

# Washington Teacher Performance Assessment (WTPA)



## Secondary English–Language Arts for Washington

### Assessment Handbook

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**November 2011**

This handbook is intended for use only by participants in the TPA Field Test.

This Field Test TPA Handbook is valid through August 31, 2012, and will be superseded by an updated version for Operational Use beginning Fall 2012.

The Teacher Performance Assessment stems from a 25-year history of development in performance-based assessments of teaching quality. 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 (PACT) for their pioneering work using discipline-specific portfolio assessments to evaluate teaching quality. The 2011–12 field test version of this handbook has been developed with thoughtful input from teachers and teacher educators representing various national design teams and Washington student-voice committees, national subject matter organizations (ACEI, IRA, NASPE, NCSS, NCTE, NCTM, NSTA, etc.), and content validation review teams. All contributions are recognized and appreciated.

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# Overview of the Teacher Performance Assessment in Secondary English–Language Arts

## Purpose

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The Washington Teacher Performance Assessment (WTPA) is being developed as the Washington version of a nationally available assessment of readiness to teach for novices. The national assessment is focused on student learning and is designed around the principles applied by successful teachers:

- Develop knowledge of subject matter and subject-specific pedagogy.
- Develop and apply knowledge of students' varied needs.
- Consider research and theory about how students learn.
- Reflect and act on evidence of the effects of their 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, the Washington TPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic, experiential ways.

As a participant in this assessment, you will have an opportunity to develop a collection of materials that represents the ways in which you impact student learning in your “student teaching” classroom or other instructional settings. When developing your materials, you will be prompted to synthesize what you have learned throughout your preparation program and apply it with the students you currently teach. Your Teacher Performance Assessment (TPA) evidence will demonstrate your current abilities, knowledge, and skills as a beginning teacher on your way to becoming a highly accomplished teacher.

## Summary of Tasks

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In this assessment, you will describe, analyze, and evaluate the teaching of a series of 3–5 English-language arts lessons (or, if teaching English-language arts within a large time block, about 3–5 hours of connected instruction) referred to as a learning segment. The learning segment should provide opportunities for students to develop and monitor their ability to comprehend, construct meaning from, and interpret complex text, and to create a written product interpreting or responding to complex features of a text, that is, features that are just beyond your students' current skill levels.

You will complete four tasks for the TPA assessment:

1. Planning Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning
4. Analyzing Teaching

## 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 English–language arts.

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

The commentaries are your opportunity to describe your artifacts, explain the rationale behind their use, collect student-voice evidence about their learning process, and analyze and reflect on what you’ve learned about your teaching practice and your students’ learning. In each commentary, you will respond to prompts to provide evidence of what you know and understand about your students and their 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 [Secondary English–Language Arts Evidence Chart](#) for information about how your evidence should be formatted for electronic submission.

## Evaluation and Scoring Criteria

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

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

Evidence for the planning, instruction, assessment, and analyzing teaching dimensions will come from the corresponding tasks. Evidence for the academic language dimension will come from the Planning and either the Instruction or Assessment tasks. Evidence for the student-voice dimension will come from all tasks.

The rubrics used to score your performance on the TPA are included in the handbook and are linked electronically to 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

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The instructions on the following pages will guide you in putting together the artifacts and commentaries required within the four tasks of the TPA. 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 resources are available to you in this manual:

- **Guidelines:** For detailed guidelines on document formatting and submission of the TPA, see the [Secondary English–Language Arts Evidence Chart](#).
- **Responses:** Your evidence is submitted electronically to the online system used by your teacher preparation program. Your submission must conform to the specifications listed in the [Secondary English–Language Arts Evidence Chart](#).
- **Definitions:** For definitions of key terms, refer to the [Glossary of Terms: Secondary English–Language Arts](#).
- **Rubrics:** These are available for each scoring dimension. See the links at the end of each task section for the applicable rubrics.

Review all instructions carefully before beginning to teach the learning segment to ensure that you are well prepared for all tasks.

The remainder of this introduction provides an overview of the assessment components and your professional responsibilities in preparing your materials.

## Assessment Components at a Glance

What to Do	What to Submit	Evaluation Rubrics
<b>TPA Task 1: Planning Instruction and Assessment</b>		
<ul style="list-style-type: none"> <li>▶ Provide relevant information about your instructional context.</li> <li>▶ Select a learning segment of 3–5 sequential lessons (or, if teaching English-language arts within a large time block, about 3–5 hours of connected instruction) that supports students in developing the ability to comprehend, construct meaning from, and interpret complex text, and in creating a written product interpreting or responding to text.</li> <li>▶ Consider your students' strengths and needs and select a central English–language arts focus and a key language demand for the learning segment.</li> <li>▶ Create an instruction and assessment plan for the learning segment and write lesson plans.</li> <li>▶ Respond to commentary prompts to explain what you know about your students and the thinking behind your plans.</li> <li>▶ Make daily notes about the effectiveness of your teaching for your students' learning (will be used in writing the Analyzing Teaching commentary in Task 4).</li> </ul>	<ul style="list-style-type: none"> <li>▣ Part A: Context for Learning Information</li> <li>▣ Part B: Lesson Plans for Learning Segment               <ul style="list-style-type: none"> <li>■ Lesson plans</li> <li>■ Instructional materials</li> <li>■ Assessment tools/ procedures</li> </ul> </li> <li>▣ Part C: Planning Commentary</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Planning Rubrics</b></li> <li><a href="#">Rubric 1: Planning for Understanding in English–Language Arts</a></li> <li><a href="#">Rubric 2: Using Knowledge of Students to Inform Teaching and Learning</a></li> <li><a href="#">Rubric 3: Planning Assessments to Monitor and Support Student Learning</a></li> </ul>

What to Do	What to Submit	Evaluation Rubrics
<b>TPA Task 2: Instructing and Engaging Students in Learning</b>		
<ul style="list-style-type: none"> <li>▶ Collect permission forms from parents/guardians and prepare for video recording.</li> <li>▶ Review and identify lessons where you are engaging your students in preparing to read a complex text or in a discussion to construct meaning from and interpret the text.</li> <li>▶ Submit 2 video clips that do not exceed 10 minutes each in total running time.</li> <li>▶ Respond to commentary prompts to analyze your teaching and your students' learning in the video clips.</li> </ul>	<ul style="list-style-type: none"> <li>▣ Part A: Video Clips</li> <li>▣ Part B: Instruction Commentary</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Instruction Rubrics</b></li> <li><a href="#">Rubric 4: Engaging Students in Learning</a></li> <li><a href="#">Rubric 5: Deepening Student Learning</a></li> </ul>
<b>TPA Task 3: Assessing Student Learning</b>		
<ul style="list-style-type: none"> <li>▶ Analyze class performance from one assessment completed during the learning segment.</li> <li>▶ Identify 3 student work samples that illustrate trends in student understanding within the class.</li> <li>▶ Select and analyze the learning of 2 focus students in more depth, based on both work samples and related student-voice evidence articulating their own learning. Document your feedback on their work.</li> <li>▶ Respond to commentary prompts to report conclusions from your analysis and describe feedback given to the 2 focus students.</li> <li>▶ Identify next steps in instruction based on your analysis and on student articulation of their learning.</li> <li>▶ Provide the Assessment task and evaluation criteria and, if not evident from the work samples, the instructions or prompt for the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>▣ Part A: Student Work Samples and Reflections</li> <li>▣ Part B: Evidence of Feedback</li> <li>▣ Part C: Assessment Commentary</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Assessment Rubrics</b></li> <li><a href="#">Rubric 6: Analyzing Student Work</a></li> <li><a href="#">Rubric 7: Using Feedback to Guide Further Learning</a></li> <li><a href="#">Rubric 8: Using Assessment to Inform Instruction</a></li> </ul>

