edTPA

Elementary Education

Assessment Handbook

September 2017
edTPA stems from a twenty-five-year history of developing performance-based assessments of teaching quality and effectiveness. The Teacher Performance Assessment Consortium (Stanford and AACTE) acknowledges the National Board for Professional Teaching Standards, the Interstate Teacher Assessment and Support Consortium, and the Performance Assessment for California Teachers for their pioneering work using discipline-specific portfolio assessments to evaluate teaching quality. This version of the handbook has been developed with thoughtful input from over six hundred teachers and teacher educators representing various national design teams, national subject matter organizations (ACEI, ACTFL, AMLE, CEC, IRA, NAEYC, NAGC, NCSS, NCTE, NCTM, NSTA, SHAPE America), and content validation reviewers. All contributions are recognized and appreciated.

This document was authored by the Stanford Center for Assessment, Learning, and Equity (SCALE) with editorial and design assistance from Evaluation Systems.

Copyright © 2017 Board of Trustees of the Leland Stanford Junior University. All rights reserved.

The edTPA trademarks are owned by The Board of Trustees of the Leland Stanford Junior University. Use of the edTPA trademarks is permitted only pursuant to the terms of a written license agreement.
Contents

Preface ............................................................................................................................................. 1

Introduction to edTPA Elementary Education ............................................................................... 2

Purpose ........................................................................................................................................ 2
Overview of the Assessment ........................................................................................................... 2
Structure of the Handbook .............................................................................................................. 5
edTPA Elementary Education Tasks Overview .............................................................................. 7

Literacy Planning Task 1: Planning for Literacy Instruction and Assessment ............................. 12

What Do I Need to Think About? .................................................................................................. 12
What Do I Need to Do? ................................................................................................................... 12
What Do I Need to Write? ............................................................................................................... 15
How Will the Evidence of My Teaching Practice Be Assessed? ................................................ 17
Literacy Planning Rubrics ............................................................................................................. 18

Literacy Instruction Task 2: Instructing and Engaging Students in Literacy Learning .......... 23

What Do I Need to Think About? .................................................................................................. 23
What Do I Need to Do? ................................................................................................................... 23
What Do I Need to Write? ............................................................................................................... 25
How Will the Evidence of My Teaching Practice Be Assessed? ................................................ 26
Literacy Instruction Rubrics ......................................................................................................... 27

Literacy Assessment Task 3: Assessing Students’ Literacy Learning ......................................... 32

What Do I Need to Think About? .................................................................................................. 32
What Do I Need to Do? ................................................................................................................... 32
What Do I Need to Write? ............................................................................................................... 33
How Will the Evidence of My Teaching Practice Be Assessed? ................................................ 36
Literacy Assessment Rubrics ......................................................................................................... 37

Mathematics Assessment Task 4: Assessing Students’ Mathematics Learning ..................... 43

What Do I Need to Think About? .................................................................................................. 43
What Do I Need to Do? ................................................................................................................... 43
What Do I Need to Write? ............................................................................................................... 45
How Will the Evidence of My Teaching Practice Be Assessed? ................................................ 47
Mathematics Assessment Rubrics ................................................................................................ 48

Professional Responsibilities ......................................................................................................... 51

Elementary Literacy Context for Learning Information .............................................................. 52

Elementary Mathematics Context for Learning Information ..................................................... 55

Elementary Mathematics Learning Segment Overview ............................................................ 58

Elementary Education Evidence Chart ....................................................................................... 59

Literacy Planning Task 1: Artifacts and Commentary Specifications ........................................ 59
Literacy Instruction Task 2: Artifacts and Commentary Specifications ......................................... 60
Literacy Assessment Task 3: Artifacts and Commentary Specifications ........................................ 61
Mathematics Assessment Task 4: Artifacts and Commentary Specifications ............................. 64

Elementary Education Glossary .................................................................................................. 68

Copyright © 2017 Board of Trustees of the Leland Stanford Junior University.
All rights reserved.
Preface

The edTPA Elementary Education assessment provides opportunities for teaching candidates to demonstrate their ability to teach both literacy and mathematics in the elementary grades.

This handbook includes all materials, directions, prompts, and rubrics for the four tasks within the edTPA Elementary Education assessment—Tasks 1–3 are Elementary Literacy Tasks and Task 4 is an Elementary Mathematics Assessment Task.

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

Faculty in your preparation program will advise you on when Tasks 1–3 and Task 4 need to be completed to meet program requirements. All tasks must be completed within a formal student teaching experience wherein you have regular opportunities to teach lessons and carry out assessments with students. Tasks 1–3 or Task 4 may be completed in either order; however, you must submit all final materials in the same scoring/reporting window as directed by your program.

Tasks 1–3: Elementary Literacy Tasks—For the Elementary Literacy Tasks, you will document a cycle of teaching that includes planning 3–5 lessons, videorecording your teaching, and analyzing your teaching and your students’ learning, with attention to students’ academic language development and use.

Task 4: Elementary Mathematics Assessment Task—For the Elementary Mathematics Task, you will focus on analysis of your students’ learning in mathematics (drawn from a learning segment of 3–5 lessons) and a re-engagement lesson that addresses your students’ learning needs.

If your program requires you to submit artifacts and commentaries for official scoring, refer to www.edTPA.com for complete and current information before beginning your work and to download templates for submitting materials. The website contains information about the registration process, submission deadlines, submission requirements, withdrawal/refund policies, and score reporting. It also provides contact information should you have questions about your registration and participation in edTPA.

Whether submitting directly to www.edTPA.com or via your program’s electronic portfolio management system, follow the submission guidelines as documented in the Evidence Chart and review edTPA Submission Requirements to ensure that your materials conform to the required evidence specifications and requirements for scoring.

You will find additional support materials to complete these assessments at the website and from your preparation program advisors.
Introduction to edTPA Elementary Education

Purpose

The purpose of edTPA Elementary Education, a nationally available performance-based assessment, is to measure novice teachers’ readiness to teach both literacy and mathematics in the elementary grades. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers

- develop knowledge of subject matter, content standards, and subject-specific pedagogy
- develop and apply knowledge of varied students’ needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effects of instruction on student learning

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.

Overview of the Assessment

The edTPA Elementary Education assessment is composed of four tasks:

1. Planning for Literacy Instruction and Assessment
2. Instructing and Engaging Students in Literacy Learning
3. Assessing Students’ Literacy Learning
4. Assessing Students’ Mathematic Learning

The edTPA Elementary Education assessment is designed for teacher education programs that plan to implement the full edTPA in Elementary Literacy (Tasks 1–3), and also require candidates to demonstrate their readiness to teach by completing the Elementary Mathematics Assessment Task (Task 4).

For the Elementary Literacy Assessment Tasks, you will first plan 3–5 consecutive literacy lessons referred to as a learning segment. Consistent with recommendations provided by the International Reading Association\(^1\) (2010) for literacy professionals, a learning segment prepared for this assessment should reflect a balanced literacy curriculum. This means your learning segment should include learning tasks in which students have opportunities to develop an essential literacy strategy for comprehending or composing text and the related skills that directly support that strategy.

\(^1\) The Standards for Reading Professionals can be found at [http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals](http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals).
You will then teach the learning segment, making a videorecording of your interactions with students during instruction. You will also assess, informally and formally, students’ learning throughout the learning segment. Upon completion of the three tasks, you will submit artifacts from the tasks (e.g., lesson plans, clips from your videorecording, assessment materials, instructional materials, student work samples), as well as commentaries that you have written to explain and reflect on the Planning, Instruction, and Assessment components of the tasks. The artifacts and commentaries for each task will then be evaluated using rubrics especially developed for each task.

For the Elementary Mathematics Assessment Task, you will develop or adapt a relevant assessment of student learning, analyze student work, and design re-engagement instruction to develop students’ mathematics understanding. Consistent with the Principles and Standards for School Mathematics (2000), candidates’ responses to this task should reflect a balanced approach to mathematics, including opportunities for students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills as well as to communicate precisely about their mathematical understanding. This task centers on two high-leverage teaching practices: using assessments to analyze student learning and re-engaging students to develop their understanding of specific mathematical concepts.

The edTPA Tasks and the Cycle of Effective Teaching

The edTPA tasks represent a cycle of effective teaching (i.e., teaching that is focused on student learning). The edTPA Elementary Literacy Tasks begin at the planning stage of the cycle, and the Elementary Mathematics Assessment Task begins at the assessment stage of the cycle to inform further planning. Literacy Planning Task 1 documents your intended teaching, Literacy Instruction Task 2 documents your enacted teaching, and Literacy Assessment Task 3 documents the impact of your teaching on student learning.

---

2 Re-engage means to support students to revisit and review a topic with a different set of strategies, representations, and/or focus to develop understandings and/or correct misconceptions.
The four tasks and the evidence you provide for each are framed by your understandings of your students and their learning. As you develop, document, teach, and assess your lessons, you will reflect upon the cyclical relationship among planning, instruction, and assessment, with a focus on your students’ learning needs.

Evidence of Teaching Practice: Artifacts and Commentaries

An essential part of edTPA is the evidence you will submit of how you planned, taught, and assessed your lessons to deepen student learning in literacy and mathematics. This evidence includes both artifacts and commentaries:

- **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, and student work samples.

- **Commentaries** are your opportunity to describe your artifacts, explain the rationale behind their choice, and analyze what you have learned about your teaching practice and your students’ learning. Note that although your writing ability will not be scored directly, commentaries must be clearly written and well focused.

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. Refer to the [Elementary Education Evidence Chart](#) for information about how your evidence should be formatted for electronic submission.
Evaluation Criteria
The rubrics used to score your performance are included in this handbook, following the sections describing the directions for each task. The descriptors in the five-level rubrics address a wide range of performance, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).

Structure of the Handbook
The following pages provide specific instructions on how to complete each of the four tasks of the edTPA Elementary Education assessment. After an overview of the tasks, the handbook provides instructions for each task, organized into four sections:

1. **What Do I Need to Think About?**
   This section provides focus questions for you to think about when completing the task.

2. **What Do I Need to Do?**
   This section provides specific, detailed directions for completing the task.

3. **What Do I Need to Write?**
   This section tells you what you need to write and also provides specific and detailed directions for writing the commentary for the task.

4. **How Will the Evidence of My Teaching Practice Be Assessed?**
   This section includes the rubrics that will be used to assess the evidence you provide for the task.

Additional requirements and resources are provided for you in this handbook:

- **Professional Responsibilities**: guidelines for the development of your evidence
- **Elementary Literacy Context for Learning Information**: prompts used to collect information about the school/classroom context for the Elementary Literacy learning segment
- **Elementary Mathematics Context for Learning Information**: prompts used to collect information about the school/classroom context for the Elementary Mathematics learning segment
- **Elementary Mathematics Learning Segment Overview**: a template for documenting the central focus, content standards, objectives, and assessments associated with the Elementary Mathematics learning segment
- **Elementary Education Evidence Chart**: specifications for electronic submission of evidence (artifacts and commentaries), including templates, supported file types, number of files, response length, and other important evidence specifications
- **Glossary**: definitions of key terms can be accessed by rolling your cursor over each glossary term marked with a dotted underline throughout the handbook or by referring to the **Elementary Education Glossary**.

You should review the **Making Good Choices** document prior to beginning the planning of the learning segment. If you are in a preparation program, it will have additional resources that provide guidance as you develop your evidence.
Review all instructions carefully before beginning to teach the learning segment to ensure that you are well prepared for all tasks. **Before you record your videos, pay particular attention to the specific content focus of each video clip submission; these foci are described in the What Do I Need to Do? sections in Literacy Instruction Task 2 and Literacy Assessment Task 3.** Refer to the Professional Responsibilities section of this handbook for information about permissions, confidentiality, and other requirements.

If your program requires you to submit artifacts and commentaries for official scoring, refer to [www.edTPA.com](http://www.edTPA.com) for complete and current information before beginning your work and to download templates for submitting materials. The website contains information about the registration process, submission deadlines, submission requirements, withdrawal/refund policies, and score reporting. It also provides contact information should you have questions about your registration and participation in edTPA.

Whether submitting directly to [www.edTPA.com](http://www.edTPA.com) or via your program’s electronic portfolio management system, follow the submission guidelines as documented in the Evidence Chart and review edTPA Submission Requirements to ensure that your materials conform to the required evidence specifications and requirements for scoring.
edTPA Elementary Education Tasks Overview

Literacy Planning Task 1: Planning for Instruction and Assessment

<table>
<thead>
<tr>
<th>What to Do</th>
<th>What to Submit</th>
<th>Evaluation Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Select <strong>one</strong> class as a focus for this assessment.</td>
<td>Part A: Literacy Context for Learning Information</td>
<td><strong>Literacy Planning Rubrics</strong></td>
</tr>
<tr>
<td>2. Provide relevant context information.</td>
<td>Part B: Lesson Plans for Learning Segment</td>
<td>Rubric 1: Planning for Literacy Learning</td>
</tr>
<tr>
<td>3. Identify a learning segment to plan, teach, and analyze student learning.</td>
<td>Part C: Instructional Materials</td>
<td>Rubric 2: Planning to Support Varied Student Learning Needs</td>
</tr>
<tr>
<td>Your learning segment should include <strong>3–5 consecutive literacy lessons</strong>.</td>
<td>Part D: Literacy Assessments</td>
<td>Rubric 3: Using Knowledge of Students to Inform Teaching and Learning</td>
</tr>
<tr>
<td>4. Determine a central focus for your learning segment. The central focus should support students to develop an essential literacy strategy for comprehending or composing text and related skills that directly support that strategy.</td>
<td>Part E: Literacy Planning Commentary</td>
<td>Rubric 4: Identifying and Supporting Language Demands</td>
</tr>
<tr>
<td>5. Write and submit a lesson plan for each lesson in the learning segment.</td>
<td></td>
<td>Rubric 5: Planning Assessments to Monitor and Support Student Learning</td>
</tr>
<tr>
<td>6. Select and submit key instructional materials needed to understand what you and the students will be doing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Choose <strong>one</strong> language function and other language demands important to understanding elementary literacy in your learning segment. Identify a learning task where students are supported to use this language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Identify both the language function that students will be expected to use to engage in the learning task and your instructional supports for that language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Respond to commentary prompts <strong>prior to teaching the learning segment</strong>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Submit copies of all written assessments and/or clear directions for any oral or performance assessments from the learning segment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Literacy Instruction Task 2: Instructing and Engaging Students in Literacy Learning

<table>
<thead>
<tr>
<th>What to Do</th>
<th>What to Submit</th>
<th>Evaluation Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>► Obtain required permissions for videorecording from parents/guardians of your students and other adults appearing in the video.</td>
<td>□ Part A: Video Clips</td>
<td><strong>Literacy Instruction Rubrics</strong></td>
</tr>
<tr>
<td>► Identify lessons from the learning segment you planned in Literacy Planning Task 1 to be videorecorded. You should choose lessons that show you interacting with students to support them to independently apply the essential literacy strategy and related skills to comprehend OR compose text in meaningful contexts.</td>
<td>□ Part B: Literacy Instruction Commentary</td>
<td>Rubric 6: Learning Environment</td>
</tr>
<tr>
<td>► Videorecord your teaching and select 2 video clips (no more than 20 minutes total, but not less than 3 minutes).</td>
<td></td>
<td>Rubric 7: Engaging Students in Learning</td>
</tr>
<tr>
<td>► Analyze your teaching and your students’ learning in the video clips by responding to commentary prompts.</td>
<td></td>
<td>Rubric 8: Deepening Student Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rubric 9: Subject-Specific Pedagogy: Elementary Literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rubric 10: Analyzing Teaching Effectiveness</td>
</tr>
</tbody>
</table>
## Literacy Assessment Task 3: Assessing Students’ Literacy Learning

<table>
<thead>
<tr>
<th>What to Do</th>
<th>What to Submit</th>
<th>Evaluation Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select <strong>one</strong> assessment from the learning segment that you will use to evaluate your students’ developing knowledge and skills. Attach the assessment used to evaluate student performance to the end of the Assessment Commentary.</td>
<td>Part A: Student Literacy Work Samples</td>
<td>Literacy Assessment Rubrics</td>
</tr>
<tr>
<td>Define and submit the evaluation criteria you will use to analyze student learning.</td>
<td>Part B: Evidence of Feedback</td>
<td>Rubric 11: Analysis of Student Learning</td>
</tr>
<tr>
<td>Collect and analyze student work from the selected assessment to identify <strong>quantitative and qualitative</strong> patterns of learning within and across learners in the class.</td>
<td>Part C: Literacy Assessment Commentary</td>
<td>Rubric 12: Providing Feedback to Guide Further Learning</td>
</tr>
<tr>
<td>Select <strong>3 student work samples</strong> to illustrate your analysis of patterns of learning within and across learners in the class. At least 1 of the samples must be from a student with specific learning needs. These 3 students will be your <strong>focus students.</strong></td>
<td>Part D: Evaluation Criteria</td>
<td>Rubric 13: Student Understanding and Use of Feedback</td>
</tr>
<tr>
<td>Summarize the learning of the whole class, referring to work samples from the 3 focus students to illustrate patterns in student understanding across the class.</td>
<td></td>
<td>Rubric 14: Analyzing Students’ Language Use and Literacy Learning</td>
</tr>
<tr>
<td>Submit feedback for the work samples for the 3 focus students in written, audio, or video form.</td>
<td></td>
<td>Rubric 15: Using Assessment to Inform Instruction</td>
</tr>
<tr>
<td>Analyze evidence of students’ language use from (1) the video clips from Literacy Instruction Task 2, (2) an additional video clip of one or more students using language within the learning segment, <strong>AND/OR</strong> (3) the student work samples from Literacy Assessment Task 3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze evidence of student learning and plan for next steps by responding to commentary prompts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Mathematics Assessment Task 4: Assessing Students’ Mathematics Learning

<table>
<thead>
<tr>
<th>What to Do</th>
<th>What to Submit</th>
<th>Evaluation Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select <strong>one</strong> class as a focus for this assessment.</td>
<td>Part A: Mathematics Context for Learning Information</td>
<td>Mathematics Assessment Rubrics</td>
</tr>
<tr>
<td>Provide relevant context information and a learning segment overview.</td>
<td>Part B: Elementary Mathematics Learning Segment Overview</td>
<td>Rubric 16: Analyzing Whole Class Understandings</td>
</tr>
<tr>
<td>Identify a learning segment of 3–5 consecutive mathematics lessons.</td>
<td>Part C: Mathematics Chosen Formative Assessment</td>
<td>Rubric 17: Analyzing Individual Student Work Samples</td>
</tr>
<tr>
<td>Identify a central focus. The central focus should support student to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills.</td>
<td>Part D: Evaluation Criteria</td>
<td>Rubric 18: Using Evidence to Reflect on Teaching</td>
</tr>
<tr>
<td>Develop or adapt a formative assessment from the learning segment that will allow you to assess whole class learning. The assessment should provide opportunities for students to demonstrate conceptual understanding, computational/procedural fluency, and mathematical reasoning/problem-solving skills.</td>
<td>Part E: Student Mathematics Work Samples</td>
<td></td>
</tr>
<tr>
<td>Submit a blank copy of the assessment used to evaluate student performance.</td>
<td>Part F: Examples of Student Work from Re-engagement Lesson</td>
<td></td>
</tr>
<tr>
<td>Define and submit the evaluation criteria you will use to analyze student learning.</td>
<td>Part G: Mathematics Assessment Commentary</td>
<td></td>
</tr>
<tr>
<td>Summarize the class performance on the formative assessment completed during the learning segment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze 3 focus students’ work samples to identify the targeted learning objective/goal for the re-engagement lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a re-engagement lesson that develops student understanding of the targeted learning objective/goal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement the lesson with the 3 focus students individually, in a small group, or with the whole class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collect and submit the work samples from the re-engagement lesson for the 3 focus students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate the effectiveness of the re-engagement lesson.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The three Elementary Literacy Tasks begin on the next page of this handbook. For the Elementary Literacy Tasks, you will document a cycle of teaching (for a learning segment of 3–5 lessons) that includes planning, instruction, and assessment of student learning, and analysis of your teaching, with attention to students’ academic language development and use.

The three Elementary Literacy Tasks can be completed before or after you complete the Elementary Mathematics Assessment Task, but materials for ALL tasks must be submitted for official scoring during the same scoring/submission window.

Check with your preparation program advisor before completing or submitting your edTPA evidence.
Literacy Planning Task 1: Planning for Literacy Instruction and Assessment

What Do I Need to Think About?

In Literacy Planning Task 1, you will describe your plans for the learning segment and explain how your instruction is appropriate for the students and the content you are teaching. As you develop your plans, you need to think about the following:

- What do your students know, what can they do, and what are they learning to do?
- What do you want your students to learn? What are the important understandings and core concepts you want students to develop within the learning segment?
- How will you use your knowledge of your students’ assets to inform your plans?
- What instructional strategies, learning tasks, and assessments will you design to support student learning and language use?
- How will your learning segment support students to develop and use language that deepens content understanding?
- How is the teaching you propose supported by research and theory about how students learn?

What Do I Need to Do?

- **Select a class.** If you teach more than one class, select one focus class for this assessment. If your placement for elementary literacy has you responsible for a group rather than a whole class, plans should describe instruction for that group (**minimum of 4 students**). That group will constitute “the whole class” for edTPA Tasks 1–3.

- **Provide context information.** The *Elementary Literacy Context for Learning Information* form is provided later in this handbook and must be submitted in a template. This form provides essential information about your students and your school/classroom. The context information you submit should be **no more than 4 pages, including prompts.**

- **Identify a learning segment to plan, teach, and analyze.** Review the curriculum with your cooperating teacher and select a learning segment of **3–5 consecutive lessons.**
Identify a central focus for the learning segment. The central focus (e.g., retelling, persuasive writing) should include:

- an essential literacy strategy for comprehending text (e.g., summarizing a story) OR composing text (e.g., using evidence to support an argument) AND

- the related skills needed to develop and apply the strategy (e.g., decoding, recalling, sequencing, writing conventions, writing paragraphs) in meaningful contexts.

Determine the content standards and objectives for student learning that the essential literacy strategy and related skills will address.

If your teaching placement requires that you teach literacy embedded in another subject area (e.g., social studies or science), your central focus must clearly address literacy, and your standards, objectives, and learning tasks must address an essential literacy strategy and skills for comprehending OR composing text. Simply having students read and/or write while learning content in another subject area will not satisfy the requirements for the Elementary Literacy edTPA tasks.

Identify and plan to support language demands. Select a key language function from your learning objectives. Choose a learning task that provides opportunities for students to practice using that language function. Identify additional language demands associated with that task. Plan targeted supports that address the identified language demands, including the language function.

Write a lesson plan for each lesson in the learning segment. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.

Your lesson plans must include the following information, even if your teacher preparation program requires you to use a specific lesson plan format:

- State-adopted student academic content standards that are the target of student learning (Note: Please include the number and text of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)

- Learning objectives associated with the content standards

- Formal and informal assessments used to monitor student learning, including type(s) of assessment and what is being assessed

- Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs

- Instructional resources and materials used to engage students in learning

Each lesson plan must be no more than 4 pages in length. You will need to condense or excerpt lesson plans longer than 4 pages. Any explanations or rationale for decisions should be included in your Literacy Planning Commentary and deleted from your plans.

---

3 Click the hyperlinked term to view the complete glossary definition, which includes a diagram of a central focus on persuasive writing. The diagram depicts the relationship among the central focus, essential literacy strategy, related skills, standards/objectives, and language function.
- **Respond to the commentary prompts** listed in the Literacy Planning Commentary section **prior to teaching the learning segment**.

- **Submit your original lesson plans.** If you make changes while teaching the learning segment, you may offer reflection on those changes in the Literacy Instruction Task 2 and Assessment Task 3 Commentaries.

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

- **Submit copies of all written assessments and/or directions for any oral or performance assessments.** (Submit only the blank assessment given to students; do not submit student work samples for this task.)

- **Provide citations for the source of all materials that you did not create** (e.g., published texts, websites, and material from other educators). List all citations by lesson number at the end of the Literacy Planning Commentary. **Note:** Citations do not count toward the commentary page limit.

---

See the [Literacy Planning Task 1: Artifacts and Commentary Specifications](#) in the Elementary Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.
What Do I Need to Write?

In Literacy Planning Task 1, you will write

- a description of your Context for Learning (see “What Do I Need to Do?” above for directions)
- lesson plans (see “What Do I Need to Do?” above for directions)
- a commentary explaining your plans (see “Literacy Planning Commentary” below for directions)

Literacy Planning Commentary

In Literacy Planning Task 1, you will write a commentary, responding to the prompts below. Your commentary should be no more than 9 single-spaced pages, including the prompts.

1. Central Focus
   a. Describe the central focus and the essential literacy strategy for comprehending OR composing text you will teach in the learning segment.
   b. Given the central focus, describe how the standards and learning objectives within your learning segment address
      - the essential literacy strategy
      - related skills that support use of the strategy
      - reading/writing connections
   c. Explain how your plans build on each other to help students make connections between the essential literacy strategy to comprehend OR compose text and related skills that support use of the strategy in meaningful contexts.

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

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

   a. Prior academic learning and prerequisite skills related to the central focus—Cite evidence of what students know, what they can do, and what they are still learning to do.
   b. Personal, cultural, and community assets related to the central focus—What do you know about your students’ everyday experiences, cultural and language backgrounds and practices, and interests?
3. **Supporting Students’ Literacy Learning**

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Literacy Planning Task 1. **In addition, use principles from research and/or theory to support your justifications.**

a. Justify how your understanding of your students’ prior academic learning and personal, cultural, and community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students’ prior academic learning, their assets, and research/theory.

b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

c. Describe common developmental approximations or common misconceptions within your literacy central focus and how you will address them.

4. **Supporting Literacy Development Through Language**

As you respond to prompts 4a–d, consider the range of students’ language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

a. **Language Function.** Using information about your students’ language assets and needs, identify one language function essential for students to develop and practice the literacy strategy within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Argue</th>
<th>Categorize</th>
<th>Compare/contrast</th>
<th>Describe</th>
<th>Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret</td>
<td>Predict</td>
<td>Question</td>
<td>Retell</td>
<td>Summarize</td>
<td></td>
</tr>
</tbody>
</table>

b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function in ways that support the essential literacy strategy. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

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

- **Vocabulary** or key phrases
- **Plus** at least one of the following:
  - Syntax
  - Discourse
d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.

- Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary or key phrases, discourse, or syntax).

5. **Monitoring Student Learning**

In response to the prompts below, refer to the assessments you will submit as part of the materials for Literacy Planning Task 1.

a. Describe how your planned formal and informal assessments will provide direct evidence that students can use the essential literacy strategy to comprehend **OR** compose text **AND** related skills **throughout** the learning segment.

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

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

---

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

For Literacy Planning Task 1, your evidence will be assessed using rubrics 1–5, which appear on the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing.
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Candidate's plans focus solely on literacy skills without any connections to an essential literacy strategy for comprehending or composing text. OR There are significant content inaccuracies that will lead to student misunderstandings. OR Standards, objectives, and learning tasks and materials are not aligned with each other.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Candidate's plans for instruction support student learning of skills with vague connections to the essential literacy strategy for comprehending or composing text. OR Candidate's plans for instruction build on each other to support learning of the essential literacy strategy for comprehending or composing text. OR Candidate's plans for instruction build on each other within a meaningful context that supports learning of the essential literacy strategy for comprehending or composing text.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Candidate's plans for instruction build an authentic connection between reading and writing. Candidate explains how s/he will use learning tasks and materials to lead students to independently apply the essential literacy strategy AND related skills.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Candidate's plans build an authentic connection between reading and writing. Candidate explains how s/he will use learning tasks and materials to lead students to independently apply the essential literacy strategy AND related skills.</td>
</tr>
<tr>
<td>Level 5</td>
<td>Candidate's plans build an authentic connection between reading and writing. Candidate explains how s/he will use learning tasks and materials to lead students to independently apply the essential literacy strategy AND related skills.</td>
</tr>
</tbody>
</table>

Level 4 plus: Candidate's plans build an authentic connection between reading and writing. Candidate explains how s/he will use learning tasks and materials to lead students to independently apply the essential literacy strategy AND related skills.
### Rubric 2: Planning to Support Varied Student Learning Needs

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no evidence of planned supports.</td>
<td>Planned supports are loosely tied to the central focus of the learning segment.</td>
<td>Planned supports are tied to learning objectives and the central focus.</td>
<td>Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole.</td>
<td>Supports address the needs of specific individuals or groups with similar needs.</td>
</tr>
<tr>
<td>OR</td>
<td>There is no evidence of instructional requirements in IEPs and 504 plans.</td>
<td>Candidate does not attend to any instructional requirements in IEPs and 504 plans.</td>
<td>Candidate does not attend to any instructional requirements in IEPs and 504 plans.</td>
<td>There is no evidence of instructional requirements in IEPs and 504 plans.</td>
</tr>
</tbody>
</table>

**How does the candidate use knowledge of his/her students to target support for students’ literacy learning?**

- **Level 1:** There is no evidence of planned supports.
- **Level 2:** Planned supports are loosely tied to the central focus of the learning segment. Supports address the needs of specific individuals or groups with similar needs.
- **Level 3:** Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs.
- **Level 4:** Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole. Supports include specific strategies to identify and respond to common developmental approximations or misconceptions.
- **Level 5:** There is no evidence of instructional requirements in IEPs and 504 plans.
Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

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

Level 1
Candidate makes superficial connections to research and/or theory.

Level 2
Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students’ prior academic learning OR personal, cultural, or community assets.

Level 3
Candidate makes superficial connections to research and/or theory.

Level 4
Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students’ prior academic learning AND personal, cultural, or community assets.

Level 5
Candidate makes connections to research and/or theory. Candidate’s justification is supported by principles from research and/or theory.
How does the candidate identify and support language demands associated with a key literacy learning task?

<table>
<thead>
<tr>
<th>Level</th>
<th>Language Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Language demands identified by the candidate are not aligned with the language function, syntax, vocabulary, and discourse.</td>
</tr>
<tr>
<td>Level 2</td>
<td>General language supports address use of two or more language demands (vocabulary, function, syntax, discourse).</td>
</tr>
<tr>
<td>Level 3</td>
<td>Targeted language supports address use of vocabulary, language function, and one or more additional language demands (syntax, discourse).</td>
</tr>
<tr>
<td>Level 4</td>
<td>Language supports are designed to meet the needs of students with different levels of language learning.</td>
</tr>
<tr>
<td>Level 5</td>
<td></td>
</tr>
</tbody>
</table>

Language demands include: language function, vocabulary, syntax and grammar, and discourse (organizational structures, text structure, etc.).

Language function refers to the learning outcome (verb) selected in prompt 4 (e.g., analyze, interpret).
<table>
<thead>
<tr>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning Assessments to Monitor and Support Student Learning</strong></td>
<td><strong>Planning Assessments to Monitor and Support Student Learning</strong></td>
<td><strong>Planning Assessments to Monitor and Support Student Learning</strong></td>
<td><strong>Planning Assessments to Monitor and Support Student Learning</strong></td>
<td><strong>Planning Assessments to Monitor and Support Student Learning</strong></td>
</tr>
<tr>
<td><strong>Segment 1: Planning the Learning Segment</strong></td>
<td><strong>Segment 1: Planning the Learning Segment</strong></td>
<td><strong>Segment 1: Planning the Learning Segment</strong></td>
<td><strong>Segment 1: Planning the Learning Segment</strong></td>
<td><strong>Segment 1: Planning the Learning Segment</strong></td>
</tr>
<tr>
<td>- The assessments provide evidence of students’ use of the essential literacy strategy AND the related skills.</td>
<td>- The assessments provide evidence of students’ use of the essential literacy strategy AND the related skills.</td>
<td>- The assessments provide evidence of students’ use of the essential literacy strategy AND the related skills.</td>
<td>- The assessments provide evidence of students’ use of the essential literacy strategy AND the related skills.</td>
<td>- The assessments provide evidence of students’ use of the essential literacy strategy AND the related skills.</td>
</tr>
<tr>
<td><strong>Segment 2: Planning the Learning Segment</strong></td>
<td><strong>Segment 2: Planning the Learning Segment</strong></td>
<td><strong>Segment 2: Planning the Learning Segment</strong></td>
<td><strong>Segment 2: Planning the Learning Segment</strong></td>
<td><strong>Segment 2: Planning the Learning Segment</strong></td>
</tr>
<tr>
<td>- The assessments provide evidence of students’ use of the essential literacy strategy AND the related skills.</td>
<td>- The assessments provide evidence of students’ use of the essential literacy strategy AND the related skills.</td>
<td>- The assessments provide evidence of students’ use of the essential literacy strategy AND the related skills.</td>
<td>- The assessments provide evidence of students’ use of the essential literacy strategy AND the related skills.</td>
<td>- The assessments provide evidence of students’ use of the essential literacy strategy AND the related skills.</td>
</tr>
<tr>
<td><strong>Segment 3: Planning the Learning Segment</strong></td>
<td><strong>Segment 3: Planning the Learning Segment</strong></td>
<td><strong>Segment 3: Planning the Learning Segment</strong></td>
<td><strong>Segment 3: Planning the Learning Segment</strong></td>
<td><strong>Segment 3: Planning the Learning Segment</strong></td>
</tr>
<tr>
<td>- The assessments provide evidence of students’ use of the essential literacy strategy AND the related skills.</td>
<td>- The assessments provide evidence of students’ use of the essential literacy strategy AND the related skills.</td>
<td>- The assessments provide evidence of students’ use of the essential literacy strategy AND the related skills.</td>
<td>- The assessments provide evidence of students’ use of the essential literacy strategy AND the related skills.</td>
<td>- The assessments provide evidence of students’ use of the essential literacy strategy AND the related skills.</td>
</tr>
</tbody>
</table>

**Rubric 5: Planning Assessments to Monitor and Support Student Learning**

Copyright © 2017 Board of Trustees of the Leland Stanford Junior University.

All rights reserved.
Literacy Instruction Task 2: Instructing and Engaging Students in Literacy Learning

What Do I Need to Think About?

In Literacy Instruction Task 2, you will demonstrate how you support and engage students in literacy learning. Before you begin your instruction, you need to think about the following:

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

What Do I Need to Do?

- **Obtain required permission for videorecording.** Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video. Adjust the camera angle to exclude individuals for whom you do not have permission to film.
- **Examine your plans for the learning segment** and identify challenging learning tasks in which you and students are actively engaged. The video clips you select for submission should provide a sample of how you interact with students to develop an essential literacy strategy and related skills.
- **Identify lessons to videorecord.**
- **Provide 2 video clips (together totaling no more than 20 minutes, but not less than 3 minutes)** that demonstrate how you interact with students in a positive literacy environment to develop an essential literacy strategy and related skills. The two clips can come from the same or two different lessons in the learning segment.
  - **One clip** should show how you actively engage students while modeling the essential literacy strategy.
  - **A second clip** should show how you support students to practice and apply the essential literacy strategy to comprehend OR compose text in meaningful contexts.
(Optional) Provide evidence of students’ language use. You may provide evidence of language use with your video clips from Literacy Instruction Task 2, an additional video clip of one or more students using language within the learning segment (no more than 5 minutes in length), AND/OR through the student work samples analyzed in Literacy Assessment Task 3.

Determine whether you will feature the whole class or a targeted group of students (minimum of 4 students) within the class.

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

Select video clips to submit and verify that the clips meet the following requirements:

- Check the video and sound quality to ensure that you and your students can be seen and heard on the video clips you submit. If most of the audio in a clip cannot be understood by a scorer, submit another clip. If there are occasional audio portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the following: 1) provide a transcript with time stamps of the inaudible portion and refer to the transcript in your response; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).

- A video clip must be continuous and unedited, with no interruption in the events.

- If you have inadvertently included individuals for whom you do not have permission to film in the video clips you plan to submit, you may use software to blur the faces of these individuals. This is not considered editing. Other portions of the submitted video clips, including the classroom, your face, and the faces of individuals for whom you have obtained permission to film, should remain unblurred.

- Do not include the name of the state, school, or district in your video. Use first names only for all individuals appearing in the video.

Respond to the prompts listed in the Literacy Instruction Commentary section below after viewing the video clips.

Determine if additional information is needed to understand what you and the students are doing in the video clips. For example, if there are graphics, texts, or images that are not clearly visible in the video, or comments that are not clearly heard, you may insert digital copies or transcriptions at the end of the Literacy Instruction Commentary (no more than 2 pages in addition to the responses to commentary prompts).

See the Literacy Instruction Task 2: Artifacts and Commentary Specifications in the Elementary Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.
What Do I Need to Write?

Literacy Instruction Commentary
In Literacy Instruction Task 2, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 6 single-spaced pages, including the prompts**. If needed, insert no more than 2 additional pages of supporting documentation for the videorecordings at the end of the commentary (e.g., digital copies of indiscernible materials or transcriptions of inaudible comments). These additional pages do not count toward the commentary page limit noted above.

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

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

3. **Engaging Students in Learning**
   Refer to examples from the video clips in your responses to the prompts.
   a. Explain how your instruction engaged students in developing an essential literacy strategy and related skills.
   b. Describe how your instruction linked students’ prior academic learning and personal, cultural, and community assets with new learning.

4. **Deepening Student Learning during Instruction**
   Refer to examples from the video clips in your explanations.
   a. Explain how you elicited and built on student responses to promote thinking and apply the essential literacy strategy using related skills to comprehend OR compose text.
   b. Explain how you modeled the essential literacy strategy AND supported students as they practiced or applied the strategy to comprehend OR compose text in a meaningful context.

5. **Analyzing Teaching**
   Refer to examples from the video clips in your responses to the prompts.
   a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

Consider the variety of learners in your class who may require different strategies/support, such as students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.
b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning AND principles from theory and/or research.

How Will the Evidence of My Teaching Practice Be Assessed?

For Literacy Instruction Task 2, your evidence will be assessed using rubrics 6–10, which appear on the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, instruction, and writing.
### Rubric 6: Learning Environment

**How does the candidate demonstrate a positive literacy learning environment that supports students’ engagement in learning?**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The candidate demonstrates respect for students. AND Candidate provides a challenging learning environment that promotes mutual respect among students.</td>
</tr>
<tr>
<td>4</td>
<td>The candidate demonstrates respect for students. AND Candidate provides a learning environment that supports the learning goals.</td>
</tr>
<tr>
<td>3</td>
<td>The candidate demonstrates respect for students. AND Candidate provides a learning environment that minimally supports the learning goals, and primarily controls student behavior.</td>
</tr>
<tr>
<td>2</td>
<td>The clips reveal evidence of disrespectful interactions. OR Candidate allows disruptive behavior to interfere with student learning.</td>
</tr>
<tr>
<td>1</td>
<td>Candidate allows disruptive behavior that serves primarily to control the learning environment. OR Candidate provides a low risk, learning environment that minimally respects the learning goals.</td>
</tr>
</tbody>
</table>

**Engagement in Learning?**

To what extent does the candidate demonstrate a positive literacy learning environment that supports students’ engagement in learning?
<table>
<thead>
<tr>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
</tr>
<tr>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
</tr>
<tr>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
</tr>
<tr>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
</tr>
<tr>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
</tr>
<tr>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
</tr>
<tr>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
</tr>
<tr>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
</tr>
<tr>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
</tr>
<tr>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
</tr>
<tr>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
</tr>
<tr>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
</tr>
<tr>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
<td>Students are engaged in learning OR composing text AND new literacy learning.</td>
</tr>
</tbody>
</table>

**Rubric 7: Engaging Students in Learning**

How does the candidate actively engage students in integrating strategies and skills to comprehend OR compose text?
Rubric 8: Deepening Student Learning

**Literacy Instruction Rubrics continued**

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student responses include:</td>
<td>Candidate elicits student responses to support use of essential literacy strategy <strong>AND</strong> related skills to comprehend or compose text.</td>
<td>Candidate elicits and builds on students’ responses to explicitly portray, extend, or clarify essential literacy strategy <strong>AND</strong> related skills to comprehend or compose text.</td>
<td>Candidate primarily asks questions that will lead to significant content understanding, but evaluations of student responses include few responses.</td>
<td>Candidate does most of the talking and students provide few responses. <strong>OR</strong> Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect. <strong>OR</strong> Student responses include significant inaccuracies that will lead to student misunderstandings.</td>
</tr>
<tr>
<td>Level 5</td>
<td>Level 4</td>
<td>Level 3</td>
<td>Level 2</td>
<td>Level 1</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Candidate explicitly teaches in meaningful contexts.</td>
<td>Candidate provides opportunities for guided practice.</td>
<td>Candidate models the essential literacy strategy.</td>
<td>Candidate engages students with the essential literacy strategy.</td>
<td>Candidate does not teach.</td>
</tr>
</tbody>
</table>

**Rubric 9: Subject-Specific Pedagogy: Elementary Literacy**

**How does the candidate support students to learn, practice, and apply the essential literacy strategy for comprehension OR composing text in a meaningful context?**

---

Copyright © 2017 Board of Trustees of the Leland Stanford Junior University.
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate suggests changes unrelated to evidence of student learning needs.</td>
<td>Candidate proposes changes to teacher practice that are superficially related to student learning needs.</td>
<td>Candidate proposes changes that address students’ collective learning needs related to the central focus.</td>
<td>Candidate makes superficial connections to research and/or theory.</td>
<td>Candidate justifies changes using principles from research and/or theory.</td>
</tr>
<tr>
<td>Candidate makes superficial connections to research and/or theory.</td>
<td>Candidate makes superficial connections to research and/or theory.</td>
<td>Candidate proposes changes that address individual and collective learning needs related to the central focus.</td>
<td>Candidate proposes changes that address individual and collective learning needs related to the central focus.</td>
<td>Candidate proposes changes that address individual and collective learning needs related to the central focus.</td>
</tr>
<tr>
<td>Rubric 10: Analyzing Teaching Effectiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Literacy Instruction Rubrics continued
Literacy Assessment Task 3: Assessing Students’ Literacy Learning

What Do I Need to Think About?

In Literacy Assessment Task 3, you will analyze both student learning and student use of language. Before you begin the analysis, you need to think about the following:

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

What Do I Need to Do?

- **Select one assessment from your learning segment you will use** to evaluate your students’ developing knowledge and skills. It should be an assessment that is completed by the whole class featured in the learning segment. (If you are teaching only a group within the class for the learning segment, that group will be “the whole class.”) The assessment should reflect the work of individuals, not groups, but may be individual work from a group task. The assessment should provide opportunities for students to demonstrate
  - the essential literacy strategy
  - related skills

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

- **Collect and analyze student work** from the selected assessment to identify quantitative and qualitative patterns of learning within and across learners in the class. You may submit text files with scanned student work OR, for oral assessments of primary grade students (e.g., reading aloud, dictating text, or orally demonstrating the essential literacy strategy), a video or audio file. (Note that the oral assessment must be given to the whole class, though not necessarily at the same time.) For each focus student, a video or audio work sample must be no more than 5 minutes in total running time.

- **Select 3 student work samples** that represent the patterns of learning (i.e., what individuals or groups generally understood and what a number of students were still struggling to understand) you identified in your assessment analysis. These students will be your **focus students** for this task. **At least one of the focus students must have specific learning needs**, for example, a student with an IEP (Individualized Education Program) or 504 plan, an English language learner, a struggling reader or writer, an
underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge. Note: California candidates must include one focus student who is an English language learner.7

- **Document the feedback** you gave to each of the 3 focus students on the work sample itself, as an audio clip, or as a video clip. You must submit evidence of the actual feedback provided to each focus student, and not a description of the feedback.

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

- If you submit a student work sample or feedback as a video or audio clip and additional students are present, clearly identify which students are your focus students in the relevant prompts (1d and 2a) of the Literacy Assessment Commentary (in no more than 2 sentences).

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

- **Include and submit the chosen assessment, including the directions/prompts provided to students.** Attach the assessment (no more than 5 additional pages) to the end of the Literacy Assessment Commentary.

- **Provide evidence of students’ understanding and use of the targeted academic language function and other language demands.** You may choose evidence from video clips submitted in Literacy Instruction Task 2, an additional video clip of one or more students using language within the learning segment (no more than 5 minutes in length), AND/OR student work samples submitted in Literacy Assessment Task 3.

---

**What Do I Need to Write?**

**Literacy Assessment Commentary**

In Literacy Assessment Task 3, you will write a commentary, responding to the prompts below. Your commentary should be no more than 10 single-spaced pages, including the

---

7 California candidates—If you do not have any English language learners, select a student who is challenged by academic English.
prompts. Attach the assessment used to evaluate student performance (no more than 5 additional pages) and, if necessary, a transcription of inaudible portions of a video or audio clip of feedback or a student work sample (no more than 2 additional pages) to the end of the Literacy Assessment Commentary. These additional pages do not count toward the commentary page limit noted above.

1. Analyzing Student Learning
   a. Identify the specific learning objectives measured by the assessment you chose for analysis.
   b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted in Literacy Assessment Task 3, Part D.
   c. Use evidence found in the 3 student work samples and the whole class summary to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to
      - the essential literacy strategy
      - related skills

Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

d. If a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

2. Feedback to Guide Further Learning
   Refer to specific evidence of submitted feedback to support your explanations.
   a. Identify the format in which you submitted your evidence of feedback for the 3 focus students. Choose one of the following:
      - Written directly on work samples or in separate documents that were provided to the focus students
      - In audio files
      - In video clips from Literacy Instruction Task 2 (provide a time-stamp reference) or in separate video clips

If a video or audio clip of feedback occurs in a group context (e.g., discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description) who is being given feedback.

b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.

c. Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.
3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the video clip(s) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.

You may provide evidence of students’ language use from ONE, TWO, OR ALL THREE of the following sources:

1. Use video clips from Literacy Instruction Task 2 and provide time-stamp references for evidence of language use.

2. Submit an additional video file named “Language Use” of no more than 5 minutes in length and cite language use (this can be footage of one or more students’ language use). Submit the clip in Literacy Assessment Task 3, Part B.

3. Use the student work samples analyzed in Literacy Assessment Task 3 and cite language use.

a. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use
   - selected language function,
   - vocabulary or key phrases, AND
   - discourse or syntax
   to develop content understandings.

4. Using Assessment to Inform Instruction

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

   Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

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

For Literacy Assessment Task 3, your evidence will be assessed using rubrics 11–15, which appear on the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, instruction, assessment, and writing.
<table>
<thead>
<tr>
<th>Level</th>
<th>Rubric 1.1: Analysis of Student Learning</th>
<th>Literacy Assessment Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The analysis is superficial or not supported by either student work samples or the summary of student learning. OR The evaluation criteria are not aligned with the learning objectives. OR The analysis is not aligned with the learning objectives.</td>
<td><strong>Related Skills:</strong> How does the candidate analyze evidence of student learning related to the essential literacy strategy?</td>
</tr>
<tr>
<td>4</td>
<td>Analysis includes some differences in whole class learning. Analysis uses specific evidence from work samples to demonstrate patterns of learning consistent with the summary. The analysis focuses on what students did right and wrong.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Analysis uses specific evidence from work samples to demonstrate the connections between quantitative and qualitative patterns of learning for individuals or groups. Patterns of learning are described for whole class. AND Analyses uses specific evidence from work samples to demonstrate the connections between quantitative and qualitative patterns of learning for individuals or groups. Patterns of learning are described for whole class.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The analysis focuses on what students did right AND wrong. The analysis focuses on what students did right or wrong.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Level | Feedback | Learning Experience to Improve Prerater Learning or Learning Need OR
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Feedback is unrelated to learning objectives.</td>
<td>Learning objectives related to the learning need is unrelated to the learning objectives.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Feedback is general and addresses learning needs or strengths.</td>
<td>Feedback is specific and addresses both strengths and learning needs.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Feedback is specific and addresses learning needs.</td>
<td>Feedback is specific and addresses learning strengths.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Feedback is specific and addresses both strengths and learning needs.</td>
<td>Feedback is developed to one or more focus students.</td>
</tr>
</tbody>
</table>

**Rubric 12: Providing Feedback to Guide Further Learning**

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

Literacy Assessment Rubrics continued
Rubric 13: Student Understanding and Use of Feedback

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Candidate describes how she will support students to understand and use feedback on their strengths and weaknesses related to the learning objectives.  OR Candidate describes how s/he will support students to understand and use feedback on their strengths AND weaknesses related to the learning objectives.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Candidate provides limited or no feedback to inform student learning.  OR Feedback are not described.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Candidate provides vague description of how focus students will understand or use feedback.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Candidate provides insufficient opportunities for understanding or using feedback.</td>
</tr>
<tr>
<td>Level 5</td>
<td>Opportunities for understanding or using feedback are not described.</td>
</tr>
</tbody>
</table>

How does the candidate support focus students to understand and use the feedback to guide their further learning?
Rubric 14: Analyzing Students’ Language Use and Literacy Learning

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
</table>

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

- Candidate identifies student language use that is superficially related or unrelated to the language demands (function, vocabulary, and additional demands).
- Candidate describes how students use only one language demand (vocabulary, function, syntax, discourse).
- Candidate explains and provides evidence of students’ use of the language function AND one or more additional language demands (vocabulary, syntax, discourse) in ways that develop content understanding.

Level 4 plus:
- Candidate explains and provides evidence of students’ use of the language function, vocabulary, AND one or more additional language demands (syntax, discourse) in ways that develop content understanding.

Additional Language Demands:
- These are the additional language demands identified in the Literacy Planning Commentary prompt 4c (vocabulary or key phrases, plus other syntax or discourse).

8 The selected language function is the verb identified in the Literacy Planning Commentary prompt 4a (analyze, explain, interpret, etc.).
### Rubric 15: Using Assessment to Inform Instruction

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next steps are justified with research and/or theory.</td>
<td>Next steps are connected with research and/or theory.</td>
<td>Next steps are connected with research and/or theory.</td>
<td>Next steps are loosely connected with research.</td>
<td>Next steps are not described.</td>
</tr>
<tr>
<td>- Relate skills.</td>
<td>- Relate skills.</td>
<td>- Relate skills.</td>
<td>- Relate skills.</td>
<td>- Relate skills.</td>
</tr>
<tr>
<td>- Essential literacy and/or theory.</td>
<td>- Essential literacy and/or theory.</td>
<td>- Essential literacy and/or theory.</td>
<td>- Essential literacy and/or theory.</td>
<td>- Essential literacy and/or theory.</td>
</tr>
<tr>
<td>- Learning relative to groups to improve their learning.</td>
<td>- Learning relative to groups to improve their learning.</td>
<td>- Learning relative to support their learning.</td>
<td>- Learning relative to support their learning.</td>
<td>- Learning relative to support their learning.</td>
</tr>
<tr>
<td>- Next steps provide targeted support to individuals. AND</td>
<td>- Next steps provide targeted support to individuals. AND</td>
<td>- Next steps provide general support.</td>
<td>- Next steps provide general support.</td>
<td>- Next steps do not follow from the analysis.</td>
</tr>
</tbody>
</table>

How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?
Task 4: Elementary Mathematics Assessment Task

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

Mathematics Assessment Task 4 can be completed before or after you complete Elementary Literacy Tasks 1–3, but materials for BOTH assessments must be submitted for official scoring during the same scoring/submission window.
Mathematics Assessment Task 4: Assessing Students’ Mathematics Learning

What Do I Need to Think About?

In Mathematics Assessment Task 4, you will analyze student work samples to identify a targeted learning objective/goal and plan and teach a re-engagement lesson focused on students’ needs. This task and the evidence you provide are framed by your understandings of your students and their learning. As you develop and document your evidence for this task, you need to think about the following:

- How will you analyze whole class evidence to identify patterns of learning?
- How will you use student work to analyze mathematical errors, confusions, and partial understandings?
- How will you re-engage students in learning to address identified areas of challenge or need?
- How do you use evidence of student learning to reflect on the effectiveness of your re-engagement lesson?

What Do I Need to Do?

Setting the Context

- **Select a class.** If you teach more than one class, select one focus class for this task. If your placement for elementary mathematics has you responsible for a group rather than a whole class, plans should describe instruction for that group (minimum of 4 students). That group will constitute “the whole class” for edTPA Mathematics Assessment Task 4.

- **Provide context information.** The Elementary Mathematics Context for Learning Information form is provided later in this handbook and must be submitted in a template. This form provides essential information about your students and your school/classroom. The context information you submit should be no more than 4 pages, including prompts.

- **Identify a learning segment.** Review the curriculum with your cooperating teacher and select a learning segment of 3–5 consecutive lessons that will include the student formative assessment you will analyze for this task.

- **Identify a central focus** along with the content standards and objectives taught in the learning segment and assessed in this task. The central focus should support students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills.
Briefly describe the instruction preceding the formative assessment using the Elementary Mathematics Learning Segment Overview (no more than 2 pages).

Analyzing Student Work

- Develop or adapt a formative assessment that will allow you to assess whole class learning. It should be an assessment that is completed by the whole class featured in a learning segment. (If you are teaching only a group within the class for the learning segment, that group will be “the whole class.”) The formative assessment should reflect the work of individuals, not groups, but may be individual work from a group task. The assessment should provide opportunities for students to demonstrate:
  - conceptual understanding
  - computational/procedural fluency
  - mathematical reasoning/problem-solving skills

- Submit a blank copy of the chosen formative assessment, including directions/prompts provided to the students.

- Define the evaluation criteria you will use to analyze student learning related to the mathematical understanding described above for the formative assessment.

- Collect and analyze student work from the chosen formative assessment and summarize student learning in graphic (chart or table) or narrative form to identify patterns of learning within and across learners in the class. You may submit text files with scanned student work OR, for oral assessments of primary grade students (e.g., counting), a video or audio file. (Note that the oral assessment must be given to each student in the whole class, though not necessarily on the same day.) For each focus student, a video or audio work sample must be no more than 5 minutes in total running time.

- Select and submit 3 work samples that demonstrate an area of struggle identified in your analysis and analyze the errors or misconceptions related to the struggle.

Re-engaging Students in Learning Mathematics

- Identify a targeted learning objective/goal based on the analysis of student work samples.

- Design a re-engagement lesson based on the targeted learning objective/goal.

- Teach the re-engagement lesson. The lesson may be planned to teach the 3 focus students during one-on-one, small group, or whole class implementation.

- Collect and submit the 3 focus students' work samples from the re-engagement lesson that provide new evidence of student mathematical understanding (formative assessment). You may submit text files with scanned student work OR, for oral assessments of primary grade students (e.g., counting), a video or audio file. (Note that the oral assessment must be given to each student participating in the class re-engagement lesson, though not necessarily on the same day.) For each focus student, a video or audio work sample must be no more than 5 minutes in total running time.

- Evaluate the effectiveness of the re-engagement lesson and consider its impact on student learning.
See the Mathematics Assessment Task 4: Artifacts and Commentary Specifications in the Elementary Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

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

What Do I Need to Write?

In Mathematics Assessment Task 4, you will write:

- a description of your Context for Learning (see “What Do I Need to Do?” above for directions)
- a learning segment overview (see “What Do I Need to Do?” above for directions)
- a re-engagement lesson plan (see “What Do I Need to Do?” above for directions)
- a commentary analyzing student learning and teaching effectiveness (see “Mathematics Assessment Commentary” below for directions)

Mathematics Assessment Commentary

In Mathematics Assessment Task 4, you will write a commentary, responding to the prompts below. Your commentary should be no more than 8 single-spaced pages, including the prompts. Attach the assessment, including prompts, used to evaluate student performance after the re-engagement lesson (no more than 5 additional pages) and, if necessary, a transcription of inaudible portions of a video or audio clip of a work sample (no more than 2 additional pages) to the end of the Mathematics Assessment Commentary. These additional pages do not count toward the commentary page limit noted above.

1. Analyzing Student Learning—Whole Class
   a. Identify the specific learning objectives measured by the formative assessment you chose for analysis.
   b. Provide a graphic (chart or table) or narrative that summarizes student learning for the whole class. Be sure to summarize student learning for all evaluation criteria submitted in Mathematics Assessment Task 4, Part D.
c. Using examples from the summary chart, discuss the patterns of learning across the whole class relative to
   - conceptual understanding
   - procedural fluency
   - mathematical reasoning/problem-solving skills

2. Analyzing Student Learning—3 Focus Students

   From your analysis of whole class student learning, identify one area where students struggled mathematically. Select 3 student work samples that represent the struggles in this area. These students will be your focus students for this task. At least one of the focus students must have specific learning needs, for example, a student with an IEP (Individualized Education Program) or 504 plan, an English language learner, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge.

   a. In what form did you submit the work samples for the 3 focus students?
      - Written work samples in text files
      - In audio files
      - In video files

   b. Analyze the 3 students' work samples and describe the students' struggle(s) as they relate to the underlying mathematical understanding and/or concept. Cite specific evidence from the work samples in relation to mathematical errors, confusions, and partial understandings.

      What do the students’ errors tell you about their mathematical understanding? For example, if a student error occurs in a subtraction problem, then the underlying mathematical understanding may include regrouping, meaning of subtraction, and/or subtraction as the inverse of addition. The related mathematical understanding becomes the basis for the targeted learning objective/goal for the students.

   c. If a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

3. Developing Students’ Mathematical Understanding

   a. Based on your analysis of the focus students' work samples, write a targeted learning objective/goal for the students related to the area of struggle.

   b. Describe the re-engagement lesson you designed to develop each focus student's mathematical knowledge in relation to the targeted learning objective/goal. Your description should include
      - targeted learning objective/goal from prompt 3a
      - state-adopted academic content standards that were the basis of the analysis
      - strategies and learning tasks to re-engage students (including what you and the students will be doing)
4. Analyzing Teaching

Cite evidence from the 3 focus students’ work samples from the re-engagement lesson to support your response to prompt 4b.

a. In what form did you submit the 3 students’ work samples from the re-engagement lesson?

   - Written work samples in text files
   - In audio files
   - In video files

b. Analyze the effectiveness of the strategies you used during the re-engagement lesson to develop students’ mathematical understanding in the identified area of struggle.

   Consider the change in students’ mathematical understanding or misconception(s) in relation to the identified area of struggle when describing the effectiveness of the re-engagement lesson.

c. If a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

How Will the Evidence of My Teaching Practice Be Assessed?

For Mathematics Assessment Task 4, your evidence will be assessed using rubrics 16–18, which appear on the following pages. When preparing your artifacts and commentary, refer to the rubrics frequently to guide your thinking, planning, and writing.
Rubric 16: Analyzing Whole Class Understandings

<table>
<thead>
<tr>
<th>Level</th>
<th>Reasoning/Problem Solving</th>
<th>Conceptual Understanding</th>
<th>Procedural Fluency</th>
<th>Mathematical Reasoning/Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How does the candidate analyze whole class evidence to identify patterns of student learning?**

- Level 5: The candidate identifies patterns of learning and explicitly connects them to either conceptual understanding or procedural fluency or mathematical reasoning/problem solving.
- Level 4: The candidate identifies patterns of learning and connects them to both conceptual understanding and procedural fluency or mathematical reasoning/problem solving.
- Level 3: The candidate identifies patterns of learning and connects them to one or more of the three categories (conceptual understanding, procedural fluency, or mathematical reasoning/problem solving).
- Level 2: The candidate identifies patterns of learning and connects them to one category (conceptual understanding, procedural fluency, or mathematical reasoning/problem solving).
- Level 1: The candidate identifies patterns of learning but does not align them with evidence.

There are significant content inaccuracies that affect analysis.
Rubric 17: Analyzing Individual Student Work Samples

Mathematics Assessment Rubrics continued

Rubric 17: Analyzing Individual Student Work Samples

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The analysis is not supported.</td>
</tr>
<tr>
<td>4</td>
<td>Candidate selects student work samples that are loosely connected to identified student struggles (errors, confusions, or partial understandings). Candidate uses evidence from the focus student work samples to identify the specific student struggles (errors, confusions, or partial understandings) from the focus student work.</td>
</tr>
<tr>
<td>3</td>
<td>Candidate uses evidence from the focus student work to explain the student struggles (errors, confusions, or partial understandings) in relation to the related mathematical concepts.</td>
</tr>
<tr>
<td>2</td>
<td>Candidate uses evidence from the focus student work to explain the identified area of struggle.</td>
</tr>
<tr>
<td>1</td>
<td>Candidate selects student work samples that are loosely connected to identified student struggles (errors, confusions, or partial understandings). Candidate uses evidence from the focus student work to identify the specific student struggles (errors, confusions, or partial understandings).</td>
</tr>
</tbody>
</table>

How does the candidate use student work to analyze mathematical errors, confusions, and partial understandings?
### Rubric 18: Using Evidence to Reflect on Teaching

**Level 1**
- The candidate states whether or not the re-engagement strategy was effective without providing evidence from student work samples.
- The evidence provided is superficial.
- The targeted learning objective/goal is not aligned with the area of struggle.
- The targeted learning objective/goal is not aligned with the identified area of struggle.

**Level 2**
- The candidate states whether or not the re-engagement strategy was effective and provides superficial evidence from student work samples.
- The evidence does not align with the identified area of struggle.
- The targeted learning objective/goal is not aligned with the area of struggle.

**Level 3**
- The candidate uses evidence of student learning from the student work samples to describe whether or not the re-engagement strategy was effective.
- The evidence of student learning does not align with the targeted learning objective/goal.

**Level 4**
- The candidate uses specific evidence of student learning from the student work samples to evaluate whether or not the re-engagement strategy was effective.
- The evidence of student learning does not align with the targeted learning objective/goal.

**Level 4 Plus**
- The candidate analyzes the change in student mathematical understanding or misconceptions using evidence from the re-engagement lesson.

---

**Mathematics Assessment Rubrics continued**
# Professional Responsibilities

Refer to the following table for an overview of your professional responsibilities in developing evidence for edTPA. If you are submitting artifacts and commentaries for official scoring, refer to [www.edTPA.com](http://www.edTPA.com) for complete and current information before beginning your work. Included here are important information and policies such as submission requirements and deadlines, registration agreements, attestations, permissions, and confidentiality. Whether or not you are submitting for official scoring, you should fulfill the professional responsibilities described below.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protect confidentiality</td>
<td>To protect confidentiality, please remove your name and use pseudonyms or general references (e.g., &quot;the district&quot;) for your state, school, district, and cooperating teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or institutions. During videorecording, use students’ first names only. To ensure confidentiality of your students and yourself, do not share your video on any publicly accessible platforms or websites (YouTube, Facebook, etc.).</td>
</tr>
<tr>
<td>Acquire permissions</td>
<td>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 videorecording. Your program will provide you with procedures and necessary forms to obtain these permissions, according to agreements with the school or district in which you are student teaching or completing your internship. If your program does not provide the necessary forms, you may refer to the sample forms found on <a href="http://www.edTPA.com">www.edTPA.com</a>. The release forms are not to be submitted with your materials, but you should follow your campus policy for retaining them.</td>
</tr>
<tr>
<td>Cite sources</td>
<td>Provide citations for the source of 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 Literacy Planning Commentary. Note: Citations do not count toward the commentary page limit.</td>
</tr>
<tr>
<td>Align instruction with state standards</td>
<td>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 education agency website for your state to obtain copies of relevant standards for this assessment.</td>
</tr>
</tbody>
</table>
| Follow the guidelines for candidate support at [www.edTPA.com](http://www.edTPA.com) | Follow the guidelines for candidate support found at [www.edTPA.com](http://www.edTPA.com) as you develop your evidence for edTPA. Although you may seek and receive appropriate support from your university supervisors, cooperating/master teachers, university instructors, or peers during this process, the ultimate responsibility for completing this assessment lies with you. Therefore, when you submit your completed work, you must be able to confirm your adherence with certain statements, such as the following:  
  - I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment.  
  - I have not previously taught this learning segment to the students/class.  
  - The video clips submitted are unedited (continuous) and show me teaching the students/class profiled in the evidence submitted.  
  - The student work included in the documentation is that of my students, completed during the learning segment documented in this assessment.  
  - I am author of the commentaries and other written responses to prompts in this assessment.  
  - Appropriate citations have been made for all materials in the assessment whose sources are from published text, the Internet, or other educators. |
Elementary Literacy Context for Learning Information

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

About the School Where You Are Teaching

1. In what type of school do you teach? (Type an “X” next to the appropriate description; if “other” applies, provide a brief description.)
   
   Elementary school: 
   Middle school: 
   Other (please describe): 

2. Where is the school where you are teaching located? (Type an “X” next to the appropriate description.)

   City: 
   Suburb: 
   Town: 
   Rural: 

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

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

About the Class Featured in this Learning Segment

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

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

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

4. List other resources (e.g., electronic whiteboard, classroom library or other text sets, online professional resources) you use for literacy instruction in this class.

---

10 If you need guidance when making a selection, reference the NCES locale category definitions (https://nces.ed.gov/surveys/rural/definitions.asp) or consult with your placement school administrator.
About the Students in the Class Featured in this Learning Segment

1. Grade level(s): ____________________________

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

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

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment. For example, students

- With Individualized Education Programs (IEPs) or 504 plans
- With specific language needs
- Needing greater challenge or support
- Who struggle with reading
- Who are underperforming students or have gaps in academic knowledge

For Literacy Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.¹¹

¹¹ California candidates—if you do not have any English language learners, select a student who is challenged by academic English.
### Students with IEPs/504 Plans

<table>
<thead>
<tr>
<th>IEPs/504 Plans: Classifications/Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications, Pertinent IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Visual processing</td>
<td>2</td>
<td>Close monitoring, large print text, window card to isolate text</td>
</tr>
</tbody>
</table>

### Students with Specific Language Needs

<table>
<thead>
<tr>
<th>Language Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications</th>
</tr>
</thead>
</table>
| Example: English language learners with only a few words of English | 2 | Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals)  
Have students use pre-taught key words and graphic organizers to complete sentence starters |
| Example: Students who speak a variety of English other than that used in textbooks | 5 | Make connections between the language students bring and the language used in the textbook |

### Students with Other Learning Needs

<table>
<thead>
<tr>
<th>Other Learning Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Struggling readers</td>
<td>5</td>
<td>Leveled text, targeted guided reading, ongoing reading assessment (e.g., running records, miscue, conferencing)</td>
</tr>
</tbody>
</table>
Elementary Mathematics Context for Learning Information

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

About the School Where You Are Teaching

1. In what type of school do you teach? (Type an “X” next to the appropriate description; if “other” applies, provide a brief description.)
   - Elementary school: _____
   - Middle school: _____
   - Other: _____

2. Where is the school where you are teaching located? (Type an “X” next to the appropriate description.)
   - City: _____
   - Suburb: _____
   - Town: _____
   - Rural: _____

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

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

About the Class Featured in this Learning Segment

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

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

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

4. List other resources (e.g., electronic whiteboard, manipulatives, online resources) you use for mathematics instruction in this class.

---

If you need guidance when making a selection, reference the NCES locale category definitions (https://nces.ed.gov/surveys/ruraled/definitions.asp) or consult with your placement school administrator.
About the Students in the Class Featured in this Learning Segment

1. Grade level(s): ________________________________

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

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

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment. For example, students

- With Individualized Education Programs (IEPs) or 504 plans
- With specific language needs
- Needing greater challenge or support
- Who struggle with reading
- Who are underperforming students or have gaps in academic knowledge

For Mathematics Assessment Task 4, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.¹³

¹³ California candidates—If you do not have any English language learners, select a student who is challenged by academic English.
## Students with IEPs/504 Plans

<table>
<thead>
<tr>
<th>IEPs/504 Plans: Classifications/Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications, Pertinent IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example: Visual processing</strong></td>
<td>2</td>
<td>Close monitoring, graph paper for 3 digit numbers</td>
</tr>
</tbody>
</table>

## Students with Specific Language Needs

<table>
<thead>
<tr>
<th>Language Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example: English language learners with only a few words of English</strong></td>
<td>2</td>
<td>Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals)</td>
</tr>
<tr>
<td><strong>Example: Students who speak a variety of English other than that used in textbooks</strong></td>
<td>5</td>
<td>Make connections between the language students bring and the language used in the textbook</td>
</tr>
</tbody>
</table>

## Students with Other Learning Needs

<table>
<thead>
<tr>
<th>Other Learning Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example: Struggling readers</strong></td>
<td>5</td>
<td>Provide oral explanations for directions and simplified text for word problems</td>
</tr>
</tbody>
</table>
## Elementary Mathematics Learning Segment Overview

<table>
<thead>
<tr>
<th>Central Focus:</th>
<th>State-Adopted Content Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Learning Objectives</th>
<th>Instructional Strategies and Learning Tasks</th>
<th>Formative and Summative Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 4 (Optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 5 (Optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Your evidence must be submitted to the electronic portfolio management system used by your teacher preparation program. Your submission must conform to the artifact and commentary specifications for each task. This section provides instructions for all evidence types as well as a description of supported file types for evidence submission, number of files, response lengths, and other information regarding format specifications. Your evidence must be submitted to the electronic portfolio management system used by your teacher preparation program.

**Literacy Planning Task 1: Artifacts and Commentary Specifications**

<table>
<thead>
<tr>
<th>Part</th>
<th>What to Submit</th>
<th>Additional Information</th>
<th>Number of Files</th>
<th>Response Length</th>
<th>Types of Files</th>
<th>Supported File Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A: Literacy Context for Learning</td>
<td></td>
<td></td>
<td>1</td>
<td>No more than 4 pages, including prompts</td>
<td>4</td>
<td>.doc; .docx; .odt; .pdf</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part B: Lesson Plans for Learning Segment</td>
<td></td>
<td></td>
<td>1</td>
<td>No more than 4 pages per lesson</td>
<td>4</td>
<td>.doc; .docx; .odt; .pdf</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part C: Instructional Materials</td>
<td></td>
<td></td>
<td>1</td>
<td>No more than 5 pages of instructional materials per lesson</td>
<td>5</td>
<td>.doc; .docx; .odt; .pdf</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part D: Literacy Assessments</td>
<td></td>
<td></td>
<td>1</td>
<td>No limit</td>
<td>1</td>
<td>.doc; .docx; .odt; .pdf</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part E: Literacy Planning Commentary (template provided)</td>
<td></td>
<td></td>
<td>1</td>
<td>No more than 9 pages of commentary, including prompts</td>
<td>9</td>
<td>.doc; .docx; .odt; .pdf</td>
</tr>
</tbody>
</table>

Note that your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file. These restrictions should be adhered to the original materials as part of the same type. If applicable, to the end of the commentary template. These restrictions should be adhered to the original materials as part of the same type.

Respond to prompts before teaching the learning segment.
### Part A: Video Clips

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Minimum Number of Files</th>
<th>Maximum Number of Files</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Length</td>
<td>flv, asf, qt, mov, mpeg, avi, wmv, mp4, m4v</td>
<td>1</td>
<td>2</td>
<td>No more than 20 minutes total (but not less than 3 minutes)</td>
</tr>
<tr>
<td>Number of Files</td>
<td></td>
<td></td>
<td></td>
<td>Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear on the video. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading. Refer to the EdTPA Elementary Education Assessment Handbook for more information.</td>
</tr>
</tbody>
</table>

### Part B: Literacy Instruction Commentary

- Use Arial 11-point type.
- Single space with 1" margins on all sides.
- Include the number of the lesson shown in the video clip.
- Include the number of the lesson when assigning each clip. Include the number of the lesson in the video clip content and requirements.
- When assigning each clip, include only the number of the lesson.

#### IMPORTANT:

Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear on the video. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading. Refer to the EdTPA Elementary Education Assessment Handbook for more information.
### Literacy Assessment Task 3: Artifacts and Commentary Specifications

<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Types</th>
<th>Number of Files</th>
<th>Min</th>
<th>Max</th>
<th>Supported File(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part A: Student Literacy Work Samples</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For written work samples:</td>
<td>.doc; .docx; .odt; .pdf</td>
<td>15</td>
<td>No page limit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For audio work samples:</td>
<td>flv, asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No more than 5 minutes per focus student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In your Literacy Assessment Commentary, provide the label associated with the clip in the student's work sample. Include the student number (Student 1 Literacy Work Sample, Student 2 Literacy Work Sample, or Student 3 Literacy Work Sample) or the work sample number. If your students' writing is illegible, write a transcription directly on the work sample. Indicate the student number of the school day copying/reading work samples. Name the work sample, your name, and the date.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Supported File(s):**
- .doc
- .docx
- .odt
- .pdf
- flv
- asf
- wmv
- qt
- mov
- mpg
- avi
- mp3
- wav
- mp4
- wma

**Video File Size Requirements:**
The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each uploaded platform provides additional constraints of supported formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

**Additional Information:**
- Use correction fluid, tape, or a felt-tip marker to mask or remove students’ names, your name, and the name of the school before copying/reading work samples.
- If your students’ writing is illegible, write a transcription directly on the work sample. Indicate the student number of the school day copying/reading work samples. Name the work sample, your name, and the date.
- If more than one focus student appears in a video or audio work sample, upload the same work sample separately for each focus student who is seen/heard and label appropriately.
- Describe how to recognize each of the focus students in the clip and provide the label associated with the clip in the student’s work sample. Include the student number (Student 1 Literacy Work Sample, Student 2 Literacy Work Sample, or Student 3 Literacy Work Sample) or the work sample number. If your students’ writing is illegible, write a transcription directly on the work sample. Indicate the student number of the school day copying/reading work samples. Name the work sample, your name, and the date.
- If more than one focus student appears in a video or audio work sample, upload the same work sample separately for each focus student who is seen/heard and label appropriately.
- Describe how to recognize each of the focus students in the clip and provide the label associated with the clip in the student’s work sample. Include the student number (Student 1 Literacy Work Sample, Student 2 Literacy Work Sample, or Student 3 Literacy Work Sample) or the work sample number. If your students’ writing is illegible, write a transcription directly on the work sample. Indicate the student number of the school day copying/reading work samples. Name the work sample, your name, and the date.

---

Copyright © 2017 Board of Trustees of the Leland Stanford Junior University. All rights reserved.
**Video Feedback Requirements: The target size is 200–300 MB or less. The Pearson ePortfolio System size limit is 500 MB. Please note that each embedded platform has specific file size limitations.**

<table>
<thead>
<tr>
<th>Supported File</th>
<th>Number of Files</th>
<th>Minimum Response Length</th>
<th>Maximum Response Length</th>
<th>What to Submit</th>
</tr>
</thead>
<tbody>
<tr>
<td>.doc; .docx; .odt; .pdf</td>
<td>1</td>
<td>No more than 5 minutes for video or audio feedback</td>
<td>0</td>
<td>No page limit for written feedback</td>
</tr>
<tr>
<td>.flv, .asf, .wmv, .qt, .mov, .mpg, .avi, .mp3, .wav, .mp4, .wma</td>
<td>1</td>
<td>No more than 3 minutes per focus student for audio feedback</td>
<td>0</td>
<td>No more than 5 minutes for video evidence of student language use</td>
</tr>
<tr>
<td>Video file size requirements: The target file size is 200–300 MB or less. The Pearson ePortfolio System size limit is 500 MB. Please note that each embedded platform has specific file size limitations.</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

For Academic Language Use:

- If you choose to submit feedback as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following:
  1. Attach a transcription of the inaudible comments (no more than 2 additional pages) to the end of the Literacy Assessment Commentary.
  2. Embed quotes with time-stamp references in the commentary response.
  3. Insert captions in the video (captions for this purpose will be considered permissible editing). For video evidence of student language use, it should be no more than 5 minutes per focus student.

Document the location of your evidence of feedback in the Literacy Assessment Commentary.

If more than one focus student appears in a video or audio clip of feedback, upload the same clip separately for each focus student who is seen/heard and label appropriately.

When naming each feedback file, include the student number in the file name. For audio feedback or video clips of student language use, include the student number in the file name. When naming each feedback file, include the student number in the file name. Where is seen/read and label appropriately.

For written feedback:

- No page limit for written feedback.
- For audio feedback:
  - No more than 3 minutes per focus student for audio feedback.
  - No more than 5 minutes for video evidence of student language use.

For video clips of student language use, it should be no more than 5 minutes.

You may identify a portion of a clip provided for Literacy Instruction Task 2 that is relevant to the focus student.

For audio feedback:

- No more than 3 minutes per focus student for audio feedback.
- No more than 5 minutes for video evidence of student language use.

And if included, academic language use feedback should not exceed 5 minutes.

Pan B: Evidence of student

(Continued)
**Additional Information**

- Use Arial 11-point type.
- Single space with 1-inch margins on all sides.
- No more than 10 pages of commentary.
- Plus no more than 2 additional total pages of transcriptions of video/audio evidence for a work sample and feedback, and/or video evidence of work sample and feedback.
- No more than 5 additional pages of documentation.
- No more than 2 additional total pages.
- Language use, video evidence, and/or video evidence of work sample and feedback.

**Criteria**

<table>
<thead>
<tr>
<th>Part C: Literary Assessment Task 3: Artifacts and Commentary Specifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td><strong>Supported File Types</strong></td>
</tr>
<tr>
<td><strong>Max Number of Files</strong></td>
</tr>
<tr>
<td><strong>Min Number of Files</strong></td>
</tr>
<tr>
<td><strong>Max Length</strong></td>
</tr>
<tr>
<td><strong>Min Length</strong></td>
</tr>
</tbody>
</table>

**IMPORTANT:** Attach a blank copy of the chosen assessment, including directions/prompts provided to students.
### Mathematics Assessment Task

#### Artifacts and Commentary Specifications

<table>
<thead>
<tr>
<th>Part</th>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Number of Files</th>
<th>Minimum Length</th>
<th>Maximum Length</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Mathematics</td>
<td>Additional Information</td>
<td>.doc; .docx; .odt; .pdf</td>
<td>1</td>
<td>1</td>
<td>No limit</td>
<td>Use Arial 11-point type. Single space with 1&quot; margins on all sides.</td>
</tr>
<tr>
<td>B: Elementary Mathematics</td>
<td>Response</td>
<td>.doc; .docx; .odt; .pdf</td>
<td>1</td>
<td>1</td>
<td>No limit</td>
<td>No more than 2 pages</td>
</tr>
<tr>
<td>C: Mathematics Chosen Formative Assessment</td>
<td>Artifact</td>
<td>.doc; .docx; .odt; .pdf</td>
<td>1</td>
<td>1</td>
<td>No limit</td>
<td>No more than 4 pages, including prompts</td>
</tr>
<tr>
<td>D: Evaluation Criteria</td>
<td>Artifact</td>
<td>.doc; .docx; .odt; .pdf</td>
<td>1</td>
<td>1</td>
<td>No limit</td>
<td>No limit</td>
</tr>
</tbody>
</table>
### Mathematics Assessment Task 4: Artifacts and Commentary Specifications

**What to Submit**

<table>
<thead>
<tr>
<th>Supported File Types</th>
<th>Number of Files</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>.doc; .docx; .odt; .pdf</td>
<td>3</td>
<td>No more than 5 minutes per focus student work</td>
<td>Submit student work samples for each focus student. When naming each mathematics work sample, include the student number AND the word mathematics in the file name.</td>
</tr>
<tr>
<td>flv, asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</td>
<td>3</td>
<td>No page limit for written work samples</td>
<td>If more than one focus student appears in a video or audio work sample, provide a label indicating which focus student is shown or heard. For audio work samples, write a transcription directly on a separate sheet of paper or on the back of the work sample. If your students' writing is illegible, write a transcription directly on the work sample.</td>
</tr>
</tbody>
</table>

**Prompt 2c of the Mathematics Assessment Commentary**

When naming each mathematics work sample file, include the student number AND the word mathematics in the file name.

