

Evidence Table

TPE 4.3 Assessment

Cycle Step	What You Need to Do	Evidence to Be Submitted
<p>Step 1: Plan (templates provided)</p>	<ul style="list-style-type: none"> • Provide contextual information about the whole class you are teaching within a school placement. • Develop a plan for a series of three to five lessons (in either literacy or mathematics), and complete the Learning Segment Template that includes: <ol style="list-style-type: none"> 1. California Content Standards and/or Curriculum Frameworks 2. learning goal(s) for content and ELD, as appropriate 3. evidence and description of assessments of learning (informal assessment, student self-assessment, and formal assessment) 4. how each lesson links to prior learning and/or builds on previous lessons 5. learning activities, including how you and your students will use educational technology and how you will ensure equitable access to content 6. instructional strategies 7. English language development (ELD) and academic language development (ALD) 8. instructional adaptations and accommodations • 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 contentspecific and, if appropriate, ELD learning goal(s). • Provide a description or blank copy of the informal assessment, student self-assessment, and formal assessment and each of the corresponding rubrics, including definition of proficient student performance. 	<ul style="list-style-type: none"> • Part A: Written Narrative: Contextual Information (no more than 4 pages) • Part B: Learning Segment Template • Part C: Written Narrative: Assessment Descriptions (no more than 7 pages, including additional materials, if necessary) • Part D: Description or Blank Copies of Both the Informal Assessment Instrument and Corresponding Rubric • Part E: Description or Blank Copies of Both the Student Self-Assessment and Corresponding Rubric • Part F: Description or Blank Copies of Both the Formal Assessment Instrument and Corresponding Rubric

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<p>Step 2: Teach and Assess (template provided)</p>	<ul style="list-style-type: none"> • Conduct the instruction and assessment activities in your learning segment (three to five lessons). • Video record your learning segment lessons. Select 4 clips (each up to 5 minutes of unedited video) 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. • Annotate the 4 video clips. Annotations include a title and brief rationale (the “why”) for instruction and assessment practices recorded. Annotation titles include: • Assessing Student Learning and Development of Academic Language • Students Using Educational Technology • Providing Content-Specific Feedback to Students • Assessing Student Learning and Use of Higher-Order Thinking Skills • Provide an analysis of the informal and student self-assessments. 	<ul style="list-style-type: none"> • Part G: 4 Annotated Video Clips (no more than 5 minutes each) • Part H: Written Narrative: Analysis of Informal and Student Self-Assessments (no more than 3 pages)
<p>Step 3: Reflect (template provided)</p>	<ul style="list-style-type: none"> • Score the formal assessment responses (products, processes, or performances) for the whole class, using a rubric. Select 3 examples of student responses (products, processes, or recorded performances), with your detailed, content-specific, rubric-based feedback from the formal assessment, that demonstrate a range of achievement: a student response that (a) exceeds the learning goal(s), (b) meets the learning goal(s), and (c) does not yet meet the learning goal(s). • Analyze student results from the informal assessment, student self-assessment, and formal assessment used throughout the learning segment. 	<ul style="list-style-type: none"> • Part I: Formal Assessment Responses from 3 Students (products, processes, or recorded performances) that represent evidence of learning (labeled “exceeded,” “met,” and “not yet met”) with Feedback • Part J: Written Narrative: Analysis of Formal Assessment Results and Reflection for Whole Class and 3 Students (no more than 5 pages) (If detailed, content-specific, rubricbased feedback is not included with responses in Part I, include the feedback with this written narrative; feedback does not count toward the 5-page limit.)

Cycle Step	What You Need to Do	Evidence to Be Submitted
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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.

If you are in the same placement as you were for Instructional Cycle 1, you may transfer any applicable information from the Cycle 1 Getting to Know Your Students template to 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, and do not use the same lesson for Cycles 1 and 2.

Gather information about student [assets](#) and learning 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 Learning 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

Standard English learners are students 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.

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 and to be used in the learning segment
- 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 [Individualized Education Plan \(IEP\)](#)*
 - v. number of students with a [504 plan](#)*
 - vi. number of students identified for [Gifted and Talented Education \(GATE\)](#)*

*Include a note if IEP, 504 plan, and/or GATE are not applicable for your students given their age (e.g., TK–3 classroom).
- f. dual-language setting, if applicable; indicate setting and language of instruction:
 - 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\(s\)](#) and at least one opportunity for [student self-assessment](#). You will use these assessments to gather evidence to monitor student learning, use corresponding [rubrics](#) to provide feedback to students during instruction, and potentially adjust your instruction.

The learning segment must also include a [formal assessment](#) and rubric resulting in a process, product, or [performance](#) from each student.

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

- **product** (e.g., visual representation, written product, 3-D model),
- **process** (e.g., mathematical problem with explanation of how they solved the problem), or
- **performance** (e.g., [demonstration](#), 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/record and assess using the rubric.

The learning segment must also include opportunities for students to engage in [higher-order thinking skills](#) and develop their academic language in the content area(s) taught. Within the learning segment, include opportunity(ies) for students to use educational technology or, as appropriate, assistive technologies to enhance and 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. **California Content Standards and/or Curriculum Frameworks being addressed:** Identify the content area, California Content Standards and/or Curriculum Frameworks, and [California English Language Development Standards \(CA ELD Standards\)](#) as appropriate.
2. **Learning goal(s):** Write a learning goal(s) for content and ELD, as appropriate, 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 selfassessment, 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, developmental issues, 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 student assets and learning needs).
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 (e.g., modeling and/or [scaffolding](#)).
7. **English language development (ELD) and [academic language development \(ALD\)](#):** Describe the [language demands](#) (reading, writing, listening, speaking) of each lesson and how you will support students to develop their academic language and address the specific needs of English learners and Standard English learners. Describe academic language development considerations and specific [adaptations](#) or [accommodations](#) you plan to provide to address academic language development.
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 that might support English learners, students with identified special needs, and other students who need additional scaffolding to address academic or well-being needs.

III. Assessment Descriptions

Directions: Your proposed learning segment provided a high-level description of your overall instruction and assessment sequence. Your assessments and rubrics need to be clearly aligned with your learning goal(s). Provide a detailed description of your planned assessments in response to the following prompts using the template provided. If additional materials (e.g., observation notes, exit slips) need to be provided, add them to the end of the template file. You will provide a blank copy of the informal assessment, student self-assessment, and formal assessment and the corresponding rubrics that you will use. If your informal, student self, and/or formal assessments are not standalone documents, provide the questions you will ask and the rubric you plan to use and/or no more than 2 pages of description of the assessment(s) and rubric(s).

When you upload each blank assessment or description and rubric for submission, you will be required to assign a label to your file, indicating whether it is the Assessment or the Rubric. Be sure that you appropriately label your materials during the upload process.

Informal Assessment

1. Describe one informal assessment you plan to implement and the corresponding rubric. 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.
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.

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. Explain how the student self-assessment rubric is aligned to the content-specific and, if appropriate, ELD 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.

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 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. Remember that students will use a rubric to self-assess their product, process, or performance.

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 recorded performance) are you planning to collect or observe from each student to determine that the specific learning goal(s) described in the rubric have been met?
6. How will you use your rubric to define or identify successful evidence (product development or demonstration of process or performance) that students have achieved the learning goal(s)?
7. How will you provide adaptations or accommodations, as appropriate, during the formal assessment to address individual student learning needs?

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.” Collect and submit student products or written summaries as they move through a process; video record student performance(s).

Evidence to Be Submitted

- ❖ **Part A:** Written Narrative: Contextual Information (no more than 4 pages)
- ❖ **Part B:** Learning Segment Template
- ❖ **Part C:** Written Narrative: Assessment Descriptions (no more than 7 pages, including additional materials, if necessary)

- ❖ **Part D:** Description or Blank Copies of Both the Informal Assessment Instrument and Corresponding Rubric
- ❖ **Part E:** Description or Blank Copies of Both the Student Self-Assessment and Corresponding Rubric
- ❖ **Part F:** Description or Blank Copies of Both the Formal Assessment Instrument and Corresponding Rubric

Step 2: Teach and Assess

I. Conduct the Learning Segment, Including Informal and Student Self-Assessments

Directions: Teach and video record the three to five lessons within the learning segment.

