



**CalTPA**  
California Teaching  
Performance Assessment



# Performance Assessment Guide

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**Multiple Subject Directions and Rubrics**  
Instructional Cycle 2:  
Assessment-Driven Instruction

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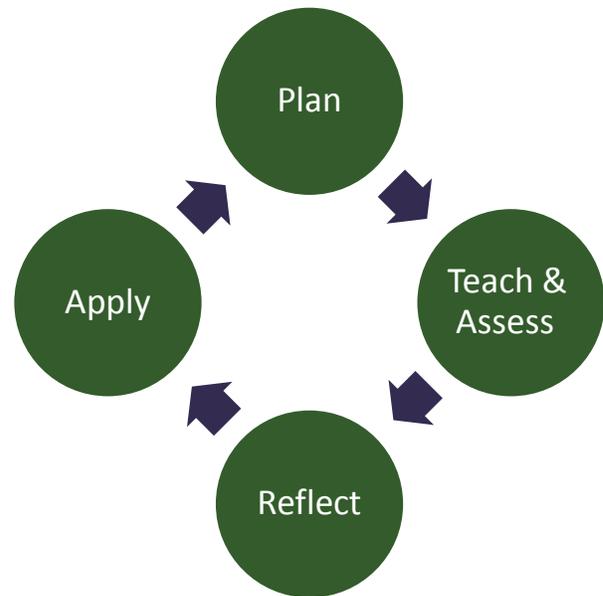
## Acknowledgments

California has been an innovator in the development and use of teaching performance assessments since 2003. The California Teaching Performance Assessment (CalTPA) has been revised and updated with the assistance of a 21-member design team; the Evaluation Systems group of Pearson; the Stanford Center for Assessment, Learning, and Equity (SCALE); and the California State University Center for Teacher Quality. The revised CalTPA draws from and is informed by California’s rich experience with different performance-based assessment models, including the original California Teaching Performance Assessment (CalTPA), the Performance Assessment for California Teachers (PACT), and edTPA®. Participants in each of these other systems contributed to the redesigned CalTPA. The Commission on Teacher Credentialing acknowledges the contributions of these assessment systems and the educators who have developed, administered, and scored them.

## Overview

Instructional Cycle 2 represents a complete teaching cycle (*plan, teach and assess, reflect, and apply*). This cycle emphasizes the interaction between standards, [assessment](#), and instructional decision making. While *standards* describe what students are expected to know, understand, and be able to do, *assessment* is the ongoing process of gathering evidence from multiple sources to determine what each student actually knows, understands, and can demonstrate. Assessment results are then used to improve instruction. Effective assessment will evaluate a student’s academic progress, but may also include measures that examine other aspects of educational development.

Assessments should provide valid, reliable, and fair data to support high-quality teaching and learning activities for teachers, parents, and students. Assessments help teachers make informed decisions about which curricular goals or strategies need to be strengthened, how instructional strategies can be modified or expanded depending on what students are understanding or misunderstanding during instruction, and whether or not a particular sequence of instruction has been successful. (For additional information on assessment, refer to the [California Department of Education website](#).)



In this cycle, you will provide feedback to students about their academic [performance\(s\)](#) based on [informal assessment\(s\)](#), [student self-assessment](#), and [formal assessment](#) results:

- ❖ **Informal assessment** refers to observing and documenting student learning and adjusting instruction to provide in-the-moment feedback to students while teaching. Informal assessments may involve a range of strategies, for example:
  - purposeful questions to check for understanding during the lesson
  - observation notes taken by the teacher while students are engaged in learning activities
  - student-created representations of learning (written work, visuals, graphics, models, products, performances)
  - student peer review and critique
  - student and group reflections on the qualities of product, process, or performance
  - homework

- warm-up activities
  - exit slips
- ❖ **Student self-assessment** and/or reflection refers to students evaluating their own learning, based on criteria, and objectively reflecting on and critically evaluating their progress and academic development in the content area.
- ❖ **Formal assessment** refers to collecting and analyzing student assessment results to provide information about students' current levels of achievement or performance after a period of learning has occurred. Results of formal assessment are used to plan further instruction and provide detailed feedback to students to direct growth and development based on content-specific [learning goal\(s\)](#) of the instruction. Formal assessments use a [rubric](#) and/or clearly defined scoring criteria, shared with students prior to the assessment, to gauge and evaluate student achievement or demonstrated performance. A formal assessment requires students to demonstrate the extent to which they have gained specific skills, competencies, and/or content knowledge through a product, process, or performance.

The CalTPA is grounded in [Universal Design for Learning \(UDL\)](#) theory and practice as it relates to curriculum and instruction. [UDL](#) is an educational framework based on research in the learning sciences, including cognitive neuroscience, which guides the development of flexible learning environments to address individual learning differences.

[UDL](#) focuses on three key principles:

- Principle 1: Provide multiple means of representation (the **what** of learning)
- Principle 2: Provide multiple means of action and expression (the **how** of learning)
- Principle 3: Provide multiple means of engagement (the **why** of learning)

Instructional Cycle 2 includes four steps:

- ❖ **Step 1: Plan.** Using the Learning Segment Template, develop a plan for a series of **three to five** content-specific (literacy or mathematics) lessons that occur over multiple days and support the academic and language development needs of your students, including students' use of [educational technology](#). Although your sequence of **three to five** lessons may be part of a longer unit of instruction, your sequence should have a clear starting point and ending point related to a particular learning goal(s). Use what you know about your students' assets and needs and learning context to plan and teach your lessons based on [California state standards](#) using the [content-specific pedagogy](#) of your discipline.

Planned lessons should encourage students to engage in [higher-order thinking](#) (analysis, synthesis, evaluation, interpretation, transfer) as they develop a [deep understanding](#) of the content and [academic language](#). The formal assessment must allow students to demonstrate their understanding of the content through the development of a product, process, or performance. You will use a rubric and/or scoring criteria to assess the qualities of the student work (product, process, or performance) and share the results of your

analysis with students through detailed feedback that they will use to advance their learning. You will submit a blank copy of one formal assessment instrument and rubric and/or scoring criteria and your completed Learning Segment Template in addition to contextual information and assessment descriptions.

❖ **Step 2: Teach and Assess.** Video-record all instruction and assessment activities and strategies **as you teach** your learning segment. Select and submit clips that show your assessment strategies embedded in instruction. You will write [annotations](#) for your video clips to provide rationales that describe how and why:

1. students are engaged in specific learning activities focused on developing academic language;
2. students' use of educational technology supports or demonstrates their content-specific learning;
3. you provided content-specific assessment results and feedback to students; and
4. you implemented specific assessment strategies that provide students opportunities to engage in the use of higher-order thinking skills.

In addition to the annotated video clips, you will also submit informal and student self-assessment materials and criteria (e.g., questions or prompts used to check for understanding, observation notes, exit slips) as well as an analysis of the informal and student self-assessments.

❖ **Step 3: Reflect.** For the formal assessment, analyze student product, process, or performance using a rubric and/or scoring criteria. Using the table provided, summarize student results on the formal assessment for the whole class. You will submit 3 student formal assessment responses (product, process, or performance) and your feedback, representing a student who exceeded the learning goal(s), one who met the learning goal(s), and one who has not yet met the learning goal(s).

Reflect on what you discovered about student learning and academic progress based on your analysis of informal and formal assessments, including student self-assessment results. Describe what was most and least effective about your teaching and assessment, as well as a target for increasing your instructional effectiveness.

❖ **Step 4: Apply.** Based on your analysis of all three types of assessment results, determine if you will teach to the whole class or a group from the class:

- a. **a re-teaching activity** because students did not demonstrate the content-specific learning goal(s) of the instruction

**OR**

- b. **an extension activity** to build on the instruction provided because students did demonstrate the content-specific learning goal(s) of the instruction.

Describe your plan for the re-teaching or extension activity. Video-record the re-teaching or extension activity, and submit one video clip that demonstrates how you adjusted or built on your instruction.

**IMPORTANT NOTE FOR MULTIPLE SUBJECT CANDIDATES:**

**Multiple subject** candidates **must** demonstrate both literacy and mathematics instruction within the CalTPA. Candidates may take one of these two approaches:

- Focus Cycle 1 on one of the two disciplines (literacy or mathematics), and focus Cycle 2 on the discipline that was not addressed in Cycle 1.

**OR**

- Focus one cycle on the integration of literacy with another content area(s), and focus the other cycle on the integration of mathematics with another content area(s). Each cycle requires learning goals and instruction in literacy or mathematics as well as in the other content area(s). Integration of content can occur in one or both of the cycles.

**Please note that if you do not submit both a literacy-focused cycle and a mathematics-focused cycle, you will not meet the requirement for passing the CalTPA.** In this case, you will need to retake the CalTPA.

## Content-Specific Pedagogy

The statements included in this section were drawn from the California Teaching Performance Expectations (TPEs) and informed by California subject matter experts as key pedagogy for new teachers to know and be able to do upon entering the profession.

### Multiple Subject—Literacy

Planning, instruction, assessment, reflection, and/or application provide attention to multiple subject literacy concepts and principles through the following:

- creating an environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts through a multiplicity of texts
- developing oral communication and interpersonal skills

## Multiple Subject—Mathematics

Planning, instruction, assessment, reflection, and/or application provide attention to multiple subject mathematics concepts and principles through the following:

- engaging students in the Standards for Mathematical Practice (e.g., making sense of problems and persevering in solving them, reasoning abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of others, modeling with mathematics, using appropriate tools strategically, attending to precision, looking for and making use of structure, looking for and expressing regularity in repeated reasoning)
- helping students develop the knowledge, skills, and academic language to appropriately (a) use processes of problem solving, reasoning and proof, communication, representation, and connections in real-world situations, and (b) apply the strands of mathematical proficiency, including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition

## Evidence Table

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p><b>Step 1: Plan</b> (templates provided)</p>	<ul style="list-style-type: none"> <li>• Provide contextual information about one class you are teaching within a school placement.</li> <li>• Develop a plan for a series of lessons (in either literacy or mathematics), and complete the Learning Segment Template that includes the following:               <ol style="list-style-type: none"> <li>1. content and standards</li> <li>2. learning goal(s)</li> <li>3. description of assessments of learning (informal assessment, student self-assessment, and formal assessment)</li> <li>4. how each lesson links to prior learning and/or builds on previous lessons</li> <li>5. learning activities, including how you and your students will use educational technology and how you will ensure equitable access to content</li> <li>6. instructional strategies</li> <li>7. description of language demands</li> <li>8. instructional <a href="#">adaptations</a> and <a href="#">accommodations</a></li> </ol> </li> <li>• Describe one of your planned informal assessments, a student self-assessment, and the formal assessment and explain how they are aligned to and measure the content-specific learning goal(s).</li> <li>• Provide a blank copy of the formal assessment and scoring rubric/criteria, including definition of proficient student performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Written Narrative: Contextual Information (up to 3 pages)</li> <li>• Learning Segment Template</li>   <li>• Written Narrative: Assessment Descriptions (up to 5 pages, including additional materials, if necessary)</li> <li>• Blank copy of the formal assessment</li> <li>• Formal assessment rubric and/or scoring criteria</li> </ul>
<p><b>Step 2: Teach and Assess</b> (template provided)</p>	<ul style="list-style-type: none"> <li>• Conduct the instruction and assessment activities in your learning segment.</li> <li>• Video-record your learning segment. Select 4 clips that include (1) instruction and assessment of academic language development, (2) students' use of educational technology, (3) instruction and informal assessment of content, and (4) instruction and student self-assessment of content.</li> <li>• Annotate the 4 video clips. Annotations include a title and brief rationale for assessment practices recorded. Annotation titles include:               <ul style="list-style-type: none"> <li>• Assessing Student Learning and Development of Academic Language</li> <li>• Students Using Educational Technology</li> <li>• Providing Content-Specific Feedback to Students</li> <li>• Assessing Student Learning and Use of Higher-Order Thinking Skills</li> </ul> </li> <li>• Provide samples of the informal and student self-assessments and/or description of the materials and criteria/rubric.</li> <li>• Provide an analysis of the informal and student self-assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• 4 Annotated video clips (up to 5 minutes each)</li>   <li>• Informal and student self-assessments and/or description of materials and criteria/rubric (description may be up to 2 pages)</li> <li>• Written Narrative: Analysis of Informal and Student Self-Assessments (up to 2 pages)</li> </ul>

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p><b>Step 3: Reflect</b> (template provided)</p>	<ul style="list-style-type: none"> <li>Score the formal assessment results (products, processes, or performances) for the whole class, using a rubric and/or scoring criteria.</li> <li>Select 3 examples of student responses (products, processes, or performances) with your feedback from the formal assessment that demonstrate a range of achievement: a response that (a) exceeds the learning goal(s), (b) meets the learning goal(s), and (c) does not yet meet the learning goal(s) with feedback to these students.</li> <li>Analyze student results from the informal and formal assessments used throughout the learning segment.</li> <li>Reflect on the evidence you observed of student learning and accomplishment of the learning goal(s), and describe what was most and least effective as well as a target for increasing instructional effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Scored formal assessments from 3 students that represent evidence of learning (products, processes, or performances) with detailed, content-specific rubric and/or scoring criteria feedback to the 3 students</li> <li>Written Narrative: Analysis of Assessment Results and Reflection for Whole Class and Individuals (up to 5 pages)</li> </ul>
<p><b>Step 4: Apply</b> (template provided)</p>	<ul style="list-style-type: none"> <li>Plan and conduct a follow-up instructional activity based on your analysis of all assessments: either               <ul style="list-style-type: none"> <li>a re-teaching activity with a new instructional approach for students who did not achieve the learning goal(s)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>an extension activity that builds on what your students demonstrated that they learned.</li> </ul> </li> <li>Describe how you decided on your instructional approach in the follow-up re-teaching or extension activity and how that change was informed by your analysis of assessment results.</li> <li>Video-record the entire follow-up activity and select 1 video clip that demonstrates how you adjusted or built on your instruction based on your analysis of all assessment results from Steps 2 and 3.</li> </ul>	<ul style="list-style-type: none"> <li>Re-teaching or extension activity description (up to 3 pages)</li> <li>1 Annotated video clip (up to 5 minutes) of follow-up instruction (re-teaching or extension activity)</li> </ul>

## Step 1: Plan

Choose one class as the focus for Instructional Cycle 2. Verify permission from the teacher(s), other adults, and parents/guardians of the students who will appear in the video recordings and/or of students whose work you will submit for Instructional Cycle 2.

### IMPORTANT NOTE:

Follow all district policies regarding video recording of individuals.

Candidates are responsible for verifying and, if necessary, obtaining appropriate permissions from all individuals who appear in the video clips and/or whose work is submitted.

Complete the following planning activities of Step 1 **prior to** completing Steps 2–4.

### I. Getting to Know Your Students

Directions: Provide the information listed below about the context in which you are teaching the content-specific learning segment to the whole class using the template provided.

### IMPORTANT NOTE:

If you are in the same placement as you were for Instructional Cycle 1, you may use the same information to complete the Cycle 2 Contextual Information template; however, you must complete and submit the Cycle 2 template. Do not resubmit the Cycle 1 Getting to Know Your Students template for Cycle 2.

**Gather information about student assets and needs in a professional and appropriate manner that protects students' privacy.** While you might collect contextual information by talking with students, only do so if supportive and appropriate for the [developmental level](#) of the student. Personal student information must be vetted through the master, mentor, or supervising teacher. If you have questions about the types of information that are available in a public school setting about students' assets and/or learning needs, seek guidance from your preparation program and the school site administrator(s) or teachers in which you are conducting your student teaching.

#### 1. Description of Students' Assets and Needs

- a. prior academic knowledge related to the learning goal(s)
- b. [English language proficiency](#) levels ([Standard English learners](#) and [English learners](#))

- c. cultural and linguistic resources and [funds of knowledge](#) (i.e., knowledge and skills derived from cultural experience)
- d. prior experiences and interests related to the content (literacy or mathematics) you plan to teach
- e. experience using educational technology, including [assistive technologies](#), inside and outside of the classroom

## 2. Contextual Information for the Class

- a. grade level(s)
- b. content area
- c. classroom setting ([face-to-face](#), online, [hybrid](#))
- d. educational technology or appropriate assistive technologies available in the classroom
- e. number of students:
  - i. total number of students (whole class)
  - ii. number of identified English learners
  - iii. number of Standard English learners
  - iv. number of students with an [IEP](#)
  - v. number of students with a [504 plan](#)
  - vi. number of students identified for [GATE](#)
- f. dual-language setting, if applicable; indicate whether setting is:
  - bilingual
  - one-way immersion
  - two-way immersion
- g. topic of content-specific instruction and assessment sequence

## II. Learning Segment

Directions: Plan a content-specific (literacy or mathematics) learning segment that includes a sequence of instruction and assessment across **three to five** lessons drawn from a larger unit. The instruction and assessment sequence must include informal assessment(s) with at least one opportunity for students to self-assess. You will use these assessments to gather evidence to monitor student learning, provide feedback to students during instruction, and potentially adjust your instruction.

The learning segment must also include a formal assessment resulting in a process, product, or performance from each student with a rubric and/or scoring criteria.

**IMPORTANT NOTE ON PRODUCT, PROCESS, PERFORMANCE:**

The formal assessment must require students to create and/or produce a

- product (e.g., visual representation, written product),
- process (e.g., mathematical problem with explanation of how they solved the problem), or
- performance (e.g., [demonstration](#) and/or presentation)

as an outcome of engaging in the formal assessment to demonstrate content-specific learning and academic language. Students may work in groups during instruction and preparation, but individual students must have their own assessment product, process, or performance that you will collect/observe and assess using the scoring criteria.

The learning segment must also include opportunities for students to engage in higher-order thinking and develop their academic language in the content area taught. Within the learning segment, include opportunity(ies) for students to use educational technology or, as appropriate, assistive technologies to enhance and/or provide access to learning.

Complete the Learning Segment Template to describe your instruction and assessment sequence and how you will support individual learning differences. Briefly list or summarize the following components:

1. **Content and standards being addressed:** Identify the content area, California standards, ELD standards, and unit goal for the learning segment.
2. **Learning goals:** Write a complete learning goal(s) for each lesson.
3. **Evidence and assessments:** Describe how you will determine that students have achieved the learning goal(s) in each lesson. Identify all assessment activity for each lesson, including informal assessments (checks for understanding), student self-assessment, and formal assessment.
4. **How does it fit?** Include an explanation of how each lesson links to where students are currently (academically, or with respect to interests, developmentally, or other learning issues), and how the lessons build on prior learning and one another.
5. **Learning activities:** Use bullet points to outline what students will do and how you will ensure they have equitable access to content (e.g., learning activities students will do; how, when appropriate, your students will use educational technology; how you will support individual learning differences).
6. **Instructional strategies:** Use bullet points to outline what you will do. Identify essential key questions you plan to ask and how you will group students for learning.