What to Do	What to Submit	Evaluation Rubrics
<b>TPA Task 4: Analyzing Teaching</b>		
<ul style="list-style-type: none"> <li>▶ Using notes you have recorded throughout the learning segment, respond to the commentary prompts to explain what you have learned about your teaching practice and two or three things you would do differently if you could teach the learning segment over. Explain why the changes would improve your students' learning.</li> </ul>	<ul style="list-style-type: none"> <li>▣ Part A: Analyzing Teaching Commentary</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Analyzing Teaching Rubric</b> <a href="#">Rubric 9: Analyzing Teaching Effectiveness</a></li> </ul>
<b>TPA Academic Language in English–Language Arts</b> (evidence is gathered across tasks, as noted above)		
<ul style="list-style-type: none"> <li>▶ Select one key language demand related to the central focus. Explain how you will support students with varied language needs.</li> <li>▶ Cite evidence of opportunities for students to understand and use the targeted academic language in (1) the video clips from the Instruction task <b>OR</b> (2) the student work samples from the Assessment task.</li> <li>▶ Analyze the effectiveness of your language supports.</li> </ul>	<ul style="list-style-type: none"> <li>▣ Task 1, Part C: Planning Commentary</li>   <li>▣ Task 2, Part B: Instruction Commentary (Prompt 4)</li>   <li style="text-align: center;"><b>AND/OR</b></li>   <li>▣ Task 3, Part C: Assessment Commentary (Prompt 4)</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Academic Language in English–Language Arts Rubrics</b> <a href="#">Rubric 10: Understanding Students' Language Development and Associated Language Demands</a> <a href="#">Rubric 11: Scaffolding Students' Academic Language and Deepening Content Learning</a> <a href="#">Rubric 12: Developing Students' Academic Language and Deepening Content Learning</a></li> </ul>

What to Do	What to Submit	Evaluation Rubrics
<b>Washington Student Voice</b> (evidence is gathered across tasks as noted)		
<ul style="list-style-type: none"> <li>▶ Explain how you will give students opportunities to express their understanding of the learning targets, identify resources to support and monitor their own learning progress, and use student voice to raise awareness of where they are relative to the learning targets.</li>   <li>▶ Provide examples from the video clips of strategies to elicit student voice of their understandings of the learning targets.</li>   <li>▶ Collect and analyze student reflections on their progress toward meeting the learning target(s), describe how you helped the two focus students understand their progress toward the learning targets, and use the reflections to inform your next steps in instruction.</li> </ul>	<ul style="list-style-type: none"> <li>▣ Task 1, Part C: Planning Commentary (Prompts 1b, 3e, and 5c-d)</li>   <li>▣ Task 2, Part A: Video Clips</li>   <li>▣ Task 3, Part A: Student Work Samples and Reflections</li>   <li>▣ Task 3, Part C: Assessment Commentary (Prompts 1b-c, 2b, and 3c)</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>Washington Student-Voice Rubrics</b></li>   <li><a href="#">Rubric 13: Eliciting Student Understanding of Learning Targets</a></li>   <li><a href="#">Rubric 14: Supporting Student Use of Resources to Learn and Monitor Their Own Progress</a></li>   <li><a href="#">Rubric 15: Reflecting on Student-Voice Evidence to Improve Instruction</a></li> </ul>

## Professional Responsibilities

Refer to the following table for an overview of professional responsibilities inherent in the development of your Washington TPA evidence.

Responsibility	Description
<b>Protect confidentiality</b>	To protect confidentiality, please remove your name and use pseudonyms or general references (e.g., “the district”) for your school, district, or cooperating teacher. You may use either pseudonyms or first names only for students. Do this in all commentaries, and mask or remove names that could identify people or institutions from all materials submitted, including lesson plans.
<b>Acquire permissions</b>	<p>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.</p> <p>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.</p> <p>The release forms are not to be submitted with your materials, but you should follow your campus policy for retaining them.</p>
<b>Cite sources</b>	Provide source citations for all materials that you did not create (e.g., published texts, websites, material from other educators). List all citations by lesson number at the end of the Planning commentary.
<b>Align instruction with state standards</b>	As part of the assessment, you will document the alignment of your lesson plans with state-adopted academic content 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.
<b>Collaborate with others while developing your own teaching practice</b>	<p>As a credential candidate, you are encouraged to seek assistance, input, and feedback from your university supervisors, cooperating/master teachers, university instructors, or peers during the completion of this assessment. However, the ultimate responsibility for compiling the documentation lies with you. Therefore, when you submit your completed assessment for scoring, you will be asked to attest to the following statements:</p> <ul style="list-style-type: none"> <li>■ I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment.</li> <li>■ The video clips submitted show me teaching the students/class profiled in the evidence submitted.</li> <li>■ The student work included in the documentation is that of my students, completed during the learning segment documented in this assessment.</li> <li>■ I am sole author of the commentaries and other written responses to prompts and other requests for information in this assessment.</li> <li>■ Appropriate citations have been made for all materials in the assessment whose sources are from published text, the Internet, or other educators.</li> </ul>

# Task 1: Planning Instruction and Assessment

## What to Think About

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In Task 1: Planning Instruction and Assessment, you will describe your plans for the learning segment and explain how they are appropriate for the students and the content you are teaching. Think about what you know about your students as learners and provide information about what they know and can do related to the content you will teach. Consider your students' prior learning and experience, including their academic content knowledge, language development, social and emotional development, family/cultural assets, interests and lived experiences, as well as any identified learning needs.

In this task, you will demonstrate your ability to organize curriculum, instruction, and assessment to inform diverse students how they will meet content standards and develop related academic language. You will provide evidence of your ability to select, adapt, or design learning tasks and materials that offer your students equitable access to English–language arts curriculum content and associated academic language and to provide students opportunities to express their understanding of the learning targets.

Task 1 sets the stage for you to demonstrate and analyze the impact of your teaching of the planned learning segment. Be explicit about how what you know about your students informs your plans.

## What Do I Need to Do?

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- ❑ If you teach more than one class, select one focus class for this assessment.
- ❑ Complete the Context for Learning Information provided by the online system used by your teacher preparation program. An example of the information you must provide is included as a link from [Task 1: Artifacts and Commentary Specifications](#) in the Secondary English–Language Arts Evidence Chart.
- ❑ Review the curriculum with your cooperating teacher and select a learning segment of 3–5 lessons (or, if teaching English–language arts within a large time block, about 3–5 hours of connected instruction) to describe, analyze, and reflect upon. The learning segment should provide opportunities for students to develop and monitor their own abilities to comprehend, construct meaning from, and interpret complex text and to create a written product interpreting or responding to complex features of a text, that is, features that are just beyond your students' current skill levels.
- ❑ Identify the central focus along with the content standards and learning targets you will address in the learning segment.
- ❑ Consider language demands associated with the learning targets in the learning segment. These include the oral and written academic language that students will need to understand or produce in your learning segment. Select a language demand in the learning segment that is critical to understanding instruction or materials and/or demonstrating learning, and in which your students would benefit from more instruction and/or practice.

**Note:** In Tasks 2 and 3, you will have opportunities to provide evidence of students' understanding and use of the targeted academic language. You may choose to cite this evidence in (1) the Instruction task (video clips) **OR** (2) the Assessment task (student work samples).

- Write a lesson plan for each lesson in the learning segment. Your credential program may require you to use a specific lesson-plan format for this assessment. Regardless, lesson plans should minimally include the following information:
  - State-adopted student academic content 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 objectives associated with the content standards
  - Informal and formal assessment tools/procedures used for both the teacher and students to monitor student learning, including type(s) of assessment and what is assessed
  - Instructional strategies and learning tasks used to support student learning, including what you and the students will be doing
  - Resources and materials that assist students in meeting the learning target(s).

If you make significant changes to your lesson plans when teaching the learning segment, submit only the revised lesson plans, instead of the original, to reflect the adaptations that guided your teaching.

- Submit key instructional materials and **all** assessment tools and/or procedures used during the learning segment (**up to 5 additional pages** per lesson plan). The instructional materials might include class handouts, overhead transparencies, or scans of PowerPoint or SmartBoard slides that can be inserted into the lesson plan file. See the [Task 1: Artifacts and Commentary Specifications](#) in the Secondary English–Language Arts Evidence Chart for information about including the instructional materials and assessments.
- In preparation for writing the Analyzing Teaching commentary in Task 4, record notes on the impact of your instruction for various students after teaching each lesson, including student-voice evidence of their own learning. You will NOT submit these, so they can be in any form that is useful to you (e.g., annotated lesson plans, bulleted notes). Your notes should address your reflections on the following—What's working? What's not? For whom? And why?—as well as cite events and other evidence that led to these conclusions.

