

## **SCORING YOUR RESPONSE**

Your response to this task will be judged on the extent to which it provides **clear, consistent, and convincing evidence** of your ability to connect student characteristics to instructional planning. The criteria are reflected in the Task 4 Rubric that follows. For additional information regarding the scoring of the CA TPA tasks, please refer to the section entitled “How the Assessments are Scored” in the introductory section of this Handbook.

### **Rubric for Task 4: Academic Lesson Design, Implementation, and Reflection after Instruction**

**Level 4:** The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate's ability to learn about students, create and maintain the classroom environment, plan for instruction, make adaptations to the plan to meet student needs, teach and videotape the lesson, analyze the evidence of student learning and the effectiveness of the lesson, and reflect on the instructional 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 and assessment as evidenced by:**

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

#### **Creating and Maintaining Effective Environments for Student Learning (TPE 10, 11)**

**The candidate establishes a climate for learning and uses instructional time as evidenced by:**

- allocating instructional time appropriately
- establishing clear and appropriate procedures for routine tasks and managing transitions to maximize instructional time
- developing and maintaining clear and appropriate expectations for academic and social behavior
- appropriately creating and maintaining a positive climate for learning

#### **Engaging and Supporting Students in Learning (TPE 4, 5, 6, 7)**

**The candidate uses and adapts strategies and activities for instruction and learning as evidenced by:**

- using relevant and developmentally appropriate instructional strategies and activities according to purpose and lesson content
- 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
- ensuring the active and equitable participation of all students

#### **Making Subject Matter Comprehensible to Students (TPE 1)**

**The candidate knows the state-adopted content standards for students as evidenced by:**

- demonstrating a detailed and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards to all students

**Assessing Student Learning (TPE 2, 3)**

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

- using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing detailed and accurate feedback to students
- using classroom assessments appropriately and analyzing student work accurately

**Developing as a Professional Educator (TPE 13)**

**The candidate reflects on the instructional experience and student learning as evidenced by:**

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

**Level 3:** The response provides evidence that clearly demonstrates the teacher candidate's ability to learn about students, create and maintain the classroom environment, plan for instruction, make adaptations to the plan to meet student needs, teach and videotape the lesson, analyze the evidence of student learning and the effectiveness of the lesson, and reflect on the instructional 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 instruction and assessment as evidenced by:**

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

**Creating and Maintaining Effective Environments for Student Learning (TPE 10, 11)**

**The candidate establishes a climate for learning and uses instructional time as evidenced by:**

- allocating instructional time appropriately
- establishing appropriate procedures for routine tasks and managing transitions to maximize instructional time
- developing and maintaining appropriate expectations for academic and social behavior
- creating and maintaining a positive climate for learning

**Engaging and Supporting Students in Learning (TPE 4, 5, 6, 7)**

**The candidate uses and adapts strategies and activities for instruction and learning as evidenced by:**

- using developmentally appropriate instructional strategies and activities according to purpose and lesson content
- 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
- ensuring the active and equitable participation of most students

### **Making Subject Matter Comprehensible to Students (TPE 1)**

**The candidate knows the state-adopted content standards for students as evidenced by:**

- demonstrating an accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards to all students

### **Assessing Student Learning (TPE 2, 3)**

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

- using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing accurate feedback to students
- using classroom assessments and analyzing student work accurately

### **Developing as a Professional Educator (TPE 13)**

**The candidate reflects on the instructional experience and student learning as evidenced by:**

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

**Level 2:** The response provides evidence that partially demonstrates the teacher candidate's ability to learn about students, create and maintain the classroom environment, plan for instruction, make adaptations to the plan to meet student needs, teach and videotape the lesson, analyze the evidence of student learning and the effectiveness of the lesson, and reflect on the instructional 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 and Experiences for Students (TPE 8, 9)**

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

- establishing some appropriate and some inappropriate goals for student learning, based on state-adopted academic content standards for students
- obtaining cursory information about the class as a whole and 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 instruction 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 academic content standards for students
- selecting or adapting instructional strategies, grouping strategies, and instructional materials that minimally assist students in achieving learning goals or that are inconsistent in meeting students' needs

### **Creating and Maintaining Effective Environments for Student Learning (TPE 10, 11)**

**The candidate establishes a climate for learning and uses instructional time as evidenced by:**

- sometimes appropriately and sometimes inappropriately allocating instructional time
- establishing inconsistent or minimal procedures for routine tasks and management of transitions
- developing and maintaining ambiguous or inconsistent expectations for academic and social behavior
- creating a climate that is sometimes appropriate for learning

### **Engaging and Supporting Students in Learning (TPE 4, 5, 6, 7)**

**The candidate uses and adapts strategies and activities for instruction and learning as evidenced by:**

- using ambiguous or inconsistent strategies and activities according to purpose and lesson content
- 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

- ensuring the active and equitable participation of some student

### **Making Subject Matter Comprehensible to Students (TPE 1)**

**The candidate knows the state-adopted content standards for students as evidenced by:**

- demonstrating a cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards to students

### **Assessing Student Learning (TPE 2, 3)**

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

- using progress monitoring sometimes appropriately and sometimes inappropriately during instruction to determine whether students are progressing and/or providing minimal or limited feedback to students
- using ambiguous classroom assessments and cursory or inconsistent analysis of student work

### **Developing as a Professional Educator (TPE 13)**

**The candidate reflects on the instructional experience and student learning as evidenced by:**

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

**Level 1:** The response provides evidence that does little or nothing to demonstrate the teacher candidate's ability to learn about students, create and maintain the classroom environment, plan for instruction, make adaptations to the plan to meet student needs, teach and videotape the lesson, analyze the evidence of student learning and the effectiveness of the lesson, and reflect on the instructional 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 learns about her or his students and uses this information to plan instruction and assessment as evidenced by:**

- establishing inappropriate or no goals for student learning, that may not be based on state-adopted academic content standards for students
- obtaining irrelevant or no information about the class as a whole and about selected students including 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 that may not be related to the content area and subject matter to be taught and/or is not in accordance with state-adopted academic content standards for students
- selecting or adapting inappropriate or no instructional strategies, grouping strategies, and instructional materials that assist students to achieve learning goals and do not meet students' needs

### **Creating and Maintaining Effective Environments for Student Learning (TPE 10, 11)**

**The candidate establishes a climate for learning and uses instructional time as evidenced by:**

- allocating instructional time inappropriately
- establishing inappropriate or no procedures for routine tasks and no management of transitions
- developing and maintaining inappropriate or no expectations for academic and social behavior
- creating a climate that is inappropriate for learning

### **Engaging and Supporting Students in Learning (TPE 4, 5, 6, 7)**

**The candidate uses and adapts strategies and activities for instruction and learning as evidenced by:**

- using developmentally inappropriate or no instructional strategies and activities according to purpose and lesson content
- 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
- ensuring the active and equitable participation of few or no students

**Making Subject Matter Comprehensible to Students (TPE 1)**

**The candidate knows the state-adopted content standards for students as evidenced by:**

- demonstrating an inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards to students

**Assessing Student Learning (TPE 2, 3)**

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

- using progress monitoring inappropriately or not at all during instruction to determine whether students are progressing and/or providing inaccurate or no feedback to students
- using inappropriate or no classroom assessments and inaccurate or no analysis of student work

**Developing as a Professional Educator (TPE 13)**

**The candidate reflects on the instructional experience and student learning as evidenced by:**

- providing irrelevant or no reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness