

C. HOW YOUR RESPONSE IS SCORED

Your response to this task will be judged on the extent to which it provides clear, consistent, and convincing evidence of your ability to assess student progress towards the learning goals. The criteria are reflected in the Task 3 Rubric.

Task 3: Classroom Assessment of Academic Learning Goals.

KEY SCORE LEVEL CRITERIA

LEVEL 4 Appropriate, relevant, accurate, and clear or detailed

LEVEL 3 Appropriate, relevant, or accurate

LEVEL 2 Minimal, limited, cursory, inconsistent, and/or ambiguous

LEVEL 1 Inappropriate, irrelevant, inaccurate or missing

TASK 3, Score Level 4: The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate's ability to select developmentally appropriate assessment, based on state-adopted frameworks and academic content standards for students, to measure student learning, plan its implementation, learn about students and make adaptations to the plan based on that information to meet student needs, and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.

Planning Instruction and Designing Learning Experiences for Students (TPE 8, 9)

The candidate learns about her or his students and uses this information to plan instruction, as evidenced by:

- establishing clear and appropriate goals for student learning, based on state-adopted frameworks and academic content standards for students
- obtaining detailed and relevant information about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning a relevant and appropriate assessment in relation to the content area and subject matter to be taught and in accordance with state-adopted frameworks and academic content standards for students
- appropriately adapting the selected assessment to assist students to achieve learning goals and meet all students' needs

Engaging and Supporting Students in Learning (TPE 6, 7)

The candidate uses and adapts strategies and activities for assessment, as evidenced by:

- using relevant and developmentally appropriate assessment practices
- making relevant and appropriate plans for students who have special needs or abilities
- drawing upon detailed and relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language
- knowing and applying relevant and appropriate instructional practices for English Language Development

Assessing Student Learning (TPE 3)

The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using assessment results accurately and appropriately to determine student progress and to plan instruction
- providing detailed and accurate feedback, to students and/or to their families, about student academic strengths and areas for growth in relation to the learning goals

Developing as a Professional Educator (TPE 13)

The candidate reflects on the assessment experience and student learning, as evidenced by:

- providing detailed and relevant reflection on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness

TASK 3, Score Level 3: The response provides evidence that clearly demonstrates the teacher candidate's ability to select a developmentally appropriate assessment based on state-adopted frameworks and academic content standards for students, to measure student learning, plan its implementation, learn about students and make adaptations to the plan based on that information to meet student needs, analyze student evidence and the assessment, and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.

Planning Instruction and Designing Learning Experiences for Students (TPE 8, 9)

The candidate learns about her or his students and uses this information to plan assessment as evidenced by:

- establishing appropriate goals for student learning, based on state-adopted frameworks and academic content standards for students
- obtaining relevant information about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning an appropriate assessment in relation to the content area and subject matter to be taught and in accordance with state-adopted frameworks and academic content standards for students
- selecting or adapting appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet students' needs

Engaging and Supporting Students in Learning (TPE 4, 6, 7)

The candidate uses and adapts strategies and activities for instructional planning as, evidenced by:

- using developmentally appropriate strategies assessment practices
- making appropriate plans for students who have special needs or abilities
- drawing upon relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language
- knowing and applying appropriate instructional practices for English Language Development

Assessing Student Learning

The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using assessment results appropriately to determine student progress and to plan instruction
- providing accurate feedback, to students and/or to their families, about student academic strengths and areas for growth in relation to the learning goals

Developing as a Professional Educator (TPE 13)

The candidate reflects on the assessment experience and student learning, as evidenced by:

- providing relevant reflection on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness

TASK 3, Score Level 2: The response provides evidence that partially demonstrates the teacher candidate's ability to select a developmentally appropriate assessment, based on state-adopted frameworks and academic content standards for students, to measure student learning, plan its implementation, learn about student and make adaptations to the plan based on that information to meet student needs, analyze student evidence and the assessment, and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.

Planning Instruction and Designing Learning Experiences for Students (TPE 8, 9)

The candidate minimally learns about her or his students and uses this information to plan assessment, as evidenced by:

- establishing some appropriate and some inappropriate goals for student learning, based vaguely on state-adopted frameworks and academic content standards for students
- obtaining cursory information about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning assessment that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted frameworks and academic content standards for students
- minimally adapting the selected assessment to assist students in achieving learning goals or the adaptation inconsistently meets students' needs

Engaging and Supporting Students in Learning (TPE 6, 7)

The candidate minimally uses and adapts strategies and activities for instructional planning as, evidenced by:

- using ambiguous or inconsistent assessment practices
- making inconsistent or minimal plans for students who have special needs or abilities
- drawing upon minimal or cursory information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language
- a limited knowledge and/or ambiguous application of instructional practices for English Language Development

Assessing Student Learning (TPE 3)

The candidate minimally uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- Using assessment results sometimes appropriately and sometimes inappropriately to determine student progress and to plan instruction
- Providing minimal or limited feedback, to students and/or to their families, about student academic strengths and areas for growth in relation to the learning goals

Developing as a Professional Educator (TPE 13)

The candidate minimally reflects on the assessment experience and student learning, as evidenced by:

- providing cursory or limited reflection on the results of the assessment and adaptations made in order to improve assessment skills and teaching effectiveness

TASK 3, Score Level 1: The response provides evidence that does little or nothing to demonstrate the teacher candidate's ability to select a developmentally appropriate assessment based on frameworks and state-adopted academic content standards for students, to measure students student learning, plan its implementation, learn about students and make adaptations to the plan based on that information to meet student needs, analyze student evidence and the assessment, and reflect on the assessment experience. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.

Planning Instruction and Designing Learning Experiences for Students (TPE 8, 9)

The candidate insufficiently learns about her or his students and uses this information to plan assessment, as evidenced by:

- establishing inappropriate or no goals for student learning that may not be based on state-adopted frameworks and academic content standards for students
- obtaining irrelevant or no information about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning inappropriate or no instruction related to the content area and subject matter to be taught and/or assessment that is not in accordance with state-adopted frameworks and academic content standards for students
- inappropriately adapting or not adapting, the selected assessment to assist students to achieve learning goals and meet students' needs

Engaging and Supporting Students in Learning (TPE 6, 7)

The candidate insufficiently uses and adapts for assessment, as evidenced by:

- using developmentally inappropriate or no assessment practices
- making inappropriate or no plans for students who have special needs or abilities
- drawing upon irrelevant or no information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language
- knowing and applying inappropriate or no instructional practices for English Language Development

Assessing Student Learning (TPE 3)

The candidate insufficiently uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using assessment results inappropriately or not at all to determine student progress and to plan instruction
- providing inaccurate or no feedback, to students and/or to their families about students academic strengths and areas for growth in relation to the learning goals

Developing as a Professional Educator (TPE 13)

The candidate insufficiently reflects on the assessment experience about students to instructional planning, as evidenced by:

- providing irrelevant or no reflection on the results of the instructional planning and adaptations made in order to improve planning skills and teaching effectiveness