## What Do I Need to Write?

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In Task 1: Planning Instruction and Assessment, you will write lesson plans, a description of your context for learning, and a Planning commentary explaining your plans. See the [Task 1: Artifacts and Commentary Specifications](#) in the Secondary English–Language Arts Evidence Chart for information about how to format and save your documents and what evidence should be included for each part of Task 1.

## Planning Commentary

Write the Planning commentary (of **no more than 10 single-spaced pages**, including prompts) by providing your response to each of the prompts below. If you are prompted to provide any explanations that can be found in your lesson plans, refer to the appropriate page(s) of those plans.

### 1. Content Focus

- a. Summarize the central focus for the content you will teach in this learning segment.
- b. How and when will you give students opportunities to express their understanding of the learning targets and why are they important?

### 2. Knowledge of Students to Inform Teaching

For each of the categories listed below (a–d), describe what you know about your students' prior learning and experience with respect to the central focus of the learning segment. **What do they know, what can they do, and what are they learning to do?** Consider the variety of learners in your class who may require different strategies/support.

- a. Academic development (e.g., prior knowledge, prerequisite skills, ways of thinking in the subject areas, developmental levels, special educational needs)
- b. Academic language development (e.g., students' abilities to understand and produce the oral or written language associated with the central focus and standards/learning targets within the learning segment)
- c. Family/community/cultural assets (e.g., relevant lived experiences, cultural expectations, and student interests)
- d. Social and emotional development (e.g., ability to interact and express themselves in constructive ways, ability to engage in collaborative learning, nature of contributions to a productive learning environment)

### 3. Description of Text(s) Used

To help a scorer understand the text(s) you are using:

- a. Provide the title, author (or, if a film, director), and a short discussion (about a paragraph) of salient features of the text(s) that a scorer who is unfamiliar with the text(s) needs to know in order to understand your instruction. These might include such things as the genre, text structure, theme, plot, imagery, or linguistic features, depending on the central focus of your learning segment.
- b. If there is more than one text, indicate the lesson(s) where each text will be the focus.

### 4. Supporting Student Learning in English–Language Arts

Respond to prompts a–f below to explain how your plans support your students' learning of English-language arts related to the central focus of the learning segment. As needed, refer to the instructional materials you have included to support your explanations. Cite research and theory to support your explanations.

- a. Explain how your understanding of your students' prior learning, experiences, and development guided your choice or adaptation of learning tasks and materials to develop students' abilities to comprehend, construct meaning from, interpret, and/or respond to a complex text.

- b. How are the plans for instruction sequenced in the learning segment to build connections between students' learning and experiences and new knowledge?
- c. Describe common student errors or misunderstandings within your content focus and how you will address them.
- d. Explain how, throughout the learning segment, you will help students make connections between textual references, constructions of meaning, interpretations, and responses to text to deepen student learning.
- e. How will students identify resources to support their progress toward the learning targets?
- f. Describe any instructional strategies planned to support students with specific learning needs. This will vary based on what you know about your students but may include students with IEPs (individualized education programs), English language learners, or gifted students needing greater support or challenge.

#### **5. Supporting Student Understanding and Use of Academic Language**

Respond to the prompts below to explain how your plans support your students' academic language development.

- a. Identify the key academic language demand and explain why it is integral to the central focus for the segment and appropriate to students' academic language development. Consider language functions and language forms, essential vocabulary or phrases for the concepts and skills being taught, and instructional language necessary for students to understand or produce oral and/or written language within learning tasks and activities.
- b. Explain how planned instructional supports will assist students to understand academic language related to the key language demand to express and develop their content learning. Describe how planned supports vary for students at different levels of academic language development.

#### **6. Monitoring Student Learning**

- a. Explain how the informal and formal assessments were selected and/or designed to provide evidence for you and your students to use to monitor student progress toward the standards/objectives. Consider how the assessments will provide evidence of students' abilities to comprehend, construct meaning from, interpret, and/or respond to a complex text.
- b. Describe any modifications or accommodations to the planned assessment tools or procedures that allow students with specific needs to demonstrate their learning.
- c. Describe when and how 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. How will students monitor their own learning progress during the learning segment?

## How Will the Evidence of My Teaching Practice Be Assessed?

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When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. For Task 1: Planning Instruction and Assessment, your evidence will be assessed using the following rubrics:

### Planning Rubrics

[Rubric 1: Planning for Understanding in English–Language Arts](#)

[Rubric 2: Using Knowledge of Students to Inform Teaching and Learning](#)

[Rubric 3: Planning Assessments to Monitor and Support Student Learning](#)

### Academic Language in English–Language Arts Rubrics

[Rubric 10: Understanding Students’ Language Development and Associated Language Demands](#)

[Rubric 11: Scaffolding Students’ Academic Language and Deepening Content Learning](#)

### Washington Student-Voice Rubrics

[Rubric 13: Eliciting Student Understanding of Learning Targets](#)

[Rubric 14: Supporting Student Use of Resources to Learn and Monitor Their Own Progress](#)

Your evidence is submitted electronically to the online system used by your teacher preparation program. Your submission must conform to the specifications listed in the [Secondary English–Language Arts Evidence Chart](#).

## Task 2: Instructing and Engaging Students in Learning

### What to Think About

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The Instructing and Engaging Students in Learning task asks you to demonstrate how you work with students to provide opportunities to express their understanding of the learning target(s) and to develop their abilities to construct meaning from and interpret a complex text. You will provide evidence of your ability to intellectually engage students in meaningful English–language arts tasks, to enable you and the students to monitor their progress, and use your responses to students to guide their learning.

Think about how your choices of instructional strategies engage students in deepening their abilities to construct meaning from and interpret a complex text. While teaching, how do you prompt students to express their understanding of the learning targets and to make connections between their prior learning and experiences and the content to be learned? Consider which lessons in the learning segment require meaningful student engagement with learning about a complex feature of text or engaging in a discussion to interpret complex text and plan to video-record your classroom as you teach those lessons. Be strategic in selecting video clips that reveal the ways in which students are engaged and you are eliciting and monitoring their abilities to construct meaning from a complex text or interpret the text during a discussion.

### What Do I Need to Do?

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- Examine your plans for the learning segment and identify learning tasks in which students are actively engaged in preparing to read a complex text or engaging in a discussion to interpret the text and/or expressing their understanding of the learning target(s). The video clips may or may not include the beginning and end of the learning task from which they come, but should provide a sample of how you interact with students to support their learning of how to construct meaning from and respond to a complex text and to elicit their understanding of the learning target(s).
- Video-record your classroom teaching. View the video recording(s) to check the video and sound quality, analyze your teaching, and select the most appropriate video clips to submit.
- Provide **2 video clips of no more than 10 minutes each in length**. The first clip should demonstrate how you engage students in comprehending and constructing meaning from a complex feature of a text, for example, historical context, figurative language, dense informational text, visual imagery in a film. The second clip should show interactions between you and at least three students during a discussion of the text to support and/or monitor their abilities to interpret the text.
- If the clip(s) that best represent your engagement of students in preparing to read or discussing a complex text do not include opportunities for students to express their understandings of the learning targets, then provide a third clip of up to 3 minutes with that focus.

- ▣ Review the Video Guidelines below:
  - Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear on the video.
  - A video clip should be continuous and unedited, with no interruption in the events.
  - The video clips should include interactions between you and your students and your responses to student comments, questions, and needs.
  - The video clips can feature either the whole class or a targeted group of students within the class.
  - Both you and your students should be visible and clearly heard on the video clips submitted.
  - Tips for video recording your class are available from your program.
- ▣ In addition to your video clips, you must provide a transcription of any relevant writing on the board, overheads, or walls if it is not clearly visible on the video. Insert this text (**up to 2 pages**) at the end of the file you submit as Part B: Instruction Commentary.

## What Do I Need to Write?

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### Instruction Commentary

Write the Instruction commentary (of **no more than 5 single-spaced pages**, including prompts) by providing your response to each of the prompts below.

1. **Identify the number of the lesson or lessons from which the clips were recorded.**
2. **Engaging Students in Learning**
  - a. Cite examples from the clip(s) of your strategies to elicit student expression of their understanding of the learning target(s).
  - b. Explain how the instruction (tasks, activities, discussions, and/or teaching strategies) depicted in the clips motivated and intellectually engaged students in developing their abilities to construct meaning from and interpret complex text. Cite specific examples from the clips of what students said/did to support your explanation.
  - c. Using examples from the clips, describe how your instruction (tasks, activities, discussions, and/or teaching strategies) linked students' prior learning and experiences with new learning. Prior learning and experience includes students' academic content knowledge, language development, social and emotional development, family/cultural assets, interests, and lived experiences.
3. **Deepening Student Learning during Instruction**
  - a. Explain how you elicited student thinking through questions or materials and facilitated responses that supported students' abilities to construct meaning from and interpret complex text.
  - b. Explain how you and the students supported students in using textual (or, if a film, visual or dialogue) references to check or justify their constructions of meaning and interpretations of complex text.
  - c. Cite evidence from the clips of what you and your students said/did to support your explanations.

#### 4. Evidence of Academic Language

**Note:** You may provide evidence for academic language with your video clips **OR** through student work samples in Task 3. If evidence of student understanding and/or use of the key language demand is well represented in the clips, then respond to the prompt below. Otherwise, respond to prompt 4 in Task 3, Part C: Assessment Commentary. You must provide this evidence in at least one of the two available tasks.

- a. Describe evidence in the clips that demonstrates the extent to which students are able to understand and/or use the language associated with the identified language demand (vocabulary, function/form, and/or instructional language) in ways that develop the ability to construct meaning from or interpret complex text.
- b. Using this evidence, how well did your language supports or instruction promote academic language development for students with varied language levels?

## 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 the following rubrics:

### Instruction Rubrics

[Rubric 4: Engaging Students in Learning](#)

[Rubric 5: Deepening Student Learning](#)

### Academic Language in English–Language Arts Rubrics (If Applicable)

[Rubric 11: Scaffolding Students' Academic Language and Deepening Content Learning](#)

[Rubric 12: Developing Students' Academic Language and Deepening Content Learning](#)

### Washington Student-Voice Rubrics

[Rubric 13: Eliciting Student Understanding of Learning Targets](#)

Your evidence is submitted electronically to the online system used by your teacher preparation program. Your submission must conform to the specifications listed in the [Secondary English–Language Arts Evidence Chart](#).

## Task 3: Assessing Student Learning

### What to Think About

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The Assessing Student Learning task asks you to assess student progress, analyze student strengths and needs, and use your analysis of student performance to inform instruction. You will provide evidence of your ability to do the following:

1. Develop evaluation criteria that are aligned with your central focus, standards, and learning objectives.
2. Analyze student performance on an assessment and student-voice evidence associated with the identified learning objectives.
3. Provide feedback to students.
4. Use the analysis of student performance to identify next steps in instruction.

Think about the ways in which you and the students are monitoring, examining, and evaluating evidence of student learning throughout the learning segment. How do you use assessments and student-voice evidence to document and make sense of what students have learned? How do you provide feedback? In using assessment evidence to plan next steps for your teaching, consider common learning across most of the class as well as common strengths or needs among several students. Consider both the successes and struggles of your students.

### What Do I Need to Do?

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- ❑ Select an assessment from the learning segment that you and the students will use to evaluate students progress toward the learning target(s). The assessment should reflect the work of individuals, not groups. The assessment should give both you and the students a sense of how well they are progressing toward learning the knowledge, skills, and abilities targeted in the learning segment:
  - Comprehending and making meaning from complex text
  - Interpreting and/or responding to complex text
- ❑ Collect student work from your entire class and analyze student performance to identify patterns in understanding within the class.
- ❑ Ask students to reflect on their own performance on the 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).
- ❑ Analyze student performance and student reflections to identify patterns in understanding within the class.

- Illustrate the results of your analysis with student work samples.
  - a. Select **3 student work samples** representing what students in your class generally understood from the lesson and what a number of students were still struggling to understand. At least one of the students must have identified learning needs, such as an English language learner or a student with an IEP.
  - b. From the **3 student work samples and reflections** already selected, identify 2 focus students: one student with identified learning needs and one other student.
- If your feedback is not shown on the student work samples or in the video clip(s), document and submit evidence of the feedback you provided to the 2 focus students, either as individuals or as part of a larger group. You may submit a document (written feedback), an audio file, or a video file. Submit **1 file** for each student. You do not need to submit a file showing evidence of feedback if your feedback is:
  - a. written on the student work samples. Be sure that scorers can distinguish your feedback from the students' own work.
  - b. shown in the video clip(s) of your instruction. Identify your feedback for each student by providing the time stamp range on the video where the feedback can be found (e.g., clip 1, 01:35–03:05) in the appropriate prompt within Part C: Assessment Commentary. You may also submit an additional video showing oral feedback; see the Evidence Chart for information on naming and submission of the video.
- Include the evaluation criteria and clarification of the directions/prompts for the chosen assessment (if not clear from the student work samples), and attach it (**2 pages** maximum) to the end of the Assessment commentary.

## What Do I Need to Write?

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### Assessment Commentary

Write the Assessment commentary (of **no more than 8 single-spaced pages**, including prompts, in addition to **no more than 2 pages** of attachments) by providing your response to each of the prompts below.

#### 1. Analyzing Student Learning

- a. Identify the specific standards/objectives and central focus from the learning segment measured by the assessment chosen for analysis. Describe any changes from what was planned for this assessment as described in the lesson plans or in prompt 6 of the [Planning commentary](#).
- b. Respond to the prompts below to create a summary of student learning relative to your evaluation criteria.
  - i. Summarize student performance and understanding of their own progress in narrative and/or graphic form (e.g., table or chart).
  - ii. Discuss what students appear to understand well and where they continue to struggle, including any misunderstandings, errors, confusions, or needs (including a need for greater challenge).
  - iii. Consider common patterns across the class as well as groups of students with similar strengths or needs. Cite evidence to support your analysis from the **3 student work samples and self-reflections** you selected.

- c. Respond to the prompts below by referencing your understanding of the 2 focus students:
  - i. Describe each student’s individual learning strengths and challenges relative to the standards/objectives measured by the chosen assessment. Consider your knowledge of each student (e.g., prior knowledge of the content, language development, academic development, and/or special needs).
  - ii. After analyzing each student’s work sample and self-reflection, what conclusions did you make regarding their individual learning? Cite specific evidence to support your conclusions.

## 2. Feedback to Guide Further Learning

- a. In what form did you submit your evidence of feedback (e.g., written directly on work samples, in audio files, a time stamp reference for video clip[s] in the Instruction task)? If submitted via video for Task 2, provide the time stamp here.
- b. Describe what you did to help each student understand his/her performance on the assessment.
- c. How did feedback provided to each focus student address the individual student’s needs and learning objectives? Reference specific evidence of submitted feedback to support your explanation.
- d. What opportunities were/will be provided for students to apply the feedback to improve their work, either within the learning segment or at a later time?

## 3. Using Assessment to Inform Instruction

For the prompts below, consider what you know about your students and the impact of your instruction when designing next steps. Be sure to connect your next steps to your analysis of the student performances.

- a. Based on your analysis of student performance in the assessment, describe next steps for instruction for the whole class to impact student learning.
- b. Describe any individualized next steps for the 2 focus students.
- c. Explain how these next steps follow from your analysis of the student performances and the self-reflections.

## 4. Evidence of Academic Language

**Note:** You may provide evidence for academic language with your video clips in Task 2 **OR** through the student work samples analyzed in this task. If your evidence of the key language demand is well represented in the student work sample, then respond to the prompts below. Otherwise, respond to prompt 4 in Task 2, Part B: [Instruction Commentary](#). You must provide this evidence in at least one of the two available tasks.

- a. Describe evidence from the student work samples that demonstrates the extent to which students are able to understand and/or use the language associated with the identified language demand (vocabulary, function/form, and instructional language) in ways that develop content understandings.
- b. Using this evidence, how well did your language supports or scaffolding promote academic language development for students with varied language levels?

