



Career and Technical Education

Assessment Handbook

Version 03

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

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Stanford Center for Assessment, Learning, & Equity

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Introduction to edTPA Career and Technical Education

Purpose

The purpose of edTPA Career and Technical Education (CTE), a nationally available performance-based assessment, is to determine whether new CTE teachers meet standards for teaching in a career and technical education classroom. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers

- develop knowledge of subject matter, appropriate standards,¹ and subject-specific pedagogy
- develop and apply knowledge of a variety of student needs
- plan and implement instructional practices that are equitable
- reflect on and analyze evidence of the effects of instruction on student learning

As a performance-based assessment, edTPA is designed to engage new CTE teachers in demonstrating their understanding of teaching and student learning in ways that are work related.

Overview of the Assessment

For edTPA Career and Technical Education, you will first plan **3–5 consecutive career and technical education lessons** (or, if teaching within a large time block, 3–5 hours of connected instruction) referred to as a learning segment. The lessons in the learning segment should include learning tasks in which students have opportunities to

- develop and apply relevant technical skills, career readiness skills, and/or academic concepts
- learn through work-related tasks

The edTPA Career and Technical Education assessment is composed of three tasks:

1. Planning for Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning

¹ Appropriate standards for CTE include those designated by the state or local authority and/or national standards (e.g., Advance CTE or National Board Career and Technical Education Standards).

Understanding Workplace Communication in edTPA: Supporting Learning and Communication Development

Workplace communication in edTPA Career and Technical Education includes several components, a workplace communication skill, terminology/symbols, and written, visual, or verbal communication, that students need to understand and use to be successful in a workplace environment. Students must understand and use workplace communication to express their knowledge of technical skills, career readiness skills, and academic concepts necessary in work-related contexts. They also must be able to speak, write, read, and create visuals/products in an organized manner while accurately using the terminology, symbols, and other knowledge related to products and services in the specific CTE career field.

As directed:

- Identify a key *workplace communication skill* and one essential learning task within your learning segment lesson plans that allows students to practice the skill (Planning Task 1, Prompts 4a–b).
- Identify *key terminology/symbols and/or written, visual, or verbal communication* related to the workplace communication skill and learning task (Planning Task 1, Prompts 4c–d).
- Identify and describe the *supports* you have planned to address the identified workplace communications (Planning Task 1, Prompt 4e). *Supports for workplace communication* are scaffolds, representations, and teaching strategies that CTE teachers intentionally use or provide to help learners in understanding and using workplace communication as they engage in the learning task.

Workplace communication definitions and a few examples of language demands and development supports to help teacher candidates and educator preparation programs understand edTPA Rubrics 4 and 14 are provided in the Appendix. See the Career and Technical Education Glossary and the Understanding Rubric Level Progressions for Rubric 4 and Rubric 14 for additional examples of workplace communication.

Understanding Rubrics

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing.

After each rubric, there is a corresponding resource called Understanding Rubric Level Progressions (URLP). The URLP for each rubric presents score-level distinctions and other information for each edTPA rubric, including:

1. Elaborated explanations for rubric Guiding Questions
2. Key terms used in rubrics
3. Primary sources of evidence for each rubric
4. Rubric-specific scoring decision rules

5. Examples that distinguish between levels for each rubric: Level 3, below 3 (Levels 1 and 2), and above 3 (Levels 4 and 5).

Career and Technical Education Learning Segment Focus:

The lessons in the learning segment should include learning tasks where students have opportunities to develop and apply relevant technical skills, career readiness skills, and/or academic concepts, and learn through work-related tasks.

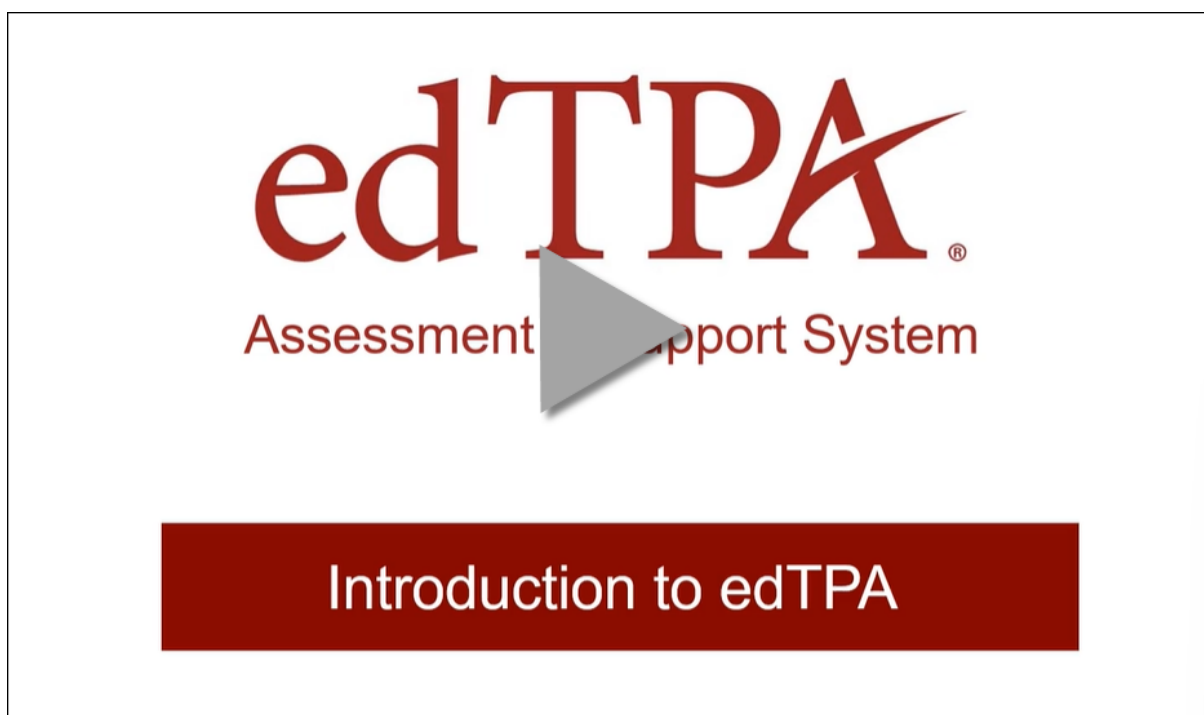
Helpful Resources

In addition to the instructions and rubrics, the following requirements and resources are provided for you in this handbook:

- **Career and Technical Education Evidence Chart:** specifications that need to be followed for electronic submission of evidence (artifacts and commentaries)—including supported file types, number of files, response length such as page limits, and other important evidence specifications—included in this handbook
- **Glossary:** definitions of key terms can be accessed by referring to the [Career and Technical Education Glossary](#) included in this handbook.

You should review the [Making Good Choices](#) document prior to beginning the planning of the learning segment. If you are in a preparation program, it will have additional resources that provide guidance as you develop your evidence.

Candidate Support Webinar: Introduction to edTPA



Video URL: <https://vimeo.com/771727364/8cd3cb66c5>

Planning Task 1: Planning for Instruction and Assessment

Task Instructions

- **Select one class or group of students working on the same set of skills to focus on for this assessment.**

If students are working in groups that focus on learning different skills (e.g., some are welding, some are working on designing and constructing a scale model of a building), select one set of skills and include only those students who are learning those skills.

There must be a minimum of 4 students in the class or group selected.

- **Note: California CTE teachers**—within your selected class/group for this assessment, you must include an English learner, a student with an identified disability, and a student from an underserved education group. One student can represent more than one group, e.g., an English learner with an identified disability.²
- **Provide context information.** Complete and submit the Career and Technical Education Context for Learning Information template found in your account. This template is used to provide essential information about your students and your school/classroom.
- **Identify a learning segment to plan, teach, and analyze.** Review the curriculum and select a learning segment of **3–5 consecutive lessons related to a topic, theme, or performance task.**
- **Identify the standards³ and learning objectives that will be the focus of the learning segment.** The standards and learning objectives should be relevant to what your students are to learn in the lessons, and can be drawn from career and technical education, industry, career readiness, and/or academic standards adopted by your state. The standards and learning objectives should support students to:
 - develop and apply relevant technical skills, career readiness skills, and/or academic concepts; and
 - learn in a work-related context.
- **Identify and plan to support students' use of workplace communication.** Select a **workplace communication skill** from your **learning objectives**. Choose a learning task that provides opportunities for students to practice using that skill. Identify additional

² California CTE teachers—If you do not have any English learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.

³ Appropriate standards for CTE include those designated by the state or local authority and/or national standards (i.e., Advance CTE or National Board Career and Technical Education Standards).

components of workplace communication that students will need to understand and use during the learning task. Plan targeted supports that will help students understand and effectively use the workplace communication skill and other forms of communication identified. Examples of workplace communication can be found in the glossary and in a resource called the Career and Technical Education Workplace Communication Handout.

- **Write a separate lesson plan** for each lesson in the learning segment using the Lesson Plan template found in your account. Any explanations or reasoning for decisions should be included in your Planning Commentary and deleted from your plans.
- **Submit your original lesson plans.** If you make changes while teaching the learning segment, you may offer reflection on those changes in Instruction Task 2 and Assessment Task 3 commentaries.
- **Select and submit key instructional materials** needed to understand what you and the students will be doing. The instructional materials might include such items as handouts, slides from presentation software, or task instructions.
- **Submit copies of all written assessments and/or directions for any oral or performance assessments.** (Submit only the blank copies of assessments or directions given to students; do not submit student work samples for this task.)
- **Respond to the prompts** listed in the Planning Commentary template found in your account **prior to teaching the learning segment** and submit the completed template.

You must check the [Planning Task 1: Artifacts and Commentary Specifications](#) in the Career and Technical Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies required templates, supported file types, number of files, response length such as page limits, and other important evidence specifications.

Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

Evidence to submit:

Part A: Context for Learning Information (template provided)

Part B: Lesson Plans for Learning Segment (template provided)

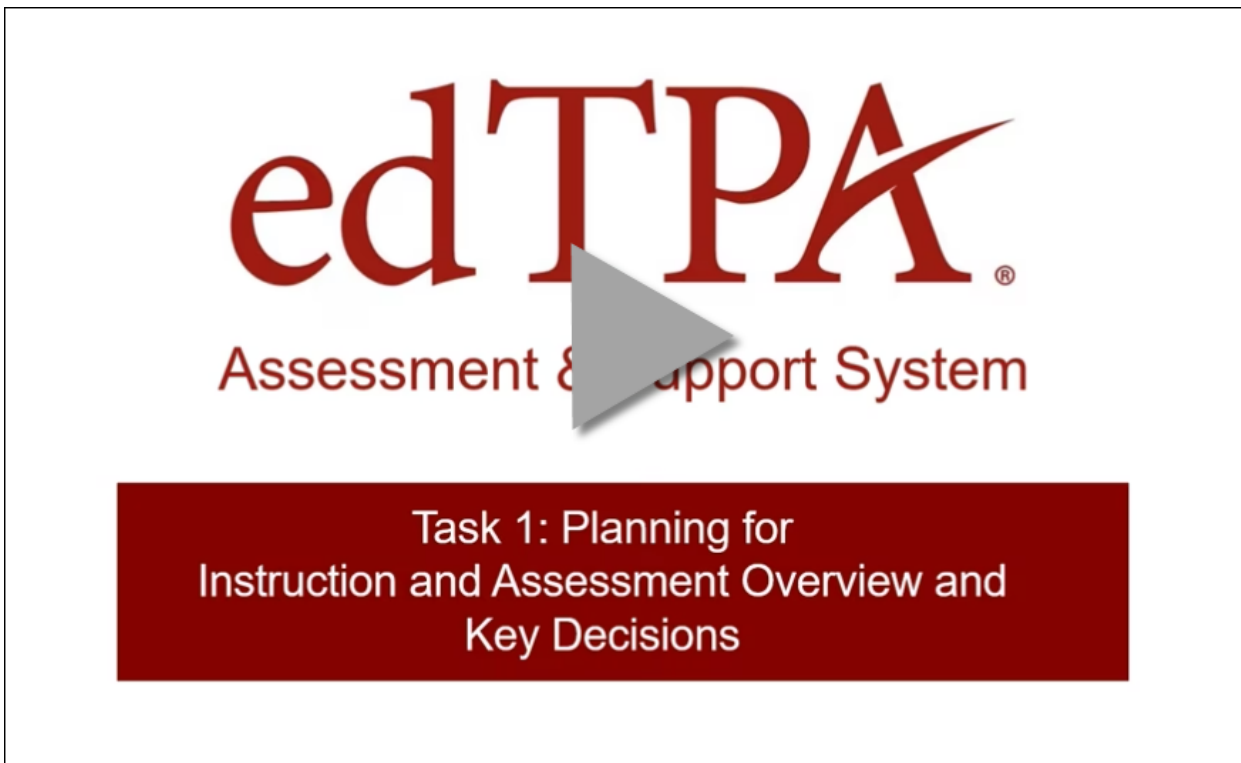
Part C: Instructional Materials

Part D: Planned Assessments

Part E: Planning Commentary (template provided)

Review the Planning Task 1 Key Decisions and Key Points in the [Making Good Choices](#) document for supplementary advice for completing specific components of Planning Task 1.

Candidate Support Webinar: Task 1: Planning for Instruction and Assessment Overview and Key Decisions



Video URL: <https://vimeo.com/797488626/3d5cac5f63>

How Will the Evidence of My Teaching Practice Be Assessed?

For Planning Task 1, your evidence will be assessed using rubrics 1–5, which appear on the following pages.

Planning Rubrics

Rubric 1: Developing Career and Technical Education Knowledge and Skills in a Work-Related Context

How do the CTE teacher's plans build students' development and application of technical skills, career readiness skills, and academic concepts in a work-related context?

Level 1 ⁴	Level 2	Level 3	Level 4	Level 5
The CTE teacher's plans for instruction provide little or no opportunity to apply the technical AND/OR career readiness skills learned. OR There is significant misalignment among the learning tasks, materials, and a work-related context.	The CTE teacher's plans for instruction support students to develop and apply the targeted technical AND/OR career readiness skills in a work-related context.	The CTE teacher's plans for instruction build on each other to support students to develop and apply the targeted technical AND/OR career readiness skills in a work-related context.	The CTE teacher's plans for instruction build on each other to • support students to develop and apply the targeted technical and/or career readiness skills AND • include attention to academic concepts in a work-related context.	Level 4 plus: The CTE teacher's plans for instruction include the integration of academic concepts with technical AND/OR career readiness skills in a work-related context.

⁴ Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

Understanding Rubric Level Progressions: Rubric 1

The Guiding Question

The Guiding Question addresses how a CTE teacher's plans build a learning segment of three to five lessons around a central focus. CTE teachers will explain how they plan to organize tasks, activities, and/or materials to align with the central focus and the standards/objectives. The planned learning segment must build students' development and application of technical skills, career readiness skills, and/or academic concepts in a work-related context.

