for a greater challenge. For example, “You got the right answer. Make sure you slow down and support your responses with evidence from the text. Look at the key word in your response and find the same key word in the text. This will help you find evidence to support your response.”

OR

Makes a meaningful connection to experience or prior literacy learning. For example, the candidate refers back to a prior lesson: “I want you to refresh your memory on the comparative writing activity we worked on together last Tuesday to be able to compare and contrast the two characters in this story. Then use the Venn diagram to organize your thoughts.”

Rubric 13: Student Understanding and Use of Feedback

How does the candidate support focus students to understand and use the feedback to guide their further literacy learning?

Level 1	Level 2	Level 3	Level 4	Level 5
Opportunities for understanding or using literacy-related feedback are not described. **OR** Candidate **provides limited or no feedback to inform student learning.**	Candidate **provides vague description of how focus students will understand or use literacy-related feedback.**	Candidate **describes** how focus students will understand or use feedback **related to the literacy learning objectives**.	Candidate describes how they **will support** focus students to understand **and** use feedback **on their strengths OR weaknesses** related to the literacy learning objectives.	Candidate describes how they will support focus students to understand and use feedback on their strengths **AND** weaknesses related to the literacy learning objectives.

Understanding Rubric Level Progressions: Rubric 13

The Guiding Question

The Guiding Question addresses how the candidate explains how they will help focus students understand and use the feedback provided in order to improve their learning.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Assessment Commentary **Prompt 2d**

Evidence of written, audio, or video feedback

Scoring Decision Rules

Multiple Criteria	▪ N/A for this rubric
AUTOMATIC 1	▪ None

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, the candidate describes how the focus students will understand **OR** use feedback related to the literacy learning objectives. This description needs to relate to the feedback given to one or more of the focus students.

The description should be specific enough that it is understood what the candidate and/or focus students are going to do. Otherwise, it is vague, and the evidence should be scored at Level 2.

- Example for understanding feedback: Candidate goes over responses with commonly missed errors with whole class, explicitly focusing on content that one or more focus students were given feedback on. For example, meet in a small group reading conference with Student 1 and others with the same comprehension errors.
- Example for using feedback: Candidate asks focus students to revise responses or correct errors using feedback given and resubmit revised work. For example, in the next lesson, focus students will be able to practice using descriptive words (or other student needs).

Evidence that demonstrates performance below 3:

At Level 2, the description of how focus students will understand or use literacy-related feedback is vague or general. Details about how the focus students will understand or use the feedback are missing. For example, “The focus students will get their papers back. The feedback will tell them what they did right and wrong when retelling their story. They will retell another story next week." The use of feedback is not clearly related to the assessed literacy learning objectives.

At Level 1, opportunities for understanding or using feedback are not described **OR** there is NO evidence of feedback for two or more focus students.

Evidence that demonstrates performance above 3:

At Level 4, the candidate describes specific planned or implemented support for the focus students to understand and use feedback on their strengths **OR** weaknesses to further develop their learning in relation to the literacy learning objectives. For example, a candidate may work with focus students in a small group and reteach several concepts they struggled with on their assessment (as noted by feedback given), using a graphic organizer to further develop understanding of each concept (such as a T-chart or concept map). Next, students would be given an opportunity to revise their responses involving those concepts, using the graphic organizer to support their revisions. This example shows how a candidate can help focus students understand their feedback in relation to misunderstandings and support them in using that feedback to enhance learning in relation to objectives assessed. This type of planned support could take place with the whole class as long as explicit attention to one or more of the focus students' strengths or weaknesses is addressed in relation to the feedback given.

Support for the focus students to understand **and** use feedback is described in enough detail to understand how the focus students will develop in areas identified for growth **OR** continue to deepen areas of strength.

At Level 5, the candidate describes planned or implemented support for the focus students to understand and use feedback on their strengths **AND** weaknesses related to the literacy learning objectives.

Support for the focus students to understand **and** use feedback is described in enough detail to understand how the focus students will develop in areas identified for growth **AND** continue to deepen areas of strength.

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 student language use that is superficially related or unrelated to the language demands (function; vocabulary/symbols; active listening; grammatical structures; or written, visual, or verbal communication). **OR** **Candidate's description or explanation of language use is not consistent with the evidence submitted.**	**Candidate describes how students use only one language demand** (function; vocabulary/symbols; active listening; grammatical structures; or written, visual, or verbal communication).	Candidate **explains and provides evidence of students' use of two language demands** (function; vocabulary/symbols; active listening; grammatical structures; or written, visual, or verbal communication).	Candidate explains and provides evidence of students' use of **three** language demands (function; vocabulary/symbols; active listening; grammatical structures; or written, visual, or verbal communication) **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.**

Understanding Rubric Level Progressions: Rubric 14

The Guiding Question

The Guiding Question addresses how the candidate explains students' use of the identified language demands and how that use demonstrates and develops literacy understanding in the content area.

Key Concepts of Rubric:

Use the terms below and their definitions from the glossary as well as **Appendix C** to further clarify concepts on Rubric 14.

- Language demands[18]
- Language functions
- Vocabulary/symbols
- Active listening
- Grammatical structures
- Written, visual, or verbal communication
- Language development supports

Primary Sources of Evidence:

Assessment Commentary **Prompt 3a**

Evidence of Student Language Use (student assessment [literacy work] samples and/or video evidence from Instruction Task 2 video clip[s] or separate Language Use clip in Literacy Assessment Task 3)

Scoring Decision Rules

Multiple Criteria	▪ N/A for this rubric
AUTOMATIC 1	▪ None

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, the candidate explains and identifies evidence that the students used or attempted to use two language demands (function; vocabulary/symbols; active listening; grammatical structures; or written, visual, or verbal communication). **NOTE:** The language demands discussed in the Assessment Commentary do not have to be the same as those discussed in Task 1.

[18] Links to terms from the edTPA Multiple Subject, Literacy with Mathematics Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

It is not sufficient for the candidate to reference an artifact and make a general statement, for example, "As seen in the work samples, the student used the vocabulary/symbols in their work." The candidate must explain how the students used the identified language and reference or identify an example of that use from the artifact, e.g., "Students 1 and 2 used the signaling words needed to show sequence in their narrative. Student 3 used signaling words to show sequence in the narrative and included descriptive language to show how the setting changed from beginning, middle, and end in different scenes in the narrative."

Evidence that demonstrates performance below 3:

At Level 2, the candidate explains and identifies evidence that the students used or attempted to use one language demand (function; vocabulary/symbols; active listening; grammatical structures; or written, visual, or verbal communication). **NOTE:** The language demands discussed in the Assessment Commentary do not have to be the same as those discussed in Task 1.

It is not sufficient for the candidate to reference an artifact and make a general statement regarding student use of language.

At Level 1, the candidate identifies student language use that is superficially related or unrelated to the language demands (function; vocabulary/symbols; active listening; grammatical structures; or written, visual, or verbal communication) addressed in the Assessment Commentary. For example (language function is analyze the character), "In the video, you can see the student with the pink shirt naming the characters in the story, Lilo and Stitch."

OR

The candidate's description or explanation of language use is not consistent with the evidence submitted. For example, the language function is described, but the evidence focuses only on vocabulary/symbols—"The students were able to identify the parts of the story by using the words *setting, characters,* and *plot*, which shows they understood the vocabulary/symbols."

Evidence that demonstrates performance above 3:

At Level 4, the candidate explains and provides evidence of students' use of at least three language demands (function; vocabulary/symbols; active listening; grammatical structures; or written, visual, or verbal communication) in ways that develop content understandings. The language demands discussed in the Assessment Commentary do not have to be the same as those discussed in Task 1.

The candidate's analysis includes how evidence of students' use of academic language use demonstrates growth and/or struggles in developing content understandings. For example, the candidate notes that, "All students could give a complete explanation using some commonly used vocabulary/symbols words like *character, conflict, plot, theme* (video time stamps 4:35, 5:07). Most of the students could compare and contrast literary elements (the language function). However, other students' explanations were incomplete (e.g., work sample for Student 2), not explaining how a specific literary element differs from one story to the other, suggesting that some students still need support to further develop their ideas."

At Level 5, the candidate meets Level 4 **AND** the candidate explains and provides evidence of language use and content understanding for students with varied needs. For example, the candidate explains and provides evidence that students with distinct language needs are using the language for literacy learning.

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 literacy 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 literacy learning objectives assessed**. **OR** Next steps are **not described in sufficient detail** to understand them.	Next steps primarily **focus on changes to teaching practice that are superficially related to student literacy learning needs.**	Next steps **provide general support that improves literacy learning for the whole class (Tier 1) based on MTSS.**	Next steps provide **targeted** support to the whole class (Tier 1) **AND groups with similar patterns of learning (Tier 2) based on MTSS** to improve student learning related to literacy learning.	**Level 4 plus**: Next steps provide targeted support **to individuals (Tier 3) based on MTSS .**
		Next steps are **loosely connected with research, theory, or MTSS.**	Next steps are **connected** with research, theory, or MTSS.	

Understanding Rubric Level Progressions: Rubric 15

The Guiding Question

The Guiding Question addresses how the candidate uses conclusions from the analysis of student work and research, theory, or MTSS to propose the next steps of instruction. Next steps should be related to the standards/objectives assessed and based on the assessment that was analyzed. They also should address the whole class, groups with similar patterns of learning, and/or individual students.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Assessment Commentary **Prompts 4a–b**

Scoring Decision Rules

Multiple Criteria	▪ Criterion 1: Next steps for instruction ▪ Criterion 2: Connections to research, theory, or MTSS ▪ Place greater weight or consideration on criterion 1 (next steps for instruction).
AUTOMATIC 1	▪ None

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, *Primary Criterion*: Next steps focus on support for student learning that is general for the whole class, not specifically targeted for groups with similar patterns of learning or individual students. The supports address learning related to the learning objectives that were assessed.

To score at Level 3, *Secondary Criterion*: The candidate refers to research, theory, or MTSS when describing the next steps. The connections between the research, theory, or MTSS and the next steps are vague/not clearly made.

If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion**.

If evidence meets the primary criterion at Level 4, and candidate has NO connection to research, theory, or MTSS, the rubric is scored at Level 3.

Evidence that demonstrates performance below 3:

At Level 2, next steps are superficially related to the analysis of student learning and the standards and learning objectives assessed. Next steps address improvements in teaching practice that mainly focus on how the candidate structures or organizes learning tasks, with a superficial connection to student learning. There is little detail on the changes in relation to the assessed student learning. Examples include repeating instruction or focusing on improving conditions for learning such as pacing or classroom management, with no clear connections to how changes address the student learning needs identified.

At Level 1, next steps do not follow from the analysis **OR** are unrelated to the standards and learning objectives assessed **OR** are not described in sufficient detail to understand them, e.g., "more practice" or "go over the test."

Evidence that demonstrates performance above 3:

At Level 4, *Primary Criterion*: Next steps provide targeted support to the whole class as well as groups with similar patterns of learning to improve student learning related to literacy learning. Targeted supports are clearly aimed at supporting specific needs related to literacy learning for the whole class AND groups with similar needs. The candidate is explicit about how next steps will strategically support the whole class or groups with similar patterns of learning and explain how supports will address both the whole class's or group's needs in relation to the area of literacy learning.

At Level 4, *Secondary Criterion*: The candidate discusses how the research, theory, or MTSS is related to next steps in ways that make some level of sense given their students and learning segment. They may cite the research, theory, or MTSS in their discussion, or they may refer to the ideas from the research, theory, or MTSS. Either is acceptable, as long as they clearly connect the research, theory, or MTSS to their next steps.

To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research, theory, or MTSS (meet the secondary criterion at least at Level 3).

At Level 5, candidate meets Level 4 **AND** next steps are aimed at supporting specific student needs related to literacy learning for individuals. The candidate is explicit about how next steps will strategically support individuals and explain how that support will address each individual's needs in relation to the areas of literacy learning.

edTPA



Task 4: Multiple Subject, Mathematics Assessment Task

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

Multiple Subject, Mathematics Assessment Task 4 can be completed before or after you complete Multiple Subject, Literacy Tasks 1–3, but materials for **BOTH** assessments must be submitted for official scoring during the same scoring/submission window.

Mathematics Assessment Task 4: Assessing Students' Mathematics Learning

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. If your placement for mathematics has you responsible for a group rather than a whole class, plans should describe instruction for that group (**minimum of 4 students**). That group will constitute "the whole class" for edTPA Mathematics Assessment Task 4. **At least one of the focus students must have an identified learning need** (for example, an English learner, a student with an IEP [Individualized Education Program] or 504 plan, a student who struggles with reading, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge).
    - **NOTE:** Within your edTPA, you must include an English learner, a student with an identified disability, and a student from an underserved education group. You only need to meet this requirement once across your edTPA Tasks 1–4.[19]
- **Provide context information.** Complete and submit the **Multiple Subject, Mathematics Context for Learning Information** template found in your account. This template provides essential literacy information about your students and your school/classroom. The context information you submit should be **no more than 4 pages,** including prompts.
- **Identify a learning segment.** Review the curriculum with your cooperating teacher and select a learning segment of **3–5 consecutive lessons** that will include the student formative assessment you will analyze for this task.
- **Identify a central focus** along with the content standards and objectives taught in the learning segment and assessed in this task. The central focus is a theme of the learning segment that supports students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills.
- **Briefly describe the instruction** preceding the formative assessment by completing the **Multiple Subject, Mathematics Learning Segment Overview template** (**no more than 2 pages**) found in your account. Then submit the completed template.

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 whole class featured in a learning segment. (If you are teaching only a group within the class for the learning segment, that group will be "the whole class.") The formative 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

[19] If you do not have any English learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.

- conceptual understanding,
- computational/procedural fluency, and
- mathematical reasoning/problem-solving skills.

- **Submit a blank copy** of the chosen 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 for the formative assessment and submit as Part D.
- **Collect and analyze student work** from the chosen formative assessment and summarize student learning in graphic (chart or table) or narrative form to identify patterns of learning within and across students in the class. You may submit text files with scanned student assessments **OR**, for oral assessments of primary grade students (e.g., counting), a video or an audio file. (**NOTE:** The oral assessment must be given to each student in the whole class, though not necessarily on the same day.) For each focus student, a video or an audio work sample must be no more than 5 minutes in total running time.
- **Select and submit 3 student work samples that demonstrate an area of struggle identified in your analysis and analyze the errors or misconceptions related to the struggle.**
- **Respond to prompts 1–3** in the Mathematics Assessment Commentary template found in your account after analyzing student work from the selected assessment. Then teach your re-engagement lesson (see below), respond to prompt 4, and submit the completed template.

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 3 focus students during one-on-one, small group, or whole class implementation.
- **Collect and submit the 3 focus students' assessment (mathematics work) examples from the re-engagement lesson** that provide new evidence of student mathematical understanding (formative assessment). You may submit text files with scanned student work **OR**, for oral assessments of primary grade students (e.g., counting), a video or an audio file. (**NOTE:** The oral assessment must be given to each student participating in the class re-engagement lesson, though not necessarily on the same day.) For each focus student, a video or an audio work sample must be no more than 5 minutes in total running time.
- **Evaluate the effectiveness of the re-engagement lesson** and consider its impact on student learning.

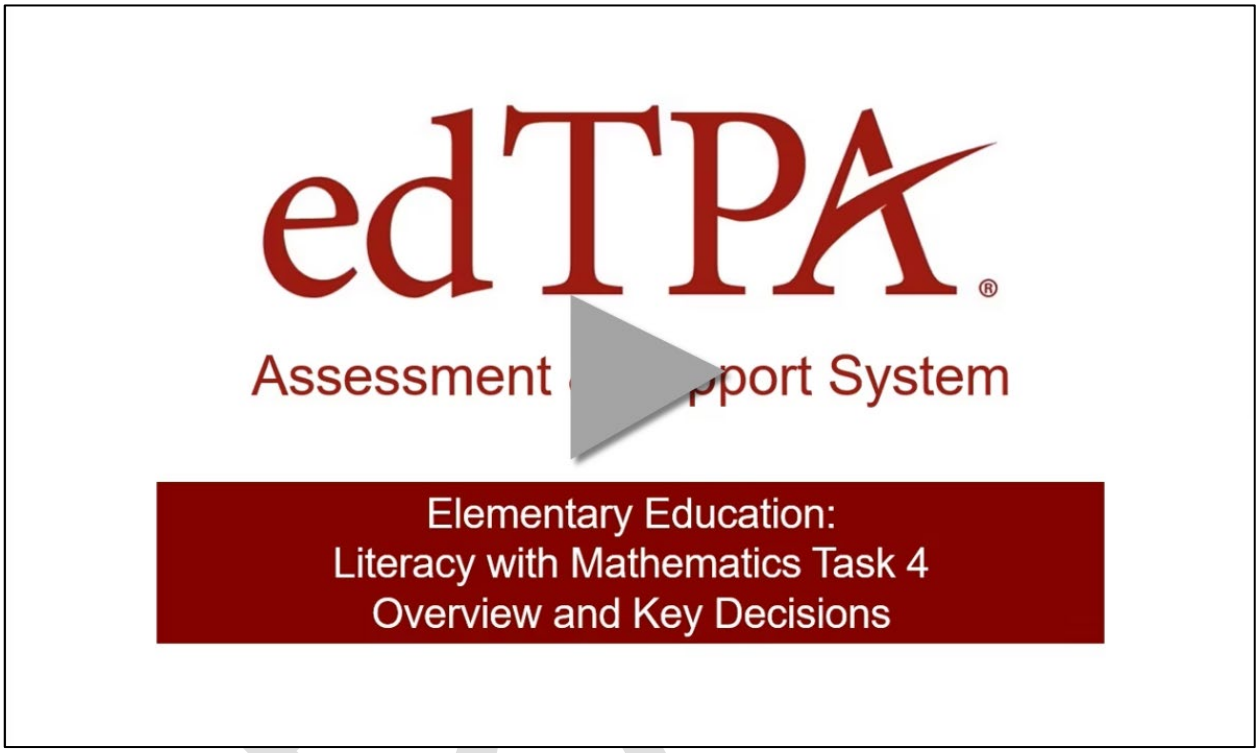
See the Mathematics Assessment Task 4 Artifacts and Commentary Specifications in the Multiple Subject, Mathematics Task 4 Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

If you submit a student assessment sample as a video or an audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: (1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Mathematics Assessment Commentary; (2) embed quotes with time-stamp references in the commentary response; or (3) insert captions in the video (captions for this purpose will be considered permissible editing). If you submit a student work sample as a video or audio clip and additional students are present, clearly identify which students are your focus student(s) in the applicable Mathematics Assessment Commentary prompt (**in no more than 2 sentences**).

To better understand requirements for your Multiple Subject, Literacy with Mathematics portfolio, review the *Making Good Choices Addendum for Elementary Education: Literacy with Mathematics Task 4* document for supplementary advice for completing specific components of Mathematics Task 4.

Candidate Support Webinar: Task 4: Literacy with Mathematics Task 4 Overview and Key Decisions

To better understand requirements for your Multiple Subject, Literacy with Mathematics portfolio, review the following video for Elementary Education: Literacy with Mathematics Task 4.



Video URL: https://vimeo.com/805275455/5b640f33c8

How Will the Evidence of My Teaching Practice Be Assessed?

For Mathematics Assessment Task 4, your evidence will be assessed using rubrics 16–18, which appear on 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**. **OR** **There are significant content inaccuracies that affect analysis.** **OR** Candidate **does not include a summary (graphic or narrative) of whole class student work**.	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.**

Understanding Rubric Level Progressions: Rubric 16

The Guiding Question

The Guiding Question addresses candidates' analysis of the summary of whole class work to identify patterns of student learning.

Key Concepts of Rubric:

- Aligned[20]
- Procedural fluency
- Significant content inaccuracies
- Conceptual understanding
- Mathematical reasoning
- Evaluation criteria
- Patterns of learning

Primary Sources of Evidence:

Mathematics Assessment Commentary **Prompts 1a–c**

Evaluation criteria

Summary of student learning for the whole class (graphic or narrative)

Blank copy of formative assessment

Scoring Decision Rules

Multiple Criteria	▪ N/A for this rubric.
AUTOMATIC 1	▪ There is a pattern of **significant content inaccuracies** that affect analysis.

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, the narrative or graphic summary highlights the differences in mathematical performance for the whole class. The analysis is aligned with the evaluation criteria; the candidate identifies what students did right **AND** wrong within the whole class related to conceptual understanding **AND** procedural fluency or mathematical reasoning/problem solving.

The identified differences in the analysis are aligned with the narrative or graphic summary. For example, "As a whole class, the students know how to find the area and perimeter of a shape with the exception of a few individuals. The students were able to accurately calculate the perimeter by adding the sides or calculate the area by multiplying the lengths and widths of the

[20] Links to terms from the edTPA Multiple Subject, Literacy with Mathematics Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

rectangles. The main error that caused some students to miss points was in labeling their answer with the correct units. Some students made errors in multiplying, regrouping, or adding. A few individuals were not able to differentiate between solving for area or perimeter."

Evidence that demonstrates performance below 3:

At Level 2, the analysis and/or summary does not include errors **OR** strengths related to conceptual understanding. The analysis focuses generally on errors **OR** strengths. The analysis focuses on only one area of mathematical understanding: conceptual understanding, procedural fluency, **OR** mathematical reasoning/problem solving. For example: "As a whole class, the students know how to find the area and perimeter of a shape with the exception of a few individuals. The students were able to accurately calculate the perimeter by adding the sides or calculate the area by multiplying the lengths and widths of the rectangles."

At Level 1, there is a significant lack of alignment between evaluation criteria, learning objectives, and summary and/or analysis **OR** the candidate does not include a summary (graphic or narrative) of whole class student work.

Automatic Score of 1 is given when:

There is a pattern of significant content inaccuracies that affect analysis. Content flaws are significant and systematic and interfere with the analysis of student work.

Evidence that demonstrates performance above 3:

At Level 4, the analysis identifies the direct relationship between the patterns of learning to students' understanding of conceptual understanding **AND** procedural fluency or reasoning/problem solving. The analysis goes beyond a listing of whole class strengths and errors, to an explanation of patterns of learning in relation to conceptual understanding **AND** procedural fluency or reasoning/problem solving.

Specific evidence from the summary is used to demonstrate the whole class patterns. For example: "As a whole class, the students have a solid understanding of how to find the area and perimeter of a shape with the exception of a few individuals. The students were able to identify which measures to use for either area or perimeter from the provided shape and were able to accurately calculate the perimeter by adding the sides or calculate the area by multiplying the lengths and widths of the rectangles. The main error that caused some students to miss points was in labeling their answer with the correct units (plane or square) that were specific to the problem they were solving. Some students made errors in multiplying, regrouping, or adding. A few individuals were not able to differentiate between solving for area or perimeter. This could be seen in their choice of which measures to pick when calculating perimeter or area and also in their choice of which calculation to use to find the perimeter or area of the figure."

At Level 5, the candidate meets Level 4 **AND** the candidate describes how the different patterns of learning are connected.

Rubric 17: Analyzing Individual Student Assessment 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 3 focus student work samples to identify the specific** student struggles (errors, confusions, or partial understandings).	Candidate uses evidence from the 3 focus student work samples to **explain** the specific 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.**

Understanding Rubric Level Progressions: Rubric 17

The Guiding Question

The Guiding Question addresses using three student work samples to describe students' struggles with a particular area of math misunderstanding based on the whole class performance analysis.

Key Concepts of Rubric:

- Struggles[21]
- Mathematical understanding

Primary Sources of Evidence:

Mathematics Assessment Commentary **Prompts 2a–c**

Three focus student work samples

Scoring Decision Rules

Multiple Criteria	▪ N/A for this rubric
AUTOMATIC 1	▪ None

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, the candidate uses examples from the three focus student work samples to identify the specific student struggle(s) (e.g., mathematical errors, confusions, or partial understandings). The analysis focuses on the underlying mathematical understanding(s) as related to the identified specific struggle(s) and aligns with the student work samples.

The identified struggle(s) are clearly identified in terms of them being a mathematical error, confusion, or partial understanding. For example, "The lesson specifically focused on helping students adding three one-digit numbers efficiently by making ten and adding the third number. You can see in Student 1's worksheet that they just added the numbers in order. Students 2's and 3's worksheets show that they circled random numbers before adding the three numbers. Sometimes they circled numbers that added to ten, but most times they did not. When the three one-digit numbers were included in the context of a word problem, you can see in all three students' work samples that they were not able to pull out all three of the numbers to add."

Evidence that demonstrates performance below 3:

At Level 2, most work samples align with the identified area of struggle. Student work samples reveal partial alignment with the identified student struggle(s). Not all three student work samples are included in the analysis.

[21] Links to terms from the edTPA Multiple Subject, Literacy with Mathematics Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

The analysis might read, “The lesson specifically focused on helping students adding three one-digit numbers efficiently by making ten and adding the third number. You can see in Student 1’s worksheet that she just added the numbers in order. Sometimes students circled numbers that added to ten, but most times they did not. When the three one-digit numbers were included in the context of a word problem, most of the students were not able to pull out all three of the numbers to add as you can see in all Student 1’s work sample.” **NOTE:** Because examples from all three students’ work samples were not included, this cannot score above a 2.

At Level 1, student work samples reveal no relation to the area of struggle as identified in the whole class analysis. The analysis of each focus student’s struggle(s) is not supported by their work samples.

Evidence that demonstrates performance above 3:

At Level 4, the analysis directly connects the identified student struggle(s) to the underlying mathematical concept(s). For example, “The lesson specifically focused on helping students adding three one-digit numbers efficiently by making ten and adding the third number. When asked to add three 3-digit numbers listed in a column, the three focus students struggled to find two numbers that made 10 and then add the third number. This shows students’ lack of understanding of the associative property. Rather than circling the numbers that added to ten, they added the three numbers in order. When the three one-digit numbers were included in the context of a word problem, some of the students were not able to pull out all three of the numbers and just added the first two numbers. This shows only a partial understanding of being able to read and interpret a word problem and may be connected to students previously only solving word problems with two addends.”

At Level 5, the candidate meets Level 4 **AND** describes the direct relationship between the incorrect response(s) and the underlying mathematical misunderstanding that needs to be addressed.

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.** **OR** **Targeted learning objective/goal is not aligned with the identified area of struggle.**	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 3 student work samples to describe whether or not the re-engagement strategy was effective.**	Candidate uses **specific** evidence of student learning from the 3 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.

Understanding Rubric Level Progressions: Rubric 18

The Guiding Question

The Guiding Question addresses how the candidate evaluates the re-engagement lesson in terms of developing each focus student's mathematical knowledge.

Key Concepts of Rubric:

- Re-engagement[22]
- Effectiveness

Primary Sources of Evidence:

Mathematics Assessment Commentary **Prompts 3a–b, 4a–c**

Three focus student work samples from re-engagement lesson

Scoring Decision Rules

Multiple Criteria	▪ N/A
AUTOMATIC 1	▪ Targeted learning objective/goal is not aligned with the identified area of struggle.

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, the candidate shows whether or not the re-engagement strategy was effective by describing evidence in the three student work samples and by providing examples of what students did during the re-engagement lesson. For example: "As you can see from student work, the re-engagement lesson was effective for the most part. The students were able to use angle models as a tool in calculating what the missing angle was. In work samples one, two, and three, the students correctly identified the missing angles in most of the triangles. For Student 1 and Student 2, you can see in their work samples that they were able to find the missing angle when either two interior or exterior angles were provided. For Student 3, you can see that the student could find the missing angle when interior angles were provided, but could not find the missing angle when only exterior angles were provided for known angles."

Evidence that demonstrates performance below 3:

At Level 2, the candidate provides little evidence from student work samples to explain the effectiveness of the re-engagement strategy. The explanation is vaguely related to the identified need. For example: "Two of the three students correctly identified the missing angles of the triangles. One student was only able to solve two of the four problems on the worksheet."

[22] Links to terms from the edTPA Multiple Subject, Literacy with Mathematics Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

At Level 1, the candidate provides no evidence from student work samples to explain the effectiveness of the re-engagement strategy OR the candidate cites evidence that does not align with the student work samples.

Automatic Score of 1 is given when:

Targeted learning objective/goal is not aligned with the identified area of struggle.

Evidence that demonstrates performance above 3:

At Level 4, the candidate provides specific examples from student work that are used to evaluate whether the re-engagement lesson was effective or not.

The examples of student work are specifically related to the strategies/activities in the re-engagement lesson. For example: “As you can see from student work, the re-engagement lesson was effective for the most part. The students were able to use angle models as a tool in calculating what the missing angle was. In work samples one, two, and three, the students correctly identified the missing angles in most of the triangles. For Student 1 and Student 2, you can see in their work samples that they were able to find the missing angle when either two interior or exterior angles were provided. Their use of the angle models to measure both interior and exterior angles was effective. You can see in Problems 3 and 4 that the two students were able to use the exterior angle given to calculate the missing interior angle. For Student 3, you can see that the student could find the missing angle when interior angles were provided (Problems 1 and 2), but could not find the missing angle when only exterior angles were provided for known angles (Problems 3 and 4). When there was only an exterior angle given, the student struggled to subtract the exterior angle from 180° to find the interior angle.”

At Level 5, the candidate meets Level 4 **AND** student work samples show improvement or lack of improvement from initial student work samples. The candidate analyzes the change in student learning in terms of mathematical understanding or misconceptions using evidence from the re-engagement lesson.

The candidate references both the initial formative assessment and the re-engagement assessment in analyzing the change in student learning. For example: “As you can see from student work, the re-engagement lesson was effective for the most part. The students were able to use angle models as a tool in calculating what the missing angle was. In work samples one, two, and three, the students correctly identified the missing angles in most of the triangles. For Student 1 and Student 2, you can see in their work samples that they were able to find the missing angle when either two interior or exterior angles were provided. Their use of the angle models to measure both interior and exterior angles was effective. You can see in Problems 3 and 4 that the two students were able to use the exterior angle given to calculate the missing interior angle. This is a change from the initial assessment, when Students 1 and 2 would add up the two given angles to label the unknown angle. For Student 3, you can see that the student could find the missing angle when interior angles were provided (Problems 1 and 2), but could not find the missing angle when only exterior angles were provided for known angles (Problems 3 and 4). When there was only an exterior angle given, the student struggled to subtract the exterior angle from 180° to find the interior angle. In the initial assessment, Student 3 was unable to label any missing angles, so, their ability to label the angles when the other two interior angles is given shows that the re-engagement lesson impacted their learning.”

Multiple Subject, Literacy with Mathematics Task 4 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. **NOTE:** Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements. If you have materials in languages other than English or Spanish, these must be translated into English as per the *edTPA Submission Requirements*. Those translations should be added to the original materials as part of the same file or, if applicable, to the end of the commentary template. There is no page limit for required translations into English.

Literacy Planning Task 1: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Literacy Context for Learning Information (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 4 pages**, including prompts	▪ Use Arial 11-point type. ▪ Single space with 1-inch 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 Literacy 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 all 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	No limit	▪ 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: Literacy Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 9 pages** of commentary, including prompts	▪ Use Arial 11-point type. ▪ Single space with 1-inch margins on all sides. ▪ Respond to prompts before teaching the learning segment.

Literacy Instruction Task 2: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Video Clips[23]	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	1	2	**No more than 20 minutes total running time** (but not less than 3 minutes)	▪ Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear on the video. ▪ Refer to Literacy Instruction 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: Literacy 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 additional pages** of supporting documentation
					▪ Use Arial 11-point type.
					▪ Single space with 1-inch margins on all sides.
					▪ **IMPORTANT:**
					▪ Insert documentation at the end of the commentary file if
					  ▪ you or the students are using graphics, texts, or images that are not clearly visible in the video
					  ▪ you chose to submit a transcript for occasionally inaudible portions of the video
					▪ 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").

[23] **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Literacy Assessment Task 3: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Student Literacy Work Samples[24]	**For written work samples:** .doc; .docx; .odt; .pdf **For audio work samples:** asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma **For video work samples:** asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	3	3[25]	No page limit for written work samples **No more than 5 minutes per focus student** for video or audio work samples	▪ For written work samples, 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. If your students' writing is illegible, write a transcription directly on the work sample. ▪ 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). If more than one focus student appears in a video or audio work sample, upload the same work sample separately for each focus student who is seen/heard and label appropriately. Describe how to recognize each of the focus students in the clip and provide the label associated with the clip in Prompt 1d of the Literacy Assessment Commentary. ▪ When naming each literacy work sample file, include the student number **AND** the word *literacy* in the file name. ▪ If you submit a student work sample as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: (1) attach a transcription of the inaudible comments (no more than 2 additional pages) to the end of the Literacy Assessment Commentary; (2) embed quotes with time-stamp references in the commentary response; or (3) insert captions in the video (captions for this purpose will be considered permissible editing).

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[24] **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

[25] Since the electronic portfolio management system currently accepts only 3 work sample files for Part A, not 6 files, if you have audio or video work samples AND written work samples, include a note that describes specifically where the work samples can be found in Prompt 1a of Part C: Literacy Assessment Commentary, then upload the work samples to the electronic portfolio management system using the following parts:

- Upload audio and/or video work samples in Part A: Student Literacy Work Samples (1 file for each student).
- Upload audio and/or written feedback in Part B: Evidence of Feedback (1 file for each student).
- Upload written work samples as 1 file along with the Evaluation Criteria in Part D: Evaluation Criteria.

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

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part B: Evidence of Feedback[26] 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:** asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma **For video clips (feedback and/or language use):** asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	0	4	No page limit for written feedback **No more than 3 minutes per focus student** for video or audio feedback **No more than 5 minutes** for video evidence of student language use	▪ Document the location of your evidence of feedback in Prompt 2a of the Literacy Assessment Commentary. ▪ If feedback is not included as part of the student literacy work samples or recorded on the video clips from Instruction Task 2, submit only **1** file for each focus student—a document, video file, **OR** audio file—and label the file with the corresponding student number (Student 1 Feedback, Student 2 Feedback, or Student 3 Feedback). ▪ If more than one focus student appears in a video or audio clip of feedback, upload the same clip separately for each focus student who is seen/heard and label appropriately. ▪ When naming each feedback file, include the student number in the file name. ▪ If you submit feedback as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: (1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Literacy Assessment Commentary; (2) embed quotes with time-stamp references in the commentary response; or (3) insert captions in the video (captions for this purpose will be considered permissible editing). ▪ For Academic Language – If you choose to submit a video clip of student language use, it should be **no more than 5 minutes**. You may identify a portion of a clip provided for Literacy Instruction Task 2 or submit an entirely new clip.

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[26] **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

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

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
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 additional pages** for the chosen assessment ▪ **if necessary, no more than 2 additional total pages** of transcriptions of video/audio evidence for a work sample and feedback, and/or video evidence of language use	▪ Use Arial 11-point type. ▪ Single space with 1-inch margins on all sides. **IMPORTANT:** Attach a blank copy of the chosen assessment, including directions/prompts provided to students.
Part D: Evaluation Criteria	.doc; .docx; .odt; .pdf	1	1	No limit	

Mathematics Assessment Task 4: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Mathematics Context for Learning Information (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 4 pages**, including prompts	▪ Use Arial 11-point type. ▪ Single space with 1-inch margins on all sides.
Part B: Elementary Mathematics 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-inch margins on all sides.
Part C: Mathematics Chosen Formative Assessment	.doc; .docx; .odt; .pdf	1	1	No limit	▪ **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	No limit	

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

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part E: Student Mathematics Work Samples[27]	**For written work samples:** .doc; .docx; .odt; .pdf **For audio work samples:** asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma **For video work samples:** asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	3	3[28]	No page limit for written work samples **No more than 5 minutes per focus student** for video or audio student work samples	▪ **IMPORTANT:** Submit the work samples from the chosen formative assessment. ▪ For written work samples, 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**. If your students' writing is illegible, write a transcription directly on the work sample. ▪ 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). If more than one focus student appears in a video or audio work sample, upload the same work sample separately for each focus student who is seen/heard and label appropriately. Describe how to recognize each of the focus students in the clip and provide the label associated with the clip in Prompt 2c of the Mathematics Assessment Commentary ▪ When naming each mathematics work sample file, include the student number **AND** the word *mathematics* in the file name. ▪ If you submit a student work sample as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: (1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Mathematics Assessment Commentary; (2) embed quotes with time-stamp references in the commentary response; or (3) insert captions in the video (captions for this purpose will be considered permissible editing). ▪ Work samples must be the same for all students unless modifications were required for the focus student(s).

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[27] **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

[28] Since the electronic portfolio management system currently accepts only 3 work sample files for Part E, not 6 files, if you have audio or video work samples AND written work samples, include a note that describes specifically where the work samples can be found in Prompt 1a of Part G: Mathematics Assessment Commentary, then upload the work samples to the electronic portfolio management system using the following parts:

- Upload audio and/or video work samples in Part E: Student Mathematics Work Samples.
- Upload written work samples after the blank work sample in Part C: Mathematics Chosen Formative Assessment. Make sure each student work sample is clearly labeled.

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

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part F: Examples of Student Work from Re-engagement Lesson[29]	**For written work samples:** .doc; .docx; .odt; .pdf **For audio work samples:** asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma **For video work samples:** asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	3	3[30]	No page limit for written work samples **No more than 5 minutes per focus student** for video or audio student work samples	▪ **IMPORTANT:** Submit the work samples from the re-engagement lesson. ▪ For written work samples, 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**. If your students' writing is illegible, write a transcription directly on the work sample. ▪ 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). If more than one focus student appears in a video or audio work sample, upload the same work sample separately for each focus student who is seen/heard and label appropriately. Describe how to recognize each of the focus students in the clip and provide the label associated with the clip in Prompt 4c of 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 you submit a re-engagement work sample as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: (1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Mathematics Assessment Commentary;(2) embed quotes with time-stamp references in the commentary response; or (3) insert captions in the video (captions for this purpose will be considered permissible editing). ▪ Work samples must be the same for all students unless modifications were required for the focus student(s). (Continued on next page)

[29] **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

[30] Since the electronic portfolio management system currently accepts only 3 work sample files for Part F, not 6 files, if you have audio or video work samples AND written work samples, include a note that describes specifically where the work samples can be found in Prompt 1a of Part G: Mathematics Assessment Commentary, then upload the work samples to the electronic portfolio management system using the following parts:

- Upload audio and/or video work samples in Part F: Examples of Student Work from Re-engagement Lesson.
- Upload written work samples after the blank assessment at the end of the commentary in Part G: Mathematics Assessment Commentary.

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

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
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 re-engagement assessment ▪ if necessary, no more than 2 additional pages of transcriptions of video/audio work samples	▪ Use Arial 11-point type. ▪ Single space with 1-inch margins on all sides. **IMPORTANT:** Attach a blank copy of the assessment from re-engagement lesson, with any necessary directions/prompts.

Multiple Subject, Literacy with Mathematics Task 4 Glossary

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

academic language: Oral and written language used for meaning making. Academic language is the "language of the discipline" used to engage students in learning and includes the means by which students develop and express content understandings. When completing their edTPA, candidates must consider the AL (i.e., **language demands**) present throughout the learning segment in order to support student learning and language development. The **language demands** include **language functions; vocabulary/symbols; active listening; grammatical structures;** and **written, visual, or verbal communication**

- **language demand:**[31] Specific ways that academic language (function; vocabulary/symbols; active listening; grammatical structures; and written, visual, or verbal communication) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding and language development.
- **language development:** The oral and written language, including discipline-specific academic language, used for meaning making, and is used to engage students in learning. Instruction leverages students' existing linguistic repertoires, including home languages and dialects, and accepts and encourages translanguaging. In literacy, oral and written language development is promoted by attending to vocabulary knowledge and use, grammatical structures, and as students read, listen, speak, and write with comprehension and effective expression.
- **language functions:** The literacy-based skill that is being used for the learning task, typically represented by active verbs within the learning outcomes. Common language functions in the language arts include **summarizing or retelling** a story; **describing** main ideas and details; **analyzing** and **interpreting** characters and plots; **explaining** a 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. **NOTE:** For Multiple Subject Literacy, the language function is often the same verb used to describe a literacy strategy or skill.
- **vocabulary/symbols:** Words and phrases with subject-specific meanings that differ from meanings used in everyday life; general academic vocabulary used across disciplines; subject-specific words and/or symbols defined for use in the discipline.[32]
- **active listening:** The process of fully engaging with a speaker. It involves paying attention, maintaining eye contact, and providing verbal and nonverbal feedback to the speaker with an intent to comprehend.
- **written, visual, or verbal communication:** How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral

[31] O'Hara, S., Pritchard, R., & Zwiers, J. (2012). Identifying academic language demands in support of the common core standards. *ASCD Express, 7*(17).

[32] Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for English language learners: What teachers need to know.

language; discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually.[33]

- **grammatical structures:** The rules for organizing words or symbols together into phrases, clauses, sentences, or visual representations; to organize language in order to convey meaning.[34]
- **language development supports:** The scaffolds, representations, and pedagogical strategies teachers provide to help learners understand, use, and practice the concepts and language they need to learn within disciplines (Santos, Darling-Hammond, Cheuk, 2012). The language supports planned within the lessons in edTPA should directly support learners to understand and use identified language demands (vocabulary/symbols; language function; active listening; grammatical structures; and written, visual, or verbal communication) to deepen content understandings.

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."[35] 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 or perform. Formal assessments may include, for example, quizzes, homework assignments, journals, projects, and performance tasks.

builds on student responses: Following up with student responses to ask additional questions to clarify or extend student thinking explicitly related to literacy instruction with a goal of extending student thinking. A candidate could use "how" or "why" questions to probe a student's response or could provide further information to deepen students' understanding.

- Examples of "building on student responses" include referring to a previous student response in developing a point or explanation; calling on the student to elaborate on what they said; posing questions to guide a student discussion; soliciting student examples and asking another student to identify what they have in common; asking a student to summarize a lengthy discussion or rambling explanation; and asking another student to respond to a student comment or answer a question posed by a student to move instruction forward.

central focus: In Multiple Subject, Literacy with Mathematics, the central focus is an overarching, big idea, or theme that connects the learning segment (i.e., the edTPA Task 1–3 lesson plans, materials, instruction, and assessments). Within a Multiple Subject, Literacy context, the learning segment may center on a theme (e.g., insects or transportation), an interdisciplinary context (e.g., science, art), or a particular aspect of literacy development (e.g., retelling, making inferences). The central focus may or may not be identical to the literacy instruction that supports the development of foundational skills.

[33] Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for English language learners: What teachers need to know.

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

[35] Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. Phi Delta Kappan, 80(2), 139–148.

For Multiple Subject, Mathematics Task 4, the central focus is the theme of the learning segment that should identify what students will develop in relation to conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills. A central focus for an intermediate grade 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.

challenge: Extending or probing ahead of a learner's current knowledge or performance levels.

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.

deficit thinking: Deficit thinking is revealed when candidates explain low academic performance based primarily on students' cultural or linguistic backgrounds, the challenges they face outside of school or from lack of family support. When this leads to a pattern of low expectations, not taking responsibility for providing appropriate support, or not acknowledging any student strengths, this is a deficit view.

developmentally inappropriate feedback: Feedback addressing concepts, skills or procedures well above or below the content assessed (without clearly identified need) OR feedback that is not appropriate for the developmental level of the student (e.g., lengthy written explanations for young children or English learners).

disciplinary context: The learning experiences of a specific subject matter and the text types, structures, and features unique to the discipline that help to make meaning.

effective expression: Students learn to examine the author's craft as they read, analyzing how authors use language, text structure, and images to convey information, influence, or evoke responses from readers. They learn to effectively express themselves as writers, discussion partners, and presenters, and they use digital media and visual displays to enhance their expression. They gain command over the conventions of written and spoken English, and they learn to communicate in ways appropriate for the purpose, audience, context, and task.

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: Evidence for edTPA consists of **artifacts** that document how you planned and implemented instruction **AND commentaries** that explain your plans and what is seen in the videorecording(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 Pearson ePortfolio System.

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: Learning outcomes in each lesson that identify the focus of literacy learning supported during the learning segment. Learning outcomes are derived from the standards in each lesson.

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

- For Multiple Subject, Literacy, the learning segment should be literacy instruction that supports the development of foundational skills.
- For Multiple Subject, Mathematics, the learning segment 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 third grade that is focused on describing characters in a story or could include reading and a discussion of text that requires students to consider various characters' motivation and feelings and possible outcomes in a story. A possible foundational skill for this learning task may be fluency. 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 >.

meaning making: The process by which learners make connections with prior knowledge and experiences (i.e., interpreting texts; composing texts; engaging in research; participating in discussions; speaking with others; and listening to, viewing, and giving presentations) and actively construct knowledge by engaging with content in a meaningful and relevant way.

misconception: For literacy, includes confusion about a strategy or skill (e.g., misunderstanding about text purpose and structure, application of a skill, or multiple meaning words). For mathematics, a misconception stems from an erroneous framework about mathematical relationships or concepts, sometimes based on informal generalizations from experience. For example, a student may believe that multiplying two numbers always results in a larger number than either of the numbers being multiplied. This misconception is likely to cause difficulty when learning to multiply fractions.

multi-tiered system of supports (MTSS): A proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective. When implemented appropriately, MTSS includes instruction for students whose literacy skills are not progressing as expected toward grade-level standards.[36]

[36] https://www.cde.ca.gov/ci/cr/ri/

patterns of learning: Includes **both** quantitative and qualitative patterns (or consistencies) for different groups of students or individuals. Quantitative patterns indicate in a numerical way the information understood from the assessment (e.g., 10 out of 15 students or 20% of the students). Qualitative patterns include descriptions of understandings, misunderstandings, and/or developmental approximations that could explain the quantitative patterns (e.g., "given that most students were able to . . . it seems that they understand").

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

prior academic learning and/or 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:** Respectful actions and conduct are culturally defined and may be context dependent. Scorers are cautioned to avoid bias related to their own culturally constructed meanings of respect.

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).

significant content inaccuracies: Content flaws in commentary explanations, lesson plans, or instructional materials that will lead to student misunderstandings and the need for reteaching.

strengths-based perspective (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, which 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, worldviews, literature, art, and so on, that a teacher can draw upon to support learning.
- **linguistic:** Refers to the languages and dialects, spoken and written, that students may speak or hear at home, at school, and/or in the community, 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.

trauma-informed practices: Trauma-informed practices focus on creating a safe school culture and supporting students' self-efficacy. Examples include being aware of triggers, providing students a safe space to share and express their feelings, helping students develop a "growth" mindset, using restorative practices that minimize punitive discipline outcomes, building relationships, meeting students where they are.

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 or 504 plans, English 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.

foundational skills: Specific knowledge needed for reading and comprehending or composing text, including phonemic/phonological awareness, print concepts, decoding, word analysis, sight-word recognition, morphology, accuracy, and fluency. As written in the Literacy Standard and Teacher Performance Expectations for Preliminary MS and SS Credentials, foundational skills "includes print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity)." Foundational skills should not be confused with prerequisite skills, which are fully developed before the learning segment begins. See the Understanding Rubric Level Progression after each rubric in this handbook for additional guidance. Candidates should also see Resource Guide to Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.[37]

high-quality, evidence-based literacy instruction: Crosscut of the five themes of the ELA/ELD framework, the four strands of the ELA standards, and the three parts of the ELD Standards. See Appendix A for descriptions of the crosscut.

meaningful context: Use of literacy in students' everyday lives or texts that reflect the experiences and interests of students. For example, asking students to summarize a text that students choose to read based on personal interests would provide a meaningful context, but asking students to summarize a text chosen solely by the teacher, without regarding students' interests or backgrounds, would not be. **NOTE:** For additional information about the strategy/foundational reading skill distinction and examples for reading, please use the EL skills/strategies chart found in Appendix B.

Mathematics-Specific Glossary Terms

assessment (summative and formative): Summative and formative assessments play an integral part in 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

[37] https://www.cde.ca.gov/ci/rl/cf/documents/foundskillswhitepaper.pdf

content.[38] Examples of formative assessments could include observations, questioning strategies, and self- and peer-assessments.[39]

conceptual understanding: "Students demonstrate *conceptual understanding* in mathematics . . . when they recognize, label, and generate examples of concepts; use and interrelate models, diagrams, manipulatives, and varied representations of concepts; identify and apply principles; know and apply facts and definitions; compare, contrast, and integrate related concepts and principles; recognize, interpret, and apply the signs, symbols, and terms used to represent concepts."[40]

effectiveness: Evaluation of the impact of the re-engagement strategies on students' mathematical understandings in relation to the identified struggle.

mathematical reasoning: "[T]he capacity to think logically about the relationships among concepts and situations. Such reasoning is correct and valid, stems from careful consideration of alternatives, and includes knowledge of how to justify the conclusions. . . . One uses it to navigate through the many facts, procedures, concepts, and solution methods and to see that they all fit together in some way, that they make sense."[41]

mathematical understanding: 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 patterns (or consistencies) for different groups of students or individuals. Quantitative patterns indicate in a numerical way the information understood from the assessment (e.g., 10 out of 15 students or 20% of the students). Qualitative patterns include descriptions of understandings, misunderstandings, partial understandings, and/or developmental approximations and/or attempts at a solution related to a concept or a skill that could explain the quantitative patterns.

For example, if the majority of students (quantitative) in a class ordered unit fractions from least to greatest as ½, ⅓, ¼, ⅕, 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).

problem-solving skills: Skills to "engag[e] in a task for which the solution method is not known in advance."[42]

procedural fluency: Procedural fluency is a critical component of mathematical proficiency. Procedural fluency is the ability to apply procedures accurately, efficiently, and flexibly; to

[38] Garrison, C., & Ehringhaus, M. (2007). Formative and summative assessments in the classroom. Retrieved from http://www.amle.org/portals/0/pdf/articles/Formative_Assessment_Article_Aug2013.pdf

[39] Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2003). *Assessment for learning: Putting it into practice.* Berkshire, England: Open University Press.

[40] National Assessment of Educational Progress (NAEP). 1990-2003 Framework, Mathematical Abilities. Retrieved from http://nces.ed.gov/nationsreportcard/mathematics/abilities.asp

[41] National Research Council. (2001). Adaptive reasoning. In *Adding it up: Helping children learn mathematics* (p. 151). Washington, DC: National Academy Press.

[42] National Council of Teachers of Mathematics (NCTM). (2000). *Principles and standards for school mathematics* (p. 52). Reston, VA: NCTM.

transfer procedures to different problems and contexts; to build or modify procedures from other procedures; and to recognize when one strategy or procedure is more appropriate to apply than another. To develop procedural fluency, students need experience in integrating concepts and procedures and building on familiar procedures as they create their own informal strategies and procedures. Students need opportunities to justify both informal strategies and commonly used procedures mathematically, to support and justify their choices of appropriate procedures, and to strengthen their understanding and skill through distributed practice.[43]

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.

representation: The term representation refers both to process and to product—in other words, to the act of capturing a mathematical concept or relationship in some form and to the form itself. . . . Moreover, the term applies to processes and products that are observable externally as well as to those that occur "internally," in the minds of people doing mathematics. All these meanings of representation are important to consider in school mathematics. (From National Council of Teachers of Mathematics [2000]. *Principles and Standards for School Mathematics,* p. 67)

struggles: Skills on the assessment where the students do not demonstrate mathematical knowledge as related to conceptual understanding, procedural fluency, and/or mathematical reasoning/problem solving.

[43] From "Procedural Fluency in Mathematics". Downloaded from www.nctm.org on February 9, 2016.

Appendix A: Crosscut of Themes, Strands, and Parts

Themes of the ELA/ELD Framework[44]

Foundational Skills	Meaning Making	Language Development	Effective Expression	Content Knowledge
Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary	Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.	Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young	Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share,

[44] https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

Foundational Skills	Meaning Making	Language Development	Effective Expression	Content Knowledge
texts with comprehension and effective expression.			children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.	analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.

Four Strands of ELA/Literacy Standards[45]

Reading	Writing	Speaking and Listening	Language
Text complexity and the growth of comprehension. The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.	*Text types, responding to reading, and research.* The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand.	*Flexible communication and collaboration.* Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.	The Language standards include the essential "rules" of standard written and spoken English. However, language is presented as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

[45] https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf

Three Parts of ELD Standards[46]

Interacting in Meaningful Ways	Learning about How English Works	Using Foundational Literacy Skills
Set expectations for English learners to participate in meaningful, relevant, and intellectually challenging ways in various contexts and disciplines in three modes: collaborative, interpretive, and productive.	Focus on the ways in which English learners develop awareness of language resources available to them, how English is structured and organized, and how meaning is made through language choices. Instruction about English is designed to improve ELs' ability to comprehend and produce academic texts in various content areas.	This specialized instruction is designed by adapting, in particular, the Reading Standards in Foundational Literacy Skills (K–5) in the CA CCSS for ELA/Literacy based on the age, cognitive level, and previous literacy or educational experiences of ELs. Because the Reading Standards in Foundational Literacy Skills are intended to guide instruction for students in kindergarten through grade 5, these standards need to be adapted—using appropriate instructional strategies and materials—to meet the particular pedagogical and literacy needs of ELs at the secondary level, including the need to teach foundational literacy skills in an accelerated time frame.

[46] https://www.cde.ca.gov/sp/ml/documents/eldstndspublication14.pdf

Appendix B: Foundational Skills Across the Multiple Subject Grade Span

Transitional Kindergarten[47]

Children in transitional kindergarten make progress toward achievement of the kindergarten CA CCSS for ELA/Literacy foundational skills in reading. Instruction takes many forms and includes direct instruction, modeling, and meaningful exploration. Children participate in whole-class, small group, and individual lessons. The foundational skills are taught in a purposeful context that ensures children are eager to learn. Alphabet letters, for example, are not taught merely for their own sake. Children witness the symbols' importance in many classroom routines: books read aloud, their dictated thought recorded in print, information accessed in center materials, and a range of other activities.

Children recognize that the alphabetic code is important and has a valuable role to play in their lives. At the same time, teachers do not assume that children learn the letters and their corresponding sounds simply through exposure. They provide systematic and thoughtful instruction and make explicit links with the print children see and use in the room and in their lives. In chapter 3 of the ELA/ELD Framework, see Figure 3.16. California Preschool Learning Foundations, Related to Reading.

English Language Development in Transitional Kindergarten

In transitional kindergarten, the main instructional emphasis in designated ELD is oral language development, including collaborative discussions, retellings of events and stories, language awareness, and a strong emphasis on general academic and domain-specific vocabulary knowledge. However, other understandings about literary and informational texts enter into designated ELD instruction, as well. In chapter 3 of the ELA/ELD Framework, see Figure 3.11. Foundational Literacy Skills for ELs in the Transitional Kindergarten through Grade One Span.

Kindergarten[48]

Children in kindergarten gain an understanding of print concepts, develop phonological awareness, and acquire initial phonics and word recognition skills (RF.K.1–3). In addition, they develop fluency appropriate for this level (RF.K.4). These foundational skills are vital for independence with written language, and instructional programs include a clear systematic focus on their development. In chapter 3 of the ELA/ELD Framework, see Figure 3.24. Kindergarten Standards in Phonological Awareness with Examples and Figure 3.25. Kindergarten Standards in Phonics and Word Recognition with Examples.

[47] https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter3.pdf

[48] https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter3.pdf

English Language Development in Kindergarten

In Kindergarten, the main instructional emphases in designated ELD are oral language (including collaborative discussions), language awareness, and a strong emphasis on general academic and domain-specific vocabulary. Other understandings about literary and informational texts enter into designated ELD instruction, as well. In chapter 3 of the ELA/ELD Framework, see Figure 3.11. Foundational Literacy Skills for ELs in the Transitional Kindergarten through Grade One Span.

Grade One[49]

Children in grade one advance significantly in their phonological awareness, basic decoding and word recognition skills, and fluency. They learn to decode and recognize an increasing number of words accurately and automatically, and they have many opportunities to practice using their skills. In chapter 3 of the ELA/ELD Framework, see Figure 3.31. Grade One Standards in Phonological Awareness with Examples and Figure 3.33. Grade One Standards in Phonics and Word Recognition with Examples.

English Language Development in Grade One

In grade one, the main instructional emphases in designated ELD are oral language development, including collaborative discussions, language awareness, and general academic and domain-specific vocabulary. However, other understandings about literary and informational texts enter into designated ELD instruction as well. Children discuss ideas and information from ELA and other content areas using the language (e.g. , vocabulary, grammatical structures) of those content areas and also discuss the new language they are learning to use. In chapter 3 of the ELA/ELD Framework, see Figure 3.11. Foundational Literacy Skills for ELs in the Transitional Kindergarten through Grade One Span.

Grade Two[50]

Children in grade two continue to develop phonics and word recognition skills. They learn to read words with more complex spelling patterns, words consisting of two syllables, and words with common prefixes and suffixes. They also increase the number of irregularly spelled words that they can recognize by sight. Considerable focus is placed on building fluency with grade-level text. In chapter 4 of the ELA/ELD Framework, see Figure 4.18. Grade Two Standards in Phonics and Word Analysis Skills with Examples.

English Language Development in Grade Two

In grade two, EL students learn English, learn content knowledge through English, and learn about how English works. In chapter 4 of the ELA/ELD Framework, see Figure 4.12. Foundational Literacy Skills for ELs in Grades Two and Three.

[49] https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter3.pdf

[50] https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter4.pdf

Grade Three[51]

Children in grade three continue to develop phonics and word recognition skills, reading and writing increasingly complex words accurately and effortlessly. They have many opportunities to practice using their skills with a range of texts. In chapter 4 of the ELA/ELD Framework, see Figure 4.27. Grade Three Standards in Phonics and Word Analysis Skills with Examples.

English Language Development in Grade Three

In grade three, EL students learn English, learn content knowledge through English and learn about how English works. In chapter 4 of the ELA/ELD Framework, see Figure 4.12. Foundational Literacy Skills for ELs in Grades Two and Three.

Grade Four[52]

In grade four, foundational skills instruction centers on students' application of phonics and word analysis skills to multisyllabic words and the continued development of fluency. These skills are achieved in a number of ways. However, it is important to note that wide reading—which provides students with rich opportunities to engage in meaning making, expand their language, interact with models of effective expression, and acquire content knowledge— also supports students' in becoming increasingly competent with foundational skills. That is, reading extensively provides students with opportunities to use in concert the phonics and word recognition skills they have learned in wide-ranging contexts, and it contributes significantly to students' fluency.

English Language Development in Grade Four

Instruction in foundational skills for ELs should take into account various background characteristics of individual students, including literacy experiences and skills in the primary language, experience with foundational skills in English, and differences and similarities between English and the primary language.

Grade Five[53]

In grade five, the focus of foundational skills instruction is the consolidation of phonics and word-analysis skills in order to decode unfamiliar words in grade-level texts (RF.5.3a) and continued development of fluency (RF.5.4). A close link exists between the phonics and word recognition skills, vocabulary development, and spelling in grade five. Students use morphology (roots and affixes) to decode multisyllabic words, determine the meaning of multisyllabic words, and spell multisyllabic words. Instruction is directed at the integration of these skills. Fluency continues to be promoted through skilled models who demonstrate accurate, appropriately paced, and expressive reading aloud with increasingly sophisticated text. Students engage in repeated readings for authentic purposes, such as preparing for an oral rendering of a text, reader's theatre, audio recordings, and reading aloud to younger students. As noted previously,

[51] https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter4.pdf

[52] https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter5.pdf

[53] https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter5.pdf

wide reading especially contributes to fluency, as well as to other aspects of literacy development.

English Language Development in Grade Five

The CA ELD Standards emphasize that instruction in foundational literacy skills should be integrated with instruction in reading comprehension and in content across all disciplines.

Grades Six to Eight[54]

Ideally, by the time students enter middle school their knowledge of foundational skills is well established. They have a large base of sight words—those they recognize instantaneously—and they rapidly and effectively employ word recognition skills to identify new printed words. In short, they access printed language efficiently. Fluency, which includes accuracy, rate, and prosody, continues to develop as students engage in wide and extensive reading. Rate of reading varies, however, as it should, with the text and the task.

Fluency is important in that it supports comprehension. The greater the ease with which students can identify words accurately, the more cognitive resources they have available to engage in meaning making. If students are experiencing difficulty with fluency, that is their reading is slow and labored, it is critical to determine the reason. Some students may have inadequately developed decoding skills. Others may have insufficient language (i.e., vocabulary and syntax) or knowledge, both of which may also impact fluency. Still others may not have developed automaticity with printed language.

The primary way to support students' fluency is to ensure accuracy in decoding and engagement in wide, extensive reading of texts that are neither too simple nor too challenging. In addition, students should have authentic reasons to reread text because rereading also supports fluency.

English Language Development in Grades Six to Eight

Literacy instruction for ELs needs to be adapted based on each student's literacy profile, which includes the student's level of oral proficiency in the native language and English; the student's level of schooling and previous literacy experiences in his or her native language; how closely the student's native language is related to English; and, for students with native language literacy, the type of writing system. In chapter 6 of the ELA/ELD Framework, see Figure 6.8. Foundational Literacy Skills for ELs in Grades Six through Eight.

[54] https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter6.pdf

Appendix C: Academic Language

Language Demands

I. Functions

Definition	Examples (bolded and underlined within learning objectives)
▪ Purposes for which language is used ▪ Content and language focus of learning tasks often represented by the **active verbs within the learning outcomes**	Learning Objectives: ▪ Students will be able to **compare** two characters in a story. ▪ Students will be able to **explain** how claims support an argument. ▪ Students will be able to **describe** how the character resolves a conflict in the story.

II. Vocabulary/Symbols—Includes words, phrases, and symbols used within disciplines

Definition	Examples
Words and phrases with subject-specific meanings that differ from meanings used in everyday life	plot, conflict, character, setting
General academic vocabulary/symbols used across disciplines	compare, analyze, evaluate
Subject-specific words and/or symbols defined for use in the discipline	onomatopoeia, metaphor, vowels, consonants

III. Written, visual, or verbal communication

Definition	Examples
▪ How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language ▪ Discipline-specific written, visual, or verbal communication has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually.	▪ Creating narrative texts orally or in writing ▪ Constructing argument texts ▪ Interpreting graphic representations ▪ Composing essays (e.g., citing textual evidence)

IV. Grammatical structures

Definition	Examples
▪ The rules for organizing words or symbols together into phrases, clauses, sentences, or visual representations ▪ One of the main functions of grammatical structures is to organize language in order to convey meaning.	▪ Ordinal numbers to sequence events (e.g., first, next, last) ▪ Sentence structure for metaphors or analogies ▪ Rhyming or word patterns for poetry ▪ Simple to complex sentences in essay writing

Example of Planned Language Development Supports

To help programs and candidates begin to develop their understanding of language development supports, **start by examining a key standard or learning objective.**

The chart below identifies sample language demands with related examples of supports based on one selected learning objective in literacy.

Example learning objective: Students will ***analyze character traits*.**

Identified Language Demands	Planned Language Development Supports
Analyze (Function)	Model analyzing characters
Caring, stubborn (Vocabulary/symbols)	Review vocabulary/symbols and word chart
Descriptive sentences (Grammatical structures)	Create sentence stems to show structure of description