## How Will the Evidence of My Teaching Practice Be Assessed?

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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 the following rubrics:

### Assessment Rubrics

[Rubric 6: Analyzing Student Work](#)

[Rubric 7: Using Feedback to Guide Further Learning](#)

[Rubric 8: Using Assessment to Inform Instruction](#)

### Academic Language in English–Language Arts Rubrics (If Applicable)

[Rubric 11: Scaffolding Students' Academic Language and Deepening Content Learning](#)

[Rubric 12: Developing Students' Academic Language and Deepening Content Learning](#)

### Washington Student-Voice Rubrics

[Rubric 14: Supporting Student Use of Resources to Learn and Monitor Their Own Progress](#)

[Rubric 15: Reflecting on Student-Voice Evidence to Improve Instruction](#)

Your evidence is submitted electronically to the online system used by your teacher preparation program. Your submission must conform to the specifications listed in the [Secondary English–Language Arts Evidence Chart](#).

## Task 4: Analyzing Teaching

### What to Think About

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The Analyzing Teaching task asks you to reflect on your experiences teaching the learning segment and to consider what you have learned about your teaching and the learning of your students. You will provide evidence of your ability to analyze the effectiveness of your teaching and propose changes that would have better supported the learning of your diverse students. Think about what you learned from your experiences teaching each day of the learning segment and the analyses and commentaries you have provided throughout this assessment. What worked? What didn't? For whom? And why? What is your evidence?

### What Do I Need to Do?

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- ❑ Review your notes and reflections recorded throughout the learning segment and analyze what you have learned about your teaching, your students, and their learning of how to comprehend, construct meaning from, interpret, and/or respond to a complex text.
- ❑ Respond to the Analyzing Teaching commentary prompts by explaining what you would do differently, given the opportunity to teach these lessons again to the *same group of students*, and why you think these changes would make a difference in student learning.

### What Do I Need to Write?

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#### Analyzing Teaching Commentary

Write the Analyzing Teaching commentary (of **no more than 2 single-spaced pages**, including prompts) by providing your responses to each of the prompts below.

1. If you could teach these lessons to the same group of students again, what are two or three things you would do differently to improve the learning of these students based on their varied needs and characteristics? Consider missed opportunities and other aspects of planning, instruction, assessment, and/or student voice.
2. Citing evidence from your experience teaching this learning segment, explain why you would expect these changes to make a difference in student learning.

### How Will the Evidence of My Teaching Practice Be Assessed?

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When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. For Task 4: Analyzing Teaching, your evidence will be assessed using the following rubrics:

## Analyzing Teaching Rubric

### [Rubric 9: Analyzing Teaching Effectiveness](#)

Your evidence is submitted electronically to the online system used by your teacher preparation program. Your submission must conform to the specifications listed in the [Secondary English–Language Arts Evidence Chart](#).

# Glossary of Terms:

## Secondary English–Language Arts

**academic language:** Oral and written language used for academic purposes. It is the language students must have to learn content in schools. Academic language is the means by which students develop and express content understandings. Academic language includes the *language of the discipline* (vocabulary and functions and forms of language associated with learning outcomes in a particular subject) and the *instructional language* used to engage students in learning content.

**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:** Evidence of your teaching practice to include the following: lesson plans, copies of instructional and assessment materials, two or three video clips of your teaching, and student work samples.

**assessment (formal and informal):** Refers to all those activities undertaken by teachers and by their students that provide information to be used as evidence for both students and teachers to modify the teaching and learning activities in which they are engaged (see Black and William 1998). 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 such things as student questions and responses during instruction and teacher observations of students as they work. Formal assessments may include such things as quizzes, homework assignments, essays, papers, journals, and projects.

**assessment tool/procedure:** Any method for strategically gathering evidence of student learning (e.g., observing students as they work; posing questions; or administering more formal written assessments that include evaluation criteria, such as rubrics).

**candidate-based evidence:** Evidence showing the candidate’s clear and detailed use of reflection on student involvement in instruction.

**central focus:** A statement or phrase that captures or summarizes the overarching learning outcomes associated with content standards and one or more learning targets. It may not be as broad or comprehensive as a big idea or essential question used in a longer unit of instruction, but it should represent a focus beyond facts and skills. For example, the central focus for a secondary English–language arts learning segment might be constructing meaning from figurative language to interpret a text. The learning segment would focus on introducing metaphors and similes, providing opportunities for students to practice recognizing, constructing, and interpreting figurative language, and applying those abilities to interpreting a text that relies heavily on figurative language for its meaning.

**complex text:** A text with features that are just beyond your students’ current skill levels. The text can be informational text, fiction, drama, film, and so on, as appropriate to the student academic content standards selected.

**commentaries:** A response to questions that prompt candidates to provide evidence of what they know and understand about their teaching practice. The commentaries will guide the assessors in interpreting the evidence submitted. They also are evidence of candidates’ abilities to communicate about and reflect on their teaching practice. Note: writing ability will not be scored directly, but it is important that the writing is clear and focused on key elements of your description, analysis, or reflections.

**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.

**engaging students in learning:** Using instructional and motivational strategies that promote students’ active involvement in learning tasks that increase their knowledge, skills, and abilities related to specific learning objectives. Intellectual engagement in learning contrasts with student participation in learning tasks where students complete the learning tasks but make little meaning as a result of the design and/or implementation of the task.

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

**evidence:** 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.

**instructional language:** Language teachers use to direct student engagement in learning (task directions, routines, questions, explanations, etc.) **AND** language that students need to participate with each other in a learning activity, task, or discussion (questions, explanations, etc., used in whole-class, small-group, or partner interactions). Instructional language may or may not be subject specific.

**language demands:** Specific ways language (reading, writing, listening, and speaking) will need to be used by students to participate in learning tasks and demonstrate their learning. Language demands vary by discipline and language function/form.

**language development:** Students’ language abilities in terms of speaking, listening, reading, and writing skills. All students, including high-performing students, can improve their academic language proficiency in terms of precise language choices, more clear and/or complex communication, and greater fluency with discipline-specific language.

**language forms:** Structures or ways of organizing oral or written language serve a particular function within each subject area. In English–language arts, language forms include expository, narrative, poetic, theatric, journalistic, film, and graphic print materials as well as video and live presentations. Language forms can be at the sentence level, paragraph or genre level. If the function is to interpret character development, then appropriate language forms could include literacy essays or a set of sentence frames like “The author used (action, dialogue, and/or description) to introduce (main character). One example of (action, dialogue, and/or description) was \_\_\_\_\_, which suggested that the character was \_\_\_\_\_.”

**language functions:** For oral and written language in classrooms, the function is the purpose the language is intended to achieve. Functions are associated with verbs found in learning outcome statements. Common language functions in the language arts include reading/listening for main ideas and details; analyzing and interpreting characters and plots; writing narrative, informational, or poetic text; using presentation skills to present a play, a speech, or do a dramatic reading; evaluating and interpreting an author’s purpose, message, and use of language choice, setting, mood, tone, and other literary strategies; comparing ideas within and between texts; and making sense of unfamiliar vocabulary through pictures, word parts, and contextual clues.

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

**learning segment:** A set of 3–5 lessons that build one upon another toward a central focus, with a clearly defined beginning and end. A learning segment can be part of a larger unit plan.

**learning targets:** Defines academic success as what we want students to know and be able to do (Stiggins, 2001). Generally written in student-friendly language so the learner can articulate and demonstrate learning.

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

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

**prior learning and experience:** Includes students’ academic content knowledge, language development, social and emotional development, family/cultural assets, interests, and lived experiences.

**rationale:** The principle or justification for a planning, instructional, or assessment decision made by the candidate.

**reflection:** Meta-cognitive retrospection conducted by the candidate on one’s own practice. Tells what the candidate infers from the analysis of impact on student learning through planning, instruction, and assessment.

**reflective practice:** A proactive and deliberate process involving planned pause to examine beliefs, goals, and practices to gain a new and/or deeper understanding that leads to improved student learning.

**reflective writing:** A type of writing used for the thought process occurring after analysis. Reflective writing occurs when a candidate thinks deeply about what did and did not happen then makes decisions about the approach used in similar future situations. Reflective writing shows how the learning gained from the teaching experiences is used to inform and improve future practice.

**scaffolding:** A special type of instructional support to allow students to do a task that they cannot yet do independently. Like scaffolding for buildings under construction, the support is designed to be temporary and to be removed or gradually reduced as students learn to do the task by themselves.