Key Concepts of Rubric:

- [Aligned](#)⁵
- [Work-related context](#)

Career and Technical Education Terms Central to the edTPA:

- [Technical skills](#)
- [Career readiness skills](#)
- [Academic concepts](#)

NOTE: All rubrics are written so that a scorer does not need to determine whether a particular skill is a technical skill or a career readiness skill to score the rubric.

Primary Sources of Evidence:

Context for Learning Information

Planning Commentary **Prompt 1a–d**

Strategic review of Lesson Plan Template & Instructional Materials

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ There is significant misalignment among the learning tasks, materials, and a work-related context.

⁵ Links to terms from the Career and Technical Education Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Plans for instruction are **logically sequenced** to facilitate students' development and application of targeted technical and/or career readiness skills across the learning segment in a work-related context.
- Plans are presented in a linear sequence in which **each lesson builds on the previous one(s)** OR a nonlinear sequence, e.g., when students are presented with a task or problem, develop and practice applying several related skills, and integrate them to complete the task or develop a problem solution.
- Both development and application of skills **are explicitly attended in the plans or commentary**, and not left to the determination of the scorer.
 - EXAMPLE: The focus is identified as an introduction to lab safety skills: "The first lesson is a lecture on safety (lab attire, personal protective equipment, reading labels, use of safety equipment, appropriate lab behavior), with homework interviewing an assigned professional about the importance of safety skills. In the next lesson, I demonstrate the proper handwashing technique and students practice with a partner. In the third lesson, students choose one safety rule and prepare a poster in pairs: The poster explains the importance of the rule and gives one example of a negative consequence if rule is not followed.

Below 3

Evidence that demonstrates performance below Level 3:

- Plans for instruction support student development of technical and/or career readiness skills but connections between lessons or opportunities to apply the skills are largely absent.

What distinguishes a Level 2 from a Level 3: At Level 2,

- The CTE teacher's plans are engaging students in learning tasks with materials that help them develop technical and/or career readiness skills in an actual or simulated context related to work. Opportunities for applying these skills are evident. However, the lessons do not build on each other to support students in developing and applying related skills; there is little or no connection between lessons or opportunities to apply the targeted skills.
 - EXAMPLE: An Introduction to Computers class: "Lesson 1 is a lecture on parts of the computer and their function, with students doing a gallery walk examining disassembled parts of a computer and completing a worksheet to sketch each part and identify its function. In Lesson 2, I explain the difference between hardware and software, and students then complete an online module explaining a variety of computer applications for different purposes with examples of software. In Lesson 3, the students follow instructions for using features of a word processing program to write a business letter and format it to given specifications." The lessons are only loosely connected to each other around a vague theme (computer hardware and software), and do not build on each other.

What distinguishes a Level 1 from a Level 2: At Level 1,

- The plans support students in developing the targeted technical or career readiness skills, but there are few opportunities for applying them within the learning segment.
 - EXAMPLE: Digital Design class. “In Lesson 1, students are introduced to the Adobe Creative Cloud. In Lesson 2, students compare and contrast the functions of the Adobe software to the Microsoft Office Suite. In Lesson 3, students create either a letter (using Microsoft) or a poster (using Adobe) on which software is better for tasks.”

Automatic Score of 1 is given when:

- **Learning tasks, materials, and a work-related context are not aligned** with each other. There is a pattern of misalignment across two or more lessons. If one learning task or material does not align within the learning segment, this level of misalignment is not significant enough for a Level 1. For example, if each lesson has a different focus that does not contribute to an overall theme, then there is a significant pattern of misalignment. Also, if there is no connection between the learning tasks and materials and any work-related context, this is also an Automatic 1.
- **There is no work-related context.** None of the learning tasks develop the technical and/or career readiness skills in a context that has any relationship to the use of these skills on a job or in preparing for a career.

Above 3**Evidence that demonstrates performance above Level 3:**

- The CTE teacher’s plans are sequenced to develop technical or career readiness skills and include attention to at least one academic concept related to the technical or career readiness skills.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The CTE teacher’s plans build on each other and also introduce or call attention to at least one academic concept related to the technical or career readiness skills. The academic concept is clearly named. It is a disciplinary concept (e.g., “audience”) and not a task (e.g., “writing a business letter”). However, the connection is fleeting or theoretical and students are not supported in using their knowledge of the concept as they apply the targeted skills.
- NOTE: Some CTE teachers may be coordinating instruction with another teacher who introduces the academic concept(s). In that case the CTE teacher should build on the instruction provided by the other teacher in order to make connections between the concept(s) and the technical or career readiness skills.
 - EXAMPLE: Culinary arts class: making fresh pasta. “In lesson 1, students will review (from the previous unit) the chemical process of why yeast makes dough rise to understand why pasta dough, without yeast, does not. They then will compare and contrast the two processes. In subsequent lessons in the segment, they learn how to make different types of pasta (spaghetti, orecchiette, and farfalle), are introduced to industry standards for the completed product, and evaluate their pasta according to the industry standard.” While the CTE teacher names a concept (the role of yeast in making dough rise), there is no evidence that students use the concept as they learn the technical skills of making different kinds of pasta.

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets all of Level 4
AND

- The CTE teacher's plans require application of academic concepts integrated with technical or career readiness skills to engage in a key learning task. The intention is that the students are using the academic concept to inform the application of the technical or career readiness skill.
 - EXAMPLE: Fire safety class. "In Lesson 1, students are introduced to principles of air flow and factors affecting it. In Lesson 2, there is a video demonstration of patterns of fire spread, followed by a discussion. In Lesson 3, they are asked to work in groups to predict what will happen under different scenarios, e.g., opening a door to a room afire with a window open in the room."
 - EXAMPLE: Construction class. "In Lesson 1, I introduce the concept of forces acting on a building. In the next 2 lessons, the students work in teams to design and construct a scale model of the building. I will ask questions of students as they are working such as: We talked about some forces that act on the building. Can you tell me one of the forces and show me how it affects your design/model? What is the force trying to do to the building? What about other forces? If a model is experiencing problems: What force is causing this?"

Planning Rubrics continued

Rubric 2: Using Knowledge of Students to Inform Teaching and Learning

How does the CTE teacher use knowledge of their students and the workplace to explain instructional plans?

Level 1	Level 2	Level 3	Level 4	Level 5
The CTE teacher's explanation of learning tasks and/or materials is either missing OR represents a deficit view of students and their backgrounds.	The CTE teacher explains learning tasks and/or materials with limited attention to students' • prior learning OR • personal or community assets.	The CTE teacher explains why learning tasks and/or materials are appropriate using examples of students' • prior learning OR • personal or community assets.	The CTE teacher explains why learning tasks and/or materials are appropriate using examples of students' • prior learning AND • personal or community assets.	The CTE teacher explains why learning tasks and/or materials are appropriate for the knowledge and experience of a variety of students using multiple specific examples of students' • prior learning AND • personal or community assets.

Understanding Rubric Level Progressions: Rubric 2

The Guiding Question

The Guiding Question addresses how the CTE teacher explains the ways in which learning tasks and materials make content meaningful to students, by drawing upon knowledge of individuals or groups.

Key Concepts of Rubric:

- [Deficit thinking](#)⁶
- [Prior learning](#)
- [Assets](#) (knowledge of students)

Primary Source of Evidence:

Planning Commentary **Prompt 2**

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ Deficit view of students and their backgrounds.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The CTE teacher uses explicit examples to explain how the learning tasks are appropriate, given the students' prior learning OR assets (personal, community). Assets include students' personal work habits and strengths, personal experiences, interests, backgrounds, familiarity with local businesses, and community or family resources or personal experiences.
 - EXAMPLE of justification using prior learning: "Students will need to remember what they learned in the previous unit about infection control techniques and combine it in this unit with the use of equipment to practice the safe use of equipment to avoid spreading disease."
 - EXAMPLE of justification using student assets: "Students will be learning to don and doff masks and gloves without contaminating their hands or face. They are familiar with the need to wear masks and gloves for protection from their experience with the coronavirus pandemic. However, they are still learning about this process as a healthcare provider rather than as a community member. But they understand its importance and I

⁶ Links to terms from the Career and Technical Education Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

expect they will be more committed to doing it correctly because of their recent experience.”

- EXAMPLE of justification using student assets: “Students will be learning about greenhouses, specifically about the placement and relationships among equipment in a greenhouse that is needed to help the plants grow. I have some students who know the equipment because of afterschool jobs and working with their parents. I am fortunate that these students are happy to share their knowledge and in general, my students are happy to learn from peer input. These students will be important resources to their groups as they document how the different equipment is placed relative to the plants and how they are structured to accomplish a task, e.g., different parts of the irrigation system.”

Below 3

Evidence that demonstrates performance below Level 3:

- There is a limited amount of evidence that the CTE teacher has considered their particular class in planning.

OR

- The CTE teacher explains the plans through a deficit view of students and their backgrounds.

What distinguishes a Level 2 from a Level 3: At Level 2,

- The CTE teacher’s explanation of the learning tasks makes some connection with what they know about students’ prior learning OR assets (personal, community). These connections are not strong, but are instead vague or unelaborated, or involve a listing of what CTE teachers know about their students in terms of prior knowledge or assets without making a direct connection to how that is related to the plans.
 - EXAMPLE: “This is an advanced CTE course, and the students have all completed an introductory CTE course and will be drawing upon what they learned in that course to complete activities in the learning segment.”

What distinguishes a Level 1 from a Level 2: At Level 1,

- There is no evidence that the CTE teacher uses knowledge of students to plan. For example, the CTE teacher describes activities that students will be doing in the learning segment but makes no reference to how students will be using their prior learning or assets.

Automatic Score of 1 is given when:

- The CTE teacher’s explanation of learning tasks includes a pattern representing a deficit view of students and their backgrounds. (See the explanation of [deficit thinking](#) in the Glossary.)
 - EXAMPLE: The CTE teacher states, “Some of the students will find some of the tasks very difficult due to poor work habits or chaotic environments where they live.” The teacher does not describe any effort to help these students succeed.

Above 3**Evidence that demonstrates performance above Level 3:**

- The CTE teacher's explanation of the plans uses examples of how their knowledge of their students is to be used in the planned learning tasks. The examples include both students' prior learning and relevant personal or community assets that help students understand or engage in the learning tasks.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The evidence includes specific examples from students' prior learning AND knowledge of students' assets (personal, community), and explains how the plans reflect this knowledge. The explanation needs to include explicit connections between the learning tasks (design, materials) and the examples provided.
 - EXAMPLE: Culinary arts, making fresh pasta in different shapes. "Students baked bread in a previous unit, and will use this knowledge in the task where they are contrasting making bread dough with making pasta dough to understand why the doughs have a different texture. Some of my students know different pasta shapes, which will help inform their team as they are forming dough into the appropriate shape. All of my students have a strong interest in culinary arts, and many plan careers as chefs. I anticipate that my students' general interest in and familiarity with local restaurants will motivate them to pay special attention in the field trip to one of the few local restaurants that makes fresh pasta in-house."

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets all of Level 4 AND

- Uses multiple specific examples to explain how their planning decisions are appropriate for the varied prior learning, experiences, and assets that their students bring to the learning segment.

Planning Rubrics continued

Rubric 3: Planning to Support a Variety of Student Learning Needs

How does the CTE teacher use knowledge of a variety of their students' learning needs to target support related to the standards or learning objectives?

Level 1	Level 2	Level 3	Level 4	Level 5
There is little or no evidence of planned supports. OR The CTE teacher does not attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans.	The CTE teacher plans general supports that are superficially or generally related to the standards or learning objectives.	The CTE teacher plans supports that address the whole class in relation to the standards or learning objectives.	The CTE teacher plans supports that address the needs of individuals or groups with similar learning needs in relation to the standards or learning objectives.	Level 4 plus: Supports include specific strategies to identify and respond to common student errors, struggles, or misunderstandings related to the central focus.

Understanding Rubric Level Progressions: Rubric 3

The Guiding Question

The Guiding Question addresses how the CTE teacher plans to support students in relationship to students' characteristics and the standards or learning objectives for the learning segment. This includes using the CTE teacher's understanding of students to develop, choose, or adapt instructional strategies, learning tasks, and materials.

Key Concepts of Rubric:

- [504 plan](#)⁷
- [IEP](#)
- [Supports for learning](#)

Primary Sources of Evidence:

Context for Learning Information (required supports, modifications, or accommodations)

Planning Commentary **Prompts 2a–b and 3**

Strategic review of Lesson Plan Template and instructional materials to clarify planned supports

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ Planned instructional support according to requirements in IEP or 504 plans is completely missing. The Automatic 1 is only related to the support for IEP or 504 plans, not for students with other learning needs. ■ If there are no students with IEPs or 504 plans, then this criterion is not applicable.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- CTE teacher explains how planned supports for students address the learning needs of the whole class while assisting them in achieving the standards or learning objectives. Examples of supports include:
 - diagrams,
 - graphic organizers that show the structure of a task or communication with questions to answer or places to fill in blanks with specific information

⁷ Links to terms from the Career and Technical Education Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

- modeling a task with a think aloud to explain what goes on in your mind about what is important to consider or how you are going to approach the task given the specific situation
- criteria to evaluate the quality of student work
- CTE teacher explicitly addresses at least one of the instructional requirements from IEPs and 504 plans as described in the Context for Learning Information.
 - Requirements must be explicitly addressed in the commentary and/or the Planning Task 1 artifacts. The description in the commentary or accommodation in the artifact must address the requirement(s) listed in the Context for Learning Information. A list of requirements and/or accommodations in the Context for Learning Information document is not sufficient by itself.
 - If the CTE teacher provides a required instructional support as part of the instructional plan for the whole class, e.g., “work in a group,” the CTE teacher does not need to mention it in connection with the student(s) requiring it, as it has been planned to be provided. **EXAMPLE:** Accounting class. “In this class, there is a student with an IEP that states the student needs extended time on classroom assignments. The student and I have discussed and the student shares when that time is needed. In the balance sheet assignment, I modeled a think aloud assignment by having a ‘discussion’ on how the balance sheet should be filled out while having the students think with me. All students then had an example to put in their notebook. When it is time for the students to create a balance sheet on their own, my IEP student can use the example and an extra class session to finish this work. The student is given the extra time it takes to refer back to the example as well as an extended class period to turn the work in for full credit.”

Below 3

Evidence that demonstrates performance below Level 3:

- The CTE teacher plans insufficient supports to develop students’ learning relative to the identified standards or learning objectives. Evidenced by ONE or more of the following.
 - CTE teacher does not plan supports for students.
 - Planned supports are not closely tied to standards or learning objectives.
 - Evidence does not reflect ANY instructional requirements in IEP or 504 plans.

What distinguishes a Level 2 from a Level 3: At Level 2,

- Plans address at least one of the instructional requirements set forth in IEPs and 504 plans. However, it is not clear that other planned supports will be helpful in supporting students to meet the standards or learning objectives because they are not focused on the specific learning objectives.
- The supports would work for almost any learning objective. Therefore, supports are not closely connected to the standards or learning objectives (e.g., pair high and low students during partner work without a specific description of how that supports students with a specific need; check on students who are usually having trouble without any specific indication of what the CTE teacher might be checking for, such

as making sure that students understand how to tell if they are correctly applying a specific technique they are learning).

What distinguishes a Level 1 from a Level 2: At Level 1,

- Evidence of intentional support for student learning as described by the CTE teacher is fleeting or absent. For example, students are given instructions for a task or an assignment and directed to start work.

Automatic Score of 1 is given when:

- If IEP/504 requirements are described in the Context for Learning Information or commentary but none are included in the planned support, then the rubric is scored as an Automatic Level 1, regardless of other evidence of support for the whole class/group, groups with similar learning needs, or individuals in the class. If the CTE teacher describes one or more of the IEP or 504 plan requirements for any student in the lesson plans or commentary, then the score is determined by the criterion in each level. If the accommodation described is provided for the whole class (e.g., work in a group), then the CTE teacher has provided the support for the student. **(If none of the accommodations in the IEP/504 plan are relevant, e.g., supports for reading when no reading is required in the learning segment, then this criterion is not applicable. If there are no students with IEPs or 504 plans, then this criterion is not applicable.)**

Above 3

Evidence that demonstrates performance above Level 3:

- Plans address specific student needs (beyond those required in IEP and 504 plans) by including scaffolding or structured supports that are explicitly selected or developed to help individual students and groups of students with similar needs to gain access to content and meet the standards or learning objectives.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The CTE teacher explains how the supports tied to the standards or learning objectives are intended to meet specific needs of individuals or groups of students with similar needs, in addition to the whole class. Supports should be provided for more than one student—either more than one individual or for a specific group of students with similar needs (e.g., more instruction in a prerequisite skill). These supports need to go beyond required accommodations for students with IEPs or 504 plans.
 - EXAMPLE: “I have a number of English Learners. I represent instructions for operating equipment in a handout with pictures as well as going over it orally. I do the same for my expectations, so they know to check the specifications for the final product before planning their work. Although I planned this for my English learners, this actually helps other students as well.”.

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets all of Level 4 AND

- Identifies common student errors, struggles, or misunderstandings associated with the central focus (primary topic, theme, or performance task), and describes specific strategies to identify and respond to them.

- If the plans and commentary attend to common student errors, struggles, or misunderstandings without also satisfying Level 4 requirements, this is not sufficient evidence for Level 5.
- EXAMPLE: “When I am introducing students to job interviews, I have students demonstrate what not to do, e.g., looking bored while answering questions, throwing in irrelevant information. I have the pair follow up each error with the correct procedure. This often gives students a laugh while giving them a vision of what to do and what to avoid when they role play being an employer and job applicant. It is especially helpful for my students who are used to more informal speech that one wouldn’t want to use with an employer.”

Planning Rubrics continued

Rubric 4: Identifying and Supporting Workplace Communication

How does the CTE teacher support students' use of workplace communication⁸ associated with a key career and technical education learning task?

Level 1	Level 2	Level 3	Level 4	Level 5
Supports for workplace communication are missing or are not aligned with any of the following: - communication skill,⁹ AND - terminology and/or symbols, AND - written, visual, or verbal communication.	Supports for workplace communication are general and primarily address student use of one component of workplace communication: - communication skill, OR - terminology and/or symbols, OR - written, visual, or verbal communication.	Supports for workplace communication are general and address student use of - communication skill AND - terminology and/or symbols OR written, visual, or verbal communication.	Supports are specific to workplace communication and address student use of - communication skill, AND - terminology and/or symbols, AND - written, visual, or verbal communication.	Level 4 plus: Supports are differentiated for students who are struggling to learn how to communicate in the workplace.

⁸ Workplace communication refers to the communication that students need to understand and use in relation to technical and career readiness skills and academic concepts necessary to function successfully in the workplace. This includes students being able to use a communication skill to speak, write, read, and create visuals/products in an organized manner while accurately using the terminology, visuals, and other knowledge related to the services they provide in the workplace.

⁹ Represented by the verb you chose in Planning Commentary Prompt 4a.

Understanding Rubric Level Progressions: Rubric 4

The Guiding Question

The Guiding Question focuses on how the CTE teacher describes the planned instructional supports that address the identified forms of workplace communication for the learning task.

Key Concepts of Rubric:

Use the terms below and their definitions from the glossary as well as the [Workplace Communication Appendix](#) to further clarify concepts on Rubric 4.

- [Workplace communication](#)¹⁰
- [Workplace communication skill](#)
- [Terminology/symbols](#)
- [Written, visual, or verbal communication](#)
- [Supports for workplace communication](#)

Primary Sources of Evidence:

Planning Commentary **Prompt 4**

Strategic review of Lesson Plan Template

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- General supports are planned and described, though not in specific detail, for students' application of any two or more components of workplace communication (workplace communication skill, terminology and/or symbols, and forms of written, visual, or verbal communication).
 - If the CTE teacher chooses a verb for the communication skill that is not from the list provided, the verb must be related to workplace communication.
 - Workplace communication supports must go beyond describing opportunities for students to practice using the workplace communication either individually or with other students within the learning segment.

¹⁰ Links to terms from the Career and Technical Education Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

Examples of general communication supports include describing the purpose of the communication, modeling the use of terminology, providing an example with little explanation, questions and answers about a component of communication, whole group discussion of a component, or providing pictures to illustrate terminology.

Below 3

Evidence that demonstrates performance below Level 3:

- The CTE teacher has a superficial view of workplace communication and provides supports that are misaligned with the components or provides support for only one component (terminology and/or symbols, communication skill, or a form of written, visual, or verbal communication).

What distinguishes a Level 2 from a Level 3: At Level 2,

- The primary focus of support is on only one of the components of workplace communication (terminology and/or symbols, communication skill, or a form of written, visual, or verbal communication) with little attention to any of the other components.
- Support may be general (e.g., discussing, defining, or describing a component), or it may be targeted (e.g., introducing terminology using multiple visuals, examples and non-examples, and providing a graphic organizer for students to record important information in relation to terminology). Regardless, the support provided is limited to one component.

What distinguishes a Level 1 from a Level 2: At Level 1,

- There is a pattern of misalignment between the components of workplace communication and the supports identified. For example, if the workplace communication skill in the selected learning task is to compare and contrast requirements of different careers, but the support provided is a handout with tips on how to use the search engine to find information on different careers.

OR

- The communication skill is not related to written, visual, or verbal communication.

OR

- Workplace communication supports are completely missing.

Above 3

Evidence that demonstrates performance above Level 3:

- The supports specifically address all three components of workplace communication (terminology and/or symbols, communication skill, and a form of written, visual, or verbal communication) in the context of the chosen task.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The CTE teacher identifies specific workplace communication supports planned and describes how supports address each of the following: terminology and/or symbols, workplace communication skill, and a form of written, visual, or verbal communication.
- Supports are focused (e.g., provide structures or scaffolding) to address specific components of workplace communication. Examples include.

- Identifying critical elements of a communication skill while modeling using an example
- Providing sentence starters that are targeted for specific written or verbal communication
- Modeling how to construct an explanation of a problem solution for a coworker or boss using a think aloud
- Identifying and explaining the structure and purpose of common forms of communication, e.g., safety manuals, instruction manuals, blueprints, interview protocols, bills, job interviews
- Providing a graphic organizer tailored to organizing a specific type of text/graphic
- Directing student to explore important terminology in more depth using multiple strategies, e.g., compare and contrast with related terms or components, creating student definition and illustration and a strategy for remembering the correct term.

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets all of Level 4
AND

- The CTE teacher includes and explains how one or more of the workplace communication supports are either designed or differentiated to meet the needs of students who experience struggle with workplace communication, e.g., English learners, students with an IEP, students not accustomed to adjusting communication to the recipient (e.g., customer, boss).
 - **EXAMPLE:** An auto mechanics teacher is focusing on helping students diagnose and solve engine problems by working collaboratively with coworkers. The CTE teacher explained, “The communication skill is to diagnose the problem as a team. Given that half of my students are English learners, I have provided and modeled the use of sentence starters to demonstrate how students can ask questions or share their ideas around diagnosing the engine problems. In addition, I will demonstrate and provide sentence starters and questions that students can use to help them agree, disagree, and ask for clarification as they work with colleagues to diagnose the problem. I have different student pairs role play various scenarios to rehearse how they will engage in collaborative diagnosis with their peers, using the sentence frames. One student with an IEP who struggles with making respectful suggestions is paired with another student who has a connection with this student and is not easily distracted by disrespectful interactions, and is often successful in either ignoring or redirecting the conversation.”

Planning Rubrics continued

Rubric 5: Planning Assessments to Monitor Student Learning

How do the assessments monitor students' development and application of technical skills, career readiness skills, and/or academic concepts?

Level 1	Level 2	Level 3	Level 4	Level 5
There is significant misalignment between the assessments and the standards or learning objectives. OR The CTE teacher does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.	The assessments provide limited evidence to monitor students' development or application of the targeted - technical skills AND/OR - career readiness skills during the learning segment.	The assessments provide evidence to monitor students' development and application of the targeted - technical skills AND/OR - career readiness skills at several points during the learning segment.	The assessments provide multiple forms of evidence to monitor students' progress toward developing and applying the targeted - technical skills and/or career readiness skills AND - academic concepts at several points during the learning segment.	Level 4 plus: Strategically designed assessments provide individuals or groups with specific needs alternative ways to demonstrate their learning.

Understanding Rubric Level Progressions: Rubric 5

The Guiding Question

The Guiding Question addresses the alignment of the assessments to the standards or learning objectives and the extent to which assessments provide multiple forms of evidence to monitor student progress throughout the learning segment. It also addresses required assessment adaptations from IEPs or 504 plans. The array of assessments should provide evidence of students' development and application of technical skills, career readiness skills, and/or academic concepts.

Key Concepts of Rubric:

- [Assessment \(formal and summative\)](#)¹¹
- [504 plan](#)
- [IEP](#)

NOTE: All rubrics are written so that a scorer does not need to determine whether a particular skill is a technical skill or a career readiness skill to score the rubric.

Primary Sources of Evidence:

Context for Learning Information (required supports, modifications, or accommodations for assessments)

Planning Commentary **Prompt 5**

Assessment Materials

Strategic review of Lesson Plan Template

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ None of the assessment adaptations required by IEPs or 504 plans are made. (If there are no students with IEPs or 504 plans, then this criterion is not applicable.) The Automatic 1 is only related to the relevant assessment accommodations for IEP or 504 plans, not for students with other learning needs.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The planned assessments provide evidence of students' development and application of the targeted technical skills and/or career readiness skills at various points within the learning segment. The assessments may consist of a series of

¹¹ Links to terms from the Career and Technical Education Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

tasks that develop several skills needed to do a larger task or more complex understandings built over time. For example, the CTE teacher may provide an activity sheet for each student with benchmark outcomes or rubric to check off skills as they are demonstrated, with periodic checks for each student during the learning segment.

- Assessment requirements from the IEP or 504 plan must be explicitly addressed in the commentary and/or the Planning Task 1 artifacts. A list of assessment requirements and/or accommodations in the Context for Learning Information document is not sufficient by itself.
 - If the CTE teacher provides a required assessment support as part of the assessment plan for the whole class (e.g., as an optional response format), the CTE teacher does not need to mention it in connection with the student(s) requiring it, as it has been planned to be provided.

Below 3

Evidence that demonstrates performance below Level 3:

- The planned assessments will yield insufficient evidence to monitor students' development or application of targeted technical skills OR career readiness skills within the learning segment, or there is a severe misalignment between the assessments and the standards or learning objectives.

What distinguishes a Level 2 from a Level 3: At Level 2,

- Assessments will produce evidence of student learning or technical skills or career readiness skills, but evidence is limited. Examples of limited assessments include a single assessment or assessment of the development (e.g., worksheet, multiple-choice test) but not the application of the skills learned.

What distinguishes a Level 1 from a Level 2: At Level 1,

- There is a significant misalignment between the evidence provided by the assessments and the standards or learning objectives.
 - EXAMPLE: "The learning objective is to compare and contrast different areas of government and public service. The culminating project is to work in groups to create a Jeopardy-like game. Categories include Community Services, Government, Health, Law/Public Services. The 'dollar amount' represents answers at increasing levels of Bloom's taxonomy."
 - EXAMPLE: From auto mechanics: The learning objectives are focused on diagnosing and fixing engine problems, but the assessments are more focused on staying on task, working well with peers, and completing a repair bill for the customer that only lists the repair, providing no evidence of the student's process and procedures for diagnosing the problem.

Automatic Score of 1 is given when:

- If there is NO attention to ANY relevant **assessment-related** IEP/504 plan requirements (e.g., more time, a scribe for written assignments) in either the commentary or Planning Task 1 artifacts, the score of 1 is applied; otherwise, the evidence for the other criteria will determine the score. If the accommodation described is provided for the whole class (e.g., as much time as the student needs meets the requirement for "more time"), then the CTE teacher has provided the support for the student. **(If none of the assessment accommodations are**

relevant, e.g., no multiple-choice tests when none of the assessments are multiple choice, then this criterion is not applicable. If there are no students with IEPs or 504 plans, then this criterion is not applicable.)

Above 3

Evidence that demonstrates performance above Level 3:

- The array of assessments provides multiple forms of evidence of students' development and application of targeted technical or career readiness skills as well as academic concepts across the learning segment.

What distinguishes a Level 4 from a Level 3: At Level 4,

- There are multiple forms of evidence, not just the same kind of evidence collected at different points in time or in different settings, to monitor student development and application of technical or career readiness skills as well as academic concepts related to the central focus. "Multiple forms of evidence" means that different types of evidence are used—e.g., descriptions, explanation, sketches, problem-solving steps, generalization to another context—and not that there is only one type of evidence collected multiple times.
- The array of assessments allows the CTE teachers to track student progress toward the standards or learning objectives through evidence for the development and application of targeted technical or career readiness skills, along with the development and application of related academic concepts.
 - **EXAMPLE:** Child Development: During a teacher demonstration of how to read a book to young children, questions asked are directed at different skills needed to engage young students: "What would you do if there weren't a place for a child to sit?" "What might you ask children about this page?" Students then film themselves reading a book and critique their video using a rubric.

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets all of Level 4 AND

- Describes how assessments are targeted and explicit in design to allow individuals or groups with specific needs to demonstrate their learning without oversimplifying the content. This may be reading questions aloud and allowing a student to respond orally for English learners and students who struggle with reading and writing, more attempts or instructions for students needing additional support, or more complex requirements or tasks for students who have already developed some skill in the learning objective.
- Strategic design of assessments goes beyond, for example, allowing extra time to complete an assignment or adding a challenge question.

Instruction Task 2: Instructing and Engaging Students in Learning

Task Instructions

- **Gather permissions for videorecording.** Before you videorecord, ensure you have appropriate permission from the parents/guardians of your students and from adults who appear in the video. Adjust the camera angle or blur faces to exclude individuals for whom you do not have permission to record. If your school or district does not have a permission form to use, refer to the sample permission forms on www.edtpa.com.
- **Identify and record lessons from your learning segment.** The lessons you record should involve challenging learning tasks in which you and students are actively engaged. It is recommended that you record 3 or more lessons to have ample footage for selection of clips.

 - Provide 2 video clips that are no more than 20 minutes combined. Clips that are less than 3 minutes combined will not be scored.
 - The clips should show you interacting with students.
- **Clip 1 should focus on**

 - your interactions with the whole class/group (minimum of 4 students)
 - students' development of technical skills, career readiness skills, and/or academic concepts for application in a work-related context (e.g., an interactive lecture or demonstration).
- **Clip 2 should focus on**

 - your interaction with individuals and/or small groups of students to support their application of technical skills, career readiness skills, and/or academic concepts (e.g., "guided practice").
 - students' use of critical thinking or problem solving to complete a work-related task.
- **(Optional) Videorecord additional evidence for Task 3. Note:** For Assessment Task 3, prompt 3 and rubric 14, you must provide evidence of students' understanding and use of the workplace communication (as you described in Task 1, prompt 4). Before videorecording, consider if you will record additional video evidence for this purpose. NOTE: With no video evidence of workplace communication, you will need to provide evidence from the work samples.
- **Select video clips to submit and verify that the clips meet the following requirements:**

 - Ensure that you and your students can be seen in the video clips you submit. Also, ensure that your face appears at least once in the video for identification purposes.
 - Check the sound quality to ensure that you and your students can be heard on the video clips you submit. If most of the audio in a clip cannot be understood by a scorer, submit another clip. If there are occasional audio portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the

following: 1) provide a transcript with time stamps of the inaudible portion and refer to the transcript in your response; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).

- **Analyze the clips to identify changes you could make to your instruction.**
- **Respond to the prompts** listed in the Instruction Commentary template found in your account **after teaching the learning segment** and submit the completed template.
- **Determine if additional information is needed to understand what you and the students are doing in the video clips.** For example, if there are graphics, texts, or images that are not clearly visible in the video, or comments that are not clearly heard, you may insert digital copies or transcriptions at the end of the Instruction Commentary **in addition to the responses to commentary prompts.**

You must check the [Instruction Task 2: Artifacts and Commentary Specifications](#) in the Career and Technical Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies required templates, supported file types, number of files, response length such as page limits, and other important evidence specifications.

Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

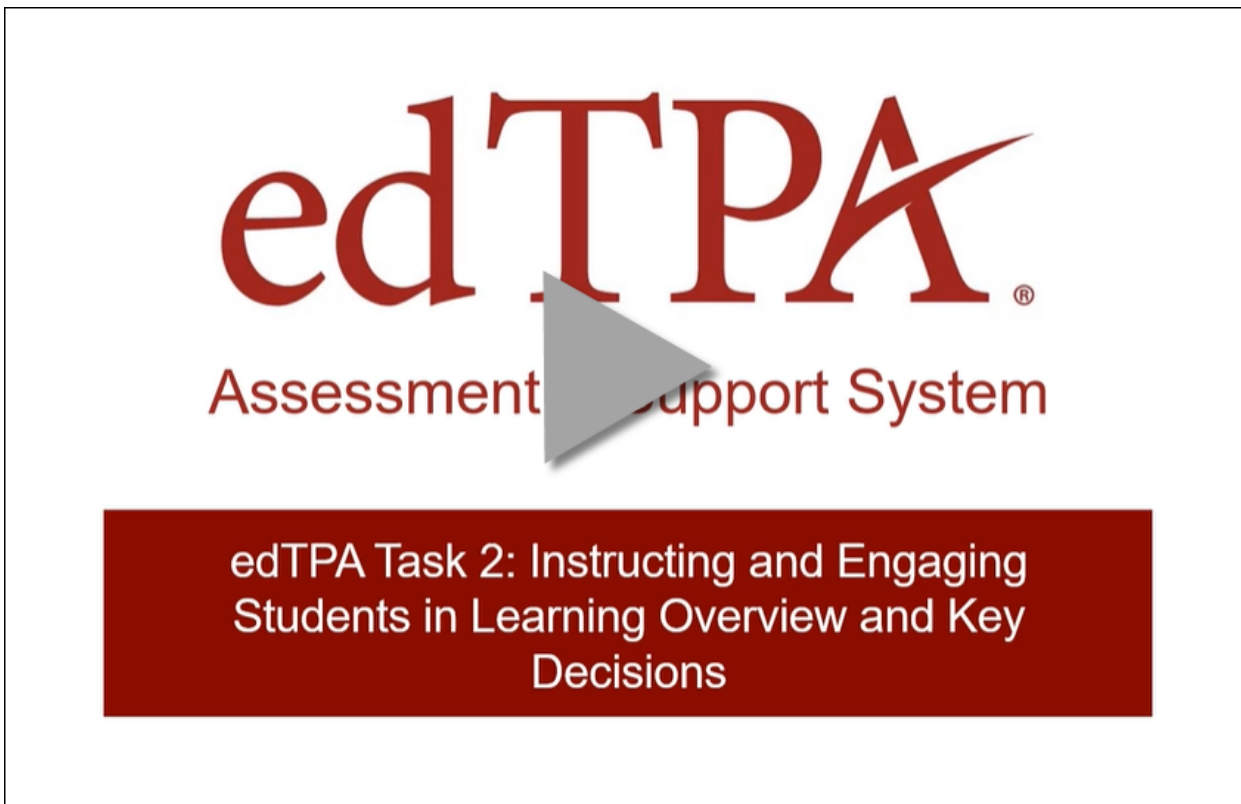
Evidence to submit:

Part A: Video Clips

Part B: Instruction Commentary (template provided)

Review the Instruction Task 2 Key Decisions and Key Points in the [Making Good Choices](#) document for supplementary advice for completing specific components of Instruction Task 2.

Candidate Support Webinar: Task 2: Instructing and Engaging Students in Learning Overview and Key Decisions



Video URL: <https://vimeo.com/803471740/a2f6307f88>

How Will the Evidence of My Teaching Practice Be Assessed?

For Instruction Task 2, your evidence will be assessed using rubrics 6–10, which appear on the following pages.

Instruction Rubrics

Rubric 6: Learning Environment

How does the CTE teacher demonstrate a respectful and positive learning environment?

Level 1	Level 2	Level 3	Level 4	Level 5
The CTE teacher allows disruptive behavior to interfere with student learning. OR The clip(s) reveal evidence of disrespectful interactions between the CTE teacher and students or between students that go unaddressed by the teacher.	The CTE teacher provides a teacher-directed learning environment that - reveals respect for students AND - serves primarily to control student behavior.	The CTE teacher provides a positive learning environment that - reveals respect for students AND - serves to build rapport between the teacher and students.	The CTE teacher provides a positive learning environment that - reveals respect for students AND - serves to build rapport between the teacher and students and among students.	Level 4 plus: Students are acting in ways that support each other and maintain a positive learning environment that promotes mutual respect among students.

Understanding Rubric Level Progressions: Rubric 6

The Guiding Question

The Guiding Question addresses the type of learning environment that the CTE teacher establishes and the degree to which it fosters rapport and respectful interactions between the CTE teacher and students, and among students.

Key Concepts of Rubric:

- [Learning environment](#)¹²
- [Respect](#)
- [Rapport](#)

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 2**

Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video clip(s). CTE teachers sometimes describe events that do not appear in the video clip(s) or conflict with scenes from the video clip(s)—**such statements should not override evidence depicted in the video clip(s).**

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3: In the clip(s):

- The CTE teacher's interactions with students are respectful, demonstrate rapport (evidence of a relationship between CTE teacher and students and/or ease of interaction that goes back and forth based on relevance or engaged conversation), and students communicate easily with the CTE teacher.
- There is evidence that the CTE teacher facilitates a positive learning environment wherein students are willing to share ideas and pose and answer questions.
 - **EXAMPLE:** Culinary arts, cooking with chicken. Clip 1 shows the CTE teacher interacting with two students, who are each cutting up a chicken and separating out the meat from the skin and bones to determine the butcher's yield. The CTE teacher asks the students questions as they are

¹² Links to terms from the Career and Technical Education Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

cutting up the chicken to check the strategy they are using for the cuts; the teacher makes one correction in the technique for a cut. The student makes the change and thanks the teacher. Clip 2 shows the CTE teacher leading a discussion after students have calculated the butcher's yield and the waste. During the discussion of butcher's yield, students share what they found confusing about doing the calculations while the teacher clarifies the procedure. Students then respond to questions about how the calculations affected the price of chicken with no hesitation. The students appear comfortable with the CTE teacher observing them while cutting up the chicken and are not hesitant about sharing where they had difficulty in the calculations. The CTE teacher has a warm tone throughout both clips.

Below 3

Evidence that demonstrates performance below Level 3: The clip(s):

- Do not exhibit evidence of positive relationships and interactions between the CTE teacher and students.
- Reveal a focus on classroom management, maintaining student behavior, and routines that limit student engagement in learning targeted skills.

What distinguishes a Level 2 from a Level 3: At Level 2,

- Although clip(s) reveal the CTE teacher's respectful interactions with students, there is an emphasis on the CTE teacher's rigid control of student behaviors, interactions, and other activities in ways that limit and do not support learning. There is a general lack of rapport with students, as the CTE teacher is interacting with students mainly to control behavior.
 - Example: In the clip(s), future electricians are shown wiring different types of circuits to turn on and off different numbers of lights. The CTE teacher has expressed concern about preventing short circuits that could damage expensive equipment. The teacher has provided a step-by-step guide to wiring the circuits, which includes details like specifying the length of the section of wire to be stripped. The teacher is seen monitoring students closely to ensure that they are following the directions, and gently correcting students who are slightly deviating from them. As a result, students are very limited in their ability to exercise and develop their judgment

What distinguishes a Level 1 from a Level 2: At Level 1, there are two different ways that evidence is scored:

1. The clip(s) reveal evidence of CTE teacher-student or student-student interactions that discourage student contributions or disparage the student(s) in ways that cause the students to disengage from learning or communication with the teacher.
2. The classroom management is so weak that the CTE teacher is not able to, or does not successfully, redirect students, or the students themselves find it difficult to engage in learning tasks because of disruptive behavior.

Note: Classroom management styles vary. Video clips that show classroom environments where students are productively engaged in the learning task should not be labeled as disruptive. Examples of this may include students engaging in discussion with peers, calling out answers to questions, or using vulgar language with each other that is not perceived as offensive by the students. Similarly, ideas about disrespect vary

among social groups. Interactions that appear to be disrespectful should be judged by their effect upon the relevant student(s).

Above 3

Evidence that demonstrates performance above Level 3: The clip(s)

- There is evidence of respect and rapport among students. Examples include attentive listening while other students speak, respectful attention to another student's idea (even if disagreeing), and working well with a partner or group to accomplish tasks.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The learning environment encourages and supports mutual respect among students, e.g., the CTE teacher invites students to respond to or build upon a peer's idea, asks a student to explain how to do a task to a peer who is rotating to that station, or, if needed, reminds students how to discuss ideas respectfully with each other.

What distinguishes a Level 5 from a Level 4: At Level 5,

- There is evidence of students working well with each other, e.g., offering encouragement or respectful suggestions to other students, trying to understand another student's perspective, or conferring with each other about decisions needed to accomplish a task.

Instruction Rubrics continued

Rubric 7: Engaging Students in Learning

How does the CTE teacher actively engage students in developing or applying technical skills, career readiness skills, and/or academic concepts?

Level 1	Level 2	Level 3	Level 4	Level 5
Students are participating in tasks that are vaguely related to developing technical or career readiness skills. OR There are one or more safety issues seen in a clip that may result in danger to students that are not addressed by the CTE teacher.	Students are participating in tasks that primarily focus on facts and procedures that relate to the development or application of technical or career readiness skills.	Students are actively engaged in tasks that address the development or application of technical or career readiness skills.	Students are actively engaged in scaffolded tasks that facilitate the development or application of technical or career readiness skills.	Students are actively engaged in scaffolded tasks that facilitate the development or application of technical or career readiness skills integrated with one or more academic concepts.

Understanding Rubric Level Progressions: Rubric 7

The Guiding Question

The Guiding Question addresses how the CTE teacher provides video evidence of engaging students in meaningful tasks and discussions to develop their understanding of technical skills, career readiness skills, and/or academic concepts.

Key Concepts of Rubric:

- [Engaging students in learning](#)¹³

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompts 3 and 4**

Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video clip(s). CTE teachers sometimes describe events that do not appear in the video clip(s) or conflict with scenes from the video clip(s)—**such statements should not override evidence depicted in the video clip(s).**

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ Unaddressed safety issues that significantly raise the probability of severe danger to students.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The clip(s) show that the students are actively engaged in learning tasks that provide opportunities for students to focus on learning or applying technical skills or career readiness skills. Although the skills being developed are evident in conversations or applications, they are addressed at a cursory level.
 - **EXAMPLE:** The CTE health science teacher demonstrates in the clip(s) proper hand washing technique, noting critical elements such as that it is important to use warm, not hot, water to create a soapy lather and that both the hands and wrists should be thoroughly cleaned, including palms, between the fingers, and the nails to remove any germs. The teacher then observes students and offers corrections to their hand washing technique as they are scrubbing their hands, but does not offer explanations for the corrections. This is cursory because the teacher is guiding students to develop the appropriate hand washing technique by emphasizing critical

¹³ Links to terms from the Career and Technical Education Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

elements, but is not guiding students to think about what they are doing, and instead simply tells them what they should do.

Below 3

Evidence that demonstrates performance below Level 3:

- Students are participating in tasks in the clip(s) that provide little opportunity to develop technical skills or career readiness skills. Examples are lectures in which students are politely listening and only asking questions for clarification but are not asked to think about the content being taught and demonstrations where the CTE teacher is giving step-by-step instructions with no attention to a rationale for any of the steps.

What distinguishes a Level 2 from a Level 3: At Level 2,

- As shown in the clip(s), students are participating in tasks that focus on gathering facts or following step-by-step procedures that are related to technical skills or career readiness skills.
- The structure of the learning task or the way in which it is implemented constrains student development of the targeted technical skills or career readiness skills.
 - EXAMPLE: In one clip, the CTE teacher is lecturing with little participation by students to gauge their understanding of the information being presented. In the other clip, the CTE teacher is telling students what to do or only asking factual questions.
 - EXAMPLE: In one clip, the CTE teacher goes over step-by-step instructions for completing a Mail Merge task for a mass mailing. In the other clip, students are then seen independently following the instructions. The instructor is not observing what students are doing, but responds to questions about the procedure from individual students.
 - EXAMPLE: In one clip, the CTE teacher is giving a lecture or demonstration with very little opportunity for students to ask or respond to questions to gauge their understanding of the concepts or skills being presented. A second clip shows students applying the skills but with little interaction with the CTE teacher.

What distinguishes a Level 1 from a Level 2: At Level 1,

- The technical skills or career readiness skills are difficult to identify from the learning tasks seen in the video clip(s).
 - EXAMPLE: One clip shows students examining parts of a computer and completing a worksheet to sketch each part, label it, and identify its function. The second clip shows students working independently on using software to write and format a letter to a famous person asking for an autograph.
 - EXAMPLE: One clip shows the CTE teacher lecturing on interpersonal skills, stressing the importance of teamwork. The other clip shows students working in teams on a task. The teacher circulates among the teams, asking questions about completing the task but not pointing out or asking questions about any interpersonal skills.

Automatic Score of 1 is given when:

- There are one or more safety issues seen in the clip(s) that significantly raise the probability of eventually resulting in severe danger to students (e.g., failure to wear safety glasses when operating equipment that produces flying byproducts, leaving one's Social Security number or birth date visible on the screen and walking away). The Automatic 1 is assigned only when the CTE teacher is working with the student in a position to identify the safety issue and takes no action to address it.

NOTE: This criterion addresses safety in the classroom, not necessarily safety in the industry. Scorers should be aware that safety standards can differ between jurisdictions, and the standards that they follow may be different than the standards that the CTE teacher is following. The CTE teacher is asked to identify the standards they are using as guidance for the safe use of materials or equipment, including Internet safety. Scorers should rely on the safety standard(s) identified by the CTE teacher.

Above 3**Evidence that demonstrates performance above Level 3:**

- The learning tasks as seen in the clip(s) are structured to prompt students to deepen their understanding or application of technical skills or career readiness skills.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The learning tasks in the clip(s) include structures or scaffolding that promote the learning or application of technical skills or career readiness skills. The structures or scaffolding prompt students to explore or apply the skill in ways that are likely to extend either initial understandings or surface misunderstandings that the CTE teacher can then address. For example, students are provided evaluation criteria that allow them to plan how to accomplish a task or assess their own application of a skill.
 - **EXAMPLE:** In one clip, a Child Development teacher is developing skills in reading to young children, interrupting their modeling to ask questions of the students such as "What might you ask the children about this page?" "Why did I have a different voice for the pigeon when I read?" "How can you keep the children interested in listening to the story?" In the second clip, one student is then seen practicing reading a portion of a story aloud and asking questions of the audience (simulated or real). When they are finished, another student offers feedback on their performance, with the CTE teacher nodding and elaborating on one piece of feedback.

What distinguishes a Level 5 from a Level 4: At Level 5,

- Students are engaged in a task in the clip(s) that requires them to understand a specific concept and its relationship to the technical skill or career readiness skill being developed OR to apply understanding of the concept to direct the application of the skill.
 - **EXAMPLE:** Nursing: In the clip(s), the CTE teacher asks a student to describe the protocol for shaving an area of a patient prior to surgery. The teacher then asks what the student would do differently if the patient had a cut or a wound in that area and why, trying to connect their knowledge of infection management to the shaving protocol.
 - **EXAMPLE:** In a flower arranging class, after explaining the artistic concept of "balance," the teacher is shown in the clip circulating among students as they create arrangements, asking questions such as "What

could you do to keep this a little more balanced?" "Where will you put the next flower to create balance?" "Does this look balanced from the top view as well as the sides?"

Instruction Rubrics continued

Rubric 8: Deepening Student Learning

How does the CTE teacher elicit student responses to promote student development or application of technical skills, career readiness skills, or academic concepts?

Level 1	Level 2	Level 3	Level 4	Level 5
The CTE teacher does most of the talking and asks few questions, or students provide few responses.	The CTE teacher primarily asks surface-level questions and evaluates student responses as primarily correct or incorrect.	The CTE teacher elicits student responses to promote the development OR application of • technical skills, OR • career readiness skills, OR • academic concepts.	The CTE teacher elicits and builds on student responses to promote the development OR application of • technical skills, OR • career readiness skills, OR • academic concepts.	Level 4 plus: The CTE teacher provides guidance to facilitate interactions among students to promote the development or application of • technical skills, OR • career readiness skills, OR • academic concepts.

Understanding Rubric Level Progressions: Rubric 8

The Guiding Question

The Guiding Question addresses how, in the video clip(s), the CTE teacher brings forth and builds on student responses to guide learning; this can occur during discussions or observations and questions/comments while students are engaged in the application of the skills being developed.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 5**

Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video clip(s). CTE teachers sometimes describe events that do not appear in the video clip(s) or conflict with scenes from the video clip(s)—**such statements should not override evidence depicted in the video clip(s).**

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The CTE teacher is shown in the clip(s) prompting students to offer responses exploring technical or career readiness skills or a concept in ways that require them to think about the skill/concept or its application (e.g., by using “how” and “why” questions, posing alternative scenarios to consider, involving students in evaluating what they are doing). Student responses may be verbal or a demonstration of the application of a skill. Some instruction may be characterized by initial questions focusing on facts or procedures to lay a basis for higher-order questions. A **pattern** of evidence supporting a particular score level has a heavier weight than **isolated** evidence in another score level.
 - **EXAMPLE:** Culinary arts, cake decorating. A culinary arts teacher demonstrates in the clip(s) making different sizes of roses to decorate a cake. Students then practice making the roses as part of a larger decoration that they have designed. The teacher observes students, asking them to explain why they chose a particular tip for the rose and other decorations.

- EXAMPLE: A health teacher first demonstrates how to don and doff gloves. The teacher then has two students demonstrate for the class how they don and doff gloves, offering affirming or corrective feedback during the process to develop this technical skill. This is an example where the CTE teacher is eliciting physical rather than verbal responses.
- EXAMPLE: An agriculture teacher poses a series of questions about the equipment in a greenhouse, asking students to explain their answer: What piece of greenhouse equipment do you feel is the most important one to have in the greenhouse and why? Alex, can you explain your answer? And Josh, can you explain your answer.

Below 3

Evidence that demonstrates performance below Level 3:

- In the clip(s), classroom interactions provide students with limited or no opportunities to think and learn about the technical skills, career readiness skills, or concepts being developed or applied.

What distinguishes a Level 2 from a Level 3: At Level 2,

- In the clip(s), the CTE teacher asks questions that do little to encourage students to think about the skill or concept being taught (e.g., eliciting responses where students state facts or procedures or repeat what they have been taught without elaborating).
 - EXAMPLE: The CTE teacher is explaining in the clip(s) how to install and use antivirus software, asking occasional questions such as “Does anyone remember what a boot scan is?”
 - EXAMPLE: The CTE teacher is teaching students how to balance a bank account, asking frequent factual questions such as: What was this person’s starting balance? How do we know it was a cash deposit? Where is the cash flow at? What day did it happen? How can you tell?
 - EXAMPLE: The CTE teacher is leading students through evaluating the effect of different ingredients by observing cooked pancakes where different ingredients have been left out. For most questions, the CTE teacher is providing limited opportunities for students’ independent thinking to develop technical skills by cueing the correct answer: What ingredient was missing when the pancakes were dense instead of light? What about the leavening agent? What did we add? What ingredient was responsible for the main structure of the pancake? What was our main strengthener that we started with?

What distinguishes a Level 1 from a Level 2: At Level 1,

- There are almost no opportunities shown in the clip(s) that students were able to express ideas or there is little evidence that the teacher is monitoring student application of the skills/concept being taught. For example, the CTE teacher does most of the talking during the video or does not move to observe students as they are working.

Above 3**Evidence that demonstrates performance above Level 3:**

- In the clip(s), the CTE teacher uses student responses and asks follow-up questions to have them explain or extend their thinking to improve their development or application of the targeted technical skills, career readiness skills, or concepts.

What distinguishes a Level 4 from a Level 3: At Level 4,

- In the clip(s), the CTE teacher follows up on student responses to encourage the student or their peers to explore or build on the ideas expressed to help them deepen their understanding or application of technical skills, career readiness skills, or academic concepts. If students struggle, the CTE teacher asks probing questions to engage them in additional exploration, problem solving, or design considerations rather than giving them an answer or telling them what to do.
- Examples of “building on student responses” include: referring to a previous student response or action in developing a point or an argument; asking a student to elaborate on what they said; posing questions to guide a discussion with one or more students; checking for alternative perspectives or differing opinions; inviting a student to immediately try out a modification in a technique or consider modification of a protocol under different circumstances; responding with questions such as “Why?” “What do you think?” “What would you do if...?”.
 - EXAMPLE: For creating appealing plant baskets, the CTE teacher is shown in the clip circulating among students, asking questions such as “Notice all those little white things. What are they?” When students reply “Roots”, the teacher follows up with “Why are they important?” “You notice that they are adding soil to the top. Why are they doing that? Why is that important?”

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets all of Level 4
AND

- There is evidence in the clip(s) that the CTE teacher structures and supports student-student conversations and interactions that encourage them to work together to focus on the development or application of technical skills, career readiness skills, or academic concepts.
 - EXAMPLE: One video clip shows the CTE teacher demonstrating how to create appealing plant baskets. After explaining about what cascading flowers do, the teacher says, “I have my two petunias. Talk to your partner and decide where to plant them and why.” The second video clip shows students completing a self-critique of the plant basket they created, and then taking turns in pairs critiquing the partner’s plant basket. Both are responding to the prompt “What was done well and what could be better? For example, do you think the soil is packed firmly enough? Does it have enough support?”

Instruction Rubrics continued

Rubric 9: Subject-Specific Pedagogy: Student Use of Critical Thinking or Problem Solving in a Work-Related Task

How does the CTE teacher provide opportunities for students to engage in critical thinking or problem solving to complete a work-related task?

Level 1	Level 2	Level 3	Level 4	Level 5
Students are engaged in a task that has little to no relation to a work-related context .	Students are engaged in a work-related task with little to no opportunity to use critical thinking or problem solving.	Students have opportunities to use critical thinking or problem solving to complete a work-related task.	Students have opportunities and guidance for using critical thinking or problem solving to complete a work-related task.	Students have opportunities to make adaptations or innovations when completing a work-related task.

Understanding Rubric Level Progressions: Rubric 9

The Guiding Question

The Guiding Question addresses how the CTE teacher engages students in critical thinking or problem solving applied to a work-related task. The tasks can include actual or simulated tasks used in the workplace, producing products with materials like those used in the workplace, responding to scenarios representing the type of problems to be solved in the career cluster, or tasks that would be part of career exploration or career readiness. The tasks should have some connection to the type of thinking or problem-solving required in a workplace, in making career decisions, or applying career readiness skills.

Key Concepts of Rubric:

- [Work-related](#)¹⁴
- [Work-related context](#)
- [Work-related task](#)

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 6**

Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video clip(s). CTE teachers sometimes describe events that do not appear in the video clip(s) or conflict with scenes from the video clip(s)—**such statements should not override evidence depicted in the video clip(s).**

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- In the clips, students have opportunities to engage in critical thinking or problem solving as they complete a task that uses authentic resources or materials that either represent or mimic meaningful workplace practices, authentic work decisions, or making career choices. Critical thinking or problem solving includes such things as needing to consider the context/situation and making adjustments when following the instructions or monitoring their application of the instructions. There is no evidence of

¹⁴ Links to terms from the Career and Technical Education Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

guidance from the CTE teacher for the critical thinking or problem solving; students are left to do this on their own, but the task requires it.

- EXAMPLE: Automotive technology: In the clip(s), students are shown working on designing and fabricating a part for an engine that must avoid clashing with other parts when the engine is running.
- EXAMPLE: Business: In the clip(s), the teacher displays a spreadsheet and asks students to identify an error (a key-in error). This is followed by questions such as “Why doesn’t this look like my number?” “How did you figure that out?” “Why might this have happened?” “What else could have happened?”

Below 3

Evidence that demonstrates performance below Level 3:

- In the clips, the tasks in which students are participating are not related to meaningful workplace practices, authentic work decisions, or career choice OR severely limit opportunities for critical thinking or problem solving.

What distinguishes a Level 2 from a Level 3: At Level 2,

- In the clips, students are working on tasks with little or no attention to opportunities for critical thinking or problem solving, e.g., following detailed step-by-step directions for completing the task with little room for discretion, responding to questions about facts recalled from previous instruction.

What distinguishes a Level 1 from a Level 2: At Level 1,

- In the clips, the tasks that students are working on have little or no relevance to any work-related context. For example, students may be listening to a lecture on an abstract academic concept that is never connected to its application in technical skills or may be reading articles about the historical evolution of a tool without being asked to relate them to how the changes over time improved the effectiveness of the present tool.

Above 3

Evidence that demonstrates performance above Level 3:

- In the clip(s), the CTE teacher is supporting students to engage in critical thinking or problem solving when engaging in a work-related task.

What distinguishes a Level 4 from a Level 3: At Level 4,

- In the clip(s), the CTE teacher provides some sort of guidance (e.g., evaluation criteria, oral or written questions, identification of problems to avoid when applying or adapting usual techniques or protocols) that prompts and supports students to engage in critical thinking or problem solving when completing a work-related task.
 - EXAMPLE: In the clip(s), the CTE teacher warns students that stripping too much wire may allow the wires to cross each other and cause a short, leaving students to decide how much wire to strip and check if they will cross.
 - EXAMPLE: Students are working on designing and fabricating a part for an engine that must avoid clashing with other parts when the engine is running. In the clip(s), the CTE teacher suggests that they construct a

diagram of the design for the new part and existing parts at various positions to check for potential clashing.

- EXAMPLE: The culinary arts teacher goes over industry standards for cooking eggs different ways. Students are seen in the clip(s) using a copy of the standard and offering suggestions as their team is preparing the eggs.

What distinguishes a Level 5 from a Level 4: At Level 5, in the clip(s), the candidate meets all of Level 4 AND

- Supports student engagement in critical thinking and problem solving by encouraging them to make work-related improvements (e.g., adaptations or innovations) when completing a work-related task.
 - EXAMPLE: A student develops a budget spreadsheet according to prescribed categories for a construction project. The student adds visual representations of the budget for a client presentation to better illustrate how the budget is being allocated.

Instruction Rubrics continued

Rubric 10: Reflecting on the Use of Students' Prior Learning and Assets to Build New Learning

How does the CTE teacher use students' prior learning and assets to build new learning?

Level 1	Level 2	Level 3	Level 4	Level 5
The CTE teacher describes opportunities to strengthen student learning that are unrelated to - the standards or learning objectives for any lesson seen in the clips OR - students' prior learning or assets.	The CTE teacher describes how the improved use of students' - prior learning OR - assets (personal or community) might have strengthened the new learning.	The CTE teacher describes how the improved use of students' - prior learning AND - assets (personal or community) might have strengthened the new learning.	The CTE teacher describes and provides specific examples of how the improved use of students' - prior learning AND - assets (personal or community) might have strengthened the new learning.	Level 4 plus: The description and examples include students at different levels of development with respect to the learning segment focus.

Understanding Rubric Level Progressions: Rubric 10

The Guiding Question

The Guiding Question addresses how the CTE teacher examines the teaching and learning in the video clip(s) and proposes what they could have done differently to use students' prior learning and assets to better support the new learning related to the standards or objectives.