**Video File Size Requirements**
The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each uploaded platform provider platform system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video editing software to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to recommended video formats and settings on www.edtpa.com for the current requirements.

---

(continued on next page)
### Mathematics Assessment Task 4: Artifacts and Commentary Specifications

#### What to Submit

<table>
<thead>
<tr>
<th>Supported File Types</th>
<th>Number of Files</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>.doc, .docx, .odt, .pdf</td>
<td>Minimum 3</td>
<td>No more than 5 minutes per focus student</td>
<td>IMPORTANT: Submit the work samples from the re-engagement lesson.</td>
</tr>
<tr>
<td>.flv, .asf, .wmv, .qt, .mov, .mpg, .avi, .mp3, .wav, .mp4, .wma</td>
<td>Minimum 3</td>
<td>No more than 5 minutes per focus student</td>
<td>IMPORTANT: Submit the work samples from the re-engagement lesson.</td>
</tr>
</tbody>
</table>

### Video File Size Requirements

The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each uploaded platform supports specific file formats, and you may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading. For video file size requirements, please refer to the [Recommended Video Formats and Settings](www.edtpa.com) on the Mathematics Assessment Handbook website.
<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Number of Files</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifacts and Commentary</td>
<td>.doc; .docx; .odt; .pdf</td>
<td>1</td>
<td>No more than 8 pages</td>
<td>No more than two pages of work samples of video/audio, and no more than 5 pages of additional pages for the re-engagement assessment. If necessary, no more than 5 pages of the re-engagement assessment, with any necessary directions/prompts, should be submitted. Plus, include prompts in the commentary. No more than two pages of transcriptions of video/audio work samples.</td>
</tr>
</tbody>
</table>

**IMPORTANT:** Attach a blank copy of the assessment from re-engagement with any necessary directions/prompts. Single space with 1” margins on all sides. Use Arial 11-point type. Submit 1. Use Arial 11-point type.
Elementary Education Glossary

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

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

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

- **language functions:** The content and language focus of the learning task represented by the active verbs within the learning outcomes. Common language functions in the language arts include identifying main ideas and details; analyzing and interpreting characters and plots; arguing a position or point of view; predicting; evaluating or interpreting an author’s purpose, message, and use of setting, mood, or tone; comparing ideas within and between texts; and so on.

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

- **discourse:** Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated. In the language arts and literacy, there are structures for composing, interpreting, and comprehending expository, narrative, poetic, journalistic, and graphic print materials as well as video and live presentations. If the language function is to interpret character development, then appropriate language forms could include written essays (with particular ways of citing textual evidence) or pattern sentences such as “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 _______________.”

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

- **language supports**: The scaffolds, representations, and pedagogical strategies teachers provide to help learners understand, use, and practice the concepts and language they need to learn within disciplines (Santos, Darling-Hammond, Cheuk, 2012). The language supports planned within the lessons in edTPA should directly support learners to understand and use identified language demands (vocabulary, language function, and discourse or syntax) to deepen content understandings.

**aligned**: Consistently addressing the same/similar learning outcomes for students.

**artifacts**: Authentic work completed by you and your students, including lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples. Artifacts are submitted as part of your evidence.

**assessment (formal and informal)**: “[R]efer[s] to all those activities undertaken by teachers and by their students . . . that provide information to be used as feedback to modify teaching and learning activities.” Assessments provide evidence of students’ prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments may include, for example, student questions and responses during instruction and teacher observations of students as they work or perform. Formal assessments may include, for example, quizzes, homework assignments, journals, projects, and performance tasks.

**assets (knowledge of students)**:

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

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

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

**central focus**: A description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment.
In elementary literacy, the central focus is an overarching, big idea for student learning in literacy. The subject-specific components for the elementary literacy central focus also include (a) an essential literacy strategy tied to the central focus and (b) related skills. For example, the central focus for a primary grade learning segment might be retelling. The learning segment would focus on the essential literacy strategy (e.g., summarizing a story) and related skills (e.g., decoding, recalling, sequencing). The central focus for an upper elementary learning segment might be persuasive writing. The learning segment would focus on the essential literacy strategy (using evidence to support an argument) and related skills (e.g., writing paragraphs, using correct verb tense, or other conventions). The chart below provides ONE example of the relationships among the central focus, essential strategy, related skills, standards/objectives, and academic language function:

See the appendix of the Understanding Rubric Level Progressions (URLP) resource for additional guidance on selecting the central focus, essential literacy strategy, and related skills that you plan to teach within the lessons in your learning segment.
For example, the subject-specific components for elementary mathematics are: conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills. A central focus for an intermediate grade mathematics learning segment might be equivalent fractions or equivalencies. The learning segment would focus on conceptual understanding and the associated computational/procedural understandings and reasoning/problem-solving skills.

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

**engaging students in learning:** Using instructional and motivational strategies that promote students’ active involvement in learning tasks that increase their knowledge, skills, and abilities related to specific learning objectives. Engagement in learning contrasts with student participation in learning tasks that are not well designed and/or implemented and do not increase student learning.

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

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

**learning environment:** The designed physical and emotional context, established and maintained throughout the learning segment to support a positive and productive learning experience for students.

**learning objectives:** 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.

- For elementary literacy, the central focus should support students to develop an essential literacy strategy and related skills.
- For elementary mathematics, the central focus should support students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills.
**learning task:** Includes activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to a specific learning goal. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment.

- A sample literacy learning task for fifth grade that is focused on writing an essay with an argument structure could be a discussion about a topic about which students have strong opinions (e.g., school uniforms) and draw from their everyday experiences constructing arguments to introduce the features of the genre. Over a unit of instruction, the teacher models various features, while students read and analyze argument text on a variety of topics, and develop their own argument essay.

- A sample mathematical learning task for fourth graders working with multi-digit numbers could be: Collect the population from 4 neighboring states to compare with our own state. Identify the state with the highest and lowest populations and make a table showing the states’ populations in order from highest to lowest populations. Compare the populations of the states by writing statements using <, =, and >.

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

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

**planned supports:** Instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus.

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

**rapport:** A close and harmonious relationship in which the people or groups understand each other’s feelings or ideas and communicate well with each other.

**respect:** A positive feeling of esteem or deference for a person and specific actions and conduct representative of that esteem. Respect can be a specific feeling of regard for the actual qualities of the one respected. It can also be conduct in accord with a specific ethic of respect. Rude conduct is usually considered to indicate a lack of respect, *disrespect*, whereas actions that honor somebody or something indicate respect. Note that respectful actions and conduct are culturally defined and may be context dependent.

**rubrics:** Subject-specific evaluation criteria used to score your performance on edTPA. These rubrics are included in the handbook, following the directions for each task. The descriptors in the five-level rubrics address a wide range of performance, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).
variety of learners: Students in your class who may require different strategies or support. These students include, but are not limited to, students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

Literacy-Specific Glossary Terms

developmental approximations: Include transitional spelling or other attempts to use skills or strategies just beyond a student’s current level/capability.

essential literacy strategy: An approach selected deliberately by a reader or writer to comprehend or compose text. When students are able to select and use strategies automatically, they have achieved independence in using the strategy to accomplish reading and writing goals.

For elementary literacy, the essential literacy strategy is the specific strategy for comprehending or composing text that you will teach across your learning segment lessons. It should be clearly tied to your segment’s central focus and stem from that big, overarching idea for student learning in literacy.

Example strategies for reading include summarizing a story, comparing and contrasting firsthand and secondhand accounts of the same event, using evidence to predict, interpreting a character’s feelings, or drawing conclusions from informational text. Example strategies for writing include organizing ideas before writing, note taking from informational text to support drafting a topic, using graphic organizers to organize writing, using a rubric to revise a draft, or using quotes as evidence to support an argument. See the Making Good Choices resource for additional guidance.

literacy skills: Specific knowledge needed for reading and writing, including phonemic/phonological awareness; print concepts; decoding; word analysis; sight-word recognition; and spelling, punctuation, or other language conventions.

reading/writing connections: Support students’ literacy development through an explicit understanding that many of the skills that are taught in reading instruction are also beneficial to young writers. Students gain insight on how the processes of reading and writing are interdependent, thereby reinforcing their understanding of the varied purposes of texts, how texts are organized, how to make meaning from text, and how writers develop their craft. Examples of learning tasks that support reading/writing connections include reading or researching informational text to inform an essay; journal writing to make predictions; making personal or text-to-text connections; writing book reviews or alternative endings to stories; or writing in a style that emulates a model.

related skills: Literacy skills that students will develop and practice while learning an essential literacy strategy for comprehending or composing text within the learning segment. These skills should help students understand and apply the essential literacy strategy that you are teaching. Not to be confused with prerequisite skills, which are fully developed before the learning segment begins. See the Making Good Choices resource for additional guidance.
Mathematics-Specific Glossary Terms

assessment (summative and formative): Summative and formative assessments play an integral part in information gathering about student learning. Summative assessments are given periodically, to determine at a particular point in time what students know and do not know relative to content standards. Examples might include chapter tests, unit tests, or culminating projects. In contrast, formative assessments are incorporated into classroom practice and can provide information needed to adjust teaching and learning as students approach full mastery of content. Examples of formative assessments could include observations, questioning strategies, and self- and peer-assessments.

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

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

mathematical understandings: Conceptual understanding, procedural fluency, and reasoning/problem-solving skills. Mathematical competencies (conceptual understanding and procedural fluency) develop through instruction of mathematical topics. Mathematical reasoning provides opportunities for students to develop and express insights about the mathematical competencies that they are developing. Problem solving allows students to draw on the competencies that they are developing to engage in a task for which they do not know the solution.

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

For example, if the majority of students (quantitative) in a class ordered unit fractions from least to greatest as $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}$, the students’ error shows that they believe that the smaller the denominator, the smaller the fraction and they have a mathematical misunderstanding related to the value of fractional parts (qualitative).

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

**procedural fluency:** Procedural fluency is a critical component of mathematical proficiency. Procedural fluency is the ability to apply procedures accurately, efficiently, and flexibly; to transfer procedures to different problems and contexts; to build or modify procedures from other procedures; and to recognize when one strategy or procedure is more appropriate to apply than another. To develop procedural fluency, students need experience in integrating concepts and procedures and building on familiar procedures as they create their own informal strategies and procedures. Students need opportunities to justify both informal strategies and commonly used procedures mathematically, to support and justify their choices of appropriate procedures, and to strengthen their understanding and skill through distributed practice.

**re-engagement:** Means to support students to revisit and review a topic with a different set of strategies, representations, and/or focus to develop understandings and/or correct misconceptions.

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

---


30 From “Procedural Fluency in Mathematics”. Downloaded from [www.nctm.org](http://www.nctm.org) on February 9, 2016.