**social and emotional development:** Refers to the ways in which children and adolescents develop understandings of self and others. Milestones at various levels of development include identity formation, self-awareness/self-concept, pro-social behavior, peer relationships, social responsibility, and moral reasoning.

**special needs:** Refers to categories addressed by federal law (Individuals with Disabilities Education Act), identified learning disabilities, gifted and talented, and other features of student learning that may require individualized instruction or assessment.

**student-based evidence:** Evidence showing the student’s clear and detailed understanding of their own progress towards the learning target. Student-based evidence includes “Student Voice” and student work.

**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.

# Rubrics

## Planning Rubrics

### Rubric 1: Planning for Understanding in English-Language Arts

How do the candidate’s plans build students’ abilities to comprehend, construct meaning from, interpret, and/or respond to complex text?

Level 1 <sup>1</sup>	Level 2	Level 3	Level 4	Level 5
Standards, objectives, learning tasks, and materials are <b>not aligned with each other</b> .	Standards, objectives, learning tasks, and materials are <b>loosely or inconsistently aligned</b> with each other.	Standards, objectives, learning tasks, and materials are <b>consistently aligned</b> with each other <b>and with the central focus for the learning segment</b> .	Standards, objectives, and learning tasks and materials are consistently aligned with the central focus. <b>Learning objectives clearly define measurable outcomes for student learning</b> .	Standards, objectives, and learning tasks and materials are consistently aligned with the central focus. Learning objectives clearly define measurable outcomes for student learning.
Candidate’s plans <b>focus solely on literal comprehension of text with no connections</b> to constructions of meaning, interpretation or responses to the text. <b>OR</b> There are <b>significant content inaccuracies</b> that will lead to student misunderstandings.	Plans for instruction <b>support students’ comprehension and constructions of meaning from text with vague connections</b> to interpretive skills or responses to the text.	Plans for instruction <b>build on each other</b> to support the construction of meanings of complex text with <b>clear connections</b> to interpretive skills or responses to the text, supported by textual references.	Plans for instruction build on each other to support the construction of meanings of complex text with <b>clear and meaningful connections</b> to interpretive skills or responses to the text, supported by textual references.	Plans for instruction build on each other to <b>lead students to make clear and meaningful connections</b> among constructing meaning from, interpreting, and/or responding to complex text.

<sup>1</sup> Text representing differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

**Planning Rubrics continued**

**Rubric 2: Using Knowledge of Students to Inform Teaching and Learning**

**How does the candidate use knowledge of his/her students to target support for students’ development of abilities to comprehend, construct meaning from, interpret, and respond to complex text?**

Level 1	Level 2	Level 3	Level 4	Level 5
Learning tasks <b>do not</b> reflect characteristics of students’ prior learning and experience. <sup>2</sup>	Learning tasks reflect <b>general</b> characteristics of students’ prior learning and experience.	Learning tasks <b>draw on</b> students’ prior learning and experience <b>AND social/emotional development or interests.</b>	Learning tasks draw on students’ prior learning and experience, social/emotional development, <b>and interests.</b>	Learning tasks draw on and <b>engage students in examining their own strengths</b> from prior learning and experience, social/emotional development, and interests.
There are <b>no planned supports</b> for students with varied needs.	Planned support consists of <b>general strategies loosely tied to learning objectives or the central focus of the learning segment.</b>	Planned support <b>includes tasks/materials and/or scaffolding</b> tied to learning objectives and the central focus <b>with attention to the characteristics of the class as a whole and to requirements in IEPs and 504 plans.</b>	Planned support includes a <b>variety of tasks/materials and scaffolding tied to specific learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs and include strategies to surface and respond to common errors and misunderstandings.</b>	Planned support includes <b>multiple ways of engaging with content</b> that support students to meet specific standards/objectives within the central focus. Support is <b>specifically designed to address a variety of student learning strengths and needs, and include specific strategies to surface and respond to common errors and misunderstandings.</b>
Candidate’s justification of learning tasks is either <b>missing OR represents a deficit view</b> of students and their backgrounds.	Candidate justifies learning tasks with <b>limited attention to</b> students’ prior learning and experience.	Candidate <b>uses examples of</b> students’ prior learning and experience <b>to justify why learning tasks (or their adaptations) are appropriate.</b>	Candidate uses examples from their students’ prior learning and experience <b>AND relevant research and/or theory</b> to justify why learning tasks (or their adaptations) are appropriate.	Candidate <b>justifies learning tasks by explaining their appropriateness</b> for students’ prior learning and experience and <b>anticipated effects on new learning with support from relevant research and/or theory.</b>

<sup>2</sup> “Prior learning and experience” includes students’ academic content knowledge, language development, family/cultural assets, and lived experiences.

**Planning Rubrics continued**

**Rubric 3: Planning Assessments to Monitor and Support Student Learning**

**How are the informal and formal assessments selected or designed to provide evidence of student progress toward the standards/objectives?**

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The set of assessments are <b>not aligned to the standards and learning objectives</b> and will <b>provide little or no evidence of students'</b> abilities to construct meaning from, interpret, and/or respond to complex text.</p> <p><b>OR</b></p> <p>Assessment accommodations or modifications required by IEP or 504 plans are <b>NOT</b> made.</p>	<p>The set of assessments are <b>loosely aligned</b> to the standards and objectives, and <b>provide limited evidence to monitor</b> students' abilities to construct meaning from, interpret, and/or respond to complex text <b>during the learning segment</b>.</p>	<p>The set of assessments are <b>aligned</b> to the standards and objectives, and <b>provide evidence</b> for monitoring students' abilities to construct meaning from, interpret, and/or respond to a complex text <b>at different points in</b> the learning segment.</p>	<p>The set of assessments are aligned to the standards and objectives, and provide <b>multiple forms of evidence</b> for monitoring students' <b>progress toward developing</b> students' abilities to construct meaning from, interpret, and/or respond to complex text <b>throughout the learning segment</b>.</p>	<p>The set of assessments are <b>strategically designed</b> to provide multiple forms of evidence for monitoring student progress toward developing students' abilities to construct meaning from, interpret, and/or respond to complex text <b>relative to the standards and objectives</b> throughout the learning segment.</p>

## Instruction Rubrics

### Rubric 4: Engaging Students in Learning

How does the candidate actively engage students in developing students’ abilities to construct meaning from and interpret complex text?

Level 1	Level 2	Level 3	Level 4	Level 5
In the clips, students are <b>passive or inattentive</b> while candidate directs discussions, tasks, or activities.	In the clips, students are <b>participating</b> in discussions, tasks, or activities <b>focusing solely on literal comprehension of text without developing interpretive skills.</b>	In the clips, students are <b>intellectually engaged</b> in discussions, tasks, or activities <b>that develop their abilities to construct meaning from and interpret a complex text.</b>	In the clips, students are intellectually engaged in discussions, tasks or activities that develop their abilities to construct meaning from and interpret a complex text <b>through both teacher-student and student-student interaction.</b>	In the clips, students are intellectually engaged in discussions, tasks, or activities <b>tailored to specific student needs that support the development of deep understandings</b> of strategies to construct meaning from and interpret a complex text through both teacher-student and student-student interaction.
There is little to no evidence that candidate attends to <b>students’ prior learning and experience.</b>	Candidate <b>attempts to link</b> new content to students’ prior learning and experience, <b>but the links have little relationship to the text or cause student confusion.</b>	Candidate <b>links</b> new content to students’ prior learning and experience <b>as well as to the text.</b>	Candidate <b>makes links between</b> new content and students’ prior learning and experience <b>in ways that support understandings of strategies</b> to comprehend and interpret a complex text.	Candidate <b>prompts students to make links</b> between new content and <b>their</b> prior learning and experience in ways that <b>deepen</b> understandings of strategies to comprehend and interpret a complex text.
<b>OR</b> Student misbehavior or candidate’s disrespect for one or more students severely limits students’ engagement in learning.				