Key Concepts of Rubric:

- [Prior learning](#)¹⁵
- [Assets](#) (knowledge of students)

Primary Sources of Evidence:

Instruction Commentary **Prompt 7**

Video Clip(s) (for evidence of student learning)

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The proposed changes explicitly address student learning in relationship to the standards and objectives. AND
- The CTE teacher clearly identifies the particular prior learning OR specific student assets (personal, community) that inform the proposed changes. Proposed changes noted by the CTE teacher should be related to the lessons that are seen or referenced in the clip(s), but do not need to be exclusively from what is seen in the clip(s) alone. This means that since only portions of the lessons will be captured by the clip(s), CTE teachers can suggest changes to any part of the same lesson(s) referenced in the clip(s) or to prior lessons that addressed prerequisite skills or the same standards or learning objectives, even if those portions of the lesson(s) are not depicted in the clip(s).
 - EXAMPLE of a use of a community asset: Horticulture class. "The learning objective for the lesson is to demonstrate understanding of what sustainable farming is and the different factors that go into the practice. After watching the video, I noticed that students were having difficulty making the connection between what sustainable farming is and the

¹⁵ Links to terms from the Career and Technical Education Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

different components of it. For instance, students can define sustainable farming but cannot understand how the different systems work as a part of the overall process. The questions they asked on the video demonstrate the inability to make a connection beyond defining the term of sustainable farming.

In the last class period, students read an article on sustainable farming practices and watched a video on urban farming using hydroponic systems. We live in an urban district. In order to make the lesson real, I would invite a local farmer in to discuss how sustainable farming looks in our area. The farmer can also discuss the hydroponic system used and how this produces vegetables that are sold at the farmers' market in the neighborhood each weekend. Students can still read the article and watch the video but as an activating activity. The guest speaker will bring context and relevance since the farmer is local and students go to the market with their parents, so they already have first-hand experience with parts of the system. The proposed change allows for the students to learn from a live representation/explanation of sustainable farming and how different systems work as part of it. Students can ask questions and receive firsthand answers as well."

- EXAMPLE of a use of a personal and community asset: As part of a unit on infection control, students are learning how to put-on and take-off gloves to help control the spread of germs. "I have a few students in my class who are lifeguards at the local community pool. These students directly serve the community and serve many of the families and friends at the school. I could have used their experiences as a lifeguard to make a better connection to all of the students' lives and the community. Since these students trained in first response and glove removal, I will ask them to talk about their experience using gloves and do a demonstration for us in class. It is difficult to do this remotely, because students for the most part keep their cameras off (as our district does not require cameras to be on), even when put into smaller groups."

Below 3

Evidence that demonstrates performance below Level 3:

- The proposed improvements are not clearly related to students' prior learning or assets (personal, community).

What distinguishes a Level 2 from a Level 3: At Level 2,

- The CTE teacher describes how they might improve the use of either students' prior learning or assets (personal, community) to strengthen the learning seen in the video clip(s).
 - EXAMPLE of improved use of prior learning: The effect of different ingredients on baked goods. "Students listened and took notes on student presentations on the effects of specific ingredients on the final baked product. In the experiential lesson that had them writing their observations of the effect of omitting specific ingredients on pancakes, I would not have told them the omitted ingredient. Instead, I would have had them make their observations, then consult their notes from the previous lesson and vote on which ingredient was missing from each batch. I would then call on students to explain their rationale."

- EXAMPLE of personal asset: Seed starting: “There are a number of students in the class who have gardened outside of school. I would have introduced the seed packets by asking them about their experience planting seeds, including when they planted the seeds and why, where they plant the seeds or put the pots, why they made these decisions, and what they learned from any mistakes. If these accounts did not relate to the information on the seed packets, I would have asked them more leading questions. Then I would have had them look at the information on their seed packets and identify important information about planting their particular set of seeds. I think this would have made them appreciate the significance of the information more and follow the planting directions with more understanding.”
- If none of the CTE teacher’s proposed changes are aligned with the standards or objectives for the lesson(s) seen in the video clip(s), this rubric cannot be scored beyond a Level 1. This includes general changes in teaching practice that could apply to any lesson, such as improved directions or repeating the teaching of the same material in the same way.
- In addition, the CTE teacher may refer to students’ learning from prior lessons, but the references are indirect or unclear and do not facilitate new learning.

What distinguishes a Level 1 from a Level 2: At Level 1,

- The proposed improvements are not related to evidence of student learning from lessons seen or referenced in the clip(s).
- The CTE teacher is not proposing to use either students’ prior learning or assets (personal, community) to build new learning.
 - EXAMPLE: The learning objective for the lesson is to calculate the fabricated weight (yield) of a cut-up chicken from the purchase weight and the trim weight. “I would have had the cost control papers out so that we could have moved seamlessly to that lesson and provide the students with time to reflect on the process.” The proposed change addresses the teacher’s practice rather than making use of prior student learning or assets.

Above 3

Evidence that demonstrates performance above Level 3:

- The changes explicitly address individual and collective learning needs that were within the lessons seen in the video clip(s) AND/OR explain how the changes might improve the learning.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The CTE teacher clearly addresses the improved use of student prior learning and assets (personal, community) to strengthen student learning by using examples of how this might happen. The CTE teacher might propose scaffolding the learning in the lesson(s) seen by building different prior learning in earlier lessons.
 - EXAMPLE: As part of a unit on infection control, students are learning how to put on and take off gloves to help control the spread of germs. “I have a few students in my class who are lifeguards at the local community pool. These students directly serve the community and serve many of the families and friends at the school. I could have used their experiences as a lifeguard to make a better connection to all of the

students' lives and the community. Since these students trained in first response and glove removal, I will ask them to talk about their experience using gloves and do a demonstration for us in class. It is difficult to do this remotely, because students for the most part keep their cameras off (as our district does not require cameras to be on), even when put into smaller groups. In addition to using personal and community assets, I could have connected to their prior learning by using what we just learned about related to the spread of infectious diseases. For example, I could have used some of those examples to talk about how to control the spread instead of using brand new diseases and new examples.

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets all of Level 4
AND

- Specific connections between students' prior learning and assets (personal, community) and student learning needs are used to explain how the changes would improve the learning related to the standards or objectives. The description of how the prior learning and assets might improve student learning as well as the examples include the impact on students at several different levels of development.

Assessment Task 3: Assessing Student Learning

Task Instructions

- Select one (1) assessment from within your learning segment to evaluate your students' developing knowledge and skills aligned to the learning objectives. The assessment should
 - be completed by the same class/group of students identified in the Context for Learning Information **AND**
 - reflect the work of individuals, not groups, but may be individual work from a task completed by a group (e.g., write the procedural steps of a group task, perform an individual assignment in a group task)
- The assessment should provide opportunities for students to demonstrate their development and application of
 - technical skills,
 - career readiness skills, **AND/OR**
 - academic concepts.
- **Attach a blank copy of the selected assessment or a copy of the directions given to students for the assessment if it is a performance task** to the end of the Assessment Commentary. This will not count against the commentary page length. If the assessment has been adapted for students with specific needs, either explain in the commentary or provide a blank copy of the adapted assessment or modified directions.
- **Define and submit evaluation criteria** (e.g., rubric, checklist) you will use to analyze student learning related to the learning objectives assessed.
- **Collect student work from the assessment you selected.** You may submit photographs of a product, a video or audio file of a student's performance or oral work, text files with scanned student work, a student-created video, etc. Be sure to check file specifications on the [Assessment Task 3: Artifacts and Commentary Specifications](#) chart.
- **Analyze all student work** to identify patterns of learning across the class/group.
- **Select 2 student work samples that represent the patterns of learning you identified in your overall analysis of all students in your class/group.** These 2 students will be **your focus students for this task.**
 - **At least one of the focus students must have specific learning needs**, for example, a student with an IEP (Individualized Education Program) or 504 plan; an English learner; a struggling reader; an underperforming student or a student with gaps in technical, professional, or academic knowledge; and/or a student needing greater challenge.
 - **Both work samples must come from the same assessment, although the assessment may have been adapted to be appropriate for students with a**

specific need. Note: If you submit video or audio work sample(s), each work sample must be **no more than 5 minutes in total running time**.

- **Document the feedback** you gave to each of the **2 focus students** for the analyzed assessment. Your options for documenting feedback include the following:

- written feedback related to the focus students' work samples
- audio clip of your verbal feedback to focus students
- video clip of your verbal feedback given to focus students

Video or audio feedback must be **no more than 3 minutes per focus student**.

- **Provide evidence of students' understanding and use of workplace communication.** You may provide evidence from **any or all** of the following:

- video clips submitted in Instruction Task 2
- an additional video clip of one or more students using workplace communication within the learning segment (**no more than 5 minutes in length**)
- student work samples submitted in Assessment Task 3

- **If you submit a video or audio clip, determine if a transcription is needed** if comments by you and/or the focus student cannot be clearly heard. Attach the transcription at the end of the Assessment Commentary.

- **Respond to the commentary prompts** listed in the Assessment Commentary template found in your account **after analyzing student work from the selected assessment** and submit the completed template.

You must check the [Assessment Task 3: Artifacts and Commentary Specifications](#) in the Career and Technical Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies required templates, supported file types, number of files, response length such as page limits, and other important evidence specifications.

Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

Evidence to submit:

Part A: Student Work Samples

Part B: Evidence of Feedback (plus evidence of student use of workplace communication)

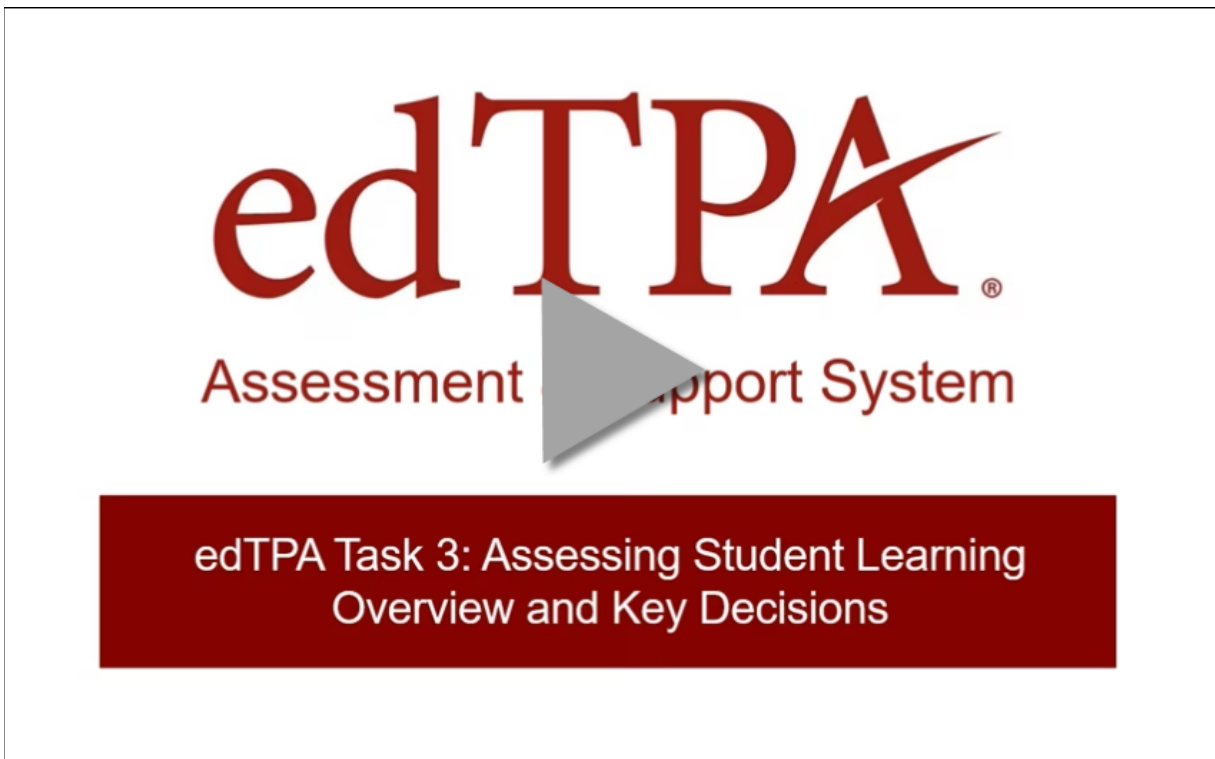
Part C: Assessment Commentary (template provided)

Part D: Evaluation Criteria

Note: Read the instructions to see where one artifact may satisfy multiple evidence requirements.

Review the Assessment Task 3 Key Decisions and Key Points in the [Making Good Choices](#) document for supplementary advice for completing specific components of Assessment Task 3.

Candidate Support Webinar: Task 3: Assessing Student Learning Overview and Key Decisions



Video URL: <https://vimeo.com/803917885/55799d6eb7>

How Will the Evidence of My Teaching Practice Be Assessed?

For Assessment Task 3, your evidence will be assessed using rubrics 11–15, which appear on the following pages.

Assessment Rubrics

Rubric 11: Analysis of Student Learning

How does the CTE teacher analyze evidence of students' development and application of technical skills, career readiness skills, and/or academic concepts?

Level 1	Level 2	Level 3	Level 4	Level 5
The analysis is superficial or not supported by either student work samples or the summary of student learning. OR The evaluation criteria, learning objective(s), and/or analysis are not aligned with each other.	The analysis primarily focuses on what students did right OR wrong.	The analysis focuses on what students did right AND wrong, including general differences in whole class/group learning.	The analysis includes patterns of learning for the whole class/group that are consistent with the summary and supported with specific examples from the work samples.	Level 4 plus: The analysis includes patterns of learning for individuals and subgroups supported with specific examples from the work samples.

Understanding Rubric Level Progressions: Rubric 11

The Guiding Question

The Guiding Question addresses the CTE teacher's analysis of student work to identify patterns of learning across the class.

Key Concepts of Rubric:

- [Aligned](#)¹⁶
- [Evaluation criteria](#)
- [Patterns of learning](#)

Primary Sources of Evidence:

Assessment Commentary **Prompt 1**

Student work samples

Evaluation criteria

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ Significant misalignment between evaluation criteria, learning objectives, and/or analysis

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The analysis identifies what students did correctly and incorrectly in relation to the development and application of technical skills, career readiness skills, and/or academic concepts.
- The analysis is aligned with the evaluation criteria and/or assessed learning objectives and is consistent with the summary and the student work samples.
- The discussion of differences in learning across the class/group pinpoints a general area of strength or weakness, but does not identify what was strong or weak within that general area.
- NOTE: If groups of students in the class are working on different standards or learning objectives, then the CTE teacher will be analyzing the work samples of a group of students working on similar learning objectives. This group will constitute "the whole class" for the purpose of the analysis of student learning.

¹⁶ Links to terms from the Career and Technical Education Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

- EXAMPLE of differences in whole class learning: Intro to Engineering: Students were given a rubric to accompany their design process project. “The project is about applying the design process to create a simple robot. Almost all of the students were successful in identifying the problem and considering constraints, brainstorming possible designs, and designing and testing their robot design. However, eighty percent of students received a 2 of 4 possible points in the section on improving the robot design based on the test results. This information tells me that a significant number of students are still unsure of how to look at the test results and make necessary corrections in the design.”