During the learning segment, you will use [informal assessments](#) to periodically and strategically check on student understanding of, or ability to demonstrate, the content-specific and, if appropriate, ELD [learning goal\(s\)](#) and [academic language](#) you are teaching, allowing you to adjust your instruction in the moment to meet students' learning needs.

In addition, you will use the results of [student self-assessment](#) to learn about how individual students understand what they know or can demonstrate about the content-specific and, if appropriate, ELD learning goal(s) and academic language, and determine what they need to do next to continue their learning with your support.

Provide your specific feedback to your students as they engage in these [assessments](#).

Students need to be taught how to conduct self-assessment using a [rubric](#) with clear scoring criteria at each level; be sure to allow time during lessons to model for your students how to conduct self-assessment and use a rubric to build their awareness of what they have learned and support their progress toward meeting the learning goal(s).

II. Select and Annotate Video Clips

Directions: Review the video(s) and select **4 video clips** from any part of the multi-day learning segment that demonstrate the following:

Video Clip 1

Instruction and Assessment of Academic Language Development (no more than 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 (no more than 5 minutes)

Select a clip from the learning segment that shows multiple students actively using [educational technology](#) to engage in or demonstrate their content-specific learning.

Video Clip 3

Instruction and Informal Assessment of Content (no more than 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 (no more than 5 minutes)

Select a clip of at least one (1) student using self-assessment to demonstrate their understanding of the content-specific and, if appropriate, ELD learning goal(s) and how you provided feedback to the student based on their self-assessment results. Model for your students how to conduct self-assessment and use a rubric to build their awareness of what they have learned and support their progress toward meeting the learning goal(s).

Video clips can be selected from the video recording of the complete learning segment (the three to five lessons); however, each clip must be **unedited and continuous, and provide uninterrupted instruction. Video clips should not be edited to include added titles, music, graphics, or other elements.**

You may use no more than 5 minutes for each clip to demonstrate your ability to address the teaching practices required through the [annotation](#) titles. Please note that the length of your video is not the focus of the assessment; you can clearly demonstrate some practices—particularly for younger students—in less than 5 minutes. Keep in mind that an assessor will watch only the first 5 minutes of video for each clip.

Candidates and students must be visible in Video Clips 1, 3, and 4. For Video Clip 2, students must be visible using educational technology, and the candidate may or may not be visible.

Provide 4 annotations to the 4 video clips to point out where you are using instructional strategies to teach and assess your students.

Annotations

Your annotations are brief text explanations attached to specific [timestamped](#) points in a video clip (the **where**). For each annotation, you will

- select an annotation title from a drop-down list (as described below) (the **what**) and
- provide a brief rationale for the annotation (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 selfassessment 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.

Annotations: Each annotation title must be used at least once across the 4 video clips. If appropriate, you may use annotation titles multiple times. Be sure that your annotation title and rationale explain the timestamped segment you have selected. For each annotation rationale, you may enter up to 1,000 characters. If you write an annotation rationale in a separate file and copy it into the system, only the first 1,000 characters will be accepted.

Labels: When you upload your annotated video clips for submission, you will be required to assign a label to each file, indicating whether it is Clip 1-Inst. & Assessment of Acad. Lang. Dev., Clip 2-Students' Use of Educational Technology, Clip 3-Inst. & Informal

Assessment, or Clip 4-Inst. & Student Self-Assessment. Be sure that you appropriately label each video clip during the upload process.

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 and student self-assessment give you the opportunity to provide feedback to students about how to improve or revise their work and 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 and, if appropriate, ELD learning goal(s) and their progress toward meeting the goal(s)? How did you adjust your instruction based on these results?

Evidence to Be Submitted

- ❖ **Part G:** 4 Annotated Video Clips (no more than 5 minutes each)
- ❖ **Part H:** Written Narrative: Analysis of Informal and Student Self-Assessments (no more than 3 pages)

Step 3: Reflect

I. Analyze the Formal Assessment Responses

Directions: Use your [rubric](#) to score student [formal assessment](#) responses. Determine the level of [performance](#) for each student in your class based on the rubric. 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:

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

If you do not have a student for each range of performance, choose 3 student assessment responses that represent the highest, average, and lowest performance levels from the range of responses across the class.