**Instruction Rubrics continued**

**Rubric 5: Deepening Student Learning**

**How does the candidate elicit and monitor students’ responses to deepen their abilities to construct meaning from and interpret complex text?**

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Candidate talks throughout the clips and students provide few responses.	Candidate <b>primarily asks surface-level questions and evaluates student responses as correct or incorrect.</b>	Candidate <b>elicits student responses related to constructing meaning from and interpreting text.</b>	Candidate <b>elicits and builds on students’ constructions of meaning to develop their abilities to interpret text.</b>	<b>All components of Level 4 plus: Candidate facilitates interactions among students to evaluate their own constructions of meaning and interpretations.</b>
The candidate stays focused on literal comprehension of the text <b>with no attention to strategies to construct meaning or to interpret complex text.</b>	Candidate makes <b>vague or superficial use of textual references</b> to help students construct meaning from and interpret complex text.	Candidate <b>uses textual references in ways that help students understand strategies</b> to construct meaning from and interpret complex text.	Candidate uses <b>strategically chosen textual references in ways that deepen student understanding</b> of strategies to construct meaning from and interpret complex text.	
<b>OR</b> Materials or candidate responses include <b>significant English–language arts content inaccuracies</b> that will lead to student misunderstandings.				

## Assessment Rubrics

### Rubric 6: Analyzing Student Work

How does the candidate demonstrate an understanding of student performance with respect to standards/objectives?

Level 1	Level 2	Level 3	Level 4	Level 5
Criteria are <b>not aligned</b> with the identified standards/objectives.	Criteria are <b>generally aligned</b> with the standards/objectives from the learning segment.	Criteria are <b>clearly aligned</b> with the standards/objectives from the learning segment.	Criteria are clearly aligned with the standards/objectives from the learning segment. <b>Criteria indicate qualitative differences in student performance.</b>	All components of Level 4 plus: Candidate is able to identify areas of strength in a predominantly weak performance and/or areas for improvement in a predominantly strong one.
The analysis is <b>superficial and/or vaguely</b> connected to identified standards/objectives.	The analysis <b>focuses only on student errors</b> in relation to identified standards/objectives.	The analysis focuses on <b>listing what students did right and wrong in comprehending, constructing meaning from, interpreting AND/OR responding to text</b> in relation to identified standards/objectives.	The analysis <b>focuses on patterns of student understandings, skills, and misunderstandings</b> in relation to identified standards and learning objectives. <b>The analysis uses these patterns to understand student thinking.</b>	
<b>OR</b> The conclusions in the analysis are <b>not supported</b> by either student work samples or the summary of performance.	The analysis is <b>supported by work samples and the summary of performance in a general way.</b>	The analysis is supported by work samples and the summary of performance, with attention to <b>some differences in whole class learning of different aspects of the content assessed.</b>	The analysis is supported by work samples and the summary of performance, <b>as well as references to evidence in work samples to identify specific patterns of learning for individuals or groups.</b>	

**Assessment Rubrics continued**

**Rubric 7: Using Feedback to Guide Further Learning**

<b>How does the candidate provide students feedback to guide their further learning?</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Feedback is <b>unrelated to the learning objectives</b> .	Feedback <b>focuses solely on identifying errors aligned with the learning objectives</b> .	Feedback <b>accurately identifies general areas for what students did well and what they need to improve related to specific learning objectives</b> .	Feedback is <b>clear, specific, and accurate; helps the student understand what s/he did well; and provides guidance for improvement</b> .	<b>All components of Level 4 plus:</b> Candidate describes how students will use feedback to <b>deepen their abilities to comprehend, construct meaning from, interpret, and/or respond to complex text and to evaluate their own work</b> .
<b>Opportunities for applying feedback are not described</b> .	Candidate <b>describes how students will correct their errors</b> .	Candidate describes how students will <b>use feedback to improve their performance</b> .	Candidate describes how students will use feedback to <b>deepen their abilities to comprehend, construct meaning from, interpret, and/or respond to complex text</b> .	
<b>OR</b> The feedback contains <b>significant content inaccuracies</b> .				

**Assessment Rubrics continued**

**Rubric 8: Using Assessment to Inform Instruction**

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

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Next steps <b>do not follow</b> from the analysis.</p> <p><b>OR</b></p> <p>Next steps are <b>not relevant to the standards and learning objectives</b> assessed.</p> <p><b>OR</b></p> <p>Next steps are <b>not described in sufficient detail</b> to understand them.</p>	<p>Next steps <b>focus on reteaching, pacing, or classroom management issues.</b></p>	<p>Next steps <b>propose general support that improves student performance related to the standards and learning objectives assessed.</b></p>	<p>Next steps <b>provide targeted support to individuals and groups to improve their performance relative to the standards and learning objectives assessed.</b></p>	<p>Next steps provide targeted support to individuals and groups to improve their performance relative to the standards and learning objectives assessed.</p> <p><b>Next steps extend student learning beyond what was assessed in the learning segment.</b></p>

## Analyzing Teaching Rubric

### Rubric 9: Analyzing Teaching Effectiveness

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

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate <b>proposes</b> changes unrelated to knowledge of students and their learning.	Proposed changes are <b>focused primarily on improving</b> directions for learning tasks or time management.	Proposed changes <b>address</b> students' collective learning needs related to standards/objectives.	Proposed changes address <b>some individual and collective learning needs</b> related to standards/objectives.	Changes in teaching practice are <b>specific and strategic to improve individual and collective student understanding of</b> standards/objectives.
<b>OR</b> Candidate <b>does not propose</b> any changes.	Candidate proposes changes that are <b>loosely related to student learning evidence</b> <b>OR</b> are <b>superficially related to</b> knowledge of students' prior learning and experiences.	Candidate <b>cites evidence of student learning</b> <b>OR</b> knowledge of students' prior learning and experiences to <b>explain changes to teaching practices.</b>	Candidate <b>explains changes to teaching practices by citing</b> <ul style="list-style-type: none"> <li>• <b>examples of successful and unsuccessful teaching practices;</b></li> <li>• <b>evidence of learning;</b></li> <li>• <b>knowledge of students' prior learning and experiences.</b></li> </ul>	Candidate <b>justifies</b> changes to teaching practices by citing <ul style="list-style-type: none"> <li>• <b>examples of successful and unsuccessful teaching practices;</b></li> <li>• <b>analysis of learning evidence;</b></li> <li>• <b>nuanced knowledge of students' prior learning and experiences.</b></li> </ul>

## Academic Language in English–Language Arts Rubrics

### Rubric 10: Understanding Students’ Language Development and Associated Language Demands

How does the candidate use knowledge of students’ language development to identify a key language demand central to content learning?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate’s description of students’ academic language development is limited to what they <b>CANNOT</b> do.	Candidate’s description of students’ academic language development is primarily focused on needs.	Candidate’s description of students’ academic language development identifies strengths and needs.	Candidate’s description of students’ academic language development identifies strengths and needs and highlights individual or group differences.	Candidate’s description of students’ academic language development identifies needs as well as strengths that individual students or groups with similar needs can build upon.
Vocabulary or other identified language demands are only vaguely related to the academic purposes of the learning segment.	Candidate identifies unfamiliar vocabulary in the learning segment without considering other language demands or purposes (functions/forms).	Candidate identifies vocabulary as well as a language demand (function/form) that are central to the learning segment and appropriate to most students’ language development.	Candidate justifies why the selected language demand (function/forms) and vocabulary are central to the learning segment and to most students’ language development.	Candidate justifies why the selected language demand (function/forms) and vocabulary are central to the learning segment and to students’ varied levels of language development.

## Academic Language in English–Language Arts Rubrics continued

### Rubric 11: Scaffolding Students’ Academic Language and Deepening Content Learning

How does the candidate support academic language development associated with content learning?

Level 1	Level 2	Level 3	Level 4	Level 5
Language and/or content is <b>oversimplified</b> to the point of limiting student access to the core content of the learning segment.	Candidate provides <b>limited support</b> for students to meet the selected language demand of the learning segment.	Candidate provides <b>support so students can use language associated with</b> the selected language demand <b>necessary to engage in academic tasks.</b>	Candidate provides <b>explicit models and opportunities for practice</b> so students can use language (associated with the language demand) <b>to express and demonstrate content understandings.</b>	Candidate provides explicit models, opportunities for practice, <b>and feedback</b> so students can use language (associated with the language demand) to express, <b>develop</b> , and demonstrate content understandings.

