edTPA

Elementary Mathematics for Washington

Assessment Handbook

January 2013
edTPA stems from a twenty-five-year history of developing performance-based assessments of teaching quality and effectiveness. The Teacher Performance Assessment Consortium (Stanford and AACTE) acknowledges the National Board for Professional Teaching Standards, the Interstate Teacher Assessment and Support Consortium, and the Performance Assessment for California Teachers for their pioneering work using discipline-specific portfolio assessments to evaluate teaching quality. This version of the handbook has been developed with thoughtful input from over six hundred teachers and teacher educators representing various national design teams and Washington student-voice committees, national subject matter organizations (AAHPERD, ACEI, ACTFL, AMLE, CEC, IRA, NAEYC, NAGC, NCSS, NCTE, NCTM, NSTA), and content validation reviewers. All contributions are recognized and appreciated.

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Introduction to edTPA Elementary Mathematics for Washington

Purpose

edTPA is a nationally available performance assessment of readiness to teach for novices. The assessment is designed with a focus on student learning and principles from research and theory. 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

The Washington version adds a state emphasis of involving students in their own learning process and providing student-voice evidence. As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.

Summary of Tasks

In this assessment, you will develop and teach 3–5 consecutive mathematics lessons (or, if teaching within a large time block, 3–5 hours of connected instruction) referred to as a learning segment. Consistent with the Common Core State Standards for Mathematics\(^1\) and the Principles and Standards for School Mathematics (NCTM 2000), a learning segment prepared for this assessment should reflect a balanced approach to mathematics. This includes learning tasks where students have opportunities to develop and monitor their own conceptual understanding, procedural fluency, and mathematical reasoning/problem solving skills as well as to communicate precisely.

You will complete three tasks for edTPA:

1. Planning for Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning

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\(^1\) The Common Core State Standards for Mathematics (June 2010) can be found at [http://www.corestandards.org/the-standards/mathematics](http://www.corestandards.org/the-standards/mathematics). Note that Minnesota and Virginia have not adopted the Common Core State Standards for Mathematics.
The Cycle of Effective Teaching and the edTPA Tasks

The three edTPA tasks represent a cycle of effective teaching. The planning task documents your intended teaching, the instruction task documents your enacted teaching, and the assessment task documents the impact of your teaching on student learning.

Evidence of Teaching Practice: Artifacts and Commentaries

To complete the assessment, you will submit artifacts and commentaries as evidence of how you planned and implemented instruction to deepen student learning in mathematics.

- **Artifacts** represent authentic work completed by you and your students. These include lesson plans, copies of instructional and assessment materials, video clip(s) of your teaching, student work samples, and student-voice evidence.

- **Commentaries** are your opportunity to describe your artifacts, explain the rationale behind their choice, and analyze what you have learned about your teaching practice and your students’ learning and their understanding of their own learning. Note that although your writing ability will not be scored directly, commentaries must be clearly written and well focused.
When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. Refer to the Elementary Mathematics Evidence Chart for information about how your evidence should be formatted for electronic submission.

**Evaluation Criteria**

The evidence you submit will be judged on six components of teaching practice:

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

You will provide evidence for the planning, instruction, and assessment components within the corresponding tasks. You will provide evidence for the analyzing teaching component across all three tasks. You will provide evidence for the academic language component in planning, as well as in the instruction AND/OR assessment task. Evidence for the student-voice component will come from all tasks.

The rubrics used to score your performance on the edTPA portfolio are included in this handbook and follow the directions for each task. The descriptors in the five-level rubrics address a wide range of performance representing the knowledge and skills of a novice not ready to teach (Level 1) to the advanced practices of a highly accomplished beginner (Level 5).
Structure of the Handbook

The instructions on the following pages guide you in putting together the artifacts and commentaries required within the three tasks of edTPA. Within each task, instructions are organized into four sections:

1. **What to Think About**
2. **What Do I Need to Do?**
3. **What Do I Need to Write?**
4. **How Will the Evidence of My Teaching Practice Be Assessed?**

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

- **Professional Responsibilities**: guidelines for the development of your evidence
- **Context for Learning Information**: prompts used to collect information about your school/classroom context
- **Evidence Chart**: requirements for electronic evidence submission, including supported file types, number of files, response length, and other important evidence specifications
- **Glossary**: definitions of key terms

Review all instructions carefully before beginning to teach the learning segment to ensure that you are well prepared for all tasks. If you are submitting artifacts and commentaries to Pearson for official scoring, refer to the Pearson website, [www.edTPA.com](http://www.edTPA.com), for complete and current information before beginning your work.

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2 Your preparation program will have additional resources, including the *Making Good Choices* document, that provide guidance as you develop your evidence.
## edTPA for Washington Tasks Overview

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<thead>
<tr>
<th>What to Do</th>
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<th>Evaluation Rubrics</th>
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<tbody>
<tr>
<td><strong>Task 1 Planning: Planning for Instruction and Assessment</strong></td>
<td></td>
<td><strong>Planning Rubrics</strong></td>
</tr>
<tr>
<td>▶ Select one class as a focus for this assessment.</td>
<td>▶ Part A: Context for Learning Information</td>
<td>Rubric 1: Planning for Mathematical Understandings</td>
</tr>
<tr>
<td>▶ Provide relevant context information.</td>
<td>▶ Part B: Lesson Plans for Learning Segment</td>
<td>Rubric 2: Planning to Support Varied Student Learning Needs</td>
</tr>
<tr>
<td>▶ Identify a learning segment to plan, teach, and analyze. Select a learning segment of 3–5 lessons (or, if teaching mathematics within a large time block, about 3–5 hours of connected instruction).</td>
<td>▶ Part C: Instructional Materials</td>
<td>Rubric 3: Using Knowledge of Students to Inform Teaching and Learning</td>
</tr>
<tr>
<td>▶ Identify a central focus. The central focus should support students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem solving skills.</td>
<td>▶ Part D: Assessments</td>
<td>Rubric 4: Identifying and Supporting Language Demands</td>
</tr>
<tr>
<td>▶ Write and submit a lesson plan for each lesson in the learning segment.</td>
<td>▶ Part E: Planning Commentary</td>
<td>Rubric 5: Planning Assessments to Monitor and Support Student Learning</td>
</tr>
<tr>
<td>▶ Select and submit key instructional materials needed to understand what you and the students will be doing.</td>
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<tr>
<td>▶ Respond to commentary prompts prior to teaching the learning segment.</td>
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<tr>
<td>▶ Choose one language function. Identify a learning task where students use that language function. Identify the language that students will be expected to use to engage in the learning task and your instructional supports.</td>
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<tr>
<td>▶ Submit copies or directions for all planned assessments from the learning segment.</td>
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<tr>
<td>What to Do</td>
<td>What to Submit</td>
<td>Evaluation Rubrics</td>
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<tr>
<td><strong>Task 2 Instruction: Instructing and Engaging Students in Learning</strong></td>
<td></td>
<td><strong>Instruction Rubrics</strong></td>
</tr>
<tr>
<td>▶ Obtain required permissions for videorecording from parents/guardians of your students and other adults appearing in the video.</td>
<td>□ Part A: Video Clip(s)</td>
<td>Rubric 6: Learning Environment</td>
</tr>
<tr>
<td>▶ Identify lessons to videorecord. You should be interacting with students to develop their understanding of mathematics concepts.</td>
<td>□ Part B: Instruction Commentary</td>
<td>Rubric 7: Engaging Students in Learning</td>
</tr>
<tr>
<td>▶ Videorecord your teaching and select 1 or 2 video clips (no more than 15 minutes total).</td>
<td></td>
<td>Rubric 8: Deepening Student Learning</td>
</tr>
<tr>
<td>▶ Analyze your teaching and your students’ learning in the video clip(s) by responding to commentary prompts.</td>
<td></td>
<td>Rubric 9: Subject-Specific Pedagogy: Using Representations</td>
</tr>
<tr>
<td></td>
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<td>Rubric 10: Analyzing Teaching Effectiveness</td>
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</table>
### Task 3 Assessment: Assessing Student Learning

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<tr>
<th>What to Do</th>
<th>What to Submit</th>
<th>Evaluation Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select <strong>one</strong> assessment from the learning segment that you will use to evaluate your students’ developing knowledge and skills. Submit the assessment used to evaluate student performance.</td>
<td>Part A: Student Work Samples</td>
<td><strong>Assessment Rubrics</strong></td>
</tr>
<tr>
<td>Define and submit the evaluation criteria you will use to analyze student learning.</td>
<td>Part B: Evidence of Feedback</td>
<td>Rubric 11: Analysis of Student Learning</td>
</tr>
<tr>
<td>Collect and analyze student work and related student-voice evidence articulating their own learning. Use this evidence to identify <strong>quantitative and qualitative</strong> patterns of learning within and across learners in the class.</td>
<td>Part C: Assessment Commentary</td>
<td>Rubric 12: Providing Feedback to Guide Learning</td>
</tr>
<tr>
<td>Select <strong>3 work samples</strong> with related student-voice evidence to illustrate your analysis that represent the patterns of learning. At least one of the students must be a student with specific learning needs.</td>
<td>Part D: Evaluation Criteria</td>
<td>Rubric 13: Student Use of Feedback</td>
</tr>
<tr>
<td>Summarize the learning of the whole class, and refer to work samples from three focus students to illustrate patterns in student understanding across the class.</td>
<td>Part E: Student Self-Reflections</td>
<td>Rubric 14: Analyzing Students’ Language Use and Mathematics Learning</td>
</tr>
<tr>
<td>Submit feedback on the assessment for the three students in written, audio, or video form.</td>
<td></td>
<td>Rubric 15: Using Assessment to Inform Instruction</td>
</tr>
<tr>
<td>Analyze evidence of students’ language use from (1) the video clip(s) from the instruction task, <strong>AND/OR</strong> (2) the student work samples from the assessment task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze your assessment of student learning and student articulation of their learning and plan for next steps by responding to commentary prompts.</td>
<td></td>
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<table>
<thead>
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<th>What to Do</th>
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<th>Evaluation Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Washington Student Voice</strong> (Evidence is gathered across tasks as noted.)</td>
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<tr>
<td>▶ Explain how you will give students opportunities to</td>
<td>▪ Task 1, Part E: Planning Commentary (Prompts 1d, 3c, and 5c–5d )</td>
<td><strong>Student-Voice Rubrics</strong></td>
</tr>
<tr>
<td>• express their understanding of the learning targets</td>
<td>▪ Task 2, Part A: Video Clip(s)</td>
<td>Rubric 16: Eliciting Student Understanding of Learning Targets</td>
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<td>• identify resources to support and monitor their own learning process</td>
<td>▪ Task 2, Part B: Instruction Commentary (Prompt 3a)</td>
<td>Rubric 17: Supporting Student Use of Resources to Learn and Monitor Their Own Progress</td>
</tr>
<tr>
<td>• use student voice to raise awareness of where they are relative to the learning targets</td>
<td>▪ Task 3, Part A: Student Work Samples</td>
<td>Rubric 18: Reflecting on Student-Voice Evidence to Improve Instruction</td>
</tr>
<tr>
<td>▶ Provide examples from the video clips or written student-voice evidence of strategies to elicit student voice of their understandings of the learning targets.</td>
<td>▪ Task 3, Part C: Assessment Commentary (Prompts 1d–e and 2b)</td>
<td></td>
</tr>
<tr>
<td>▶ Collect and analyze student reflections on their progress toward meeting the learning target(s).</td>
<td>▪ Task 3, Part E: Student Self-Reflections</td>
<td></td>
</tr>
<tr>
<td>▶ Describe how you helped the three focus students understand their progress toward meeting the learning target(s).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ Use the reflections to inform your next steps in instruction.</td>
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</table>
Task 1: Planning for Instruction and Assessment

What to Think About

In Task 1: Planning for Instruction and Assessment, you will describe your plans for the learning segment and explain how your instruction is appropriate for the students and the content you are teaching:

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

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

What Do I Need to Do?

- **Select a class.** If you teach more than one class, select one focus class for this assessment.
- **Provide context information.** The Context for Learning Information is provided at the end of this handbook (no more than 3 pages, including prompts).
- **Identify a learning segment to plan, teach, and analyze.** Review the curriculum with your cooperating teacher and select a learning segment of 3–5 lessons (or, if teaching mathematics within a large time block, about 3–5 hours of connected instruction).
- **Identify a central focus.** Identify the central focus along with the content standards and learning targets you will address in the learning segment. The central focus should support students to develop and monitor their own conceptual understanding, procedural fluency, and mathematical reasoning/problem solving skills.
- **Analyze language demands.** Select a key language function, a learning task, and additional language demands required by the task.
- **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. If your teacher preparation program requires you to use a specific lesson-plan format for this assessment, be sure to include the information described below.
Your lesson plans should include the following information:

- State-adopted student academic content standards and/or Common Core State Standards that are the target of student learning (Please list the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].)
- Learning targets associated with the content standards
- Informal and formal assessments used by both the teacher and students to monitor student learning, including type(s) of assessment and what is being assessed
- Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs
- Instructional resources and materials that assist students in meeting the learning targets

Respond to prompts listed in the Planning Commentary section below prior to teaching the learning segment.

Submit your original lesson plans. If you make changes while teaching the learning segment, you will have opportunities to reflect on changes in the Instruction and Assessment Commentaries.

Select and submit key instructional materials needed to understand what you and the students will be doing (no more than 5 pages per lesson plan). The instructional materials might include such items as class handouts, assignments, slides, and interactive whiteboard images.

Submit copies of all written assessments. (Do not submit student work samples, but the blank instruments as given to students.)

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

What Do I Need to Write?

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

- lesson plans
- an analysis of your context for learning
- commentary explaining your plans
Planning Commentary

Respond to the prompts below (no more than 11 single-spaced pages, including prompts).

1. **Central Focus**
   a. Describe the central focus and purpose for the content you will teach in this learning segment.
   b. Given the central focus, describe how the standards and learning targets within your learning segment address:
      - Conceptual understanding
      - Procedural fluency
      - Mathematical reasoning OR problem solving skills
   c. Explain how your plans build on each other to help students make connections between facts, concepts, computations/procedures, and reasoning/problem solving strategies to deepen their learning of mathematics.
   d. How and when will you give students opportunities to express their understanding of the learning targets and why they are important to learn?

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

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

   a. Prior academic learning and prerequisite skills related to the central focus—What do students know, what can they do, and what are they learning to do?
   b. Personal/cultural/community assets related to the central focus—What do you know about your students’ everyday experiences, cultural backgrounds and practices, and interests?
   c. Mathematical dispositions related to the central focus—What do you know about the extent to which your students
      - perceive mathematics as “sensible, useful, and worthwhile,”
      - persist in applying mathematics to solve problems, and
      - believe in their ability to learn mathematics?

3. **Supporting Students’ Mathematics Learning**
   Respond to prompts below (3a–d). As needed, refer to the instructional materials and lesson plans you have included to support your explanations. Use principles from research and/or theory to support your explanations, where appropriate.

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3 From the Common Core State Standards for Mathematics
a. Explain how your understanding of your students’ prior academic learning and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials.

b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class and students with similar or specific learning needs.

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

c. How will students identify resources to support their progress toward the learning targets?

d. Describe common mathematical preconceptions, errors, or misunderstandings within your content focus and how you will address them.

4. Supporting Mathematics Development Through Language

a. Language Demand: Language Function. Choose one language function essential for student learning within your central focus. Listed below are some sample language functions. You may choose one of these or another language function more appropriate for your learning segment:

<table>
<thead>
<tr>
<th>Categorize</th>
<th>Compare/contrast</th>
<th>Describe</th>
<th>Interpret</th>
<th>Model</th>
</tr>
</thead>
</table>

b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function. In which lesson does the learning task occur? (Give lesson/day number.)

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

- Vocabulary and/or symbols
- **Plus** at least one of the following:
  - Syntax
  - Discourse

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

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

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

Refer to the assessments you will submit as part of the materials for Task 1.

a. Describe how your planned formal and informal assessments will provide direct evidence for you and your students to monitor their conceptual understanding, computational/procedural fluency, and mathematical reasoning/problem solving skills throughout the learning segment.

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

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

c. Describe when and where you will elicit student voice (oral or written) during instruction to raise awareness in both you and the students of where students are, relative to the learning targets.

d. What tools and strategies will students use to monitor their own learning process during the learning segment?

How Will the Evidence of My Teaching Practice Be Assessed?

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. For Task 1: Planning for Instruction and Assessment, your evidence will be assessed with rubrics 1–5, which appear in the following pages. See also Student-Voice Rubric 16 and Rubric 17, which gather evidence from multiple tasks, including Task 1.
## Planning Rubrics

### Rubric 1: Planning for Mathematical Understandings

<table>
<thead>
<tr>
<th>Level 1&lt;sup&gt;4&lt;/sup&gt;</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate’s plans focus solely on facts and/or procedures with no connections to concepts or reasoning/problem solving skills.</strong></td>
<td>Plans for instruction <strong>support student learning of facts and procedures with vague connections to concepts OR reasoning/problem solving skills.</strong></td>
<td>Plans for instruction <strong>build on each other to support learning of facts and procedures with clear connections to concepts OR reasoning/problem solving skills.</strong></td>
<td>Plans for instruction build on each other to support learning of facts and procedures with <strong>clear and consistent connections to concepts AND reasoning/problem solving skills.</strong></td>
<td>Level 4 plus: Candidate explains how they will use learning tasks and materials to <strong>lead students to make clear and consistent connections.</strong></td>
</tr>
</tbody>
</table>

There are **significant content inaccuracies** that will lead to student misunderstandings.

**OR**

Standards, learning targets, and learning tasks and materials are **not aligned with each other.**
Rubric 2: Planning to Support Varied Student Learning Needs

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is little or no evidence of planned supports. OR Candidate does NOT attend to requirements in IEPs and 504 plans.</td>
<td>Planned supports are loosely tied to learning targets or the central focus of the learning segment. AND Candidate attends to requirements in IEPs and 504 plans.</td>
<td>Planned supports are tied to learning targets and the central focus with attention to the characteristics of the class as a whole. AND Candidate attends to requirements in IEPs and 504 plans.</td>
<td>Planned supports are tied to learning targets and the central focus. Supports address the needs of specific individuals or groups with similar needs. AND Candidate attends to requirements in IEPs and 504 plans.</td>
<td>Level 4 plus: Supports include specific strategies to identify and respond to preconceptions, common errors, and misunderstandings.</td>
</tr>
</tbody>
</table>
### Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

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

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
</table>
| Candidate’s justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds. | Candidate justifies learning tasks with **limited attention to students’ prior academic learning OR personal/cultural/community assets.** | Candidate **justifies why learning tasks (or their adaptations) are appropriate using**  
- examples of students’ prior academic learning  
  OR  
- examples of personal/cultural/ community assets  
**Candidate makes superficial connections to research and/or theory.** | Candidate justifies why learning tasks (or their adaptations) are appropriate using  
- examples of students’ prior academic learning  
- examples of personal/cultural/ community assets  
**Candidate makes connections to research and/or theory.** | **Level 4 plus:**  
Candidate’s justification is supported by **principles from research and/or theory.** |

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## Rubric 4: Identifying and Supporting Language Demands

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

<table>
<thead>
<tr>
<th>Level 1</th>
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<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language demands</strong>&lt;sup&gt;5&lt;/sup&gt; identified by the candidate are not <strong>consistent</strong> with the selected language function&lt;sup&gt;6&lt;/sup&gt; OR task.</td>
<td>Candidate identifies vocabulary and/or symbols as the major language demand associated with the language function. <strong>Attention to additional language demands</strong> is superficial. Language supports primarily address definitions of vocabulary and/or symbols.</td>
<td>Candidate identifies vocabulary and/or symbols <strong>AND</strong> additional language demand(s) associated with the language function. Plans include <strong>general support</strong> for use of vocabulary and/or symbols as well as additional language demand(s).</td>
<td>Candidate identifies vocabulary and/or symbols <strong>AND</strong> additional language demand(s) associated with the language function. Plans include <strong>targeted</strong> support for use of vocabulary and/or symbols as well as additional language demand(s).</td>
<td><strong>Level 4 plus:</strong> Instructional supports are designed to meet the needs of students with different levels of language learning.</td>
</tr>
</tbody>
</table>

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

<sup>6</sup> Language function refers to the learning outcome (verb) selected in prompt 4a (e.g., categorize, describe).
Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the informal and formal assessments selected or designed to monitor students’ conceptual understanding, procedural fluency, and reasoning/problem solving skills?

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<tr>
<th>Level 1</th>
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</thead>
<tbody>
<tr>
<td>The assessments only provide evidence of students’ procedural skills or factual knowledge. Assessment adaptations required by IEP or 504 plans are NOT made.</td>
<td>The assessments provide limited evidence to monitor students’ conceptual understanding, procedural fluency, OR reasoning/problem solving skills during the learning segment. Assessment adaptations required by IEP or 504 plans are made.</td>
<td>The assessments provide evidence to monitor students’ conceptual understanding, procedural fluency, AND reasoning/problem solving skills during the learning segment. Assessment adaptations required by IEP or 504 plans are made.</td>
<td>The assessments provide multiple forms of evidence to monitor students’ progress toward developing conceptual understanding, procedural fluency, and reasoning/problem solving skills throughout the learning segment. Assessment adaptations required by IEP or 504 plans are made.</td>
<td>Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</td>
</tr>
<tr>
<td>Assessments are NOT aligned with the central focus and standards/learning targets for the learning segment.</td>
<td></td>
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</tbody>
</table>
Task 2: Instructing and Engaging Students in Learning

What to Think About

In Task 2: Instructing and Engaging Students in Learning, you will demonstrate how you support and engage students in learning:

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

What Do I Need to Do?

- **Obtain required permission for videorecording.** Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video. Adjust the camera angle to exclude individuals for whom you do not have permission to film.

- **Examine your lesson plans for the learning segment** and identify challenging learning tasks in which you and your students are actively engaged. Clip(s) should provide a sample of how you interact with students to develop understanding of mathematical concepts and, as appropriate, elicit their understanding of the learning target(s).

- **Identify lessons to videorecord.**
  - Provide 1–2 video clips (together totaling no more than 15 minutes) that demonstrate how you engage students in developing understandings of mathematical concepts and, as appropriate, elicit their understanding of the learning target(s) and (if you choose to provide video evidence) to elicit their understandings of the learning target(s).
  - Determine whether you will feature the whole class or a targeted group of students within the class.
  - **(Optional) Provide evidence of students’ language use.** You may provide evidence of language use with your video clip(s) from Task 2 AND/OR through the student work samples analyzed in Task 3.
If you wish to provide video evidence of opportunities for students to express their understandings of the learning targets, then provide a second or third clip of no more than 3 minutes with that focus. You may also provide this evidence through student self-reflections in the assessment task.

- **Videorecord your classroom teaching.** Tips for videorecording your class are available from your teacher preparation program.

- **Select 1–3 video clips to submit** and verify that the clip(s) meets the following requirements:
  - A video clip must be continuous and unedited, with no interruption in events.
  - Check the video and sound quality to ensure that you and your students can be **seen** and **heard** on the video clip(s) you submit.
  - Do not include the name of the state, school, or district in your video. Use first names only for all individuals appearing in the video.

- **Respond to prompts** listed in the Instruction Commentary section below after viewing the video clip(s).

- **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 that are not clearly visible in the video, or comments that are not clearly heard, insert digital copies or transcriptions at the end of the Instruction Commentary (no more than 2 pages).

See **Task 2: Artifacts and Commentary Specifications** for instructions on electronic evidence submission. This chart identifies supported file types, number of files, response length, and other important evidence specifications.

### What Do I Need to Write?

#### Instruction Commentary

Write the Instruction Commentary (no more than 7 single-spaced pages, including prompts) by providing your response to each of the prompts below.

1. Which lesson or lessons are shown in the clip(s)? Identify the lesson(s) by lesson plan number.

2. **Promoting a Positive Learning Environment**
   - Refer to scenes in the video clip(s) where you provided a positive learning environment.
   - How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

3. **Engaging Students in Learning**
   - Refer to examples from the clip(s) in your explanations.
   - a. Describe your strategies to elicit student expression of their understanding of the learning target(s) and why they are important. (Optional, if evidence is provided in
b. Explain how your instruction engaged students in developing understandings of mathematical concepts.

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

4. Deepening Student Learning during Instruction

Refer to examples from the clip(s) in your explanations.

a. Explain how you elicited student responses to promote thinking and develop understandings of mathematical concepts.

b. Explain how you and the students used representations (manipulatives, models, tools, diagrams, charts) to support students’ understanding and use of mathematical concepts.

5. Analyzing Teaching

Refer to examples from the clip(s) in your explanations.

a. How did your instruction support learning for the whole class and students who need greater support or challenge?

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

b. What changes would you make to your instruction to better support student learning of the central focus (e.g., missed opportunities)?

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

How Will the Evidence of My Teaching Practice Be Assessed?

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

See also Student-Voice Rubric 16, which gathers evidence from multiple tasks. You have the option to provide evidence for this rubric in Task 2 or in Task 3, in addition to Task 1.
### Rubric 6: Learning Environment

How does the candidate demonstrate a respectful learning environment that supports students’ engagement in learning?

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</thead>
<tbody>
<tr>
<td>The clip(s) reveals evidence of disrespectful interactions between teacher and students or between students.</td>
<td>The candidate demonstrates respect for students.</td>
<td>The candidate demonstrates rapport with and respect for students.</td>
<td>The candidate demonstrates rapport with and respect for students.</td>
<td>The candidate demonstrates rapport with and respect for students.</td>
</tr>
<tr>
<td>OR</td>
<td>Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.</td>
<td>Candidate provides a positive, low-risk social environment that reveals mutual respect among students.</td>
<td>Candidate provides a challenging learning environment that promotes mutual respect among students.</td>
<td>Candidate provides a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among students.</td>
</tr>
</tbody>
</table>
Rubric 7: Engaging Students in Learning

How does the candidate actively engage students in developing understanding of mathematical concepts?

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<th>Level 1</th>
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</thead>
<tbody>
<tr>
<td>In the clip(s), students are participating in tasks that are vaguely or superficially related to the central focus.</td>
<td>In the clip(s), students are participating in learning tasks focusing primarily on mathematical skills or procedures with little attention to developing understanding of mathematical concepts.</td>
<td>In the clip(s), students are engaged in learning tasks that address understandings of mathematical concepts.</td>
<td>In the clip(s), students are engaged in learning tasks that develop understandings of mathematical concepts.</td>
<td>In the clip(s), students are engaged in learning tasks that deepen and extend their understandings of mathematical concepts.</td>
</tr>
</tbody>
</table>

There is little or no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning.

OR

Candidate makes vague or superficial links between prior academic learning and new learning.

Candidate links prior academic learning to new learning.

Candidate links both prior academic learning and personal, cultural, or community assets to new learning.

Candidate prompts students to link prior academic learning and personal, cultural, or community assets to new learning.

OR

Links cause student confusion.
Rubric 8: Deepening Student Learning

How does the candidate elicit responses to promote thinking and develop understanding of mathematical concepts?

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<tbody>
<tr>
<td>The candidate does most of the talking and students provide few responses.</td>
<td>Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.</td>
<td>Candidate elicits student responses related to reasoning/problem solving to develop understanding of a mathematical concept.</td>
<td>Candidate elicits and builds on students' reasoning/problem solving to explicitly portray, extend, or clarify a mathematical concept.</td>
<td>Level 4 plus: Candidate facilitates interactions among students to develop understandings of a mathematical concept.</td>
</tr>
</tbody>
</table>

OR

Candidate responses include significant content inaccuracies that will lead to student misunderstandings.
**Rubric 9: Subject-Specific Pedagogy: Using Representations**

**How does the candidate use representations to develop students’ mathematical concepts?**

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<th>Level 1</th>
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</thead>
<tbody>
<tr>
<td>The candidate stays focused on facts or procedures with little or no attention to mathematical concepts.</td>
<td>Candidate makes vague or superficial use of representations to help students understand mathematical concepts.</td>
<td>Candidate uses representations in ways that help students understand mathematical concepts.</td>
<td>Candidate uses representations in ways that deepen student understanding of mathematical concepts.</td>
<td>Level 4 plus: Candidate facilitates interactions among students so they develop or apply representations in ways that deepen and extend their understanding of mathematical concepts.</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>Candidate makes vague or superficial use of representations to help students understand mathematical concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials used in the clip(s) include significant content inaccuracies that will lead to student misunderstandings.</td>
<td></td>
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</tbody>
</table>
Rubric 10: Analyzing Teaching Effectiveness

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

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<tr>
<th>Level 1</th>
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<tbody>
<tr>
<td>Candidate suggests <strong>changes unrelated to evidence of student learning.</strong></td>
<td>Candidate proposes changes that are focused primarily on improving directions for learning tasks or task/behavior management.</td>
<td>Candidate proposes changes that address <strong>students’ collective learning needs related to the central focus.</strong> Candidate makes superficial connections to research and/or theory.</td>
<td>Candidate proposes changes that address <strong>individual and collective learning needs related to the central focus.</strong> Candidate makes connections to research and/or theory.</td>
<td><strong>Level 4 plus:</strong> Candidate justifies changes using principles of research and/or theory.</td>
</tr>
</tbody>
</table>
Task 3: Assessing Student Learning

What to Think About

In Task 3: Assessing Student Learning, you will analyze student learning, their understanding of their learning progress, and their language use:

- How will you gather evidence and make sense of what students have learned and understand about their learning progress?
- How will you provide meaningful feedback to your students?
- How will you use evidence of what students know and are able to do as well as self-reflections to plan next steps in instruction?
- How will you identify evidence and explain students’ use of language that demonstrates the development of content understanding?

What Do I Need to Do?

- **Determine which assessment from your learning segment you and the students will use** to evaluate your students’ developing knowledge and skills. It should be an assessment to be completed by the entire class featured in the learning segment. The assessment should reflect the work of individuals, not groups, but may be individual work from a group task. The assessment should provide opportunities for students to demonstrate:
  - conceptual understanding
  - procedural fluency
  - reasoning/problem solving skills

- **Define and submit the evaluation criteria** you will use to analyze student learning related to the mathematical understandings described above.

- **Ask students to reflect on their performances on the chosen assessment by**
  - describing their own progress toward the learning target(s)
  - analyzing what is needed next, and
  - identifying resources needed to close any gap between present performance and the learning target(s)

  You may use these self-reflections as evidence of your strategies to elicit student expression of their understanding of the learning target(s) and why they are important or provide this evidence in the Task 2 video clips.

- **Collect and analyze student work and self-reflections** to identify quantitative and qualitative patterns of learning within and across learners in the class.

- **Select 3 work samples to illustrate your analysis** 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). Each work sample and self-reflection must come from the same student. These students will be your focus students for this task. At least one of the students must have specific learning needs (e.g., a student with an IEP [Individualized Education Program]), an English language learner, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge.

- **Document the feedback** you gave to each of the 3 focus students either on the work sample itself, as an audio clip, or as a video clip.

- **Respond to prompts** listed in the Assessment Commentary section below after analyzing student work from the selected assessment.

- **Include and submit the chosen assessment**, including directions/prompts for the assessment. Attach it (**no more than 2 pages**) to the end of the Assessment Commentary.

- **Provide evidence of students’ understanding and use of the targeted academic language function.** You may choose evidence from video clip(s) submitted in Task 2 AND/OR student work samples submitted in Task 3.

See [Task 3: Artifacts and Commentary Specifications](#) for instructions on electronic evidence submission. This evidence chart identifies supported file types, number of files, response length, and other important evidence specifications.

### What Do I Need to Write?

#### Assessment Commentary

Write the Assessment commentary (**no more than 10 single-spaced pages, including prompts**) by providing your response to each of the prompts below.

1. **Analyzing Student Learning**
   a. Identify the specific learning targets from the lesson plans measured by the assessment chosen for analysis.
   b. Provide the evaluation criteria you are using to analyze the student learning.
   c. Provide a graphic (table or chart) or narrative summary of student learning for your whole class. Be sure to summarize student learning for all evaluation criteria described above.
   d. Provide a graphic (table or chart) or narrative summary of student understanding of their own learning progress (student voice).
   e. Use evidence found in the 3 student work samples, student self-reflections, and the whole class summary to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to
      - conceptual understanding
      - procedural fluency
      - reasoning/problem solving skills
Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

2. Feedback to Guide Further Learning
Refer to specific evidence of submitted feedback to support your explanations.
   a. In what form did you submit your evidence of feedback for the 3 focus students?
      - Written directly on work samples or in a separate document;
      - In audio files; or
      - In a video clip from the instruction task (provide a time-stamp reference) or in a separate video clip?
   b. Describe what you did to help each student understand his/her performance on the assessment.
   c. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning targets measured.
   d. How will you support students to apply the feedback to guide improvement, either within the learning segment or at a later time?

3. Evidence of Language Understanding and Use
You may provide evidence of language use with your video clip(s) from Task 2 AND/OR through the student work samples analyzed in Task 3.

   Refer to examples from the clip(s) (with time stamps) and/or student work samples as evidence.
   - Explain the extent to which your students were able to use language (selected function, vocabulary, and additional identified demands) to develop content understandings.

4. Using Assessment to Inform Instruction
   a. Based on your analysis of student learning presented in prompts 1c–e, describe next steps for instruction to impact student learning:
      - for the whole class
      - for the 3 focus students and other individuals/groups with specific needs

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

   b. Explain how these next steps follow from your analysis of student learning and their self-reflections. Support your explanation with principles from research and/or theory.
How Will the Evidence of My Teaching Practice Be Assessed?

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. For Task 3: Assessing Student Learning, your evidence will be assessed using rubrics 11–15, which appear in the following pages. See also Student-Voice Rubric 17 and Rubric 18, which gather evidence from multiple tasks.
### Assessment Rubrics

**Rubric 11: Analysis of Student Learning**

How does the candidate analyze evidence of student learning of conceptual understanding, procedural fluency, and reasoning/problem solving skills?

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<tbody>
<tr>
<td>The analysis <strong>is superficial or not supported</strong> by either student work samples or the summary of student learning. OR The evaluation criteria, learning targets, and/or analysis are not aligned with each other.</td>
<td>The analysis <strong>focuses on what students did right OR wrong</strong> using evidence from the summary or work samples.</td>
<td>The analysis focuses on what students did right <strong>AND wrong</strong> and is <strong>supported with evidence</strong> from the summary and work samples. Analysis includes some differences in whole class learning.</td>
<td>Analysis uses <strong>specific examples</strong> from work samples to <strong>demonstrate patterns of student learning consistent with the summary.</strong> Patterns are described for whole class.</td>
<td>Analysis uses specific evidence from work samples to <strong>demonstrate the connections between quantitative and qualitative patterns of student learning for individuals or groups.</strong></td>
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</table>
Rubric 12: Providing Feedback to Guide Learning

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

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<tbody>
<tr>
<td>Feedback is unrelated to the learning targets OR is inconsistent with the analysis of the student’s learning. OR Feedback contains significant content inaccuracies. OR Feedback is developmentally inappropriate.</td>
<td>Feedback addresses only errors OR strengths generally related to the learning targets. OR Feedback is inconsistently provided to focus students.</td>
<td>Feedback is accurate and primarily focuses on either errors OR strengths related to specific learning targets, with some attention to the other. Feedback is provided consistently for the focus students.</td>
<td>Feedback is accurate and addresses both strengths AND needs related to specific learning targets. Feedback is provided consistently for the focus students.</td>
<td>Level 4 plus: Candidate describes how s/he will guide focus students to use feedback to evaluate their own strengths and needs.</td>
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</table>
## Rubric 13: Student Use of Feedback

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

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<tbody>
<tr>
<td>Opportunities for applying feedback are not described.</td>
<td>Candidate provides vague explanation for how focus students will use feedback to complete current or future assignments.</td>
<td>Candidate describes how focus students will use feedback on their strengths and weaknesses to revise their current work, as needed.</td>
<td>Candidate describes how s/he will support focus students to use feedback on their strengths and weaknesses to deepen understandings and skills related to their current work.</td>
<td>Level 4 plus: Candidate guides focus students to generalize feedback beyond the current work sample.</td>
</tr>
<tr>
<td>OR</td>
<td>Candidate provides limited or no feedback to inform student learning</td>
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Rubric 14: Analyzing Students’ Language Use and Mathematics Learning

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

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<tbody>
<tr>
<td>Candidate identifies language use that is superficially related or unrelated to the language demands (function, vocabulary and additional demands). OR Candidate does not address students' repeated misuse of vocabulary.</td>
<td>Candidate provides evidence that students use vocabulary associated with the language function.</td>
<td>Candidate explains and provides evidence of students' use of the language function as well as <strong>vocabulary or additional language demand(s)</strong>.</td>
<td>Candidate explains and provides evidence of students' use of the language function, vocabulary, and additional language demand(s) in ways that develop content understandings.</td>
<td>Level 4 plus: Candidate explains and provides evidence of language use and content learning for students with varied needs.</td>
</tr>
</tbody>
</table>

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

8 These are the additional language demands identified in the Planning Commentary Prompt 4c (vocabulary and/or symbols, plus either syntax or discourse).
### Rubric 15: Using Assessment to Inform Instruction

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

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</thead>
</table>
| Next steps **do not follow** from the analysis. | Next steps **focus on** repeating instruction, pacing, or classroom management issues. | Next steps **propose general support** that improves student learning related to:  
  - conceptual understanding,  
  - procedural fluency, **OR**  
  - reasoning/problem solving skills | Next steps **provide targeted support** to individuals or groups to improve their learning relative to:  
  - conceptual understanding,  
  - procedural fluency, **OR**  
  - reasoning/problem solving skills  
  Next steps are loosely connected with research and/or theory. | Next steps provide targeted support to individuals **and** groups to improve their learning relative to:  
  - conceptual understanding  
  - procedural fluency  
  - reasoning/problem solving skills  
  Next steps are justified with principles from research and/or theory. |

OR

Next steps are **not relevant to the standards and learning targets** assessed.

OR

Next steps are **not described in sufficient detail** to understand them.
### Washington Student-Voice Rubrics

**Rubric 16: Eliciting Student Understanding of Learning Targets**

**How does the candidate focus student attention on the learning targets?**

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<tbody>
<tr>
<td>Candidate presents the learning targets to students, orally or in writing.</td>
<td>Candidate presents learning targets and asks students to articulate them as presented orally or in writing.</td>
<td>Candidate communicates learning targets, and asks students to articulate, in their own words, the learning targets and why they are important to learn.</td>
<td>Candidate communicates learning targets, asks students to articulate, in their own words, the learning targets and why they are important to learn, and refers back to the learning targets during the lesson.</td>
<td>Candidate and students collaborate in defining learning targets and why they are important to learn. Candidate asks students to reflect on learning targets during and at the end of the lesson.</td>
</tr>
</tbody>
</table>
Rubric 17: Supporting Student Use of Resources to Learn and Monitor Their Own Progress

How does the candidate support students to access resources for learning and to monitor their own learning progress?

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<th>Level 5</th>
</tr>
</thead>
</table>
| **Candidate provides no evidence of a tool or strategy to assist students in monitoring their own progress toward the learning targets.** | Candidate creates or adopts one or more general or vague tools or strategies that assist students in monitoring their own progress toward the learning targets OR in identifying resources to support their progress. | Candidate creates or adopts one or more tools or strategies:  
- with criteria that assist students in identifying what they are doing well and what they need to improve in order to reach the learning targets; and  
- to assist students in identifying human or material resources to support their progress toward the learning targets. | Candidate creates or adopts one or more tools or strategies:  
- with criteria that assist students in identifying what they are doing well and what they need to improve in order to reach the learning targets; and  
- to assist students in identifying both general and individualized human or material resources to support their progress toward the learning targets. | Candidate and students work together to create one or more tools or strategies:  
- with criteria that assist students in identifying what they are doing well and what they need to improve in order to reach the learning targets; and  
- to assist students in identifying both general and individualized human or material resources to support their progress toward the learning targets. |
**Rubric 18: Reflecting on Student-Voice Evidence to Improve Instruction**

**How does the candidate use student-voice evidence to identify instructional improvements?**

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<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate collects evidence of student voice but does not reflect on it.</td>
<td>Candidate collects and reflects on the evidence of student voice, but does not identify any instructional implications.</td>
<td>Candidate collects and reflects on student-voice evidence, identifying general instructional implications.</td>
<td>Candidate collects and reflects on student-voice evidence integrated with student work evidence, identifying at least one next step for one student need.</td>
<td>Candidate collects and reflects on student-voice evidence integrated with student work evidence, identifying at least one next step for 2 or more students with different needs.</td>
</tr>
</tbody>
</table>
Professional Responsibilities

Refer to the following table for an overview of your professional responsibilities in developing evidence for edTPA. If you are submitting artifacts and commentaries to Pearson for official scoring, refer to the Pearson website, www.edTPA.com, for complete and current information before beginning your work. Whether or not you are submitting to Pearson, you should fulfill the professional responsibilities described below.

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

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

About the School Where You Are Teaching

1. In what type of school do you teach?
   - Urban:
   - Suburban:
   - Rural:

2. What grade levels are at your school site? (e.g., K–6)

3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

About the Class Featured in This Assessment

1. How much time is devoted each day to mathematics instruction in your classroom?

2. Is there any ability grouping or tracking in mathematics? If so, please describe how it affects your class.

3. Identify any textbook or instructional program you primarily use for mathematics instruction. If a textbook, please provide the title, publisher, and date of publication.

4. List other resources (e.g., electronic whiteboard, manipulatives, online resources) you use for mathematics instruction in this class.
About the Students in the Class Featured in This Assessment

1. Grade level(s): ________________________________

2. Number of
   - students in the class _____
   - males _____ females _____

3. Complete the chart below to summarize required or needed supports, accommodations or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. The first two rows have been completed in italics as examples. Use as many rows as you need.

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

<table>
<thead>
<tr>
<th>Learning Needs Category</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications, and/or Pertinent IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Visual processing</td>
<td>2</td>
<td>Close monitoring, graph paper for 3 digit numbers</td>
</tr>
<tr>
<td>Example: Struggling readers</td>
<td>5</td>
<td>Provide oral explanations for directions and simplified text for word problems</td>
</tr>
<tr>
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</tbody>
</table>
## Elementary Mathematics for Washington Evidence Chart

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

### Task 1: Artifacts and Commentary Specifications

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Number of Files</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A: Context</td>
<td>.doc; .docx; .odt; .pdf</td>
<td>1</td>
<td>1</td>
<td>No more than 3 pages, including prompts</td>
</tr>
<tr>
<td>for Learning Information</td>
<td></td>
<td>Min</td>
<td>Max</td>
<td>▪ Use Arial 11-point type.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>▪ Single space with 1&quot; margins on all sides.</td>
</tr>
<tr>
<td>Part B: Lesson Plans</td>
<td>.doc; .docx; .odt; .pdf</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>for Learning Segment</td>
<td></td>
<td>Min</td>
<td>Max</td>
<td>▪ Submit 3–5 lesson plans in 1 file.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>▪ Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.).</td>
</tr>
<tr>
<td>Part C: Instructional</td>
<td>.doc; .docx; .odt; .pdf</td>
<td>1</td>
<td>1</td>
<td>No more than 5 pages of KEY instructional materials per lesson plan</td>
</tr>
<tr>
<td>Materials</td>
<td></td>
<td>Min</td>
<td>Max</td>
<td>▪ Submit materials in 1 file.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>▪ Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>▪ Order materials as they are used in the learning segment.</td>
</tr>
<tr>
<td>Part D: Assessments</td>
<td>.doc; .docx; .odt; .pdf</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Min</td>
<td>Max</td>
<td>▪ Submit assessments in 1 file.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>▪ Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>▪ Order assessments as they are used in the learning segment.</td>
</tr>
<tr>
<td>Part E: Planning</td>
<td>.doc; .docx; .odt; .pdf</td>
<td>1</td>
<td>1</td>
<td>No more than 11 pages, including prompts</td>
</tr>
<tr>
<td>Commentary</td>
<td></td>
<td>Min</td>
<td>Max</td>
<td>▪ Use Arial 11-point type.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>▪ Single space with 1&quot; margins on all sides.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>▪ Respond to prompts before teaching the learning segment.</td>
</tr>
</tbody>
</table>
### Task 2: Artifacts and Commentary Specifications

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Number of Files</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
</table>
| Part A: Video Clip(s) | flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v | 1/3 | No more than 15 minutes total running time | ▪ Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear on the video.  
▪ Refer to [Task 2, What Do I Need to Do?](#) for video clip content and requirements.  
▪ When naming each clip file, include the number of the lesson shown in the video clip.  
**IMPORTANT:** If your strategies to elicit student expression of their understanding of the learning target(s) are not evident in the student self-reflections, submit a video clip with that focus. |
| Part B: Instruction Commentary | .doc; .docx; .odt; .pdf | 1/1 | No more than 7 pages of commentary, including prompts | ▪ Use Arial 11-point type.  
▪ Single space with 1" margins on all sides.  
▪ Respond to prompts after teaching the learning segment.  
**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  
▪ Portions of the video are inaudible  
▪ If submitting documentation, include the video clip number, lesson number, and explanatory text (e.g., “Clip 1, lesson 2, text from a whiteboard that is not visible in the video,” “Clip 2, lesson 4, transcription of a student response that is inaudible”). |
## Task 3: Artifacts and Commentary Specifications

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Number of Files</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
</table>
| **Part A: Student Work Samples**| .doc; .docx; .odt; .pdf | 3 3             | N/A             | Use correction fluid, tape, or a felt-tip marker to **mask or remove students' names, your name, and the name of the school before copying/scanning any work samples.**  
On each work sample, indicate the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample) and refer to them accordingly in the Assessment Commentary.  
If your students' writing is illegible, write a transcription directly on the work sample. |
| **Part B: Evidence of Feedback**| **For written feedback not written on the work samples:** .doc; .docx; .odt; .pdf | 0 3             | N/A             | Document the location of your evidence of feedback in the Assessment Commentary.  
If feedback is not written on the student work samples or recorded on the video clip(s), submit only 1 file for each student—a document, video file, **OR** audio file—and indicate the student number (Student 1 Feedback, Student 2 Feedback, or Student 3 Feedback) in the corresponding feedback.  
**IMPORTANT:** Do not submit an additional file for Part B if your feedback is  
- written on the student work samples  
- shown in the video clip(s) |
| **Part C: Assessment Commentary** | .doc; .docx; .odt; .pdf | 1 1             | **No more than 10 pages of commentary, including prompts**  
**Plus no more than 2 pages of an analyzed assessment** | Use Arial 11-point type.  
Single space with 1” margins on all sides.  
**IMPORTANT:** Include a copy of the analyzed assessment, including directions/prompts. |

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## Task 3: Artifacts and Commentary Specifications (continued)

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Number of Files</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part D: Evaluation Criteria</td>
<td>.doc; .docx; .odt; .pdf</td>
<td>1 1 N/A</td>
<td></td>
<td>- Indicate the lesson number on the corresponding evaluation criteria (Lesson 1 Evaluation Criteria, Lesson 2 Evaluation Criteria, etc.).</td>
</tr>
</tbody>
</table>
| Part E: Student Self-Reflections | .doc; .docx; .odt; .pdf | 0 3 N/A         |                 | - Use correction fluid, tape, or a felt-tip marker to mask or remove students' names, your name, and the name of the school before copying/scanning the self-reflections.  
- If your students' writing is illegible, please write a translation directly on the self-reflection.  
- When naming each student self-reflection file, include the corresponding student number.  
**IMPORTANT:** Do not submit an additional file for Part E if student self-reflections are embedded in the student work samples from Part A. |
Elementary Mathematics Glossary

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

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

- **discourse**: Discourse includes the structures of written and oral language, as well as how students talk, write and participate in knowledge construction in ways that are appropriate both to their development and to the discipline. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated. In mathematics, language structures include symbolic representations such as numbers, equations, and proofs (which can be translated into words), tables and graphs (which are shorthand language for summarizing complex sets of data), and narrative (e.g., explanations of problem solutions). If the function is to compare, then appropriate language forms could include Venn diagrams or pattern sentences like “The ______ is longer/larger/heavier than the ______.” If the function is to explain, then students might use sentence starters like “First, I…”, “Then I…” to structure the explanation, and use “Finally, I…” to signal the conclusion.

- **language demands**: Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.

- **language functions**: The content and language focus of the learning task represented by the active verbs within the learning outcomes. Common language functions in mathematics include describing mathematical phenomena, predicting from models and data, comparing based on common attributes, summarizing mathematical information, recording multiple ways to solve problems, justifying conclusions, evaluating data and mathematical representations, classifying based on attributes, explaining how or why certain strategies work, drawing conclusions based on data, representing mathematical information, and so on.

- **language supports**: Strategies that are used to build students’ academic language within a learning task. Strategies involve both modeling the appropriate language for the students to use in a learning task as well as opportunities for guided practice and

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independent practice. Strategies include think pair share, choral response, word walls, modeling, graphic organizers, and so on.

- **syntax**: The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).  

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

**analysis/analyze**: Analysis means to “break apart” and examine the pieces, trends, or patterns. Analysis depends on the interpretations the candidate makes of experience and examines why the elements or events of that experience are the way they are. Analysis must include an interpretation of the evidence submitted and conclusions based on evidence. It shows the scorer the thought processes the candidate used to arrive at the conclusions made about the learning segment. Analysis is called for when a prompt uses words such as how, why, or in what way(s).

**analytical writing**: A type of writing used to review data or other evidence, with an interpretation of results supported by concrete evidence.

**artifacts**: Authentic work completed by you and your students, including lesson plans, copies of instructional and assessment materials, video clip(s) of your teaching, and student work samples. Artifacts are submitted as part of your edTPA 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 for both students and teachers to modify the teaching and learning activities.” Assessments provide evidence of students’ prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking at a given point in time for the purpose of promoting student learning. Informal assessments may include, for example, student questions and responses during instruction and teacher observations of students as they work. Formal assessments may include, for example, quizzes, homework assignments, journals, and projects.

**assets (knowledge of students)**:

- **personal**: Refers to specific background information that students bring to the learning environment. Students may bring interests, knowledge, everyday experiences, family backgrounds, and so on, that a teacher can draw upon to support learning.

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- **cultural**: Refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages, world views, literature, art, and so on, that a teacher can draw upon to support learning.

- **community**: Refers to common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices, and so on, that a teacher can draw upon to support learning.

**central focus**: A description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and one or more learning targets, and address the subject-specific components in the learning segment. For example, the subject-specific components for elementary mathematics are conceptual understanding, procedural fluency, and mathematical reasoning/problem solving skills. A central focus for the elementary mathematics learning segment might be equivalent fractions or equivalencies. The learning segment would focus on conceptual understanding and the associated computational/procedural understandings and reasoning/problem solving skills.

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

**description**: Used when stating, listing, or providing details that are accurate and precise enumeration and/or explanation; clear and logical ordering of the elements or features of the event, person, concept or strategy described; supporting features of elements that would allow an outsider to visualize whatever is provided as evidence.

**descriptive writing**: A type of writing used to state, list, or provide details so the scorer can visualize the features of an event, person, concept, or strategy. Descriptive writing sets the scene.

**electronic submission**: Your evidence is submitted electronically through the electronic portfolio management system used by your teacher preparation program. Your submission must conform to the specifications listed in the *Elementary Mathematics Evidence Chart*.

**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 targets. Engagement in learning contrasts with student participation in learning tasks where students complete the learning tasks but make little meaning because of the design and/or implementation of the task.

**evidence**: Tangible proof that verifies an intended outcome. In the contexts of these teaching event tasks, required assessment responses represent evidence that includes: description of the learning context, instructional plans, instructional materials, assessment tools, evaluation criteria, commentary, video clips, work samples, and oral and written feedback to students.

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

**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.

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

**learning targets:** “[D]efines academic success, what we want students to know and be able to do.”\(^{14}\) Generally written in student-friendly language so the learner can articulate and demonstrate learning.

**learning task:** Purposefully designed activities in which students engage in learning—not just participate—to meet the lesson’s learning targets. It 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 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 >.

**lesson plan:** A plan for student learning. Three to five lesson plans comprise a learning segment.

**mathematical understandings:** 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 the solution is not known.

**patterns of learning:** Includes both quantitative and qualitative consistencies for different groups of students and individuals across the whole class. Quantitative patterns indicate the number of similar correct responses or errors across or within student assessments.

Qualitative patterns include descriptions of understandings and/or misunderstandings, partial understandings, and/or attempts at solution that underlie the quantitative patterns. For example, if the majority of students in a class ordered unit fractions from least to greatest as $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}$, the students’ error shows that they believe that the smaller the denominator, the smaller the fraction and the qualitative pattern of learning underlying the quantitative pattern would be the misunderstanding related to the value of fractional parts.

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

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

**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 representing the knowledge and skills of a novice not ready to teach (Level 1) to the advanced practices of a highly accomplished beginner (Level 5).

**student voice:** Ongoing reflective self-assessment expressed in the words of the learner for the purpose of improving teaching and learning. Student voice is important evidence, in addition to student work, of student understanding of his/her own learning process and progress toward the learning target(s). Examples of student-voice evidence might include the following:

- Evidence that students know the learning targets and what is required to meet them.
  - Students explain the learning target(s) in their own words, written or oral, rather than as worded by the teacher.
  - Students express why the learning target(s) are important.
  - Students describe how they will demonstrate that they have reached the targets.

- Evidence that students know how to monitor their progress toward the learning target(s) using tools (checklists, rubrics, etc.).
  - Students know and discuss the progression of learning that guides their progress.
  - Students compare their work with a tool that clarifies the progression of learning.
  - Students explain what they are doing well, what they need to improve, and what they need to do to make the identified improvements.

- Evidence that students know how to access resources and additional support when needed.
  - Students articulate the range of resources available to them to help them reach the learning target(s).
  - Students explain how and why particular resources will help them reach the learning target.

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