For each of your 3 students, submit the product, process,* or performance** assessment response, along with a marked copy of the rubric, reflecting your assessment of each student’s performance with detailed, content-specific, rubric-based feedback.***

***For process-based assessments**, video may also be submitted where appropriate (for example, a video recording of a student working through a Mathematics problem and explaining how they are moving through the process to solve the problem).

****For performance-based assessments**, submit video or audio recordings of the 3 students’ performances.

*****If detailed, content-specific, rubric-based feedback is not included with responses**, include the feedback with your written narrative.

Before you scan student work to upload:

- Label each piece of student work to reflect that the student exceeded, met, or did not yet meet the learning goal(s).
- Remove or cover each student’s name or any identifying information about the student or school.
- When you upload your assessment responses for submission, you will be required to assign a label to your file, indicating whether it is Response 1-Exceeded goal, Response 2-Met goal, or Response 3-Did not yet meet goal.

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 contentspecific 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)	Number/Percentage of Students Met Learning Goal(s)	Number/Percentage of Students Not Yet Met Learning Goal(s)

2. Analyze the formal assessment results for the whole class in relation to the contentspecific learning goal(s) and identify and describe emerging patterns of student errors, skills, and understandings for the whole class and for the 3 students that represent a range of performance. **Cite evidence from the assessment responses** submitted for the 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. Based on the rubric:
 - a. What type of detailed feedback will you provide to
 - the whole class?
 - Student 1?
 - Student 2?
 - Student 3?
 - b. How will you assist the whole class and these individuals to use this feedback to revise their work and/or take next steps to advance their learning?

Evidence to Be Submitted

- ❖ **Part I:** Formal Assessment Responses from 3 Students (products, processes, or recorded performances) that represent evidence of learning (labeled “exceeded,” “met,” and “not yet met”) with Feedback
- ❖ **Part J:** Written Narrative: Analysis of Formal Assessment Results and Reflection for Whole Class and 3 Students (no more than 5 pages) (If detailed, content-specific, rubric-based feedback is not included with responses in Part I, include the feedback with this written narrative.)

Step 4: Apply

I. Next Steps for Learning

Directions: Based on your summary and analysis of student learning from the [informal assessment](#), [student self-assessment](#), [formal assessment](#), and evidence from the learning segment video clips of teaching practice, think about what you learned about student progress toward meeting the [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 summarize what you learned from your analysis of multiple types of assessment about your students' understanding of the learning goal(s).
 - a. What was most effective about your teaching or assessment in helping students achieve the learning goal(s) of the segment?
 - b. What was less effective about your teaching or assessment? What goal do you want to set as an area for growth to increase your effectiveness as a teacher? Explain why you have chosen this professional learning goal.

II. 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 of students:

- a. Re-teaching: 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. Extension: If students met or exceeded the content-specific learning goal(s), connect or apply instruction to develop new learning by building on what your students were able to demonstrate during the learning segment.

If both types of instruction are applicable for the whole class or a group of students, select one type to teach for the content-specific follow-up activity. You must provide evidence for your decision based on the actual student data collected in Steps 2 and 3.

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 or advance 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:
 - a. re-teaching activity
 - OR**
 - b. extension activity
2. Activity is for:
 - whole class
 - OR**
 - small group from class
3. Content-specific learning goal(s)
4. Brief description of the activity(ies), including use of [educational technology](#) as appropriate, and how it will develop or extend students' [deep learning](#) of content and develop [academic language](#)
5. 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
6. Informal assessments during activity to check for student understanding (questions, observation notes, processes) of the content and use of academic language
7. 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 use of academic language

III. 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 (no more than 5 minutes)** that demonstrates your follow-up instruction.

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. **(for a re-teaching activity)** how the instruction during the activity differs from previous instruction to develop content knowledge and academic language
 - OR**
 - b. **(for an extension activity)** how students connect what they know to new learning during the activity to extend or deepen content knowledge and develop academic language.

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. Be sure that you appropriately label the type of activity you are uploading and that it matches your written narrative.

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:

- a. **(for a re-teaching activity)** where and how you re-taught the content in a **new or different way**
- OR**
- b. **(for an extension activity)** where and how you **extended** student learning beyond the learning goal(s) of the segment in Cycle 2.

For your annotation rationale, you may enter up to 1,000 characters. If you write your annotation rationale in a separate file and copy it into the system, only the first 1,000 characters will be accepted.

Evidence to Be Submitted

- ❖ **Part K:** Written Narrative: Next Steps for Learning and Re-Teaching or Extension Activity Description (no more than 7 pages) for whole class or group of students
- ❖ **Part L:** 1 Annotated Video Clip (no more than 5 minutes) of Follow-Up Instruction (ReTeaching or Extension Activity) for whole class or group of students

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.

Step 1: Plan	
Rubric 2.1	How does the candidate’s learning segment plan provide appropriate content-specific and, if appropriate, ELD learning goal(s) and assessments that offer multiple ways for all students to demonstrate knowledge?
Rubric 2.2	How does the candidate plan a learning segment in which 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)?
Step 2: Teach and Assess	
Rubric 2.3	How does the candidate support student development and demonstration 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 skills) 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 selfassessment, to provide feedback to students about how to improve or revise their work to continue progress toward and/or beyond the learning goal(s)?
Step 3: Reflect	
Rubric 2.8	How does the candidate analyze the formal assessment results based on the rubric and identify and describe emerging learning patterns and trends for the whole class and determine what was most and least effective in relation to the learning goal(s)?
Step 4: Apply	

Rubric 2.9	How does the candidate use the analysis of results from informal assessment, student self-assessment, and formal assessment to plan and teach a follow-up learning activity and provide a rationale for the activity choice, citing evidence?
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Step 1 Rubrics

Rubric 2.1 — Step 1: Plan

Essential Question: How does the candidate’s learning segment plan provide appropriate content-specific and, if appropriate, ELD learning goal(s) and assessments that offer multiple ways for all students to demonstrate knowledge?

Level 1	Level 2	Level 3	Level 4	Level 5
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<p>Candidate’s learning segment includes learning goal(s) that are not based on students’ prior content knowledge and modeling, or scaffolding is not clearly described or is not appropriate.</p> <p>OR</p> <p>Assessments are not included or are not purposefully connected to content-specific and, if appropriate, ELD learning goal(s).</p> <p>OR</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 and, if appropriate, ELD learning goal(s).</p> <p>Student grouping within the learning segment may not be conducive to the type of lessons being planned, and/or rationale is unconnected to learning goal(s).</p>	<p>Candidate’s learning segment includes manageable contentspecific and, if appropriate, ELD learning goal(s) that clearly build on students’ prior content knowledge. Modeling and/or scaffolding strategies are clearly described.</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 supporting, engaging, and/or challenging for students, and grouping strategies are appropriate.</p> <p>Content-specific instructional strategies include adaptations and accommodations that will assist students to reach learning goals in multiple ways.</p>	<p>All of Level 3, plus:</p> <p>Candidate’s 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 and, if appropriate, ELD learning goal(s).</p>	<p>All of Levels 3 & 4, plus:</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 inclusive learning environment.</p> <p>Students have opportunities to independently facilitate their own work in the whole class, in a group of students, in pairs, or individually.</p>
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TPE and Elements: TPE 1, Elements 1, 4; TPE 3, Elements 1, 2, 6; TPE 4, Elements 4, 7, 8; TPE 6, Element 5 [Content-Specific Pedagogy](#)

Sources of Evidence:

- Part A: Written Narrative: Contextual Information (no more than 4 pages)
- Part B: Learning Segment Template
- Part C: Written Narrative: Assessment Descriptions (no more than 7 pages, including additional materials, if necessary)
- Part D: Description or Blank Copies of Both the Informal Assessment Instrument and Corresponding Rubric
- Part E: Description or Blank Copies of Both the Student Self-Assessment and Corresponding Rubric
- Part F: Description or Blank Copies of Both the Formal Assessment Instrument and Corresponding Rubric