### Rubric 12: Developing Students’ Academic Language and Deepening Content Learning

How does the candidate reveal students’ understanding and use academic language associated with content learning?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies evidence (from video clip[s] <b>OR</b> assessment data) <b>unrelated to the identified language demand.</b>	Candidate identifies <b>limited evidence</b> (from video clip[s] <b>OR</b> assessment data) that <b>students had an opportunity to understand and use the identified academic language.</b>	Candidate identifies <b>evidence</b> (from video clip[s] <b>OR</b> assessment data) that students had an opportunity to understand and use the identified academic language.	Candidate identifies evidence (from video clip[s] <b>OR</b> assessment data) that students <b>are understanding and using targeted academic language in ways that support their language development and content learning.</b>	Candidate identifies evidence (from video clip[s] <b>OR</b> assessment data) that students <b>with varied strengths and needs</b> are understanding and using targeted academic language in ways that support their language development and content learning.

## Washington Student-Voice Rubrics

### Rubric 13: Eliciting Student Understanding of Learning Targets

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

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate presents the learning targets to students, orally or in writing.	Candidate presents learning targets and asks students to articulate them as presented orally or in writing.	Candidate communicates learning targets, and asks students to articulate, in their own words, the learning targets and why they are important.	Candidate communicates learning targets, asks students to articulate, in their own words, the learning targets and why they are important, and refers back to the learning targets during the lesson.	All components of Level 4 plus: Candidate ends lessons by asking students to reflect on where they are in relation to reaching the learning targets and combines evidence from student voice and student work for the purpose of teacher reflection and decision-making.

**Washington Student-Voice Rubrics continued**

**Rubric 14: 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?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate creates or adopts a tool or strategy to monitor student progress toward the learning targets, but does not use it to help students better understand their progress.	Candidate creates or adopts a tool or strategy to monitor student progress toward the learning targets. The students use it only to identify their status in relation to the learning targets.	Candidate creates one or more tools or strategies to assist students in <ol style="list-style-type: none"> <li>1) identifying what they are doing well and what they need to improve in order to reach the targets; and</li> <li>2) identifying human or material resources to support their progress toward the learning targets.</li> </ol>	Candidate creates one or more tools or strategies to assist students in <ol style="list-style-type: none"> <li>1) identifying what they are doing well and what they need to improve in order to reach the targets; and</li> <li>2) identifying both general and individualized human or material resources to support their progress toward the learning targets.</li> </ol>	Candidate and students work together to create one or more tools or strategies for students to use to <ol style="list-style-type: none"> <li>1) identify what they are doing well and what they need to improve in order to reach the targets; and</li> <li>2) identify both general and individualized human or material resources to support their progress toward the learning targets.</li> </ol>

**Rubric 15: Reflecting on Student-Voice Evidence to Improve Instruction**

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

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate collects evidence of student voice but does not reflect on it.	Candidate collects and reflects on the evidence of student voice, but does not identify any instructional implications.	Candidate collects and reflects on student-voice evidence, identifying general instructional implications.	Candidate collects and reflects on student-voice evidence integrated with student work evidence, identifying at least one next step for one student need.	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.

# Secondary English–Language Arts Evidence Chart

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

## Task 1: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Response File Name	Response Length	Additional Information
<a href="#">Part A: Context for Learning Information</a>	.doc; .docx; .odt; .pdf	ELA_Context_Inf_template	Completed form should not exceed <b>2 pages</b> .	<ul style="list-style-type: none"> <li>None</li> </ul>
<a href="#">Part B: Lesson Plans for Learning Segment</a>	.doc; .docx; .odt; .pdf	ELA_Lesson_1, ELA_Lesson_2, ELA_Lesson_3, etc.  Submit <b>1 file</b> per lesson.	Lesson plans, plus <b>no more than 5 additional pages of KEY</b> instructional materials and assessment tools/procedures per lesson plan	<ul style="list-style-type: none"> <li>Label each lesson plan separately (ELA_Lesson_1, ELA_Lesson_2, etc.).</li> <li>Each file should include the following components in this order:               <ul style="list-style-type: none"> <li>lesson plan</li> <li>instructional materials</li> <li>assessment tools/procedures</li> </ul> </li> <li>If materials are used in more than one lesson, include them only in the first lesson in which they appear.</li> </ul>
<a href="#">Part C: Planning Commentary</a>	.doc; .docx; .odt; .pdf	ELA_Planning_Comm_template	<b>No more than 10 pages</b> , including the prompts	<ul style="list-style-type: none"> <li>Arial 11-point type</li> <li>Single spaced with 1" margins on all sides</li> </ul>

## Task 2: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Response File Name	Response Length	Additional Information
<a href="#">Part A: Video Clips</a>	flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	ELA_Lesson_1_Clip_1 ELA_Lesson_1_Clip_2 and, if necessary, ELA_Lesson_1_Clip_3	<b>2–3 video clips.</b> The 2 video clips illustrating preparation to read a complex text and discussion of a complex text should be <b>no more than 10 minutes each.</b> If these do not include opportunities for students to express their understanding of learning targets, then submit <b>1 additional video clip up to 3 minutes long.</b>	<ul style="list-style-type: none"> <li>■ Clips should include               <ul style="list-style-type: none"> <li>■ interactions—between you and your students—that are visible and clearly heard</li> <li>■ either the whole class or a targeted group of students</li> </ul> </li> <li>■ Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear on the video.</li> <li>■ In addition to your video clips, you must provide a transcription of any relevant writing on the board, overheads, or walls if it is not clearly visible on the video. Insert this text (<b>up to 2 pages</b>) at the end of the Part B: Instruction Commentary file.</li> </ul>
<a href="#">Part B: Instruction Commentary</a>	.doc; .docx; .odt; .pdf	ELA_Instruction_Comm_template	<b>No more than 5 pages</b> of commentary, including the prompts	<ul style="list-style-type: none"> <li>■ Arial 11-point type</li> <li>■ Single spaced with 1" margins on all sides</li> </ul>

## Task 3: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Response File Name	Response Length	Additional Information
<a href="#">Part A: Student Work Samples and Reflections</a>	.doc; .docx; .odt; .pdf	ELA_Work_Sample_1, ELA_Work_Sample_2, and ELA_Work_Sample_3, where the number represents the student who created the work sample and reflection.		<ul style="list-style-type: none"> <li>Insert the student reflection to the end of the corresponding student work sample in a single file.</li> <li>Use correction fluid, tape, or a felt-tip marker <b>to mask or remove students’ names, your name, and the name of the school before copying/scanning the work samples.</b></li> <li>If your students’ writing is illegible, please write a translation directly on the work sample and/or reflection.</li> </ul>
<a href="#">Part B: Evidence of Feedback</a>  Document and submit your feedback if it is not written on the student work samples or recorded on the video clips.	<p><b>For written feedback not written on the work samples:</b> .doc; .docx; .odt; .pdf</p> <p><b>For audio feedback:</b> flv, asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</p> <p><b>For video feedback:</b> flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p>	Match the evidence to the student work samples by naming the file with the corresponding work sample number; for example, ELA_Work_Sample_3_Feedback.		<ul style="list-style-type: none"> <li>Submit only <b>1 file</b> for each student—a document, video file, <b>OR</b> audio file.</li> <li>If feedback is submitted as a video recording from the Instruction Task, provide the time stamp reference in the appropriate prompt within the Assessment commentary.</li> </ul>
<a href="#">Part C: Assessment Commentary</a>	.doc; .docx; .odt; .pdf	ELA_Assessment_Comm_template	<b>No more than 8 pages</b> of commentary, including the prompts	<ul style="list-style-type: none"> <li>Include the evaluation criteria and clarification of the directions/prompts for the chosen assessment (if not clear from the student work samples) and insert it (<b>2 pages</b> maximum) at the end of the Assessment commentary.</li> <li>Arial 11-point type</li> <li>Single spaced with 1" margins on all sides</li> </ul>

## Task 4: Commentary Specifications

What to Submit	Supported File Types	Response File Name	Response Length	Additional Information
<a href="#">Part A: Analyzing Teaching Commentary</a>	.doc; .docx; .odt; .pdf	ELA_AT_Comm_template	No more than 2 pages of commentary, including the prompts	<ul style="list-style-type: none"><li>■ Include examples from notes you recorded throughout the learning segment, when responding to these commentary prompts.</li><li>■ Arial 11-point type</li><li>■ Single spaced with 1" margins on all sides</li></ul>