7. **English language development (ELD) and academic language development (ALD):** Describe the language demands of each lesson and how you will develop academic language with all students and address the specific needs of English learners.
8. **Instructional adaptations and accommodations:** Describe what you will do to support the range of learners in your class who may need adaptations or accommodations (e.g., English learners; Standard English learners; students with IEPs, 504 plans, or identified for GATE; students whose life experiences may result in the need for additional academic or emotional support). Describe academic language development considerations and specific adaptations or accommodations you plan to provide to address academic language development.

### III. Assessment Descriptions

Directions: Your proposed learning segment provided a high-level description of your overall instruction and assessment sequence. Provide a detailed description of your planned assessments in response to the following prompts using the template provided. If additional materials need to be provided, insert them at the end of the template file. You will also provide a blank copy of the formal assessment and the rubric and/or scoring criteria that you will use.

#### Informal Assessment

1. Describe one informal assessment you plan to implement and the corresponding criteria. Explain how the selected informal assessment is aligned to the content-specific student learning goal(s) and how the assessment will provide students opportunities to demonstrate content knowledge in a variety of different ways.
2. Identify what you will look for in student responses to the selected informal assessment and how you plan to monitor students' understanding of content during the learning sequence. If you provide instructional adaptations or accommodations, explain why.

#### **IMPORTANT NOTE:**

**Be specific.** Informal assessment should be developmentally appropriate. If the informal assessment involves questioning, list the questions you plan to ask. If the informal assessment is a running record, describe how you plan to document student reading ability. If your students are working collaboratively in groups, provide the set of instructions/expectations for learning. If students engage in peer assessment, provide guiding questions. If you are observing student work, provide the observation guide.

## Student Self-Assessment

3. Describe how you will engage students in self-assessment or reflection and the criteria you will provide to students to guide their evaluation of their own learning. Explain how the student self-assessment is aligned to the content-specific learning goal(s) and how it will provide opportunities for students to reflect on and advance their understanding of the content. If you provide instructional adaptations or accommodations for students, explain why.

### IMPORTANT NOTE:

**Be specific.** Student self-assessment should be developmentally appropriate. Young students may need to respond verbally or have picture cues if they are not yet reading and writing. If the student self-assessment is a set of questions or pictures, list the questions you plan to have the student respond to and/or provide the pictures. If it is assessment based on a rubric or instructions for the task, provide these materials. If the assessment is a presentation of learning, describe the guiding questions or expectation for performance. If you want students to write or draw a reflection of what they have learned, provide the sentence frames or prompt for that activity.

## Formal Assessment

4. What learning goal(s) are measured by the formal assessment (e.g., content knowledge, skills, or abilities your students will demonstrate)?
5. What evidence (product, process, or performance) are you planning to collect or observe from each student to determine that the specific learning goal(s) described in the scoring criteria have been met?

### IMPORTANT NOTE:

**Be specific.** Formal assessment should be developmentally appropriate. Describe what each student will do and the resulting process, product, or performance. For example, indicate that each student will “use [manipulatives](#) to work through a mathematical process/problem with verbal rationale,” “draw or paint a picture,” “balance on one foot or throw and catch a ball,” “participate in a hands-on science experiment,” “tell a story using puppets,” or “retell a story to follow an order of events.”

6. How will you use your rubric/criteria to define or identify successful evidence (product development or demonstration of process or performance) that students have achieved the learning goal(s)? How will you provide adaptations or accommodations, as appropriate, during the formal assessment to address individual student learning needs?

### **Evidence to Be Submitted**

- ❖ **Written Narrative: Contextual Information (up to 3 pages)**
- ❖ **Learning Segment Template**
- ❖ **Written Narrative: Assessment Descriptions (up to 5 pages, including additional materials, if necessary)**
- ❖ **Blank Copy of the Formal Assessment**
- ❖ **Formal Assessment Rubric and/or Scoring Criteria**

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## Step 2: Teach and Assess

### I. Select and Annotate Video Clips

Directions: Teach and video-record the three to five lessons within the learning segment, then review the video(s) to select **4 video clips (up to 5 minutes each)**. Video clips may be selected from any part of the multi-day learning segment. Annotation titles are provided that you will use to point out where you are using instructional strategies to teach and assess your students.

#### Video Clip 1

##### Instruction and Assessment of Academic Language Development (up to 5 minutes)

Select a clip from the learning segment that shows how students engage with content to develop the vocabulary/terminology (academic language) necessary for the language demands of the lesson.

#### Video Clip 2

##### Students' Use of Educational Technology (up to 5 minutes)

Select a clip from the learning segment that shows one or more students using educational technology to engage in or demonstrate their content-specific learning.

#### Video Clip 3

##### Instruction and Informal Assessment of Content (up to 5 minutes)

Select a clip from your learning segment that includes informal assessment(s) of student learning. Show how you provide opportunities for students to engage in deep learning of content to develop their higher-order thinking skills (analysis, synthesis, evaluation, interpretation, transfer). Show how you provide feedback to individuals, groups, or the whole class in the moment and how you adjusted your instruction based on the results of informal assessment to meet learning needs.

#### Video Clip 4

##### Instruction and Student Self-Assessment of Content (up to 5 minutes)

Select a clip of at least one (1) student using self-assessment to demonstrate their understanding of the content-specific learning goal(s) and how you provided feedback to the student based on their self-assessment results.

**IMPORTANT NOTE:**

Video clips can be selected from the video recording of the complete learning segment (the three to five lessons); however, each clip must be **continuous and unedited** (e.g., no additional music or graphics, no breaks in recording to remove quiet time), and up to 5 minutes in length.

## Annotations

Your annotations are brief text explanations you provide that are associated with specific points in the video clips (the *where*). For each annotation,

- include an annotation title (as listed below) to label your explanation (the *what*) and
- provide your brief rationale explaining the decisions that you made in your teaching practice at that specific point (the *why*).

### Annotation Titles

#### **Assessing Student Learning and Development of Academic Language**

Explain why students are engaged in specific learning activities focused on developing academic language to learn/access the content.

#### **Students Using Educational Technology**

Provide a rationale for how students' use of educational technology supports or demonstrates their content-specific learning.

#### **Providing Content-Specific Feedback to Students**

Explain why you provided detailed, content-specific feedback about informal and self-assessment results to the whole class, groups, or individual students, and how the feedback was intended to support students to advance their learning.

#### **Assessing Student Learning and Use of Higher-Order Thinking Skills**

Explain why you implemented specific assessment strategies that provide students opportunities to engage in the use of higher-order thinking skills (analysis, synthesis, evaluation, interpretation, transfer) to learn about the content and how you adjusted your instruction based on the results. For example, you may need to re-teach a learning goal or advance forward beyond the set goal, depending on the results of informal assessments of student learning as you move through the learning segment.

**IMPORTANT NOTE:**

Each annotation title must be used at least once across the 4 video clips. If appropriate, you may use annotation titles multiple times (e.g., two video clips could have evidence in support of "Providing Content-Specific Feedback to Students").

## II. Informal and Student Self-Assessment Materials

Directions: Submit a copy of your informal and student self-assessment materials and/or up to 2 pages of description of the assessments and rubric(s) or scoring criteria (e.g., questions asked, observation notes, exit slips).

You will use informal assessments to periodically and strategically check on student understanding of or ability to demonstrate content-specific learning goals and academic language you are teaching, allowing you to adjust your teaching in the moment to meet student's learning needs.

You will use student self-assessment to learn about how individual students understand what they know or can demonstrate about content-specific learning goals and academic language, and what they need to do next to continue their learning with your support.

### **IMPORTANT NOTE:**

Students need to be taught how to conduct self-assessment using a rubric or scoring criteria; be sure to allow time during lessons to model the process for self-assessment and to introduce students to the rubric or scoring criteria.

## III. Analysis of Informal and Student Self-Assessments

Directions: Respond to the following prompts to describe your analysis of the assessments using the template provided.

1. How did you use informal assessment results to learn about and support students' academic language development? How did you adjust your instruction based on these results?
2. How did your in-the-moment informal assessment give you the opportunity to provide feedback to students to help them understand what they need to do next to continue progress toward and/or beyond meeting the learning goal(s)? How did you adjust your instruction based on these results?
3. How did student self-assessment results provide insight about students' own understanding of the content-specific learning goals and their progress toward meeting the goal(s)? How did you adjust your instruction based on these results?

## **Evidence to Be Submitted**

- ❖ **4 Annotated Video Clips (up to 5 minutes each)**
- ❖ **Informal and Student Self-Assessments and/or Description of Materials and Criteria/Rubric (description may be up to 2 pages)**
- ❖ **Written Narrative: Analysis of Informal and Student Self-Assessments (up to 2 pages)**

## Step 3: Reflect

### I. Analyze the Formal Assessment Results

Directions: Use your rubric and/or scoring criteria to score student formal assessment responses. Determine the level of performance for each student in your class based on the criteria. Record student assessment results in the table provided in the template.

Analyze the results for the whole class. Which students

- exceeded the learning goal(s) measured by the formal assessment?
- met the learning goal(s) measured by the formal assessment?
- need more instructional support to meet the learning goal(s) measured by the formal assessment?

Based on your analysis of the results for the whole class, select 3 student responses to the formal assessment that demonstrate a range of performance. Label each piece of student work to reflect that the student exceeded, met, or did not yet meet the learning goal(s). Be sure to remove or cover the student's name or any identifying information about the student or school before you scan student work to upload:

- **Response 1:** Product, process, or performance that exceeded the learning goal(s)
- **Response 2:** Product, process, or performance that met the learning goal(s)
- **Response 3:** Product, process, or performance that did not yet meet the learning goal(s)

Submit the 3 scored formal assessments with a performance analysis, including detailed feedback that you plan to share with each student based on the rubric and/or scoring criteria. Describe how you will support students to use the assessment results to take next steps to advance their learning of the content.

#### **IMPORTANT NOTES FOR SUBMITTING SCORED ASSESSMENTS:**

- If you do not have any students that exceeded or met the learning goal(s) of your instruction, choose 3 student assessment responses that represent the highest, average, and lowest performance levels from the range of responses across the class. Label each response accordingly to show the 3 distinct levels of performance.
- For performance-based assessments, submit videos of the 3 students' performances. Video may also be submitted for process assessments, where appropriate.
- To protect the privacy of the students, conceal student names on the responses that you submit.

Directions: Provide the following information for your class using the template provided.

1. With respect to the learning goal(s) from the learning segment, report on the content-specific progress of your whole class on the formal assessment. Complete the table below to briefly describe each learning goal and to provide the number or percentage of students who exceeded, met, or have not yet met the learning goal(s).

Step 1 Content-Specific Learning Goal(s)	Number/Percentage of Students		
	Exceeded Learning Goal(s)	Met Learning Goal(s)	Not Yet Met Learning Goal(s)

2. Analyze the formal assessment results for the whole class in relation to the content-specific learning goal(s) and identify and describe emerging patterns of student errors, skills, and understandings for the whole class and for individuals. **Cite evidence from the assessment results** submitted for 3 students.
3. For those students whose achievement did not yet meet the content-specific learning goal(s) on the formal assessment, what do you need to do next instructionally to meet their content learning and language development needs?
4. What type of feedback will you provide to students and how will you assist them to use this feedback to revise their work and/or take next steps to advance their learning?

## II. Reflection on Assessments and Next Steps for Learning

Directions: Based on your summary and analysis of student learning from the informal assessment, student self-assessment, formal assessment, and the evidence from the video clips, reflect on what you learned about student progress toward meeting the content-specific learning goal(s). Then respond to the following prompts using the template provided. **Cite the video clips and/or 3 student assessment responses with feedback (exceeded, met, or not yet met goal[s] OR highest, average, and lowest performance) to support your written narrative.**

1. Think about your teaching practice during the learning segment and what you learned from your analysis of multiple types of assessment about your students' understanding of content and academic language proficiency.
  - a. What was most effective about your teaching or assessment in helping students achieve the content and academic language learning goal(s) of the segment?
  - b. What was less effective about your teaching or assessment? What do you want to target as an area for growth to increase your effectiveness as a teacher? Explain why you have chosen this target area.

## Evidence to Be Submitted

- ❖ **Scored Formal Assessments from 3 Students** that represent evidence of learning (products, processes, or performances) with detailed, content-specific rubric and/or scoring criteria feedback to the 3 students (be sure to label the 3 student responses as “exceeded,” “met,” or “not yet met”)
- ❖ **Written Narrative: Analysis of Assessment Results and Reflection for Whole Class and Individuals (up to 5 pages)**

## Step 4: Apply

### I. Follow-Up Instruction: Re-Teaching or Extension Activity

Based on your analysis of assessment results from Steps 2 and 3—informal, student self, and formal—identify what type of specific follow-up activity is the appropriate next step for learning for the whole class or a group from the class:

- a. For those students who did not meet the content-specific learning goal(s), provide a new approach to instruction to support their continued progress.
- OR**
- b. If students met or exceeded the content-specific learning goal(s), connect or apply instruction to new learning by building on what your students were able to demonstrate during the learning segment.

**IMPORTANT NOTE:**

If both types of instruction are applicable for your class of students or a group of students, select one type to teach for the content-specific follow-up activity.

For example, if one learning goal of your instructional segment taught during this cycle was met but another was not met, choose the goal not yet met to re-teach the content in a new way to provide additional support and opportunity to learn to your students. If your students did demonstrate that they met the learning goal(s), design an activity that will give students the opportunity to extend beyond the learning goal(s) and deepen their understanding or advance to their understanding of the content-specific learning goal(s).

Directions: Provide the following information about the content-specific follow-up activity using the template provided.

1. Activity is for:
    - a. whole class
- OR**
- b. small group from class
2. Content-specific learning goal(s)
  3. Brief description of the activity(ies), including use of educational technology as appropriate, and how it will develop or extend students' deep understanding of content knowledge, skill, or ability and develop academic language

4. Rationale for choosing this content-specific learning activity (**cite evidence from your analysis of the informal, student self, and formal assessments**) to re-teach the content or extend student learning beyond the learning goal(s) of the segment
5. Informal assessments during activity to check for student understanding (questions, observation notes, processes) of the content and academic language development
6. Any instructional adaptations or accommodations to the activity to allow all students to access and engage in deep learning and demonstrate their understanding of the content and academic language

## II. Teach and Video-Record the Follow-Up Instruction

Directions: Teach and video-record the entire follow-up re-teaching (new instructional approach) or extension activity based on your analysis of the informal assessment, student self-assessment, and formal assessment results. Then select and annotate **1 video clip (up to 5 minutes)** that demonstrates your follow-up instruction.

### Video Clip

The video clip should:

1. demonstrate a key section of the content-specific instruction and
2. provide evidence of either
  - a. how the instruction differs from previous instruction to develop content knowledge or content-specific academic language

**OR**

  - b. how students connect what they know to new learning to extend or deepen content knowledge and develop academic language.

#### **IMPORTANT NOTE:**

When you upload your video file for submission, you will be required to assign a label to your file, indicating the type of activity in the video clip. The system will prompt you to select either “Re-Teaching Activity” or “Extension Activity” during the upload process.

## Annotation

Your annotation is a brief text explanation you provide that is associated with a specific point in the video clip (the **where**). Your annotation must include the following annotation title to label your explanation (the **what**) and a brief rationale explaining the activity you chose to teach (the **why**):

### Annotation Title

#### Follow-Up Instruction

### Brief Rationale

Provide your brief rationale explaining the:

- a. **re-teaching activity:** where and how you re-taught the content in a new or different way

**OR**

- b. **extension activity:** where and how you extended student learning beyond the learning goal(s) of the segment

### Evidence to Be Submitted

- ❖ **Re-Teaching or Extension Activity Description (up to 3 pages)**
- ❖ **1 Annotated Video Clip (up to 5 minutes) of Follow-Up Instruction (Re-Teaching or Extension Activity)**

## Instructional Cycle 2 Rubrics

### Essential Questions

Rubrics are aligned to the pedagogical steps of plan, teach and assess, reflect, and apply. Each rubric is framed by an essential question that highlights the knowledge, skills, and abilities assessed within the rubric. The table below is a summary of the essential questions for the rubrics of Cycle 2.

Plan	
Rubric 2.1	How does the candidate’s learning segment plan provide appropriate content-specific learning goals and assessments that offer multiple ways for all students to demonstrate knowledge?
Rubric 2.2	How does the candidate plan a learning segment where assessments, instructional strategies, and learning activities align and provide a progression of learning that develops students’ concepts and skills to achieve the learning goal(s)?
Teach and Assess	
Rubric 2.3	How does the candidate support student development of academic language in relation to the content-specific learning goal(s)?
Rubric 2.4	How does the candidate incorporate educational technology (digital/virtual tools and resources) to provide opportunities for students to achieve and/or demonstrate the content-specific learning goal(s)?
Rubric 2.5	How does the candidate use informal assessment to monitor students’ deep understanding of content (higher-order thinking) and adjust instruction to meet the needs of all learners?
Rubric 2.6	How does the candidate engage students in self-assessment to build their awareness of what they have learned and support their progress toward meeting learning goal(s)?
Rubric 2.7	How does the candidate use results of informal assessments, including student self-assessment, to provide feedback to students about how to improve or revise their work to continue progress toward and/or beyond the learning goal(s)?
Reflect	
Rubric 2.8	How does the candidate analyze the formal assessment results based on the scoring criteria and identify and describe emerging learning patterns and trends for the whole class in relation to the learning goal(s)?
Apply	
Rubric 2.9	How does the candidate use the analysis of assessment results to plan and teach a follow-up learning activity and provide a rationale for the activity choice, citing evidence?

## Step 1 Rubrics

### Rubric 2.1 — Step 1: Plan

<b>Essential Question:</b> How does the candidate’s learning segment plan provide appropriate content-specific learning goals and assessments that offer multiple ways for all students to demonstrate knowledge?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate’s learning segment includes learning goal(s) that are not based on students’ prior content knowledge and modeling, or <a href="#">scaffolding</a> is not clearly described or is not appropriate.</p> <p><b>OR</b></p> <p>Assessments are not included or are not purposefully connected to content-specific learning goal(s).</p> <p><b>OR</b></p> <p>Student grouping is not determined or rationale for grouping is not provided.</p>	<p>Candidate’s learning goal(s) in the learning segment are loosely based on students’ prior content knowledge and modeling, or scaffolding is not clearly described.</p> <p>Assessments check for rote knowledge of content or are only partially connected to content-specific learning goal(s).</p> <p>Student grouping within the learning segment may not be conducive to the type of lessons being planned, and reasonable rationale is not provided.</p>	<p>Candidate’s learning segment includes manageable and appropriate learning goals that clearly build on students’ prior content knowledge.</p> <p>Candidate clearly identifies the multiple kinds of evidence they will look for to determine that students met the learning goal(s) and the assessment(s) they will use to make this determination.</p> <p>Learning segment includes learning activities that are appropriately engaging, challenging, and accessible for students, and grouping strategies are appropriate.</p> <p><a href="#">Content-specific instructional strategies</a> include adaptations and accommodations that will assist students to reach learning goals in multiple ways.</p>	<p><b>All of Level 3, plus:</b></p> <p>Instruction and assessment are purposefully chosen and planned to develop deep understanding of content through active learning (product, process, performance) and academic language to support students to meet, in multiple ways, content-specific learning goal(s).</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate’s plan includes individualized and whole class adaptations and accommodations that are purposefully and clearly drawn from the classroom context, resulting in an <a href="#">inclusive learning environment</a>.</p> <p>Students have opportunities to independently facilitate their own work in a whole group, small group, pairs, or individually.</p>

**TPEs and Elements:** TPE 1, Elements 1, 4; TPE 3, Elements 1, 2, 6; TPE 4, Elements 4, 7, 8; TPE 6, Element 5

**Primary Sources of Evidence:**

- Learning Segment Template
- Written Narrative: Assessment Descriptions
- Formal Assessment Rubric and/or Scoring Criteria

[Content-Specific Pedagogy](#)

## Rubric 2.2 — Step 1: Plan

<b>Essential Question:</b> How does the candidate plan a learning segment where assessments, instructional strategies, and learning activities align and provide a progression of learning that develops students' concepts and skills to achieve the learning goal(s)?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The assessments (including scoring criteria), activities, and strategies of the learning segment are misaligned in ways that will hinder students' access to learning goal(s).</p> <p><b>OR</b></p> <p>There are inaccuracies in lesson content.</p>	<p>The assessments (including scoring criteria), activities, and strategies of the learning segment are partially aligned in ways that could limit students' access to learning goal(s).</p>	<p>The assessments (including scoring criteria), learning activities, and instructional strategies of each lesson are aligned to meet the learning goal(s).</p> <p>Lessons build on one another to develop students' higher-order thinking skills (analysis, synthesis, evaluation, interpretation, transfer), academic language, and concepts and skills that are likely to support students to engage with the learning segment content.</p>	<p><b>All of Level 3, plus:</b></p> <p>Learning segment plan builds in opportunities that provide multiple access points (different ways to learn content visually, through writing or reading, listening, acting out, verbalizing) to learning content and multiple modes (different ways for students to show what they know through writing, speaking, performing) to demonstrate learning of content.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate's learning segment plan is sufficiently flexible to provide for an inclusive learning environment reflective of students' assets and needs where all students clearly have equal access to content by engaging in challenging learning activities (<a href="#">UDL</a> with multiple means of representation, action and expression, and engagement) that develop academic language and higher-order thinking.</p>
<p><b>TPEs and Elements:</b> TPE 1, Element 1; TPE 3, Elements 2, 5; TPE 5, Elements 1, 3</p> <p><b>Primary Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>• Learning Segment Template</li> <li>• Written Narrative: Assessment Descriptions</li> </ul>				

## Step 2 Rubrics

### Rubric 2.3 — Step 2: Teach and Assess

<b>Essential Question:</b> How does the candidate support student development of academic language in relation to the content-specific learning goal(s)?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Informal assessment(s) are not used to monitor language development.</p> <p>Candidate does not provide language adaptations/accommodations <b>OR</b> provides adaptations/accommodations that do not align with language demands of the lesson content.</p>	<p>Candidate uses informal assessment(s) to loosely monitor students' academic language development <b>OR</b> candidate has a superficial understanding of the language demands of the lessons, providing minimal adaptations or accommodations.</p>	<p>Candidate uses specific learning activities to provide opportunities for students to develop academic language specific to the language demands of the learning segment and content-specific learning goals.</p> <p>Language demands are generally addressed for the whole class as a group through instructional adaptations to support content learning.</p>	<p><b>All of Level 3, plus:</b> Candidate <a href="#">differentiates</a> instruction to address the needs of individual learners relative to the language demands of the lessons through specific adaptations or accommodations.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b> Candidate provides evidence-based, developmentally appropriate individualized, small group, and whole class academic language adaptations and accommodations, resulting in an inclusive environment where all students are actively engaged in learning.</p>
<p><b>TPEs and Elements:</b> TPE 1, Elements 1, 8; TPE 3, Element 5; TPE 5, Element 8</p> <p><b>Primary Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>• 4 Annotated Video Clips</li> <li>• Written Narrative: Analysis of Informal and Student Self-Assessments</li> </ul> <p><a href="#">Content-Specific Pedagogy</a></p>				

## Rubric 2.4 — Step 2: Teach and Assess (educational technology)

<b>Essential Question:</b> How does the candidate incorporate educational technology (digital/virtual tools and resources) to provide opportunities for students to achieve and/or demonstrate the content-specific learning goal(s)?				
Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not provide opportunities for students to use or access educational technology to learn or demonstrate the content-specific learning goal(s).	Candidate uses educational technology to present information in a one-to-many learning environment for a drill or practice type activity to achieve and/or demonstrate the content-specific learning goal(s).	Candidate provides students with opportunities to use educational technology to achieve and/or demonstrate the content-specific learning goal(s).	<p><b>All of Level 3, plus:</b></p> <p>Candidate provides students choice of a selected range of educational technology to use to achieve and/or demonstrate content-specific learning goal(s).</p> <p>Students use educational technology to facilitate and enhance peer or group collaboration in or beyond the classroom (e.g., online documents, email pen pals, online interviews with students at another school or in another state or country).</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Students are knowledgeable enough about educational technology to independently choose which educational technology resources they want to use to achieve, demonstrate, and extend beyond the learning goal(s) of the lesson (e.g., students choose to use a graphics program to create and add images to their online document without being told to do this by the candidate).</p>
<p><b>TPEs and Elements:</b> TPE 3, Elements 6, 8; TPE 4, Elements 4, 7, 8</p> <p><b>Primary Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>4 Annotated Video Clips</li> </ul>				

## Rubric 2.5 — Step 2: Teach and Assess

<b>Essential Question:</b> How does the candidate use informal assessment to monitor students’ deep understanding of content (higher-order thinking) and adjust instruction to meet the needs of all learners?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate’s use of informal assessment is insufficient for monitoring students’ deep understanding of content.</p> <p><b>OR</b></p> <p>Assessments are irrelevant to measuring content-specific learning goal(s) or are a cursory check for understanding or asking students how they feel.</p>	<p>Candidate’s use of informal assessment monitors students’ <a href="#">lower-order thinking skills</a> (memorize, duplicate, repeat, define), resulting in a limited view of students’ deep understanding of content.</p> <p>Assessments are too few to lead to instructional adjustments or miss key concepts of lesson content.</p>	<p>Candidate’s use of informal assessment monitors students’ higher-order thinking (analysis, synthesis, evaluation, interpretation, transfer), resulting in an understanding of whole class progress toward meeting the learning goal(s) and deep understanding of content.</p> <p>Monitoring is sufficient to inform teaching in the moment, and candidate adjusts instruction for the whole class based on assessment results.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate provides adaptations or accommodations during informal assessments for specific students to meet their unique learning needs and makes targeted adjustments to their instruction.</p> <p>Students are provided multiple ways to demonstrate their learning (e.g., verbal, written, drawing, diagramming, performing, and more) through a range of informal assessments.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Assessments are purposefully used to advance or deepen learning and are administered in a transparent and intellectually safe way that celebrates student progress and supports growth for all students (e.g., candidate reviews learning goal[s] with students so that they are aware of exactly what they are expected to know and be able to demonstrate; candidate notes progress of learning first, then reviews what students have not yet demonstrated).</p>
<p><b>TPEs and Elements:</b> TPE 1, Elements 1, 8; TPE 3, Element 3; TPE 4, Elements 3, 4; TPE 5, Elements 1, 2</p> <p><b>Primary Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>• 4 Annotated Video Clips</li> <li>• Written Narrative: Analysis of Informal and Student Self-Assessments</li> </ul> <p><a href="#">Content-Specific Pedagogy</a></p>				

## Rubric 2.6 — Step 2: Teach and Assess

<b>Essential Question:</b> How does the candidate engage students in self-assessment to build their awareness of what they have learned and support their progress toward meeting learning goal(s)?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not provide criteria or rubric for self-assessment.</p> <p><b>OR</b></p> <p>Candidate does not engage students in self-assessment.</p>	<p>Candidate provides criteria or rubric for self-assessment that is either not linked to learning goal(s) <b>OR</b> is too broad to be helpful in students' self-assessment of their own understanding of how they are progressing toward meeting learning goal(s).</p> <p>Candidate provides inadequate direction or practice for students to learn to conduct the self-assessment.</p>	<p>Candidate provides criteria for self-assessment by which students build their awareness of what they have learned and what they need to continue to learn to measure their own progress toward meeting learning goal(s).</p> <p>Candidate supports students in understanding criteria and how to conduct the self-assessment.</p>	<p><b>All of Level 3, plus:</b></p> <p>Criteria for self-assessment directs students to analyze complex content, specific concepts, or processes that engage them in higher-order thinking (analysis, synthesis, evaluation, interpretation, transfer).</p> <p>Candidate includes adaptations and accommodations for self-assessment based on individual student assets and learning needs.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Candidate helps individual students use self-assessment results to establish revision to student work to improve process, product, or performance.</p>
<p><b>TPE and Element:</b> TPE 5, Element 3</p> <p><b>Primary Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>• 4 Annotated Video Clips</li> <li>• Written Narrative: Analysis of Informal and Student Self-Assessments</li> </ul>				

## Rubric 2.7 — Step 2: Teach and Assess

<b>Essential Question:</b> How does the candidate use results of informal assessments, including student self-assessment, to provide feedback to students about how to improve or revise their work to continue progress toward and/or beyond the learning goal(s)?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not provide assessment feedback to students.</p> <p><b>OR</b></p> <p>Feedback is inaccurate or irrelevant.</p>	<p>Candidate uses assessment to provide feedback that either focuses on student errors and/or minimally clarifies what students need to improve or revise their work.</p> <p>Candidate does not explain to students how to use feedback to advance learning of content.</p>	<p>Candidate uses assessment results to provide feedback to students based on criteria for performance that clarifies what was done well, where there are errors, and what they need to do next (to revise or advance learning) to continue progress toward meeting the content-specific learning goal(s).</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate connects feedback to students' prior learning to draw attention to broader understandings and skills, knowledge, or abilities related to content-specific learning goal(s).</p>	<p><b>All of Levels 3 and 4, plus:</b></p> <p>Candidate differentiates how they provide feedback to students based on individual learning needs.</p> <p>Informal assessment feedback informs continual improvement for the whole class and individuals and leads the candidate to make purposeful decisions about next steps for student learning.</p>
<p><b>TPE and Elements:</b> TPE 5, Elements 1, 3, 5</p> <p><b>Primary Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>• 4 Annotated Video Clips</li> <li>• Written Narrative: Analysis of Informal and Student Self-Assessments</li> </ul>				

## Step 3 Rubric

### Rubric 2.8 — Step 3: Reflect

<b>Essential Question:</b> How does the candidate analyze the formal assessment results based on the scoring criteria and identify and describe emerging learning patterns and trends for the whole class in relation to the learning goal(s)?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not analyze formal assessment results, or analysis is inaccurate.</p> <p><b>OR</b></p> <p>Assessment scoring criteria or rubric does not measure content-specific learning goal(s).</p>	<p>Candidate’s analysis of formal assessment results is incomplete and results in a minimal or cursory description of whole class performance in relation to the learning goal(s). Individualized feedback is not provided.</p> <p>Formal assessment is used to identify deficits or lack in students’ learning capacity and is not educative (e.g., students do not advance their knowledge by completing the assessment, no application or transfer is evidenced; students demonstrate rote knowledge or lower-order thinking skill[s]).</p>	<p>Candidate’s analysis of the formal assessment results accurately describes performance for the whole class in relation to the scoring criteria/rubric and identifies general patterns and trends in relation to the learning goal(s).</p> <p>Assessment scoring criteria/rubric align with the learning goal(s) and enable the candidate to score student work consistently.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate accurately describes learning patterns or trends for individuals, citing clear evidence from the student work samples.</p> <p>Candidate identifies students’ partial and developing understanding of content.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Formal assessment is used to advance and deepen students’ learning through analysis and transfer of knowledge.</p> <p>Assessment is administered in a transparent and intellectually safe way that celebrates student progress, allows students to take risks, and clearly supports growth for all students as they strive to meet the learning goal(s).</p>
<p><b>TPE and Elements:</b> TPE 5, Elements 2, 8</p> <p><b>Primary Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li>• Scored Formal Assessments from 3 Students</li> <li>• Narrative: Analysis of Assessment Results and Reflection</li> </ul>				

## Step 4 Rubric

### Rubric 2.9 — Step 4: Apply

<b>Essential Question:</b> How does the candidate use the analysis of assessment results to plan and teach a follow-up learning activity and provide a rationale for the activity choice, citing evidence?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not relate what was learned from reviewing assessment results to plan and teach follow-up activity.</p> <p><b>OR</b></p> <p>Candidate’s rationale for activity choice is not clearly related to content-specific learning goal(s) taught in the learning segment, and evidence citations are not provided.</p>	<p>Candidate loosely applies what was learned from reviewing assessment results to plan and teach follow-up activity, <b>OR</b> analysis of assessment results is limited and does not reflect class abilities in regard to the learning goal(s) of the learning segment.</p> <p>Candidate’s rationale for activity choice is unclear, and evidence citations do not align with why activity was planned and taught.</p>	<p>Candidate applies what was learned from an analysis of assessment results to plan and teach a content-specific follow-up activity.</p> <p>If re-teaching, the candidate provides instruction in a new way to support students to meet learning goal(s). If providing an extension activity, the activity deepens and advances students’ learning.</p> <p>Candidate provides a rationale for activity based on analysis of student performance during the learning segment and cites evidence from assessment results that supports choice of follow-up activity.</p>	<p><b>All of Level 3, plus:</b></p> <p>Candidate provides specific adaptations or accommodations for individuals to increase access and meaningful engagement.</p>	<p><b>All of Levels 3 &amp; 4, plus:</b></p> <p>Follow-up learning activity, whether a re-teaching or extension activity, is focused on deepening key performance skills and understanding of content through higher-order thinking processes (analysis, synthesis, evaluation, interpretation, transfer) and develops academic language.</p>

**TPEs and Elements:** TPE 5, Elements 2, 3, 8; TPE 6, Element 1

**Primary Sources of Evidence:**

- Re-Teaching or Extension Activity Description
- Annotated Video Clip of Follow-Up Instruction

[Content-Specific Pedagogy](#)

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## Templates

This section contains samples of the templates referenced in the directions and to be used to complete Instructional Cycle 2. To complete the templates, you must

1. log in to your account;
2. download the word-processing template files available;
3. fill out the templates electronically; and
4. upload the electronic files or scanned images with any associated evidence to the Pearson ePortfolio system.

As you complete these templates, do not delete or alter any original text (including headers, footers, titles, directions, margins, and prompts) to gain more space to write your responses. Both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum allowed will not be scored.

As you prepare your submission, keep in mind some templates contain directions that are not repeated elsewhere; follow these directions carefully.

**IMPORTANT NOTE:**

All personally identifiable information (e.g., last names on student work samples) must be redacted on any evidence you submit.



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## Step 1: Plan

### Contextual Information Template

**Directions:** Provide the information listed below about the context in which you are teaching the content-specific learning segment to the whole class by responding to the following prompts (up to 3 pages). Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

#### 1. Description of Students' Assets and Needs

a. prior academic knowledge related to the learning goal(s)

[ ]

b. English language proficiency levels (Standard English learners and English learners)

[ ]

c. cultural and linguistic resources and funds of knowledge (i.e., knowledge and skills derived from cultural experience)

[ ]

d. prior experiences and interests related to the content you plan to teach

[ ]

e. experience using educational technology, including assistive technologies, inside and outside of the classroom

[ ]

#### 2. Contextual Information for the Class

a. grade level(s) [ ]

b. content area [ ]

c. classroom setting (face-to-face, online, hybrid) [ ]

d. educational technology or appropriate assistive technologies available in the classroom [ ]

e. number of students:

i. total number of students (whole class) [ ]

ii. number of identified English learners [ ]

iii. number of Standard English learners [ ]

iv. number of students with an IEP [ ]

v. number of students with a 504 plan [ ]



vi. number of students identified for GATE [ ]

f. dual-language setting, if applicable; indicate whether setting is:

bilingual [ ]

one-way immersion [ ]

two-way immersion [ ]

g. topic of content-specific instruction and assessment sequence

[ ]



## Step 1: Plan

### Learning Segment Template

**Directions:** Briefly describe:

1. **Content and standards being addressed:** Identify the content area, California standards, ELD standards, and unit goal for the learning segment.
2. **Learning goals:** Write a complete learning goal(s) for each lesson.
3. **Evidence and assessments:** Describe how you will determine that students have achieved the learning goal(s) in each lesson. Identify all assessment activity for each lesson, including informal assessments (checks for understanding), student self-assessment, and formal assessment.
4. **How does it fit?** Include an explanation of how each lesson links to where students are currently (academically, or with respect to interests, developmentally, or other learning issues), and how the lessons build on prior learning and one another.
5. **Learning activities:** Use bullet points to outline what students will do and how you will ensure they have equitable access to content (e.g., learning activities students will do; how, when appropriate, your students will use educational technology; how you will support individual learning differences).
6. **Instructional strategies:** Use bullet points to outline what you will do. Identify essential key questions you plan to ask and how you will group students for learning.
7. **English language development (ELD) and academic language development (ALD):** Describe the language demands of each lesson and how you will develop academic language with all students and address the specific needs of English learners.
8. **Instructional adaptations and accommodations:** Describe what you will do to support the range of learners in your class who may need adaptations or accommodations (e.g., English learners; Standard English learners; students with IEPs, 504 plans, or identified for GATE; students whose life experiences may result in the need for additional academic or emotional support). Describe academic language development considerations and specific adaptations or accommodations you plan to provide to address academic language development.

Learning Segment	
Content area, topic, and grade level	
California state standard(s) listed by name and number	
English language development (ELD) standards (if applicable)	
Unit goal(s) for the learning segment	
Lesson 1	
Learning goal(s)	
Evidence and assessment of learning (informal assessment,	



student self-assessment, formal assessment)	
How does lesson link to prior learning and/or build on previous lesson to develop deep learning of content?	
Learning activities (what students do) Include, where appropriate, how you and your students will use educational technology.	
Instructional strategies (what you do)	
ELD and ALD	
Adaptations/accommodations for students with specific learning needs	
At the completion of Lesson 1: Based on what you learned as a result of teaching this lesson, what changes, if any, will you make to the next lesson?	
<b>Lesson 2</b>	
Learning goal(s)	
Evidence and assessment of learning (informal assessment, student self-assessment, formal assessment)	
How does lesson link to prior learning and/or build on previous lesson to develop deep learning of content?	
Learning activities (what students do) Include, where appropriate, how you and your students will use educational technology.	
Instructional strategies (what you do)	
ELD and ALD	



Adaptations/accommodations for students with specific learning needs	
At the completion of Lesson 2: Based on what you learned as a result of teaching this lesson, what changes, if any, will you make to the next lesson?	
<b>Lesson 3</b>	
Learning goal(s)	
Evidence and assessment of learning (informal assessment, student self-assessment, formal assessment)	
How does lesson link to prior learning and/or build on previous lesson to develop deep learning of content?	
Learning activities (what students do) Include, where appropriate, how you and your students will use educational technology.	
Instructional strategies (what you do)	
ELD and ALD	
Adaptations/accommodations for students with specific learning needs	
At the completion of Lesson 3: Based on what you learned as a result of teaching this lesson, what changes, if any, will you make to the next lesson?	