Rubric 2.2 — Step 1: Plan

Essential Question: How does the candidate plan a learning segment in which 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>Candidate uses assessments (including the rubrics), instructional strategies, and learning activities in the learning segment that are misaligned in ways that will hinder students’ access to learning goal(s).</p> <p>OR</p> <p>Candidate presents inaccuracies in lesson content.</p>	<p>Candidate uses assessments (including the rubrics), instructional strategies, and learning activities in the learning segment that are partially aligned in ways that could limit students’ access to learning goal(s).</p>	<p>Candidate uses assessments (including the rubrics), instructional strategies, and learning activities in each lesson of the learning segment that are clearly aligned to support students to meet the learning goal(s).</p> <p>Candidate’s 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>All of Level 3, plus:</p> <p>Candidate’s 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>All of Levels 3 & 4, plus:</p> <p>Candidate’s learning segment plan is sufficiently flexible to provide for an inclusive learning environment reflective of students’ assets and learning needs where all students clearly have equal access to content by engaging in challenging learning activities (UDL with multiple means of representation, action and expression, and engagement) that develop academic language and higher-order thinking skills.</p>

TPE and Elements: TPE 1, Element 1; TPE 3, Elements 2, 5; TPE 5, Elements 1, 3 [Content-Specific Pedagogy](#)

Sources of Evidence:

- Part A: Written Narrative: Contextual Information (no more than 4 pages)
- Part B: Learning Segment Template
- Part C: Written Narrative: Assessment Descriptions (no more than 7 pages, including additional materials, if necessary)
- Part D: Description or Blank Copies of Both the Informal Assessment Instrument and Corresponding Rubric
- Part E: Description or Blank Copies of Both the Student Self-Assessment and Corresponding Rubric
- Part F: Description or Blank Copies of Both the Formal Assessment Instrument and Corresponding Rubric

Step 2 Rubrics

Rubric 2.3 — Step 2: Teach and Assess

Essential Question: How does the candidate support student development and demonstration of academic language in relation to the content-specific learning goal(s)?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate does not use informal assessment(s) to monitor language development during the learning segment.</p> <p>OR</p> <p>Candidate does not provide language adaptations or accommodations.</p> <p>OR</p> <p>Candidate provides adaptations or accommodations that do not align with language demands of the learning segment content.</p>	<p>Candidate uses informal assessment(s) to loosely monitor students’ academic language development during the learning segment.</p> <p>OR</p> <p>Candidate has a superficial understanding of the language demands of the learning segment content, providing minimal instructional adaptations or accommodations for students.</p>	<p>Candidate uses specific learning activities and informal assessments to provide opportunities for students to develop and demonstrate academic language specific to the language demands of the learning segment and the content-specific learning goal(s).</p> <p>Candidate addresses language demands for the whole class through instructional adaptations to support content learning.</p>	<p>All of Level 3, plus: Candidate differentiates instruction to address the needs of individual learners, including English learners and Standard English learners as appropriate, relative to the language demands of the learning segment through specific instructional adaptations or accommodations.</p>	<p>All of Levels 3 & 4, plus: Candidate provides evidence-based ELD strategies, and 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>

TPE and Elements: TPE 1, Elements 1, 8; TPE 3, Element 5; TPE 5, Element 8

Content-Specific Pedagogy

Sources of Evidence:

- Part G: 4 Annotated Video Clips (no more than 5 minutes each)
- Part H: Written Narrative: Analysis of Informal and Student Self-Assessments (no more than 3 pages)

Rubric 2.4 — Step 2: Teach and Assess

Essential Question: 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 contentspecific learning goal(s).	Candidate uses educational technology to present information in a one-tomany learning environment for a drill or practice type activity to achieve and/or demonstrate the contentspecific learning goal(s).	Candidate provides students with opportunities to use educational technology to achieve and/or demonstrate the content-specific learning goal(s).	<p>All of Level 3, plus:</p> <p>Candidate provides students choice of a selected range of educational technology to use to achieve and/or demonstrate contentspecific 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>All of Levels 3 & 4, plus:</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>

TPE and Elements: TPE 3, Elements 6, 8; TPE 4, Elements 4, 7, 8

[Content-Specific Pedagogy](#)

Sources of Evidence:

- Part G: 4 Annotated Video Clips (no more than 5 minutes each)