Below 3

Evidence that demonstrates performance below Level 3:

- The analysis is superficial (e.g., primarily irrelevant global statements) or focuses only on partial data (what students did either correctly or incorrectly, but not both).
- The analysis is inconsistent with the summary or work sample evidence.
- The analysis is based on an inconsistent alignment with evaluation criteria and/or learning objectives.

What distinguishes a Level 2 from a Level 3:

- The analysis presents an incomplete picture of student learning by only addressing either successes or errors.
 - Example: Engineering Design: An engineering teacher had teams design and build a scale model of a bridge using materials provided. The individual assessment is individual student lists of design decisions and a rationale for the decision based on principles of physics related to stress. The analysis identifies errors in the student rationales and misunderstanding of the physics principles, but does not identify what students understood and did well other than noting how many students were successful in the task with no detail as to what they did successfully.

What distinguishes a Level 1 from a Level 2: There are **two different ways** that evidence is scored at Level 1:

1. The analysis is superficial because it ignores important evidence from the work samples, focusing on trivial aspects.
2. The conclusions in the analysis are not supported by the work samples or the summary of learning. This includes when there are errors in the analysis that are related to the learning objectives.

Automatic Score of 1 is given when:

- There is a significant lack of alignment between evaluation criteria, learning objectives, and/or analysis.
 - A lack of alignment can be caused by a lack of relevant evaluation criteria to assess student performance on the learning objectives.
 - EXAMPLE: The CTE teacher assesses the consistency of a student’s attention to task but the learning objectives are focused on cooking and seasoning scrambled eggs to industry specifications.

Above 3

Evidence that demonstrates performance above Level 3: The analysis:

- Identifies patterns of learning (quantitative and/or qualitative) that summarize what students know, are able to do, and still need to learn.
- Is supported with evidence from the work samples and is consistent with the summary.
- Describes patterns for the whole class/group, groups of students with different learning needs, or individuals.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The analysis describes consistencies in performance (patterns) across the class in terms of what students know and are able to do and where they need to improve.
- The analysis goes beyond a listing of students' successes and errors, to an explanation of student understanding in relation to their performance on the identified assessment. An exhaustive list of what students did right and wrong or the percent of students with correct or incorrect responses should be scored at Level 3, as that does not constitute a pattern of student learning. A pattern of student learning goes beyond these quantitative differences to identify specific skill-based understandings or misunderstandings, or partial understandings that are contributing to the quantitative differences.
- Specific examples from work samples are used to demonstrate the whole class patterns.
 - EXAMPLE: "The learning goals are to be able to accurately apply a protocol to measure and record a patient's vital signs and use academic knowledge to explain the importance and meaning of each measure. The assessment was in two parts. Part I was a performance task measuring technical skills where the student independently applied the protocol for measuring and recording the vital signs for a model "patient". Part II was a written assessment where the student used academic knowledge to explain why each measure was important and information it provided about the patient. Most students, like Focus Student 2, were more proficient in explaining why vital signs were important and what they told about a patient. Most students, like Focus Student 2, were able to provide a lot of details in explaining why each was important and the information they provided about a patient's health. A few, like Focus Student 1, were generally correct, but did not provide enough detail for me to be sure that they understood the vital sign well. It wasn't that their information was wrong, but it was vague. Many students struggled more with the technical skills of actually measuring the vital signs accurately. Only a few students, like Focus Student 1, accurately measured and recorded each vital sign in the chart, e.g., remembering to ask the patient to uncross her legs when taking blood pressure, and demonstrating appropriate technique. Almost all students used appropriate techniques to measure the heart rate. A significant number, like Focus Student 2, had trouble paying attention to both the patient and their watch when counting the number of breaths; others forgot about the crossed legs when taking the blood pressure or did not have the arm in an appropriate position. They got a number, but the number was not accurate."

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets all of Level 4
AND

- The analysis identifies patterns in the learning of individuals and subgroups, supported with specific examples from the student work samples.

Assessment Rubrics continued

Rubric 12: Providing Feedback to Guide Further Learning

How does the CTE teacher provide students with specific feedback that addresses their strengths and needs?

Level 1	Level 2	Level 3	Level 4	Level 5
Feedback is unrelated to the selected learning objective(s) from the analyzed assessment. OR Feedback contains significant content inaccuracies. OR No descriptive feedback is provided.	Feedback is general and addresses strengths AND/OR needs related to one or more of the selected learning objective(s) from the analyzed assessment.	Feedback is specific and addresses either strengths OR needs related to one or more of the selected learning objective(s) from the analyzed assessment.	Feedback is specific and addresses both strengths AND needs related to one or more of the selected learning objective(s) from the analyzed assessment.	Level 4 plus: Feedback - provides a strategy to address an individual learning need OR - makes connections to prior learning or experience to improve learning.

Understanding Rubric Level Progressions: Rubric 12

The Guiding Question

The Guiding Question addresses the evidence of feedback provided to the focus students. Feedback may be written or provided in a video/audio format and be clearly related to the work sample. The feedback should identify what students are doing well and what they need to improve in relation to the learning objectives.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Assessment Commentary **Prompts 2a–b**

Evidence of Feedback (written, audio, or video)

NOTE: Feedback on a performance task may be given while the student is performing the task

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ No evidence of feedback for one or both focus students ■ The feedback contains significant content inaccuracies
Preponderance of Evidence	■ You must apply the preponderance of evidence rule when the focus students receive varying types of feedback. For example, when the CTE teacher provides feedback on both strengths and needs for only one of the two focus students, this example would be scored at a Level 4 since the CTE teacher has shown the ability to provide feedback on both strengths and needs.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The feedback identifies **specific** strengths OR needs for improvement. At Level 3, the CTE teacher **MUST** provide the focus students with qualitative feedback about their performance that is aligned with the learning objectives. Specific feedback includes such things as pointing to successful use of a strategy, naming a type of problem successfully solved, pointing to and naming errors, and suggesting information that would help solve the problem successfully. NOTE: Feedback on a performance task may be given while the student is performing the task.
 - EXAMPLE of feedback on a specific strength: “You used the appropriate hand position on the knife when cutting up the chicken.”
 - EXAMPLE of feedback on a specific need: “The eggs were undercooked”; “Try to use standard abbreviations, e.g., ‘Dep’ for ‘deposit’ and ‘Deb’ for ‘Debit.’”

Below 3**Evidence that demonstrates performance below Level 3:**

- Evidence of feedback is general, unrelated to any of the assessed learning objectives, numerical rather than qualitative, or missing for one or both focus students.

What distinguishes a Level 2 from a Level 3: At Level 2,

- Although the feedback is related to the assessed learning objectives, it is also vague and does not identify specific strengths or needs for improvement. At Level 2, general feedback includes identifying what each focus student did or did not do successfully with little detail (e.g., comments such as “The eggs are not cooked correctly,” “Your technique needs improvement,” or “Nice job of nailing!” [does not indicate what about the nailing was “nice”] that are not linked to a specific strength or need). Checkmarks, points deducted, grades, or scores with no further detail do not meet Level 2, even when they distinguish errors from correct responses.

What distinguishes a Level 1 from a Level 2: There are **two different ways** that evidence is scored at Level 1:

1. Feedback is not related to the learning objectives. Feedback that is limited to a single statement or mark, such as one comment like “Nice work!” with no other accompanying comments or grading details does not meet the Level 2 requirement and should be scored at a Level 1. These examples of a single piece of feedback do not provide any general feedback to focus students that is related to the learning objectives.
2. Feedback is not descriptive, but consists of only identifying the total percent correct (e.g., 86%), total points or points deducted, or an overall letter grade (e.g., B).

Automatic Score of 1 is given when:

- There is no evidence of feedback for the analyzed assessment for one or more focus students. This includes when there is only a description of feedback rather than actual feedback (video, audio, or written) presented to the focus student(s).
- Feedback includes content inaccuracies that will misdirect the focus student(s).

Above 3**Evidence that demonstrates performance above Level 3:**

- Feedback is specific, related to one or more assessed learning objectives, and addresses students’ strengths AND needs.

What distinguishes a Level 4 from a Level 3: At Level 4,

- Specific feedback addresses both strengths and needs. Feedback for at least one student work sample must contain both strengths AND needs to score at this level. Feedback on strengths for one focus learner and needs for the other does not meet the criteria for a Level 4.
 - EXAMPLE of specific feedback that addresses both strengths and needs for a focus student: Multimedia and Web Design class: The assignment is a basic webpage that introduces the student to the class. “The color scheme that you used on your background is great because it allows your words to really pop out to the reader. Be careful on choosing your font choice. For your serious tagline, you may want to consider a more

sophisticated font style instead of one that is fun. We will learn about choosing fonts to match your message later in class!”

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets all of Level 4
AND

- The feedback for at least one focus student includes:
 - A strategy to address a specific learning need, including the need for a greater challenge. For example, “Before you identify the EKG rhythm, go through the entire 6-step analysis.”

OR

- A meaningful connection to experience or prior learning. For example, the CTE teacher refers back to a prior lesson: “Last week, we spoke about isolation procedures. Today, we are discussing ‘reverse’ isolation procedures. Think about the differences in the type of patient and the specific precautions for each. This will help reinforce the differences for you.”

Assessment Rubrics continued

Rubric 13: Student Understanding and Use of Feedback

How did or will the CTE teacher support the focus students to understand and use the feedback to guide their further learning?

Level 1	Level 2	Level 3	Level 4	Level 5
Opportunities for understanding or using feedback are not described. OR The CTE teacher provides limited or no feedback to inform focus student learning.	The CTE teacher describes general opportunities to support the focus students to understand OR use feedback.	The CTE teacher explains opportunities to support the focus students to understand OR use feedback related to the learning objective(s).	The CTE teacher explains opportunities to support the focus students to understand AND use feedback related to the learning objective(s).	The CTE teacher explains targeted support for one or both focus students to understand AND use feedback related to the learning objective(s).

Understanding Rubric Level Progressions: Rubric 13

The Guiding Question

The Guiding Question addresses how the CTE teacher explains how they will help focus students understand and use the feedback provided in order to improve their learning.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Assessment Commentary **Prompt 2c**

Evidence of Feedback (written, audio, or video)

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The CTE teacher explains planned or implemented opportunities for support for the focus students to understand OR use feedback related to at least one learning objective. This description needs to relate to the feedback given to one or both of the focus students. NOTE: The feedback may be given to the student as they are applying a technical or career readiness skill or academic concept with the expectation that they continue what they are doing for positive feedback and make a correction for identification of errors. Feedback given during a task may also be applied in a subsequent attempt.
- The description should be specific enough to understand what the CTE teacher and/or students are going to do or what they did. Otherwise, it is vague and the evidence should be scored at Level 2.
 - EXAMPLE of opportunities for supporting students to understand feedback: CTE teacher reviews work with whole class focusing on common mistakes or highlighting common strengths that explicitly includes content for which one or more focus students were given feedback.
 - EXAMPLE of opportunities for supporting students to understand feedback: "When Student 2 was planting a seed in the clip, I told them to stop watering the seed. To see if they understood why, I asked, 'Why do you think I asked you to stop watering, given what seeds need to germinate?' The student's answer told me that they understood the feedback."

- EXAMPLE of opportunities for supporting students to use feedback: The CTE teacher asks focus students to revise or redo their work using the feedback given and resubmit revised work, OR the CTE teacher asks a focus student to model a technique identified as a strength for a student struggling with it.
- EXAMPLE of opportunities for supporting students to use feedback: The CTE teacher gives focus students feedback during a first attempt at a task, and they apply it to a second attempt (either immediately or at a later time).

Below 3

Evidence that demonstrates performance below Level 3:

- Opportunities for support for focus students to understand or use feedback are superficially described or absent.

What distinguishes a Level 2 from a Level 3: At Level 2,

- The description of how focus students will be supported to understand or use feedback is general or superficial. Details about the support are missing or vague. For example, the CTE teacher wrote “Students will use the checklist to determine what they did correctly and incorrectly when completing the task. They will use the same skills in another task next week.”
- The use of feedback is not clearly related to the assessed learning objectives.

What distinguishes a Level 1 from a Level 2: At Level 1,

- Opportunities for understanding or using feedback are not described OR
- There is NO evidence of feedback for Rubric 12 for one or both focus students.

Above 3

Evidence that demonstrates performance above Level 3:

- Opportunities and/or support for the focus students to understand AND use feedback is explained in enough detail to understand how the focus students will develop in areas related to at least one learning objective.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The CTE teacher explains planned or implemented opportunities for supporting the focus students to understand AND use feedback to further develop their learning in relation to at least one of the learning objectives. These explanations need to relate to the feedback given to one or both of the focus students.
- The explanations of both understanding and use of feedback should be specific enough to understand what the CTE teacher and/or students are going to do.
 - EXAMPLE: A CTE teacher may work with focus students in a small group and reteach several skills or concepts they struggled with on their assessment (as noted by feedback given), such as guiding development of a list of what to think about when about to apply a skill or a T-chart or concept map for concepts. Next, students would be given an opportunity to revise or redo their work, using this support strategy. This example shows how a CTE teacher can help focus students understand their feedback in relation to partial understandings or misunderstandings and support them in using that feedback to enhance learning in relation to one

objective assessed. This type of planned support could take place with the whole class or subgroup as long as attention to one or more of the focus students' strengths or weaknesses is addressed in relation to the feedback given.

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets all of Level 4
AND

- The CTE teacher explains planned or implemented support for at least one focus student to understand and use feedback related to at least one learning objective in enough detail to understand how the focus student will develop in areas identified for growth and/or continue to deepen areas of strength.
- The support for understanding and feedback is specific to at least one of the strengths or needs identified in the focus student's feedback. It need not be individualized support, but it should be specifically targeted to a particular strength or need.

Assessment Rubrics continued

Rubric 14: Explaining Students' Use of Workplace Communication to Develop Career and Technical Education Skills

How does the CTE teacher explain and provide evidence of students' use of workplace communication to develop and apply technical, career readiness, and/or academic skills?

Level 1	Level 2	Level 3	Level 4	Level 5
The CTE teacher identifies students' communication that is unrelated or superficially related to workplace communication: - communication skill¹⁷ - terminology and/or symbols - written, visual, or verbal communication OR The CTE teacher's explanation of students' workplace communication use is not consistent with the evidence submitted.	The CTE teacher describes how students use only one component of workplace communication: - communication skill, OR - terminology and/or symbols, OR - written, visual, or verbal communication	The CTE teacher describes and provides evidence of students' use of - communication skill AND - terminology and/or symbols OR written, visual, or verbal communication.	The CTE teacher explains and provides evidence of students' use of - communication skill, AND - terminology and/or symbols, AND - written, visual, or verbal communication in relation to the learning of technical, career readiness, or academic skills.	Level 4 plus: The CTE teacher's explanation and evidence address the successes and challenges for students with a variety of communication learning needs.

