edTPA®

Understanding Rubric Level Progressions

Special Education
Version 01

Candidate Support Resource

SCALE
Stanford Center for Assessment, Learning, & Equity

Overview

edTPA's portfolio is a collection of authentic artifacts and evidence from a candidate's actual teaching practice. *Understanding Rubric Level Progressions* (URLP) is a KEY resource that is designed to describe the meaning behind the rubrics. A close read of the following URLP sections will help program faculty and supervisors internalize the criteria and level distinctions for each rubric.

This document is intended as a resource for program faculty and supervisors who are supporting candidates with edTPA. Faculty and supervisors are strongly encouraged to share this document with candidates and use it to support their understanding of the rubrics, as well as their development as new professionals. The *Understanding Rubric Level Progressions* is intended to enhance, not replace, the support that candidates receive from programs in their preparation for edTPA.

In the next section, we provide definitions and guidelines for making scoring decisions. The remainder of the document presents the score-level distinctions and other information for each edTPA rubric, including:

1. Elaborated explanations for rubric Guiding Questions

2. Definitions of 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: <u>Level 3</u>, <u>below 3</u> (Levels 1 and 2), and <u>above 3</u> (Levels 4 and 5).

Scoring Decision Rules

When evidence falls across multiple levels of the rubric, scorers use the following criteria while making the scoring decision:

1. **Preponderance of Evidence**: When scoring <u>each</u> rubric, scorers must make score decisions based on the evidence provided by candidates and how it matches the rubric level criteria. A <u>pattern</u> of evidence supporting a particular score level has a heavier weight than <u>isolated</u> evidence in another score level.

2. **Multiple Criteria**: In cases where there are two criteria present across rubric levels, greater weight or consideration will be for the criterion named as "primary."

3. **Automatic 1**: Some rubrics have Automatic 1 criteria. These criteria outweigh all other criteria in the specific rubric, as they reflect essential practices related to particular guiding questions. NOTE: Not all criteria for Level 1 are Automatic 1s.

Mandated Curriculum/Strategies

Candidates should not be penalized for factors they cannot control. If either the Special Education Context for Learning Information Prompt 1b or the Instruction Commentary Prompt 2a identify factors that limit the candidate's ability to match the focus learner to curricular content or sequences (e.g., controlled curriculum); how s/he delivers curriculum content (e.g., scripted instruction); and/or instructional, support, and support strategies (e.g., ABA), the candidate's artifacts should be scored within this context.

SPECIAL EDUCATION LEARNING SEGMENT FOCUS:

Candidate's instruction should provide access to the curriculum content reflected in the learning segment and support the focus learner, as needed, to learn the content/skills and demonstrate his/her learning.

Planning Rubric 1: Planning for Alignment and Development of Knowledge and Skills

SPE1: How do the candidate's plans build knowledge and skills for the learning goal[1] aligned to an individualized education program/plan goal?

The Guiding Question

The Guiding Question addresses how a candidate's plans build a learning segment composed of three to five connected lessons focused on a learning goal and specific planned supports, which will assist the focus learner to achieve that learning goal. As appropriate, the plans include individualized learning and/or performance supports for the focus learner. Candidates explain how their plans organize lesson objectives and learning tasks and materials to align with the learning goal, specific planned supports, the focus learner's IEP goals and/or benchmarks, and state standards[2]. The planned learning segment must develop the focus learner's knowledge and skills related to reaching the learning goal.

Key Concepts of Rubric:

- **Aligned**—Focus learner's individualized education program/plan goals and benchmarks, standards (if applicable), lesson objectives, specific planned supports, and learning tasks and materials are <u>aligned</u> when they consistently address the identified learning goal of the learning segment. The alignment may represent steps to move toward an IEP goal, e.g., working on letter/sound relationships to achieve the goal of fluency.

- **Individualized education program/plan:** A program/plan that sets forth individualized learning goals and required special instruction and related services for an individual learner with a disability. When capitalized, it refers to the Individualized Education Program required under the Individuals with Disabilities Education Act (IDEA). For children under 2, the plan is the Individual Family Service Plan (IFSP), which includes, in part, plans for interventions and direct support by an early interventionist for the learning and development of young learners (as opposed to family supports, which are also included in the IFSP). Some private facilities are not subject to IDEA, and develop their own programs/plans for individual learners. If your focus learner has an IFSP or another individualized program/plan other than an IEP, use elements of this program/plan when responding to prompts and directions about an IEP.

- **Generalization**—"The transfer of learned information [or skills] from particular instances to other environments, people, times, and events."[3]

- **Knowledge and skills**—The desired learning outcomes for the learning segment. Knowledge and skills are meant to include not only discrete knowledge and skills but also conceptual understanding and the knowledge of how and when to use knowledge, concepts, skills, and strategies to shape behavior and performance.

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[1] The Washington state version of edTPA uses the term "Learning Target" to refer to the learning goal.

[2] Standards include state academic standards, common core standards, state alternative or extended standards, early learning standards.

[3] The IRIS Center for Training Enhancements. Generalization. (n.d.). In IRIS Center's online dictionary. Retrieved from http://iris.peabody.vanderbilt.edu

- **Learning goal**—A short-term learner outcome that is achieved over time by meeting related lesson objectives; the outcome of the learning segment, what the focus learner will know or be able to do by the end of the 3–5 lessons. This includes acquisition, fluency, maintenance, or generalization.

- **Learning task**—An activity that engages the focus learner in developing, practicing, generalizing, and/or maintaining knowledge and skills related to one or more specific lesson objectives. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and include guided practice and feedback to a learner. Examples of learning tasks include: answering comprehension questions about a passage from a chapter book, developing the fine motor skills or eye-hand coordination to cut up a piece of chicken with a knife and fork, or learning to recognize and describe one's feelings.

- **Lesson objectives**—Measurable learning outcomes for each lesson that, over time and combined with other instructional objectives, enable a learner to reach the learning goal.

- **Planned supports**—The learning environment, instructional strategies, learning tasks, materials, accommodations, modifications, assistive technology, prompts, and/or scaffolding that are deliberately selected or designed to facilitate learning of the targeted knowledge and skills.

- **Maintenance**—"… term used to describe the extent to which a learner's behavior is self-sustaining over time."[4]

Primary Sources of Evidence:

Context for Learning Information (Specifically the textbook or instructional program, identified disability, and related augmentative communication needs or behavior management plans).

Planning Commentary **Prompts 1a–d**

Strategic review of Lesson Plans & Instructional Materials

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[4] The IRIS Center for Training Enhancements. Maintenance. (n.d.). In IRIS Center's online dictionary. Retrieved from http://iris.peabody.vanderbilt.edu

Scoring Decision Rules

► **Multiple Criteria**	▪ N/A
► **AUTOMATIC 1**	▪ N/A
► **NOTE**	▪ In order to score at Levels 3, 4 or 5, the learning goal, lesson objectives, specific planned supports, and learning tasks and materials should consistently address the identified IEP goal and standards (if applicable). Note that some focus learners with an academic learning goal may not have a related IEP goal, but the planned supports should be aligned with relevant accommodations from the IEP. Instruction and planned supports are required to be related to the IEP. They do not necessarily have to address a specific IEP goal, but can address a more specific skill that would indicate progress toward the IEP goal.
	▪ If there are no lesson objectives for the learning goal, look at the learning goal and decide if it is expressed in clearly defined measurable terms. If the learning goal is expressed in measurable terms and is assessed accordingly in each lesson, assume that it is meant to be a lesson objective for all lessons.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at <u>Level 3</u>:

- **Along with the learning goal**, the following are **consistently aligned** with each other: relevant IEP goals, lesson objectives, specific planned supports, and learning tasks and materials. As appropriate, these are related to relevant state standards.

- **All** lesson objectives include clearly defined measurable outcomes for the focus learner's performance. If the learning goal is expressed in measurable terms and is assessed accordingly in each lesson, then it should be considered to be a lesson objective even if it is not identified as such.

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- There is some level of mismatch between the learning goal, the IEP goals and/or benchmarks, lesson objectives, specific planned supports, and learning tasks and materials OR

- Lesson objectives do not include clearly defined measurable outcomes.

What distinguishes a Level 2 from a Level 3: At Level 2,

- There is alignment between **most** components (IEP goal, the learning goal, lesson objectives, specific planned supports, learning tasks and materials), but not all. OR

- One or more lesson objectives do not include clearly defined measurable outcomes.

What distinguishes a Level 1 from a Level 2: At Level 1,

- There is little alignment between most components, which include the related IEP goal, the learning goal, lesson objectives, specific planned supports, and learning tasks and materials.

Above 3

Evidence that demonstrates performance <u>above Level 3</u>. For the learning segment:

- The following are **consistently aligned** with each other for the focus learner: related IEP goal, the learning goal, lesson objectives, specific planned supports, and learning tasks and materials. As appropriate, these are related to relevant state standards.

- The lesson objectives and/or the specific planned supports are appropriately sequenced to move the focus learner toward meeting the learning goal. For some learners, the lesson objectives may be the same or nearly the same across all lessons because of a slow rate of learning for a specific learning goal. In these cases, the planned supports should be sequenced, perhaps with only minor changes from lesson to lesson contingent upon signs of learning progress.

- Lesson objectives include clearly defined, measurable outcomes.

- Plans for instruction include specific strategies to move the learner toward greater independence (maintenance, generalization, and/or learner directed/controlled application of knowledge or skills).

What distinguishes a Level 4 from a Level 3: At Level 4:

- The order of the lesson objectives or description of increasing or decreasing the specific planned supports is reasonable in terms of moving the focus learner along a path toward meeting the learning goal.

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets all of Level 4 **AND**

- **For the learning goal**, specific strategies in the lesson plans are deliberately selected or designed to build the focus learner's **independence skills (maintenance, generalization, and/or learner directed/ controlled application of knowledge or skills)**. Identifying/naming the strategy is not sufficient. The candidate must clearly describe how the pedagogical or support strategies and/or materials are sequenced across lessons to progressively move the learner toward more independent learning and/or performance. For young learners and learners with severe and profound learning challenges, this may take the form of expressing a preference by making choices between alternatives, learning to communicate wishes or needs, reducing prompt dependence, using alternative or augmentative communication to select an activity, picking out what to put on first when going outside, etc.

Planning Rubric 2: Planning Challenge and Support for the Focus Learner

SPE2: How does the candidate use knowledge of the focus learner to tailor strategies to provide and support access to challenging curriculum and instruction for the learning goal?

The Guiding Question

The Guiding Question addresses how the candidate uses knowledge of the focus learner to plan instruction and support to match his/her needs and strengths. This includes the candidate using his/her understanding of multiple aspects of the learner's strengths and needs to develop, choose or adapt specific planned supports, instructional strategies, learning tasks and/or materials.

Key Concepts of Rubric:

- **Challenge**—extending or probing ahead of a learner's current knowledge or performance Levels.
- **Lesson objectives**—Measurable learning outcomes for each lesson that, over time and combined with other instructional objectives, enable a learner to reach the learning goal.
- **Planned supports**—the learning environment, instructional strategies, learning tasks, materials, accommodations, modifications, assistive technology, prompts, and/or scaffolding that are deliberately selected or designed to facilitate learning of the targeted knowledge and skills.

Primary Sources of Evidence:

Context for Learning Information-age of the focus learner, AAC, behavior management plan

Planning Commentary **Prompts 1a–d, 2a–d, 3a–d**

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

Scoring Decision Rules

► **Multiple Criteria**	▪ N/A
► **AUTOMATIC 1**	▪ Learning tasks and supports are not aligned to lesson objectives and/or learning targets.
	▪ Learning tasks and supports do not reflect required modifications and accommodations for the focus learner as specified in the individualized education program/plan.
► **NOTE**	▪ Read the commentary description of support strategies and see if they are supported by the lesson plans.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at <u>Level 3</u>:

- Candidate plans specific supports reflecting the focus learner's strengths and/or needs**.**

- Learning tasks and supports for the focus learner provide **appropriate levels** of support as determined by baseline data, prior learning, experiences, and strengths and/or needs. Strengths can be from prior learning, lived experiences, language and communication development, or personal, family, community or cultural assets.

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- Candidate's planned supports are general rather than specific and are insufficient to help the focus learner's progress toward the learning goal, evidenced by ONE or more of the following:

- Candidate does not plan supports for the focus learner, which are closely associated with lesson objectives and/or the learning goal.

- Instructional strategies, supports, or materials are very inappropriate for the learner's age or level of development. If the candidate is required to use these, s/he makes little effort to modify them in any way to reduce the mismatch.

- Relevant required modifications and accommodations from individual education program/plans are not included in learning tasks and supports.

What distinguishes a Level 2 from a Level 3: At Level 2,

- **For the learning goal,** the level of learning tasks and supports are loosely connected to the learner's baseline data, prior learning, or experience, **OR** they do little to call upon the focus learner's strengths or address needs as identified by prior learning, lived experiences, language and communication development, or family/cultural assets.

What distinguishes a Level 1 from a Level 2: There are **three different ways** for evidence to be scored at Level 1.

1. There is no evidence of planned support for meeting the learning goal. **OR**

2. The instructional strategies, supports, or materials are very inappropriate for the focus learner's age or needs. The level of mismatch needs to be severe, and the candidate does not attempt to reduce the mismatch in materials s/he is required to use. **OR**

3. There is **no** evidence that the focus learner's strengths or needs were considered in developing or selecting learning tasks, materials, or supports.

Automatic Score of 1 is given when:

- There is little relationship between the learning tasks and planned support strategies and the lesson objectives and/or the learning goal for the focus learner. **OR**

- Learning tasks and supports do not reflect specified modifications and accommodations related to the learning goal or instruction for the learning goal that are specified in the IEP for the focus learner.

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- There are specific supports described in the planning commentary and evidenced in the lesson plans for the focus learner to attempt to challenge the focus learner and extend his/her knowledge or skills beyond current levels of knowledge and/or performance.

- Learning tasks and planned specific supports reflect the focus learner's strengths, needs and interests.

- The focus learner is supported to move toward developing the ability to self-manage supports.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The learning tasks and specific planned supports reflect appropriate levels of challenge as well as individual strengths **and** needs **and** interests. To demonstrate challenge, the candidate needs to plan to probe a little ahead of where the lesson objectives are set.

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets Level 4 **AND ALSO**

- Plans call for the focus learner to move toward using knowledge of his/her strengths and needs to self-manage the supports or challenges. For young learners or learners with severe and profound learning challenges, this may take the form of reducing prompt levels; fading error correction; teaching the learner to request assistance, complete tasks or activities using a picture checklist, using a communication board to express preferences; etc.

Planning Rubric 3: Justification of Instruction and Support

SPE3: How does the candidate use knowledge of the focus learner, research, and/or theory to justify decisions for the learning goal?

The Guiding Question

The Guiding Question addresses how the candidate justifies the ways in which instruction and support strategies are appropriate by drawing upon knowledge of the focus learner as well as research and/or theory.

Key Concepts of Rubric:

- **Deficit thinking**—when candidates explain what learners cannot do based primarily on learners' cultural or linguistic backgrounds, disability label, the challenges they face outside of school, or from lack of family support. Deficit thinking is also revealed when the focus learner's learning or performance challenges lead to a pattern of a candidate demonstrating low expectations relative to the focus learner's potential, not taking responsibility for providing appropriate instruction or support, or not acknowledging **any** learner strengths and the need for challenge.

Primary Sources of Evidence:

Planning Commentary **Prompts 2a–d, 3a–d**

Scoring Decision Rules

► **Multiple Criteria**	▪ N/A
► **AUTOMATIC 1**	▪ Candidate's justification represents a deficit or stereotypic view of a focus learner and/or his/her background.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- For the learning goal, the candidate explains the relevance of instruction and specific planned support strategies with general references, lacking detail, to the focus learner's individual strengths and needs **and** to research and/or theory.

- **NOTE:** Do not mistake descriptions of previous instruction or other types of exposure to learning segment content for learner strengths; descriptions of learner strengths must clearly identify content a learner has mastered or materials or strategies a learner has used successfully or learner dispositions (e.g., persistence).