Rubric 2.5 — Step 2: Teach and Assess

Essential Question: How does the candidate use informal assessment to monitor students’ deep understanding of content (higher-order thinking skills) 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 does not monitor students’ understanding of lesson content.</p> <p>OR</p> <p>Candidate uses assessments that are irrelevant to measuring content-specific learning goal(s) or are a cursory check for understanding of content or asks students how they feel about learning the lesson content.</p>	<p>Candidate’s use of informal assessment monitors students’ lower-order thinking skills (memorize, duplicate, repeat, define), resulting in a limited view of students’ deep understanding of content.</p> <p>Candidate uses too few assessments to lead to instructional adjustments, or assessments 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 the students’ deep learning of content.</p> <p>Candidate monitors student progress sufficiently to inform teaching in the moment and adjusts instruction to meet the needs of all students based on assessment results.</p>	<p>All of Level 3, plus:</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>Candidate provides students multiple ways to demonstrate their learning (e.g., verbal, written, drawing, diagramming, performing, and more) through a range of informal assessments.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate purposefully uses informal assessments to advance or deepen learning and administers assessments 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>

TPE and Elements: TPE 1, Elements 1, 8; TPE 3, Element 3; **TPE 4, Elements 3, 4**; TPE 5, Elements 1, 2 [Content-Specific](#)

Pedagogy

Sources of Evidence:

- Part D: Description or Blank Copies of Both the Informal Assessment Instrument and Corresponding Rubric
- Part G: 4 Annotated Video Clips (no more than 5 minutes each)
- Part H: Written Narrative: Analysis of Informal and Student Self-Assessments (no more than 3 pages)

Rubric 2.6 — Step 2: Teach and Assess

Essential Question: 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 a rubric for self-assessment.</p> <p>OR</p> <p>Candidate does not engage students in self-assessment during the learning segment.</p>	<p>Candidate provides a rubric for self-assessment that is either:</p> <ul style="list-style-type: none"> not linked to learning goal(s) <p>OR</p> <ul style="list-style-type: none"> too broad to be helpful in students' self-assessment of their own understanding of how they are progressing toward meeting learning goal(s). <p>Candidate provides inadequate direction or practice for students to learn to conduct and engage in the self-assessment.</p>	<p>Candidate provides a rubric 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 the rubric and how to conduct the selfassessment.</p>	<p>All of Level 3, plus:</p> <p>Rubric for self-assessment directs students to analyze complex content, specific concepts, or processes that engage them in higher-order thinking skills (analysis, synthesis, evaluation, interpretation, transfer).</p> <p>Candidate includes adaptations and/or accommodations for selfassessment based on individual student assets and learning needs.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Candidate helps individual students use self-assessment results to focus on and establish revision to improve student work (product development, understanding of process or performance).</p>

TPE and Element: TPE 5, Element 3

[Content-Specific Pedagogy Sources](#)

of Evidence:

- Part E: Description or Blank Copies of Both the Student Self-Assessment and Corresponding Rubric
- Part G: 4 Annotated Video Clips (no more than 5 minutes each)
- Part H: Written Narrative: Analysis of Informal and Student Self-Assessments (no more than 3 pages)

Rubric 2.7 — Step 2: Teach and Assess

Essential Question: 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 informal or student selfassessment feedback to students.</p> <p>OR</p> <p>Candidate’s feedback is inaccurate or irrelevant.</p>	<p>Candidate uses informal assessment and/or student self-assessment results to provide feedback that either primarily focuses on student errors or minimally clarifies what students need to do to improve or revise their work.</p> <p>Candidate does not explain to students how to use informal assessment feedback to advance learning of content.</p>	<p>Candidate uses informal assessment results, including student self-assessment results, to provide feedback to students based on rubric criteria that clarifies what was done well, where there were errors, and what students need to do next (to improve, revise, or advance learning) to continue progress toward meeting the learning goal(s).</p>	<p>All of Level 3, plus:</p> <p>Candidate connects assessment feedback to students’ prior learning to draw students’ attention to broader understandings and knowledge, skills, or abilities related to the learning goal(s).</p>	<p>All of Levels 3 and 4, plus:</p> <p>Candidate differentiates how they provide assessment 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>