Add rows as needed for additional lessons.



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## Step 1: Plan

### Assessment Descriptions Template

**Directions:** Provide a detailed description of your planned assessments in response to the following prompts (up to 5 pages). If additional materials need to be provided, insert them at the end of this template file (these count toward your 5-page maximum). Type your responses within the brackets following each prompt. Do not delete or alter the prompts.

#### Informal Assessment

1. Describe one informal assessment you plan to implement and the corresponding criteria. Explain how the selected informal assessment is aligned to the content-specific student learning goal(s) and how the assessment will provide students opportunities to demonstrate content knowledge in a variety of different ways.

[ ]

2. Identify what you will look for in student responses to the selected informal assessment and how you plan to monitor students' understanding of content during the learning sequence. If you provide instructional adaptations or accommodations, explain why.

[ ]

#### Student Self-Assessment

3. Describe how you will engage students in self-assessment or reflection and the criteria you will provide to students to guide their evaluation of their own learning. Explain how the student self-assessment is aligned to the content-specific learning goal(s) and how it will provide opportunities for students to reflect on and advance their understanding of the content. If you provide instructional adaptations or accommodations for students, explain why.

[ ]

#### Formal Assessment

4. What learning goal(s) are measured by the formal assessment (e.g., content knowledge, skills, or abilities your students will demonstrate)?

[ ]

5. What evidence (product, process, or performance) are you planning to collect or observe from each student to determine that the specific learning goal(s) described in the scoring criteria have been met?

[ ]

6. How will you use your rubric/criteria to define or identify successful evidence (product development or demonstration of process or performance) that students have achieved the learning goal(s)? How will you provide adaptations or accommodations, as appropriate, during the formal assessment to address individual student learning needs?

[ ]



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## Step 2: Teach and Assess

### Analysis of Informal and Student Self-Assessments Template

**Directions:** Respond to the following prompts (up to 2 pages) to describe your analysis of the assessments. Type your responses within the brackets following each prompt. Do not delete or alter the prompts. You may insert translations of video evidence not in English at the end of this file (translations do not count toward your page total).

1. How did you use informal assessment results to learn about and support students' academic language development? How did you adjust your instruction based on these results?

[ ]

2. How did your in-the-moment informal assessment give you the opportunity to provide feedback to students to help them understand what they need to do next to continue progress toward and/or beyond meeting the learning goal(s)? How did you adjust your instruction based on these results?

[ ]

3. How did student self-assessment results provide insight about students' own understanding of the content-specific learning goals and their progress toward meeting the goal(s)? How did you adjust your instruction based on these results?

[ ]



## Step 3: Reflect

# Analysis of Assessment Results and Reflection for Whole Class and Individuals Template

**Directions:** Respond to the following prompts (up to 5 pages). Type your responses within the brackets following each prompt. Do not delete or alter the prompts. You may insert translations of video evidence not in English at the end of this file (translations do not count toward your page total).

### I. Analyze the Formal Assessment Results

**Directions:** Provide the following information for your class.

1. With respect to the learning goal(s) from the learning segment, report on the content-specific progress of your whole class on the formal assessment. Complete the table below to briefly describe each learning goal and to provide the number or percentage of students who exceeded, met, or have not yet met the learning goal(s).

Step 1 Content-Specific Learning Goal(s)	Number/Percentage of Students		
	Exceeded Learning Goal(s)	Met Learning Goal(s)	Not Yet Met Learning Goal(s)

Add rows if necessary.

2. Analyze the formal assessment results for the whole class in relation to the content-specific learning goal(s) and identify and describe emerging patterns of student errors, skills, and understandings for the whole class and for individuals. **Cite evidence from the assessment results** submitted for 3 students.

[ ]

3. For those students whose achievement did not yet meet the content-specific learning goal(s) on the formal assessment, what do you need to do next instructionally to meet their content learning and language development needs?

[ ]

4. What type of feedback will you provide to students and how will you assist them to use this feedback to revise their work and/or take next steps to advance their learning?

[ ]



## II. Reflection on Assessments and Next Steps for Learning

**Directions:** Based on your summary and analysis of student learning from the informal assessment, student self-assessment, formal assessment, and the evidence from the video clips, reflect on what you learned about student progress toward meeting the content-specific learning goal(s). Then respond to the following prompts. **Cite the video clips and/or 3 student assessment responses with feedback (exceeded, met, or not yet met goal[s] OR highest, average, and lowest performance) to support your written narrative.**

1. Think about your teaching practice during the learning segment and what you learned from your analysis of multiple types of assessment about your students' understanding of content and academic language proficiency.

a. What was most effective about your teaching or assessment in helping students achieve the content and academic language learning goal(s) of the segment?

[ ]

b. What was less effective about your teaching or assessment? What do you want to target as an area for growth to increase your effectiveness as a teacher? Explain why you have chosen this target area.

[ ]



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## Step 4: Apply

# Re-Teaching or Extension Activity Description Template

**Directions:** Provide a description of the content-specific follow-up activity by responding to the following prompts (up to 3 pages). Type your responses within the brackets following each prompt. Do not delete or alter the prompts. You may insert translations of video evidence not in English at the end of this file (translations do not count toward your page total).

1. Activity is for (place an "X" in the appropriate bracket):

a. whole class

**OR**

b. small group from class

2. Content-specific learning goal(s)

[ ]

3. Brief description of the activity(ies), including use of educational technology as appropriate, and how it will develop or extend students' deep understanding of content knowledge, skill, or ability and develop academic language

[ ]

4. Rationale for choosing this content-specific learning activity (**cite evidence from your analysis of the informal, student self, and formal assessments**) to re-teach the content or extend student learning beyond the learning goal(s) of the segment

[ ]

5. Informal assessments during activity to check for student understanding (questions, observation notes, processes) of the content and academic language development

[ ]

6. Any instructional adaptations or accommodations to the activity to allow all students to access and engage in deep learning and demonstrate their understanding of the content and academic language

[ ]

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## Glossary

This glossary contains terms as used in this version of the CalTPA Performance Assessment Guide. Reference this glossary to determine if you are using the terms appropriately in your responses to the cycle directions.

**504 Plan.** Section 504 of the Rehabilitation Act of 1973, a federal civil rights law that prohibits discrimination against individuals with disabilities, protects students from being denied participation in school programs, services, or activities solely on the basis of disability. Much like an IEP, a 504 Plan is a written document detailing the services, accommodations, and modifications that can help students with learning and attention issues learn and participate in the general education curriculum. Section 504 defines disability on a broader basis than does IDEA. That’s why students who aren’t eligible for an IEP may qualify for a 504 Plan. Students who meet the definition of a person with a disability under Section 504 are those who have a physical or mental impairment that substantially limits one or more major life activities; have a record of such an impairment; or are regarded as having such an impairment. The 504 Plan should include a description of the disability; the major life activity limited; the basis for determining the disability and its educational impact; necessary accommodations; and placement in the least restrictive environment.

**Academic language.** Refers to the oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs—i.e., it’s the language used in classroom lessons, books, tests, and assignments, and it’s the language that students are expected to learn and achieve fluency in. Frequently contrasted with “conversational” or “social” language, academic language includes a variety of formal-language skills—such as vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge and academic skills while also successfully navigating school policies, assignments, expectations, and cultural norms. Even though students may be highly intelligent and capable, for example, they may still struggle in a school setting if they have not yet mastered certain terms and concepts, or learned how to express themselves and their ideas in expected ways.

**Accommodation.** Service or support related to a student’s disability that allows the student to fully access a given subject matter and to accurately demonstrate knowledge without requiring a fundamental alteration to the assignment’s or test’s standard or expectation.

**Adaptations.** Changes made by a teacher to lesson or assessment components, usually to the lesson format or to a test, that allow students to participate effectively in the lesson or the assessment. For example, adaptations can include use of different or additional resources, assistance from another student or adult, or additional time.

**Annotations.** Notes added by way of comment or explanation.

**Assessment.** The formal or informal process of collecting evidence about student progress, analyzing and evaluating progress, communicating about progress, and adjusting teaching practices based on reflection on a teacher’s practice. There are multiple forms of assessment, including achievement or other standardized tests, exercises or assignments that enable teachers to measure student progress, and student work, and assessments may include feedback from parents or other family members. For additional information, see “Assessment” on the [California Department of Education website](#).

**Assistive technology.** Any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities.

**California English Language Development Test (CELDT).** An examination for K–12 students administered through the California Department of Education. The purpose of the CELDT is to identify students who are English learners, determine their level of English proficiency, and annually assess their progress in learning English. Four skill areas are measured: listening, speaking, reading, and writing. There are five levels of proficiency: beginning, early intermediate, intermediate, early advanced, and advanced. NOTE: California is in the process of transitioning from the CELDT to the English Language Proficiency Assessments for California (ELPAC, see definition below). The CELDT will continue to be administered until the ELPAC becomes operational (expected in 2018).

**California state standards and/or curriculum frameworks.** These specify and define the knowledge, concepts, and skills that students should acquire at each grade level in each content area.

**Content-specific instructional strategies.** Instructional strategies that are effective for the content area as defined by the Teaching Performance Expectations (TPE) and the State Board of Education framework and/or equivalent.

**Content-specific pedagogy.** Content-specific pedagogy is the specific methods or practices that are used to teach a certain subject. Its focus is on the best-practices for that subject, which are most likely derived through research of the methods or practices.

**Deep understanding.** Knowledge that is beyond attending to or recalling factual pieces of information and, instead, is characterized by the ability to put those pieces together to evaluate, solve complex problems, and generate new ideas. See also “higher-order thinking skills.”

**Demonstrations.** Refer to a wide variety of potential educational projects, presentations, or products through which students “demonstrate” what they have learned, usually as a way of determining whether and to what degree they have achieved expected learning standards or learning objectives for a course or learning experience. A demonstration of

learning is typically both a learning experience in itself and a means of evaluating academic progress and achievement.

**Developmental level.** Refers to the stages or milestones in children's/adolescents' cognitive, psychological, and physical development. While children/adolescents may be expected to progress through the same specified stages and in the same order, they proceed at different rates through these stages. Thus, children/adolescents of the same chronological age may be observed to be at different "levels."

**Differentiate.** Differentiated instruction and assessment (also known as differentiated learning or, in education, simply, differentiation) is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

**Discrimination.** Treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit. Discrimination may occur, for example, on the basis of race, religion, gender, socio-economic class, physical ability, or sexual orientation.

**Educational technology.** Any digital/virtual tool used to impact the teaching/learning process within an educational environment.

**English language proficiency.** The level of knowledge, skills, and ability that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. For California, these are delineated in the California English Language Development (CA ELD) Standards.

**English Language Proficiency Assessments for California (ELPAC).** The ELPAC, which will replace the California English Language Development Test (CELDT, defined above) in 2018 as the required state test for English language proficiency (state and federal law require that local educational agencies administer a state test of English language proficiency [ELP] to eligible students in kindergarten through grade twelve). The ELPAC will be aligned with the 2012 California English Language Development Standards and will comprise two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

**English learner.** Students for whom there is a report of a primary language other than English on the state-approved Home Language Survey or district criteria and who, on the basis of the state approved oral language assessment procedures, have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

**Face-to-face classroom.** A face-to-face classroom is where the teacher and students are in the same location together, and instruction occurs through face-to-face interactions between and among the candidate and students.

**Focus Student 3.** A student whose life experience(s) either inside or outside of school that may result in a need for additional academic and/or emotional support and whose behavior in class catches your attention (does not participate, falls asleep in class, remains silent, acts out, demands attention, etc.). Life experiences may include, but are not limited to, challenges in the home, community, or school as a result of discrimination, bullying, illness, loss of parents, divorce, trauma, homelessness, poverty, or incarceration; or a student who has been negatively impacted due to their religion, racism, sexism, classism, ableism, anti-Semitism, or heterosexism; or as a result of needs as a student of color, Standard English learner, a migrant, immigrant, undocumented student, a self-identified LGBTQ+ student, or a student in foster care.

**Formal assessment.** Refers to collecting and analyzing student assessment results to provide information about students' current levels of achievement or performance after a period of learning has occurred. Results of formal assessment are used to plan further instruction and provide detailed feedback to students to direct growth and development based on content-specific learning goal(s) of the instruction. Formal assessments use a [rubric](#) and/or clearly defined scoring criteria, shared with students prior to the assessment, to gauge and evaluate student achievement or demonstrated performance. A formal assessment requires students to demonstrate the extent to which they have gained specific skills, competencies, and/or content knowledge through a product, process, or performance.

**Funds of knowledge.** Defined by researchers<sup>1</sup> Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez (1992) "to refer to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (p. 133). When teachers shed their role of teacher and expert and, instead, take on a new role as learner, they can come to know their students and the families of their students in new and distinct ways. With this new knowledge, they can begin to see that the households of their students contain rich cultural and cognitive resources and that these resources can and should be used in their classroom in order to provide culturally

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<sup>1</sup> González, N., Moll, L., and Amanti, C. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. New Jersey: Lawrence Erlbaum Associates, Publishers.

Kasarda, J. and Johnson, J. (2006). *The economic impact of the Hispanic population on the state of North Carolina*. Frank Hawkins Kenan Institute of Private Enterprise Report. Kenan-Flagler Business School-University of North Carolina at Chapel Hill.

Moll, L., Amanti, C., Neff, D. and Gonzalez, N. (1992). "Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms." *Theory Into Practice*, XXXI, 2, 132–141.

responsive and meaningful lessons that tap students' prior knowledge. Information that teachers learn about their students in this process is considered the student's funds of knowledge.

**Gifted and Talented Education (GATE).** Under this state program, local educational agencies (LEAs) develop unique education opportunities for high-achieving and underachieving pupils in the California public elementary and secondary schools. Each school district's governing board determines the criteria it will use to identify students for participation in the GATE program. Categories for identification may include one or more of the following: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent; or any other criterion that meets the standards set forth by the State Board of Education (SBE).

**Graphic organizer.** A visual communication tool that uses visual symbols to express ideas and concepts to convey meaning. A graphic organizer often depicts the relationships between facts, terms, and/or ideas within a learning task. The main purpose of a graphic organizer is to provide a visual aid to facilitate learning and instruction. There are many similar names for graphic organizers, including concept maps and story maps.

**Heritage language learner.** A student studying a language who has proficiency in or a cultural connection to that language.

**Higher-order thinking skills.** A concept popular in American education reform that distinguishes critical-thinking skills from low-order learning outcomes, such as those attained by rote memorization. HOTS include synthesizing, analyzing, reasoning, comprehending, application, and evaluation. HOTS are based on various taxonomies of learning, such as that propagated by Benjamin Bloom in his *Taxonomy of Educational Objectives: The Classification of Educational Goals* (1956).

**Hybrid classroom.** A hybrid classroom is where a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, and pace.

**Inclusive learning environment.** Inclusive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued.

**Individualized Education Plan (IEP).** This written document is developed and required for each public school student who receives special education and related services. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for students with disabilities.

**Informal assessment.** Observing and documenting student learning and adjusting instruction to provide in-the-moment feedback to students while teaching. Informal assessments may involve a range of strategies (e.g., purposeful questions to check for understanding during the lesson; observation notes taken by the teacher while students are engaged in instructional activities; student-created representations of learning [written work, visuals, graphics, models, products, performances]; student peer review and critique; student and group reflection on the qualities of their own product, process, or performance; homework; “do nows”; exit slips).

**Learning goal.** Specific statements of intended student attainment of essential concepts and skills. The learning goal is the heart of assessment for learning and needs to be made clear at the planning stage if teachers are to find assessment for learning manageable.

**Lower-order thinking skills.** Lower-order thinking skills are reflected by the lower three levels in Bloom’s Taxonomy: Remembering, Understanding, and Applying.

**Manipulatives.** Physical objects that are used as teaching tools to engage students in hands-on learning. They can be used to introduce, practice, or remediate a concept. A manipulative may be as simple as grains of rice, coins, blocks, and other three-dimensional shapes, or as sophisticated as a model of the solar system.

**Maps.** Types of visual/graphic organizers that are used to help students organize and represent knowledge of a subject. *Concept maps*, for example, begin with a main idea (or *concept*) and then branch out to show how that main idea can be broken down into specific topics. *Story maps* help students learn the elements of a book or story by identifying story characters, plot, setting, problem, and solution.

**Multi-Tiered System of Supports (MTSS).** An integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

**Performance(s).** A demonstration of competence or mastery that typically focuses on the student’s ability to apply what he or she has learned to a realistic task—a problem or situation that might be encountered in real life.

**Rubric.** A tool for scoring student work or performances, typically in the form of a table or matrix, with criteria that describe the dimensions of the outcomes down the left vertical axis and levels of performance across the horizontal axis. The performance being scored by a rubric may be given an overall score (holistic rubric scoring), or criteria may be scored individually (analytic rubric scoring). Rubrics may also be used for communicating expectations for performance.

**Scaffolding.** Refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student.

**Social-emotional development.** Includes the student's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen and others 2005). It encompasses both intrapersonal and interpersonal processes.

**Social identity.** The cultural identities of students<sup>2</sup> are constructed from their experiences with the 12 attributes of culture identified by Cushner, McClelland, and Safford (2000): ethnicity/nationality, social class, sex/gender, health, age, geographic region, sexuality, religion, social status, language, ability/disability, and race. Students' cultural identities are defined by these experiences, and students learn these identities within a culture through socializing agents (Campbell 2004). Therefore, teachers must understand that these cultural identities define who the students are.

**Standard English learner.** Pupils whose native language is English and whose mastery of the standard English language or academic English is limited due to their use of nonstandard English.

**Student self-assessment.** Refers to students evaluating their own learning, based on criteria, and objectively reflecting on and critically evaluating their progress and academic development in the content area.

**Think-Pair-Share.** A collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to (1) think individually about a topic or answer to a question and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention, and engage students in comprehending the reading material.

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<sup>2</sup> Savage, S. (2005, September 21). *The cultural identity of students: what teachers should know*. Retrieved from <https://www.redorbit.com/news/education/246708/the-cultural-identity-of-students-what-teachers-should-know/>

**Universal Design for Learning (UDL)**<sup>3</sup>. A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that can be customized and adjusted for individual needs. UDL curriculum calls for creating curriculum that provides multiple means of representation to give learners various ways of acquiring information and knowledge; multiple means of action and expression to provide learners alternatives for demonstrating what they know; and multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn.

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<sup>3</sup> <http://www.udlcenter.org/>