Below 3

Evidence that demonstrates performance below 3:

- The candidate has considered the focus learner's needs OR research/theory when planning, but not in a detailed way. OR

- There is little or no justification of instruction and support strategies OR the candidate's justification is characterized by minimal support and expectations of low performance due to the learner's cultural or linguistic backgrounds, disability label, challenges external to school, or lack of family support.

What distinguishes a Level 2 from a Level 3: At Level 2,

- Candidate justifies instruction and support strategies for the learning goal by referring to the focus learner's needs, but not in specific detail, OR by using vague or unclear references to research and/or theory. "Vague or unclear" means that the candidate might cite research or theory, but the scorer has to do the work to match the reference to what the candidate is doing.

What distinguishes a Level 1 from a Level 2: At Level 1,

- There is no justification for instruction or support strategies for the learning goal.

Automatic Score of 1 is given when:

- Candidate's justification of learning tasks for the learning goal includes a pattern representing a deficit view of a learner or his/her background.

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- The candidate clearly uses consideration of the focus learner's strengths and needs as well as research or theory to inform planning instruction and specific supports for the learning goal.

- The justification of instruction and specific support strategies addresses support for the learner to move toward developing maintained, generalized, or self-directed use of knowledge or skills.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The candidate provides some details about how the learner strengths and needs are reflected in the instructional and specific support strategies.

- The candidate clearly explains how research and/or theory informs the decisions related to planned instructional strategies or specific supports. Candidates may cite research or theory in their commentary, or refer to the ideas and principles from the research; either connection is acceptable, as long as they clearly connect the research/theory to their planned instruction and/or specific support for the focus learner.

  - Example: Candidate describes plans for systematic instruction or use of a direct instruction curriculum, making an **explicit connection** to research supporting mathematics instruction that is explicit and systematic (models of proficient problem solving, guided practice, corrective feedback, and frequent cumulative review).

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets Level 4 **AND ALSO**

- For the learning goal, the candidate explains how specific instructional and support strategies increase learner independence, i.e., maintenance, generalization, and/or self-directed use of knowledge or skills for the focus learner.

- Examples:
  - Candidate describes how s/he uses a whole task approach and combines a verbal rehearsal strategy to help the learner to brush her teeth independently. Candidate explains how verbal rehearsal has been shown to be effective with learners with specific learning characteristics and what it does for memory.
  - Candidate describes how s/he is using a variable ratio schedule of reinforcement during instruction to assist focus learner in maintaining supporting behavior—reflects principles of applied behavior analysis or operant conditioning (also an example of moving toward maintenance)

Planning Rubric 4: Supporting the Focus Learner's Use of Expressive/Receptive Communication

SPE4: How does the candidate identify and support a communication skill for participating in learning tasks and/or demonstrating learning for the learning goal?

The Guiding Question

The Guiding Question examines support for the identified specific communication skill. Supporting communication development includes academic language (for academic learning goals) or communication to access instruction as well as to demonstrate learning.

Key Concepts of Rubric:

- **Communication**—Receiving and conveying information, meanings, concepts, or feelings. Communication includes language content, form, and sequence; various communication modes or forms, including augmented communication, verbal and nonverbal communication, and devices and other technology; expressive or receptive communication; and initiative or responsive communication. Communication skills include meeting situational expectations/rules and conventions (e.g., changes in word/sign/symbol/behavior choice, tone, intensity, volume, timing, and content) and using communication for different purposes (e.g., greeting, expressing anger, establishing/maintaining interpersonal relationships) and changing communication to match the needs of the listener/receiver. Academic curriculum-related communication, also known as Academic Language, is the means by which learners develop and express content understandings. Academic language skills include discourse, syntax, and vocabulary. Regardless of the area of focus, there are communication demands that teachers need to consider as they plan to support learning of content. These demands include vocabulary (words, symbols, signs, behaviors), communication function/purpose, syntax, social use of communication, concepts and meanings, and situational expectations for both receptive and expressive language.

- **communication skill**—Specific ways that communication is used by learners to participate in learning tasks and/or to demonstrate their learning. The skill can focus on understanding or interpreting communication or on its actual use.

- **communication supports**—Strategies that are used to build the focus learner's goal-related communication within a learning task. Strategies involve modeling the appropriate communication for learners to understand or use in a learning task as well as opportunities for guided practice, generalization, and maintenance. Communication supports also include assistive technology and other mediators.

Primary Sources of Evidence:

Context for Learning Information (any assistive or alternative communication used by the focus learner)

Planning Commentary **Prompts 4a–b**

Strategic review of Lesson Plans

Scoring Decision Rules

► **Multiple Criteria**	▪ N/A
► **AUTOMATIC 1**	▪ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at <u>Level 3</u>: For the learning goal,

- The candidate describes in a general way how the focus learner is supported to use the identified expressive and/or receptive communication skill to participate in the learning task and/or to demonstrate learning. For example, if the skill is to describe a character in a story, the candidate might identify allowing the focus learner additional time to formulate a description as a support. While the support is connected to the communication skill, there is no detail about how the support helps the focus learner use the communication skill.

- General support should go beyond providing opportunities to use the communication skill, i.e., practice alone is not enough support at this level.

- Communication support for the focus learner helps him/her understand how to engage in the learning task and/or demonstrate learning. Communication supports may include instructional materials and strategies that are created, selected, modified, and/or scaffolded to assist the focus learner.

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- The candidate has a superficial view of communication support, which is not aligned with the communication skill.

- There are no supports planned for the use of the identified communication skill.

- The identified communication skill is not aligned with the learning goal.

What distinguishes a Level 2 from a Level 3: At Level 2,

- The identified support of the communication skill is not aligned with how it would be used in lesson activities. For example, the candidate describes the support as helping the focus learner acquire specific vocabulary to facilitate the communication skill of explaining a mathematics problem-solving strategy. This brief description does not identify how vocabulary acquisition will be structured to assist the focus learner in constructing an explanation of how a mathematics problem was solved).

What distinguishes a Level 1 from a Level 2: At Level 1,

- The communication skill identified by the candidate has little to do with the learning goal.

OR

- There are no planned supports for the identified communication skill.

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- Specific examples of communication supports assist the focus learner in using the identified expressive and/or receptive communication skill to engage in the learning task or to demonstrate learning.

- The candidate describes how strategies to support communication assist the learner in moving toward maintained or generalized use of the targeted communication skill.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The candidate provides specific examples of communication supports, which will assist the focus learner in using the communication skill to participate in learning tasks and/or demonstrate learning related to the learning goal.

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets Level 4 **AND**

- Describes how strategies to support communication assist the learner in moving toward maintained or generalized use of the identified communication skill.

Planning Rubric 5: Planning Assessments to Monitor and Support Learning

SPE5: How are the assessments and daily assessment records selected or designed to provide evidence of the focus learner's progress toward the learning goal?

The Guiding Question

The Guiding Question addresses the alignment of the assessments and daily assessment records to the lesson objectives and the extent to which assessments provide evidence to monitor learner progress toward the learning goal throughout the learning segment. It also addresses required assessment adaptations from the IEP. The array of assessments should provide evidence of the focus learner's progress toward achieving the lesson objectives and learning goal.

Key Concepts of Rubric:

- **Challenge**—Extending or probing ahead of a learner's current knowledge or performance levels.

- **Assessment (formal and informal)**—"[R]efer[s] to all those activities undertaken by teachers and by their [learners] . . . that provide information to be used as feedback to modify teaching and learning activities in which they are engaged."[5] Assessments provide evidence of learners' prior knowledge, thinking, performances, or learning in order to evaluate what learners understand and how they are thinking or reacting under specific conditions. Informal assessments may include such things as learner questions and responses during instruction and teacher observations of learners as they work or perform. Formal assessments may include such things as performance records as well as traditional academic assessments such as quizzes, homework assignments, and projects.

Primary Sources of Evidence:

Context for Learning information (Specifically any district, school, or cooperating teacher, or student teaching requirements or expectations; any textbook or instructional program used for instruction; or any type of augmentative or alternative communication used by the learner)

Planning Commentary **Prompts 1c, 2a–d, 5a–b**

Review Prompt 2a–d. In determining appropriate levels of challenge and support in assessment procedures, consider the responses to prompt 2 (Knowledge of the Focus Learner to Inform Teaching of the Learning Segment), to confirm that baseline information aligns with planned assessments and the daily assessment records.