TPE and Elements: TPE 5, Elements 1, 3, 5

[Content-Specific Pedagogy](#)

Sources of Evidence:

- Part G: 4 Annotated Video Clips (no more than 5 minutes each)
- Part H: Written Narrative: Analysis of Informal and Student Self-Assessments (no more than 3 pages)

Step 3 Rubric

Rubric 2.8 — Step 3: Reflect

Essential Question: How does the candidate analyze the formal assessment results based on the rubric and identify and describe emerging learning patterns and trends for the whole class and determine what was most and least effective 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 of results is inaccurate.</p> <p>OR</p> <p>Rubric does not measure the 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 rubric and identifies emerging learning patterns and trends for the whole class in relation to the learning goal(s).</p> <p>Assessment rubric clearly aligns with the learning goal(s) and enables the candidate to score student work consistently.</p>	<p>All of Level 3, plus:</p> <p>Candidate accurately describes learning patterns or trends for the whole class and individuals, citing clear evidence from the three student work samples.</p> <p>Candidate identifies students’ partial and developing understanding of content based on assessment findings.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Formal assessment (product, process, or performance) 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>

TPE and Elements: TPE 5, Elements 2, 8

Content-Specific Pedagogy

Sources of Evidence:

- Part F: Description or Blank Copies of Both the Formal Assessment Instrument and Corresponding Rubric
- Part I: Formal Assessment Responses from 3 Students (products, processes, or recorded performances) that represent evidence of learning (labeled “exceeded,” “met,” and “not yet met”) with Feedback
- Part J: Written Narrative: Analysis of Formal Assessment Results and Reflection for Whole Class and 3 Students (no more than 5 pages) (If detailed, content-specific, rubric-based feedback is not included with responses in Part I, include the feedback with this written narrative.)

Step 4 Rubric

Rubric 2.9 — Step 4: Apply

Essential Question: How does the candidate use the analysis of results from informal assessment, student self-assessment, and formal assessment 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
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<p>Candidate does not relate what was learned from reviewing assessment results to plan and teach the followup activity.</p> <p>OR</p> <p>Candidate’s rationale for the activity choice is not clearly related to content-specific learning goal(s) taught in the learning segment, and evidence citations from student responses or assessment results are not provided.</p>	<p>Candidate loosely applies what was learned from reviewing assessment results to plan and teach the followup activity.</p> <p>OR</p> <p>Candidate’s 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 the activity choice is unclear, and evidence citations from student responses or assessment results do not align with why the activity was planned and taught.</p>	<p>Candidate applies what was learned from an analysis of results from informal assessment, student selfassessment, and formal assessment to plan and teach a content-specific follow-up activity. Either:</p> <ul style="list-style-type: none"> if re-teaching, the candidate provides instruction in a new way to support students to meet learning goal(s) of activity <p>OR</p> <ul style="list-style-type: none"> if providing an extension activity, the activity deepens and advances students’ learning <p>Candidate provides a clear rationale for the activity choice based on analysis of student responses and assessment results and cites evidence from student responses and assessment results that supports their choice of the follow-up activity.</p>	<p>All of Level 3, plus:</p> <p>Candidate provides specific adaptations or accommodations during the activity for individuals to increase access and meaningful engagement to content-specific learning goal(s) and provides rationale for these adaptations or accommodations.</p>	<p>All of Levels 3 & 4, plus:</p> <p>Follow-up learning activity, whether a re-teaching or extension activity, is focused on deepening understanding of content knowledge, skills, and/or abilities through higher-order thinking skills (analysis, synthesis, evaluation, interpretation, transfer) and develops academic language that clearly supports access to content-specific learning goal(s).</p>
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TPE and Elements: TPE 5, Elements 2, 3, 8; TPE 6, Element 1

Content-Specific Pedagogy

Sources of Evidence:

- Part K: Written Narrative: Next Steps for Learning and Re-Teaching or Extension Activity Description (no more than 7 pages) for whole class or group of students
- Part L: 1 Annotated Video Clip (no more than 5 minutes) of Follow-Up Instruction (Re-Teaching or Extension Activity) for whole class or group of students