Strategic Review of Lesson Plans (lesson objectives, assessments and assessment strategies) Assessments and/or Data Collection Procedures, Daily Assessment Record

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

Scoring Decision Rules

► **Multiple Criteria**	▪ N/A
► **AUTOMATIC 1**	▪ N/A
► **NOTE**	▪ If there are no lesson objectives for the learning goal, look at the learning goal and decide if it is expressed in clearly defined measurable terms. If the learning goal is expressed in measurable terms and is assessed accordingly in each lesson, assume that it is meant to be a lesson objective for all lessons.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at <u>Level 3</u>:

- The baseline data (described in planning commentary prompts 2a–d), daily assessment records, and other planned assessments are aligned to **all** lesson objectives and provide evidence to monitor the focus learner's progress relative to the learning goal at various points within the learning segment. Note that a pre-test is acceptable baseline data but is not required.

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- The planned assessments will yield insufficient evidence to monitor the focus learner's progress toward the lesson objectives within the learning segment for the learning goal.

What distinguishes a Level 2 from a Level 3: At Level 2,

- There is alignment between most assessments (including the daily assessment records) and the lesson objectives, but some are not aligned OR the assessments and lesson objectives measure the same general knowledge or skill, but not the specific knowledge or skill. This will result in limited evidence for monitoring progress toward the lesson objectives. **OR**
- Some lesson objectives are not assessed.

What distinguishes a Level 1 from a Level 2: At Level 1,

- The daily assessment records and other assessments are not aligned to the lesson objectives and therefore will provide **little or no evidence of progress** toward the learning goal.

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- The baseline data, daily assessment records, and other planned assessments are aligned to **all** lesson objectives and provide evidence to monitor the focus learner's progress relative toward the learning goal at various points within the learning segment.
- The set of assessments provide appropriate levels of challenge and support for the focus learner, considering specific strengths and needs of the focus learner related to the lesson objectives and learning goal.
- Plans include involving the focus learner in **monitoring** his/her own progress in developmentally appropriate ways.

What distinguishes a Level 4 from a Level 3: At Level 4,

- Assessments reflect appropriate levels of support and challenge. Challenge is reflected in including items that extend beyond current levels of knowledge and/or performance (e.g., including "next step" items, probing ahead, using whole task assessment when the learning goal focuses on a part of the task, assessing in a novel situation/task/setting).

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets Level 4 **AND**

- Plans include involving the focus learner in monitoring (observing and recording) his/her own progress in developmentally appropriate ways (e.g., cross checking, rereading, stop-check-fix, self-questioning strategy, compare finished product to sample, rechecking work, monitor work completion using a picture checklist, analyzing errors, graphing own progress, collecting own data). Plans or commentary should describe what the candidate or learner will do with the information yielded by the learner's self-monitoring/assessment.

Instruction Rubric 6: Learning Environment

SPE6: How does the candidate demonstrate a respectful learning environment that supports the focus learner's engagement in learning for the learning goal?

The Guiding Question

The Guiding Question addresses the type of learning environment that the candidate establishes and the degree to which it fosters respectful interactions between the candidate and learners, and among learners.

Key Concepts of Rubric:

- **Challenge**—Extending or probing ahead of a learner's current knowledge or performance levels.

- **Learning Environment**—The designed physical and emotional context, established and maintained throughout the learning segment to support a positive and productive learning experience for the focus learner, with appropriate modifications, adaptations, and accommodations to meet individual learner needs.

- **Respect**—A positive feeling of esteem or deference for a person and specific actions and conduct representative of that esteem. Respect can be a specific feeling of regard for the actual qualities of the one respected. It can also be conduct in accord with a specific ethic of respect. Rude conduct is usually considered to indicate a lack of respect, *disrespect*, whereas actions that honor somebody or something indicate respect. Note that respectful actions and conduct are culturally defined and may be context dependent. Disrespect may also be evident when candidate uses language that reflects deficit thinking. **Scorers are cautioned to avoid bias related to their own culturally constructed meanings of respect. When in doubt, carefully consider how the learner(s) respond(s) to the candidate.**

- **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.

- **Self-determination**—A combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations, together with a belief of oneself as capable and effective are essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society.[6] For young learners and learners with severe and profound learning challenges, this may take the form of making choices between alternatives or learning to communicate wishes or needs.

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[6] Field, S., Martin, J., Miller, R., Ward, M. & Wehmeyer, M. (1998). A practical guide for teaching self-determination. Reston, VA: Council for Exceptional Children.

> **Primary Sources of Evidence:**
>
> Video clip(s)
>
> Instruction Commentary **Prompt 3a–b**
>
> Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video—**such statements should not override evidence depicted in the video**.

Scoring Decision Rules

► **Multiple Criteria**	▪ N/A for this rubric
► **AUTOMATIC 1**	▪ Candidate does not respond to emotional and/or physical safety issues in a timely manner.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at <u>Level 3</u>: In the clip(s):

- The candidate's verbal and nonverbal interactions with the focus learner and (if relevant, any other learners in the instructional group) are respectful, demonstrate rapport and reflect learner(s)' comfort level by communicating easily with the candidate.

- For learners who have severe challenges in social and communication skills, respect and rapport may be revealed in learners' body posturing, proximity, or eye contact, as well as absence or lower levels of undesirable behavior. Be sure to consider the modes of communication and all levels of social behavior most applicable to the focus learner when identifying evidence of respect and rapport.

- There is evidence that the candidate facilitates a positive learning environment that supports learning related to the lesson objectives for the learning goal.

Below 3

Evidence that demonstrates performance <u>below 3</u>: In the clip(s):

- There is no evidence of positive relationships and interactions between candidate and learner(s);

- Candidate-learner interactions focus primarily focus on classroom management, and maintaining learner behavior with minimal support for the lesson objectives for the learning goal; **OR**

- Safety issues (physical or emotional threats) are not responded to promptly.

What distinguishes a Level 2 from a Level 3: At Level 2,

- The candidate demonstrates respect for the learner(s), but there is little or no evidence of a relationship or ease of interaction between the candidate and the learner(s).

- Candidate-learner interactions focus on control of learner behavior in ways that that limit opportunities for the focus learner to engage in learning. If the learner(s) have a behavioral management plan, then the learning environment <u>should</u> be appropriately controlling behavior to support engagement in instruction. At this level, however, the learning environment controls the focus learner's behavior so much that the learner is unable to participate in instruction in a meaningful way and/or to demonstrate learning for the learning goal.

- The learning environment provides minimal support for progress toward the lesson objectives for the learning goal.

What distinguishes a Level 1 from a Level 2: At Level 1, there are **two different ways** that evidence is scored:

1. The candidate shows disrespect for <u>any</u> learner in the video.

2. Disruptive/disrespectful behavior consistently interferes with instruction in the videotape. This may or may not be a focus learner's behavior, but may be that of another learner.

Automatic Score of 1 is given when:

- Candidate does not respond to safety issues in a timely manner. Safety issues include emotional or physical threats.

Above 3

Evidence that demonstrates performance <u>above 3</u>: In the clip(s):

- There is evidence of a learning environment where the focus learner is appropriately supported and challenged to move beyond his/her current level of knowledge or performance and/or offered opportunities to engage in purposeful, independent behavior in relation to the learning goal.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The environment described in the commentary, and verified with video evidence, shows that the candidate facilitates a positive learning environment that provides both support and challenge for the focus learner related to the lesson objectives for the learning goal. At this level the environment not only supports learning but "challenge[s] students to stretch just beyond their current performance level, without creating challenges that are unobtainable"[7].

What distinguishes a Level 5 from a Level 4: At Level 5,

- The candidate also offers opportunities for the focus learner to learn or engage in goal-directed, self-regulated, autonomous behavior relative to the learning goal.

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[7] The IRIS Center for Training Enhancements. Star Legacy Modules. (n.d.) Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students. Retrieved from: http://iris.peabody.vanderbilt.edu/udl/chalcycle.htm

Instruction Rubric 7: Engaging the Focus Learner

SPE7: How does the candidate actively engage the focus learner in developing knowledge and skills to reach the lesson objectives for the learning goal?

The Guiding Question

The Guiding Question addresses how in the video clip(s), the candidate provides evidence of how s/he engaged the focus learner in learning tasks related to the learning goal.

Key Concepts of Rubric:

- Assets (knowledge of learners)—

  - **personal**—Refers to specific background information that learners bring to the learning environment. Learners may bring interests, knowledge, everyday experiences, family backgrounds, etc., that a teacher can draw upon to support learning. This does <u>not</u> include prior learning in school.

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

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

- **Engaging the focus learner**—Using instructional and motivational strategies that promote active involvement of the learner in learning tasks designed to support acquisition and application of knowledge and skills related to specific lesson objectives. Engagement in learning contrasts with learner <u>participation</u> in learning tasks in which learners are present and taking part in learning activities but not reciprocally interacting with the content, peers, materials, or candidate. Candidates may be working with learners who have sensory or behavioral issues that result in the erroneous appearance of being disengaged (e.g., not looking at materials but responding to questions about the materials, hand- flapping and making noises between steps but responding to the questions or directions). If the candidate explains this in the commentary, assessment of learner engagement should consider these factors.

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 4a–c**

Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video—**such statements should not override evidence depicted in the video**.

Scoring Decision Rules

► **Multiple Criteria**	■ Criterion 1 (**primary**): engagement in learning tasks
	■ Criterion 2: connections between learners' academic learning **AND/OR** assets (personal, cultural, community) and new learning
	■ Place greater weight or consideration on the criterion 1 (engagement in learning tasks).
► **AUTOMATIC 1**	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at <u>Level 3</u>:

- *Primary Criterion*: The clip(s) show readily apparent strategies to engage the focus learner in **hands-on learning, application, or reciprocal interactions** to develop the targeted knowledge and skills for the learning goal.

- The strategies try to enlist learner interest in and commitment to developing the knowledge and skills targeted in the learning objectives.

- *Secondary Criterion*: The candidate links prior learning to new learning for the learning goal. The links to prior learning include links to prior processes of learning, e.g., using a graphic organizer or other supports, or to content that the focus learner already knows.

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- The participation in learning tasks seen in the video provides little opportunity to develop new knowledge or skills for the focus learner, without adequate links between prior learning and new learning.

What distinguishes a Level 2 from a Level 3: At Level 2,

- The clips show strategies that encourage formulaic <u>participation</u> in the learning task(s) seen in the clip(s), lacking any motivational or engagement strategies to prompt the focus learner to work to develop the targeted knowledge and skills for the learning goal.

- In addition, the candidate may refer to prior learning relevant to the focus learner, but the references are indirect or unclear.

What distinguishes a Level 1 from a Level 2: At Level 1,

- The focus learner is seen to be passive, inattentive, or out of control during the instruction seen in most of the clip(s), and the candidate does not explain any sensory or behavioral issues that make the learner appear to be disengaged when he/she is engaged.

- In addition, there is little to no evidence that the candidate is linking the focus learner's prior learning to build new learning toward the learning goal.

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- The pacing of the learning tasks seen in the clip(s) maintains the focus learner' engagement in developing the targeted knowledge and skills for the learning goal.

- Connections between the focus learner's prior learning and assets (personal, cultural, community)—in and out of school—support the new learning for the learning goal.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The candidate uses appropriate pacing to maintain the focus learner's engagement in the learning tasks developing the knowledge and skills related to the learning goal, with smooth transitions from one learning task to another.

- In addition, the candidate draws upon not only the focus learner's prior learning, but also assets (personal, cultural, family, community) to develop new knowledge and skills. For instruction in a group, the candidate may draw on experiences that are generally age-appropriate, correspond to the focus learner's culture, or reflect family or community resources and experiences relevant to the learning goal.

- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and meet the secondary criterion at least at Level 3 (links prior learning to new learning).

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets Level 4 AND

- The motivational and instructional strategies seen in the clip(s) encourage the focus learner to initiate and/or maintain active engagement in the learning tasks for the learning goal.

- The candidate prompts the focus learner to link prior learning and assets (personal, cultural, family, community assets) to the new knowledge and skills for the learning goal.

Instruction Rubric 8: Deepening Learning

SPE8: How does the candidate support the focus learner in developing deep understanding of the knowledge and/or skills related to the learning goal?

The Guiding Question

The Guiding Question addresses how in the video clip(s), the candidate brings forth and responds to learner responses as the learner(s) apply new knowledge and skills, including providing feedback, to guide the focus learner's progress toward the learning goal; this can occur during whole class discussions, small group discussions, or in interactions with individual learners.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 5a–c**

Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video—**such statements should not override evidence depicted in the video**.

Scoring Decision Rules

► **Multiple Criteria**	■ Criterion 1 (**primary**): eliciting focus learner responses to apply new knowledge and skills
	■ Criterion 2: providing feedback
	■ Place greater weight or consideration on the criterion 1 (eliciting focus learner responses).
► **AUTOMATIC 1**	■ Pattern of **significant inaccuracies** that are not corrected.
► **NOTE**	■ If the learner is receiving instruction in a group, there will not be individual attention all the time. There should be some opportunities for the focus learner to provide responses. Also consider evidence of opportunities to learn from other learners' responses and feedback to them.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at <u>Level 3</u>:

- The candidate structures the learning tasks to prompt the focus learner to apply new knowledge and skills related to the learning goal.

- The focus learner receives accurate and specific feedback (verbal or nonverbal), and has an opportunity to respond to the individual feedback (as well as feedback to responses from other learners, for instruction in a group) to subsequent responses for the learning goal. For instruction in a group, there will likely be generalized feedback, but some of the feedback must specifically address the focus learner.

- If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion UNLESS there is evidence of a pattern of significant uncorrected inaccuracies (Automatic 1)**.

- If evidence meets the primary criterion at Level 4, and the candidate evaluates learner responses as right or wrong with no feedback, the rubric is scored at Level 3.

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- In the clip(s), the candidate is using superficial prompts or is providing limited or no opportunities for the focus learner to respond and use feedback to deepen the knowledge and skills related the learning goal.

- The candidate responds with significant inaccuracies related to the learning goal.

What distinguishes a Level 2 from a Level 3: At Level 2,

- The tasks, materials, or instruction reflect superficial opportunities to respond for the focus learner related to the new knowledge or skills associated with the learning goal.

- The candidate is reacting to the global correctness or incorrectness of the focus learner's responses (and, for instruction in a group, responses from other learners) rather than providing the learner with detailed feedback about how the learner's response is correct or incorrect.

What distinguishes a Level 1 from a Level 2: At Level 1,

- The candidate provides the focus learner with few opportunities to offer responses to instruction related to the learning goal.

Automatic Score of 1 is given when:

- Either the candidate responses or the materials used contain **significant inaccuracies** that will misdirect performance or lead to misunderstandings. These should be evident throughout the clip(s) and not just a single candidate misstatement, and should be core to the lesson objectives for the learning goal.

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- In the clip(s), the candidate is prompting the focus learner to initiate responses to apply the new knowledge and skills for the learning goal.

- The focus learner receives accurate and specific feedback (verbal or nonverbal), and has an opportunity to apply the feedback to subsequent responses for the learning goal. For instruction in a group, there will likely be generalized feedback, but some of the feedback must specifically address the focus learner.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The candidate is prompting the focus learner to initiate responses to apply the new knowledge and skills for the learning goal, e.g., by constructing the learning task so that in engaging in the learning task, the learner naturally initiates responses.

- Example: The candidate arranges a learning activity having the focus learner interact with a peer, where each learner has to generate questions and ask and respond to each other about a reading passage (e.g., "Who are some of the main characters?" "Where does the story take place?" "Why did the author choose to end the story without explaining what happened to the main character?" For a learner with a more severe disability this may involve the use of open-ended questions (e.g., "When should you wear a hat and scarf?" "What are some foods you would eat with a spoon?").

- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and meet the secondary criterion at least at Level 3 (accurate specific feedback and an opportunity to apply the feedback).

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets Level 4 AND

- There is evidence in the clip(s) that the candidate supports the focus learner in evaluating his/her own learning or learning to self-monitor or self-correct subsequent responses for the learning goal in a manner appropriate to the learner's development. For young children or learners with severe or profound disabilities, this may take the form of progressively increasing the time delay before error correction, reducing the level of prompts or error correction strategies (most-to-least prompts). For example, a learner that has a goal to raise his hand before calling out may be prompted to use a self-monitoring chart, checking off each time he raises his hand. For learners with significant cognitive disabilities, checking off tasks on a checklist as it is done demonstrates self-monitoring.

Instruction Rubric 9: Supporting Teaching and Learning

SPE9: How does the candidate support learning for the learning goal?

The Guiding Question

The Guiding Question addresses how the candidate uses instructional strategies, supports and materials in the clip(s) to build learners' knowledge and skills.

Key Concepts of Rubric:

- **Planned supports:** The learning environment, instructional strategies, learning tasks, materials, accommodations, modifications, assistive technology, prompts, and/or scaffolding that are deliberately selected or designed to facilitate learning of the targeted knowledge and skills.

- **Scaffolding:** A process in which a teacher adds supports for learners to enhance learning and aid in the mastery of tasks. There are several types of scaffolds. In one, a teacher supports learners by "systematically building on their experiences and knowledge" while they are learning new skills (instructional scaffolding). Another type of scaffold is the use of written prompts and cues to help learners to perform a task or to use a given strategy (material scaffolding). A third type is a method of instruction whereby a teacher begins by specifying the steps in a task or instructional strategy and then goes on to model those steps for his or her class while verbalizing his or her thought process (task scaffolding).

- **Self-directed learning strategies:** Alternatively referred to as self-regulated learning or self-management strategies, involve teaching learners to modify and regulate their own behavior. Such strategies enable learners to regulate their own behavior without external control and allow them to become active participants in their own learning. The strategies include, but are not limited to, using self-managed cues or prompts (auditory, visual, tactile) to regulate behavior, self-instruction, self-monitoring, self-evaluation, self-reinforcement[8] and self-correction.

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 6a–b**

Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video—**such statements should not override evidence depicted in the video**.

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[8] Wehmeyer. M. (2002, September). Promoting the self-determination of students with severe disabilities. *CEC Today*.
Retrieved from: https://files.eric.ed.gov/fulltext/ED470522.pdf

Scoring Decision Rules

► **Multiple Criteria**	▪ N/A for this rubric unless strategies, supports, or materials are clearly developmentally or age inappropriate. If this occurs, score is below 3.
► **AUTOMATIC 1**	▪ N/A

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at <u>Level 3</u>:

- Instructional strategies, supports, and materials seen in the clip(s):
  - directly support the focus learner's progress toward the lesson objectives for the learning goal
  - match the focus learner's needs.

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- In the clip(s), the instructional strategies or supports for the learning goal are not appropriate for the focus learner, or the instructional strategies and supports are not directly connected to the focus learner's needs in relation to the lesson objectives.

What distinguishes a Level 2 from a Level 3: At Level 2, instructional strategies, supports, and materials seen in the clip(s) are:

- related to lesson objectives for the learning goal, and are not implemented in a manner that facilitates the focus learner's development of the knowledge and skills.
- developmentally appropriate for the focus learner and related to the learning goal, but correspondence to the needs of the focus learner is superficial.

What distinguishes a Level 1 from a Level 2: At Level 1,

- In the clip(s), the support or instructional strategies seen are:
  - vague, inaccurate, or unrelated to the lesson objectives for the learning goal;
  - inappropriate for the focus learner's needs with respect to the lesson objectives; or
  - not matched in any way to the focus learner's chronological age. If the candidate is required to use specific support or instructional strategies that do not correspond in any way with the focus learner's chronological age, s/he makes little effort to modify them in any way to reduce the mismatch.

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- In the clip(s), the support or instructional strategies support the focus learner's progress toward lesson objectives and/or development of a self-directed learning strategy through instructional strategies, supports and materials that capitalize on the learner's strengths for the learning goal.

What distinguishes a Level 4 from a Level 3: At Level 4, instructional strategies, supports and materials seen in the clip(s) for the learning goal:

- Capitalize on the focus learner's **strengths** relative to the lesson objectives, in addition to being appropriate to the learner's needs.

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets Level 4 **AND**

- Instructional strategies, supports, or materials focus on developing the focus learner's skills related to self-directing or self-regulating his/her own learning, behavior, or performance. The strategies include, but are not limited to, using self-managed cues or prompts (auditory, visual, tactile) to regulate behavior, self-instruction, self-monitoring, self-evaluation, self-reinforcement[9] and self-correction.

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[9] Wehmeyer. M. (2002, September). Promoting the self-determination of students with severe disabilities. *CEC Today.* Retrieved from: https://files.eric.ed.gov/fulltext/ED470522.pdf

Instruction Rubric 10: Analyzing Teaching Effectiveness

SPE10: How does the candidate use evidence to evaluate and change teaching practice to meet the focus learner's learning needs related to the learning goal?

The Guiding Question

The Guiding Question addresses how the candidate examines the teaching and learning in the video clip(s) and proposes what s/he could have done differently to better support the needs of the focus learner related to the learning goal. The candidate justifies the changes based on learner needs and references to research and/or theory.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Instruction Commentary **Prompt 7a–b**

Video Clip(s) (for evidence of learning)

Scoring Decision Rules

► **Multiple Criteria**	▪ N/A
► **AUTOMATIC 1**	▪ None
► **NOTE**	▪ Changes discussed by the candidate should be related to the lesson(s) that are seen or referenced in the clip(s), but do not need to address exclusively what is seen in the clips alone. Candidates can suggest changes to any part of the lesson(s) referenced in the clips (e.g., what came before or after what is seen in the clip(s)). However, there should be some connection to the learning seen in the clips.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at <u>Level 3</u>:

- The proposed changes in teaching practice relate to the lesson objectives for the learning goal and address the focus learner's strengths **or** needs that were seen in the video clip(s) and described in the commentary. **AND/OR**

- The candidate refers to appropriate research or theory in relation to the proposed changes to support the learning of the focus learner for the learning goal. The connections between the research/theory and the changes are general rather than specifically described.

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- The changes proposed by the candidate are not directly related to the needs of the focus learner as seen in the video clip(s).

What distinguishes a Level 2 from a Level 3: At Level 2,

- The changes have a superficial relationship to learner needs related to the learning goal, e.g., through improved directions or better management of learning tasks by the candidate rather than addressing the learning itself.

What distinguishes a Level 1 from a Level 2: At Level 1,

- The changes are not supported by evidence of the focus learner's learning needs from lessons seen or referenced in the clip(s), or described in the commentary.

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- The proposed changes in teaching practice relate to the learning goal and explicitly address the focus learner's strengths **and** needs that were seen in the video clip(s) and described in the commentary.

- The changes in teaching practice are supported by specific connections to research and/or theory.

What distinguishes a Level 4 from a Level 3: At Level 4, the candidate

- Explains how the changes address the strengths **and** needs of the focus learner relative to the learning goal.

- Clearly explains how research or theory informs the changes proposed for the learning goal. Candidates may describe research or theory in their commentary, or <u>refer</u> to the ideas and principles from the research; either connection is acceptable, as long as they clearly connect appropriate research/theory to the proposed changes.

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets Level 4 **AND**

- Explains how the proposed changes support the focus learner's movement toward greater independence through the maintenance, generalization, and/or self-directed use of the targeted knowledge and skills.

Assessment Rubric 11: Analyzing the Focus Learner's Performance

SPE11: How does the candidate demonstrate an understanding of focus learner's performance with respect to the learning goal as reflected in the lesson objectives?

The Guiding Question

The Guiding Question addresses candidates' analysis of learner work to identify progress toward lesson objectives and the learning goal.

Key Concepts of Rubric:

- **Aligned**—For the focus learner, lesson objectives, planned supports, the daily assessment record, and/or the work sample are aligned when they address the same/similar learning goal.

Primary Sources of Evidence:
Assessment Commentary **Prompt 1a–f**
Learner work sample(s) (written or video)
Baseline data, Completed Daily Assessment Records

Scoring Decision Rules

► **Multiple Criteria**	▪ N/A
► **AUTOMATIC 1**	▪ There is a significant lack of alignment between the learning goal, lesson objectives, daily assessment records, and/or the work sample for the focus learner. Specifically, the daily assessment records do not include data related to the lesson objectives, or the work sample is unrelated to the lesson objectives and the daily assessment record.
	▪ **Any** lesson objective lacks explicit, operationally defined criteria.
► **NOTE**	▪ If the learning goal is expressed in measurable terms and is assessed accordingly in each lesson, then it should be considered to be a lesson objective even if it is not identified as such.
	▪ The candidate has the opportunity in prompt 1b of the Assessment Commentary to revise the assessment related to the work sample, daily assessment records, and/or lesson objectives from what was described in the Planning Commentary. Any revisions should be considered in place of the originals when evaluating evidence of alignment, measurability of lesson objectives, and progress compared to lesson objectives.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The analysis draws upon knowledge of the focus learner and patterns of the following to understand progress toward all lesson objectives for the focus learner for the learning goal:

- Strengths **AND** errors NOTE: if error prevention was successfully used to support student learning, a lack of errors should not be held against a candidate. **OR**
- Levels or types of supports, including error prevention strategies.

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- The analysis focuses on whether the focus learner met the lesson objectives
- The analysis is superficial or not supported by the work sample evidence or the daily assessment records.
- There is a lack of alignment between the learning goal, lesson objectives, daily assessment records, and/or the work sample for the focus learner.
- One or more lesson objectives lack explicit, operationally defined criteria.

What distinguishes a Level 2 from a Level 3: At Level 2,

- Although supported by the daily assessment records and the work sample evidence, the analysis focuses primarily on concluding whether the focus learner met <u>each</u> lesson objective. It does not probe possible reasons why.
- The analysis addresses strengths or errors (including error prevention), but not both.

What distinguishes a Level 1 from a Level 2: There are **two different ways** that evidence is scored at Level 1,

1. The analysis is superficial because it ignores important evidence from the work sample and/or daily assessment record **OR ignores one or more** of the lesson objectives for the learning goal.
2. The conclusions in the analysis are not supported by the work sample(s) or the daily assessment record.

Automatic Score of 1 is given when:

- There is a significant lack of alignment between the learning goal, lesson objectives, daily assessment records, and/or the work sample for the focus learner. Specifically, the daily assessment records do not include data related to the lesson objectives, or the work sample is unrelated to the lesson objectives and daily assessment records.
- Any lesson objective lacks explicit, operationally defined criteria. If the learning goal is expressed in measurable terms and is assessed accordingly in each lesson, then it should be considered to be a lesson objective even if it is not identified as such.

Above 3

Evidence that demonstrates performance <u>above 3</u>: The analysis:

- Uses **details** regarding patterns of strengths, needs, and levels or types of supports (including error prevention strategies), along with knowledge of the focus learner, to understand **strengths and needs** for focus learner's progress toward **the** learning goal.
- Suggests clear and plausible connections between specific elements of the instruction or the learning environment and the focus learner's outcomes toward the learning goal.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The analysis uses knowledge of the focus learner and references **details** regarding patterns of the following:

    - strengths and needs **AND**

    - levels or types of supports, including error prevention strategies, to understand **strengths and needs underlying** progress toward <u>all</u> lesson objectives for **the** learning goal.

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets Level 4 **AND:**

- The candidate draws clear and plausible conclusions about how specific elements of instruction or the learning environment might have affected the focus learner's outcomes for the learning goal.

Assessment Rubric 12: Providing Feedback to Guide Further Learning

SPE12: What type of feedback does the candidate provide to the focus learner for the learning goal?

The Guiding Question

The Guiding Question addresses the evidence of feedback provided to the focus learners. Feedback may be written on the focus learner's work sample or provided in a video/audio format. The feedback should identify what learners are doing well and what needs to improve in relation to the lesson objectives and the learning goal.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:
Assessment Commentary **Prompts 1d–f, 2a–c**
Evidence of feedback (written, audio/video)

Scoring Decision Rules

► **Multiple Criteria**	■ N/A
► **AUTOMATIC 1**	■ Feedback contains significant inaccuracies that will misdirect the focus learner in significant ways.
	■ Feedback is severely inappropriate for the learner's chronological age and/or developmental level.
► **NOTE**	■ For a candidate using an errorless learning strategy, there may not be any errors, and this should not be held against the candidate. Error prevention strategies are commonly used in contexts where the focus learner's emotional state is severely affected by errors (e.g., learners with autism, learners in psychiatric facilities) or when the community learning setting might be jeopardized (e.g., a workplace setting).

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Detailed feedback related to the learning goal either addresses needs (including errors through prevention or correction) **OR** reinforces strengths.

- Detailed feedback is specific (i.e., identifies what is correct or incorrect about learner responses or guides the learner to understand how to respond correctly).

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- Feedback is general and includes only needs or strengths, is inaccurate, is unrelated to the learning goal, contradicts the analysis, or is severely inappropriate for the focus learner's chronological age and/or development.

What distinguishes a Level 2 from a Level 3: At Level 2:

- Feedback related to the learning goal is general, rather than specific, and addresses needs and/or strengths. While it is clear what the feedback is addressing, detail is lacking in general feedback. General feedback does not address the specific error or correct solution (e.g., "Check your work" or "Yes!"). It also includes non-specific praise (i.e., no description of how responses are correct or incorrect). For example, saying, "Good job" rather than specifically identifying was what correct in the response, e.g., "Good, you got these right because you paid attention to the + symbol."

What distinguishes a Level 1 from a Level 2: At Level 1:

- Feedback is not related to the lesson objectives for the learning goal. Feedback that is limited to a single remark, such as identifying the total percent correct (86%), an overall letter grade (B), or one comment such as "Nice work!" with no other accompanying comments or grading details does not meet the Level 2 requirement and should be scored at a Level 1. Those examples of a single piece of feedback do not even provide any general feedback to focus learners that is related to the learning objectives.

Automatic Score of 1 is given when:

- Feedback for the learning goal includes content inaccuracies that will misdirect the focus learner.
- Feedback for the learning goal is **severely** inappropriate for the learner's chronological age and/or developmental level.

Above 3

Evidence that demonstrates performance <u>above 3</u>: Feedback,

- is specific
- both reinforces strengths **AND** addresses needs through preventing or correcting errors
- is part of a process guiding the focus learner to learn how to self-assess or self-correct.
- improves learning for the focus learner by making connection to prior learning or experiences.

What distinguishes a Level 4 from a Level 3: At Level 4,

- Specific feedback addresses both strengths and needs, including correcting or preventing errors related to the lesson objective(s).

What distinguishes a Level 5 from a Level 4: At Level 5, candidate meets Level 4 **AND**

- Candidate describes strategies for guiding the focus learner to learn skills that move toward using:
  - A strategy to address a learning need. For example, "You got the right answer. If you are unsure of the answer, remember to refer to the guided notes we have been developing."

  OR

■ A meaningful connection to experience or prior learning. For example, the candidate refers back to a prior math lesson: "Remember how you solved the addition problem using the math counters? Show me how you could also use the same counters to solve subtraction problems."

Assessment Rubric 13: Learner Understanding and Use of Feedback

SPE13: How does the candidate provide opportunities for the focus learner to understand and use the feedback for the learning goal to guide his/her further learning or performance?

The Guiding Question

The Guiding Question addresses how the candidate explains how s/he will help the focus learner to understand and use the feedback provided in order to improve his/her learning or performance.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Assessment Commentary **Prompt 2b–c**

Scoring Decision Rules

| ► **Multiple Criteria** | ▪ N/A |
| ► **AUTOMATIC 1** | ▪ None |

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at <u>Level 3</u>:

- Candidate provides a description of how the focus learner will understand or use feedback related to the learning goal. This description needs to relate to the feedback given to the focus learner.

- The description should be specific enough that you understand what the candidate and/or focus learner are going to do in relation to the feedback given. Otherwise, it is vague and the evidence should be scored at Level 2.
  - Example for **understanding** feedback: Go over problems with errors.
  - Example for **using** feedback: Revise problems or correct errors using feedback given.

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- The explanation of opportunities for understanding or using feedback related to the learning goal **is** vague or absent.

What distinguishes a Level 2 from a Level 3: At Level 2,

- The explanation of how the focus learner will understand or use feedback related to the learning goal is vague or superficial. Details about <u>how</u> the focus learner will understand or use the feedback are missing, e.g., "The focus learner will use the feedback on his next assignment."

What distinguishes a Level 1 from a Level 2: At Level 1,

- Opportunities for understanding or using feedback related to the learning goal are not described. **OR**

- Limited or no feedback related to the learning goal is provided for the focus learner to inform his/her performance or responses.

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- Support for the focus learner to understand and use the feedback is described in enough detail to understand how the focus learner is being guided to see what s/he is doing well or poorly and how s/he will use feedback related to strengths and/or needs and the learning goal.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The candidate describes supports for guiding the focus learner to both understand what s/he is doing well or what s/he continues to struggle with **AND** how to use feedback on his/her strengths **OR** needs related to the learning goal.

What distinguishes a Level 5 from a Level 4: At Level 5,

- The candidate describes supports for guiding the focus learner to understand and use feedback on their strengths **AND** needs related to the learning goal.

Assessment Rubric 14: Explaining the Focus Learner's Use of Communication

SPE14: How does the candidate explain the focus learner's use of the expressive/receptive communication skill to participate in the learning task and/or demonstrate learning related to the learning goal?

The Guiding Question

The Guiding Question addresses how a candidate explains the focus learner's attempts to use the identified communication skill. These opportunities should support access to learning tasks and/or demonstration of learning related to the learning goal.

Key Concepts of Rubric:

- **Communication**—Receiving and conveying information, meanings, concepts, or feelings. Communication includes language content, form, and sequence; various communication modes or forms, including augmented communication, verbal and nonverbal communication, and devices and other technology; expressive or receptive communication; and initiative or responsive communication. Communication skills include meeting situational expectations/rules and conventions (e.g., changes in word/sign/symbol/behavior choice, tone, intensity, volume, timing, and content) and using communication for different purposes (e.g., greeting, expressing anger, establishing/maintaining interpersonal relationships) and changing communication to match the needs of the listener/receiver. Academic curriculum-related communication, also known as Academic Language, is the means by which learners develop and express content understandings. Academic language skills include discourse, syntax, and vocabulary. Regardless of the area of focus, there are communication demands that teachers need to consider as they plan to support learning of content. These demands include vocabulary (words, symbols, signs, behaviors), communication function/purpose, syntax, social use of communication, concepts and meanings, and situational expectations for both receptive and expressive language.

  - **communication skill**—Specific ways that communication is used by learners to participate in learning tasks and/or to demonstrate their learning. The skill can focus on understanding or interpreting communication or on its actual use.

  - **communication supports**—Strategies that are used to build the focus learner's goal-related communication within a learning task. Strategies involve modeling the appropriate communication for learners to understand or use in a learning task as well as opportunities for guided practice, generalization, and maintenance. Communication supports also include assistive technology and other mediators.

Primary Sources of Evidence:

Assessment Commentary **Prompt 3a–c**

Focus Learner's work sample (evidence of the use of the communication skill), evidence from Task 2 video clip(s), or evidence from additional video clip

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance <u>at Level 3</u>:

- The candidate explains how the focus learner used or attempted to use the identified expressive/receptive communication skill to participate in learning tasks and/or demonstrate learning related to the learning goal.

- The explanation corresponds to the specific evidence (e.g., time stamp, a place in a work sample) provided of actual use.

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- The candidate's description of the communication skill does not explain how the focus learner used the skill to participate in or to demonstrate learning.

OR

- The communication skill is not aligned with the learning goal.

What distinguishes a Level 2 from a Level 3: At Level 2,

- The candidate describes an expressive/receptive communication skill related to the learning goal but does not provide an explanation of how the focus learner used the skill to participate in learning tasks or demonstrate learning related to the learning goal

What distinguishes a Level 1 from a Level 2: At Level 1,

- The candidate describes the focus leaner's use of an expressive/receptive communication skill that is

  - unrelated or not clearly related to accessing instruction or demonstrating learning for the learning goal **OR**

  - not consistent with the evidence identified of its use.

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- Candidate explains and cites evidence of

  - use of the expressive/receptive communication skill,

  - how planned supports helped the focus learner use the communication skill, and/or

  - how the focus learner can be supported toward generalized or maintained use of the skill.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The candidate explains and provides evidence of how supports helped the focus learner use the communication skill to participate in and/or demonstrate learning related to the learning goal.

- The explanation corresponds to the evidence provided of actual use.

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets Level 4 **AND**

- The candidate explains how the focus learner was supported during the learning segment or could be supported in future lessons to move toward generalized or maintained use of the communication skill.

Assessment Rubric 15: Using Assessment to Inform Instruction

SPE15: How does the candidate use conclusions about what the focus learner knows and is able to do related to the learning goal to plan next steps in instruction?

The Guiding Question

The Guiding Question addresses how the candidate uses conclusions from the analysis of learner work and research and/or theory to propose the next steps of instruction. Next steps should be related to the standards/objectives assessed and based on the daily assessment record/work sample.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Learner work samples

Baseline data, Daily assessment record, Final assessments

Assessment Commentary **Prompts 4a–b (review prompts 1d–f for information about progress, strengths/needs, and supports provided)**

Scoring Decision Rules

► **Multiple Criteria**	- Criterion 1 (**primary**): Next steps for instruction - Criterion 2: Connections to research/theory - Place greater weight or consideration on criterion 1 (next steps for instruction).
► **AUTOMATIC 1**	None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance <u>at Level 3</u>:

- *Primary Criterion*: The next steps related to the learning goal follow from the analysis of the focus learner's performance during the learning segment and include general instructional strategies and/or supports to improve or continue learning

- *Primary Criterion*: The description of next steps clearly indicate how they are related to the focus learner's needs and to current instruction.

- *Secondary Criterion*: The candidate refers to research and/or theory when describing the next steps. The connections between the research/theory and the next steps are general rather than specifically described.

- 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, the rubric is scored at Level 3.

Below 3

Evidence that demonstrates performance <u>below 3</u>:

- The next steps are loosely connected to the focus learner's learning needs that were identified in the analysis of the assessments and the daily assessment records.

- The next steps are not achievable, do not follow from the analysis, are not relevant to the lesson objectives assessed, or are insufficiently described.

- Either research/theory is not mentioned or the connection to the next steps is extremely vague, e.g., providing a research citation only or mentioning the name of a theory or researcher without relating the theory or research findings to the next steps.

What distinguishes Level 2 from Level 3: At Level 2,

- The next steps have a superficial relationship to the learning goal or the focus learner's needs. The focus is on improving the candidate's practice rather than on improving learning for the focus learner. The explanation for how the next steps are related to the instruction in the learning segment for the focus learner is vague or missing.

What distinguishes Level 1 from Level 2:

(primary criterion)

1. Next steps **are not achievable or do not follow from** the analysis. **OR**

2. Next steps are **unrelated to the lesson objectives** assessed. **OR**

3. Next steps are **not described in sufficient detail** to understand them, e.g., "more practice" or "go over the test."

OR

(secondary criterion)

4. There are no connections between the next steps or research and theory. For this to result in a Level 1 score, there must also be evidence for the primary criterion at Level 1.

Above 3

Evidence that demonstrates performance <u>above 3</u>:

- Next steps are logically sequenced, providing instructional strategies to address specific learning needs related to the current instruction in the learning segment.

- Next steps are supported by clear references to how research and/or theory informs them.

- The candidate may draw implications for the IEP goals and/or curriculum.

What distinguishes Level 4 from Level 3: At Level 4:

- The explanation of the instructional strategies demonstrates a logical sequence building from instruction in the learning segment to address specific needs of the focus learner identified in the analysis.

- The candidate discusses how research or theory is related to the next steps in ways that are consistent with the focus learner's needs identified in the analysis. They may describe the research or theory in their discussion, or they may refer to the ideas from the research. Either is acceptable, as long as they clearly connect the research/theory to their next steps.

- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a general, relevant reference to research and/or theory (meet the secondary criterion at least at Level 3).

What distinguishes Level 5 from Level 4: At Level 5, the candidate meets Level 4 **AND**:

- The candidate draws upon the analysis to identify implications for the focus learner's IEP goals and/or curriculum.

- The candidate explains how principles from research/theory justify the proposed next steps.