¹⁷ The selected communication skill (e.g., describe, analyze, explain, interpret) is related to the learning task identified in Planning Commentary Prompt 4a.

Understanding Rubric Level Progressions: Rubric 14

The Guiding Question

The Guiding Question addresses how the CTE teacher explains and provides evidence of students' use of the identified components of workplace communication and how that use is related to the learning of technical, career readiness, and/or academic skills.

Key Concepts of Rubric:

Use the terms below and their definitions from the glossary as well as the [Workplace Communication Appendix](#) to further clarify concepts on Rubric 14.

- [Workplace communication](#)¹⁸
- [Workplace communication skill](#)
- [Terminology/symbols](#)
- [Written, visual, or verbal communication](#)

Primary Sources of Evidence:

Assessment Commentary **Prompt 3**

Evidence of Workplace Communication Use (student work samples, video evidence from Instruction video clips, and/or additional Workplace Communication Use clip from Assessment task)

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The CTE teacher explains and identifies specific evidence in the work samples or video clip(s) where students used or attempted to use the communication skill AND one additional component (terminology and/or symbols; written, visual, or verbal communication) that was identified in the Planning Commentary.
- It is not sufficient for the CTE teacher to reference an artifact and make a general statement, for example, "As seen in the work samples, the student used the terminology in their work." The CTE teacher must reference a specific type of workplace communication along with an example of the student use of that communication from the artifact.

¹⁸ Links to terms from the Career and Technical Education Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

- EXAMPLE: Business: “The student in the red shirt in the video used accurate terminology along with a respectful tone with their coworker while disagreeing with the opinion in their analysis when stating, ‘That’s interesting, but my findings showed something different. My analysis of the business plan found some discrepancies between the market analysis presented and the marketing plan shared.’”
- EXAMPLE: Child Development: “In the work sample for Student 3, they used a mixture of vocabulary and everyday language (sat close by, repeated what the student said, provided visuals) in her explanation of the strategies used to support the child’s learning.”

Below 3

Evidence that demonstrates performance below Level 3:

- The CTE teacher’s identification of students’ use of workplace communication is not aligned with the components of workplace communication or is limited to one component of workplace communication.

What distinguishes a Level 2 from a Level 3: At Level 2,

- The CTE teacher’s description and/or evidence of students’ use of workplace communication is limited to only one component (communication skill, terminology and/or symbols, or written, visual, or verbal communication). If the CTE teacher describes more than one component of workplace communication used by students, corresponding evidence is only cited for one component.

What distinguishes a Level 1 from a Level 2: At Level 1,

- The CTE teacher identifies student use of workplace communication that is unrelated or not clearly related to the identified workplace communication (communication skill, terminology and/or symbols, and written, visual, or verbal communication) addressed in the Assessment commentary.
- The CTE teacher’s description or explanation of student use of workplace communication is not consistent with the evidence provided.

Above 3

Evidence that demonstrates performance above Level 3:

- The CTE teacher identifies specific evidence of student use of multiple components of workplace communication in relation to the skills or concepts being developed or applied. These may address growth and/or struggles with understanding and/or using the workplace communication.
- The CTE teacher explains and provides evidence of success and struggles for students with distinct workplace communication needs.

What distinguishes a Level 4 from a Level 3: At Level 4,

- The CTE teacher identifies and explains evidence of how well students are able to use the communication skill, terminology and/or symbols, AND written, verbal, or visual forms of communication. The explanation uses specific evidence from the video(s) and/or work samples.
- The CTE teacher’s analysis includes how evidence of student communication use demonstrates growth and/or struggles in developing and applying technical skills, career readiness skills, or academic concepts.

- **EXAMPLE:** The CTE teacher notes that “In their diagrams (visual representation) of different blood cells and explanation of each blood cell and why they were important, all students could refer to blood cells using both medical and laymen terminology, like red blood cells (erythrocytes), white blood cells (leukocytes). All students were able to provide a diagram of all three cells, labeling each with its name, but only about half of the students created diagrams that showed some distinguishing characteristics of each cell (e.g., shape and color) that could have better supported their explanations for how they were different in form and function. As seen on Sample 2, all 3 cells are drawn with a correct title, but the white blood cells and platelets look almost identical. Most of the students could provide some explanation (communication skill: explain) of the differences between the 3 types of blood cells, like Sample 1. However, several students’ explanations of why blood cells were important was incomplete (e.g., could not explain the difference in life expectancy, the necessity of each type of blood cell—See Sample 2), indicating that some students still need support to develop their understanding of this part of the circulatory system.”

What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets all of Level 4
AND

- Explains and provides evidence of success and struggles of students with differing workplace communication needs.

Assessment Rubrics continued

Rubric 15: Analyzing Teaching Effectiveness

How does the CTE teacher propose changes to the learning segment to improve student learning related to performance on the assessment?

Level 1	Level 2	Level 3	Level 4	Level 5
The CTE teacher proposes changes unrelated to student performance on the assessment. OR Changes are not relevant to the learning objectives assessed.	The CTE teacher proposes changes to instruction that are superficially related to student learning needs (e.g., repeating instruction, pacing, classroom management issues).	The CTE teacher proposes changes that address students' collective learning needs related to performance on the assessment. The CTE teacher provides a vague explanation of how the changes would have improved student learning.	The CTE teacher proposes changes that address students' collective learning needs related to performance on the assessment. The CTE teacher provides a specific explanation of how the changes would have improved student learning.	The CTE teacher proposes changes that address individual and collective learning needs related to performance on the assessment. The CTE teacher provides a specific explanation of how the changes would have improved student learning.

Understanding Rubric Level Progressions: Rubric 15

The Guiding Question

The Guiding Question addresses how the CTE teacher uses conclusions from the analysis of student work to propose changes to the instruction in the learning segment to improve student learning. Next steps should be related to the standards/objectives assessed and based on student performance on the assessment that was analyzed.

Key Concepts of Rubric:

- N/A

Primary Source of Evidence:

Assessment Commentary **Prompt 4**

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Proposed changes to instruction focus on improvements to strengthen whole class performance on the assessment. The instructional changes are not specifically targeted for individual students or students with similar needs (including a need for greater challenge).
- The CTE teacher explains how the instructional changes might have improved student learning, but the explanation is vague.
 - EXAMPLE: “My analysis of the assessment over vital signs determined that the whole class could use additional training for measuring blood pressure. I would have taught how to obtain blood pressure by demonstrating common errors student made and explaining how this results in an incorrect reading, and then modeling the correct technique. Students will then practice on multiple classmates, with the student whose pressure is being measured giving feedback to the student doing the measuring. I will circulate to ensure that the feedback is accurate. This additional information and feedback would help students learn the correct technique.”.

Below 3**Evidence that demonstrates performance below Level 3:**

- The proposed changes to instruction are not directly focused on student learning needs that were identified in the analysis of the assessment related to the learning objectives assessed.
- The CTE teacher does not explain how the proposed changes might have improved student learning.

What distinguishes a Level 2 from a Level 3: At Level 2,

- The proposed changes to instruction are related to the analysis of student performance on the assessment and the learning objectives assessed.
- The proposed changes to instruction address improvements in the instruction that mainly focus on how the CTE teacher structures or organizes learning tasks that have a superficial connection to student learning needs. There is little detail on the next steps in relation to the student performance in the assessment. Examples include repeating the same instruction or focusing on improving conditions for learning such as pacing or classroom management or improving directions, with no clear connections to how the next steps address the student learning needs identified.

What distinguishes a Level 1 from a Level 2: There are **two different ways** that evidence is scored at Level 1:

1. The proposed changes to instruction **do not follow** from the analysis of student performance on the assessment. If none of the next steps are aligned with the analysis, this rubric cannot be scored above Level 1.
2. The proposed changes to instruction are **unrelated to the learning objectives** assessed. If none of the next steps are related to the learning objectives assessed (even as pre-requisite skills for the objective), this rubric cannot be scored above Level 1.

Above 3**Evidence that demonstrates performance above Level 3:**

- Proposed changes to instruction are based on the student performance on the assessment and include an explanation of how the changes might have improved students' individual or collective learning.

What distinguishes a Level 4 from a Level 3: At Level 4,

- Proposed changes to instruction focus on improvements to strengthen whole class performance on the assessment. The instructional changes are not specifically targeted for individual students or students with similar needs (including a need for greater challenge).
- The CTE teacher provides an explanation with specific examples of how the changes might have strategically supported student learning across the class.
 - EXAMPLE: Culinary arts, cooking a variety of egg types. "The assessment was an individual evaluation of the group product based on industry standards for the relevant egg style. Many teams struggled with the unfamiliar egg styles, appropriately awarding themselves low ratings. One change is I would make a video of my introductory lecture on the different egg types. The second thing I will do next time is to post notes

on the white board in the kitchen to supplement my lecture and the industry standard. I think this would provide an opportunity for students to refresh their memory about tips and technical requirements. The video could be used by students who feel that they need a refresher on the egg types that they have little experience with. This would lead to more engagement with how to cook the less common egg types and improve performance. The notes would serve much the same purpose.”

What distinguishes a Level 5 from a Level 4: At Level 5,

- The proposed changes to instruction address both whole class learning needs and the learning needs of individuals or a group of students with similar learning needs identified in the analysis of from their work samples.
 - **EXAMPLE:** Accounting, entering transactions in a double entry accounting system. “Students struggled to master the various formatting conventions. I would have provided a graphic of a series of transactions with labels so students would learn appropriate formatting—how to write dates correctly, how to line up debt accounts, and how to indent credit accounts. Some students were confused about the two types of ‘on accounts.’ I would provide a handout that defines ‘account payable (-)’ and ‘account receivable (+),’ shows whether they are an asset or a liability to the business, and provides examples. An ‘account payable’ is a loan or expense you need to pay and ‘account receivable’ is when you have sold something and expect payment.

My English Learners struggled to take notes in English, so I would have provided them graphic organizers with the key ideas in English. They can take notes in Spanish or English, but the key points would be evident. This would also help other students who struggle with notetaking. Finally, for students like the one this semester with the IEP who have trouble remembering the steps, I would create a checklist that walks through the steps for a T-account: First, write the date, then the debiting, then the crediting, and last, enter the source document.

Basically, these resources should support students as they learn and practice applying accounting concepts and formatting conventions. The notetaking graphic organizer and the checklist reduce how much a student has to think about and remember while taking notes and doing assignments. Hopefully, they would allow students to internalize the concepts and formatting conventions over time.”

Career and Technical Education Evidence Chart

Your evidence must be submitted to the electronic portfolio management system used by your teacher preparation program. If you are not affiliated with a teacher preparation program, then follow the instructions for unaffiliated candidates on www.edtpa.com. Your submission must conform to the artifact and commentary specifications for each task. Your submission must conform to the artifact and commentary specifications for each task. This section provides instructions for all evidence types as well as a description of supported file types for evidence submission, number of files, response lengths, and other information regarding format specifications. **Note that your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.** If you have materials that must be translated into English as per the edTPA Submission Requirements found on www.edtpa.com, those translations should be added to the original materials as part of the same file or, if applicable, to the end of the commentary template. There is no page limit for required translations into English.

Planning Task 1: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Context for Learning Information (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages , including prompts	- Use Arial 11-point type. - Single space with 1-inch margins on all sides.
Part B: Lesson Plans for Learning Segment (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 2 pages for each lesson	- Submit 3–5 lesson plans in 1 file. - Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.). - All reasoning or explanation for plans should be written in the Planning Commentary and removed from lesson plans.
Part C: Instructional Materials	.doc; .docx; .odt; .pdf	1	1	No more than 3 pages of KEY instructional materials per lesson plan	- Submit all materials in 1 file. - Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.). - Order materials as they are used in the learning segment.

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Planning Task 1: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part D: Planned Assessments	.doc; .docx; .odt; .pdf	1	1	No limit	- Submit assessments in 1 file. - Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.). - Order assessments as they are used in the learning segment.
Part E: Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 7 pages of commentary, including prompts	- Use Arial 11-point type. - Single space with 1-inch margins on all sides. - Respond to prompts before teaching the learning segment.

Instruction Task 2: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Video Clips ¹⁹	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	2	2	Running time no more than 20 minutes combined (If the combined running time is less than 3 minutes, the clips will not be scored.)	- Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear in the video. - When naming each clip file, include the number of the lesson shown in the video clip. Clip 1 should show you interacting with the whole class/group (minimum of 4 students) to develop technical skills, career readiness skills, and/or academic concepts in a work-related context (e.g., an interactive lecture or demonstration). Clip 2 should show you interacting with individuals and/or small groups of students as they are completing a work-related task that requires the use of critical thinking or problem solving and the application of technical skills, career readiness skills, and/or academic concepts (e.g., “guided practice”). - Make sure your videos adhere to the following requirements: - A video clip must be continuous and unedited, with no interruption in the events. - You and your students must be seen and heard on the video clips you submit. Your face must be shown in at least one clip. - If most of the audio in a clip cannot be understood by a scorer, submit another clip. - If there are occasional audio portions of a clip that cannot be understood that you want to use as evidence, do one of the following: (1) provide a transcript with time stamps of the inaudible portion and refer to the transcript in your response; (2) embed quotes with time-stamp references in the commentary response; (3) insert captions in the video (captions for this purpose will be considered permissible editing).

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¹⁹ **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on the www.edtpa.com for the current requirements.

Instruction Task 2: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Video Clips (continued)					■ If you have accidentally included individuals for whom you do not have permission to film in the video clips you plan to submit, you may use software to blur the faces of these individuals. This is not considered editing. Other portions of the submitted video clips, including the classroom, your face, and the faces of individuals for whom you have obtained permission to record, should remain unblurred. ■ Do not include the name of the state, school, or district in your video. Use first names only for all individuals appearing in the video unless this conflicts with school policy.
Part B: Instruction Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 5 pages of commentary, including prompts If needed, no more than 2 additional pages of supporting documentation	■ Use Arial 11-point type. ■ Single space with 1-inch margins on all sides. IMPORTANT: ■ If needed, insert documentation (no more than 2 pages) at the end of the commentary file: ■ digital copies of graphics, texts, or images that you or the students are using that are not clearly visible in the video ■ a transcript for occasionally inaudible portions of the video ■ These additional pages do not count toward the commentary page limit. ■ If submitting documentation, include the video clip number, lesson number, and explanatory text (e.g., “Clip 1, lesson 2, text from a whiteboard that is not visible in the video,” “Clip 2, lesson 4, transcription of a student response that is inaudible”).

Assessment Task 3: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Student Work Samples ²⁰	For written work samples: .doc; .docx; .odt; .pdf For audio work samples: asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma For video work samples: asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	2	4	No page limit for written work samples No more than 5 minutes total running time per focus student for video or audio	- Use correction fluid, tape, or a felt-tip marker to mask or remove students' names, your name, and the name of the school before copying/scanning any written work samples. If your students' writing is illegible, write a transcription directly on the work sample. - On each written work sample, indicate the student number (Student 1 Work Sample or Student 2 Work Sample) OR Feedback Work Sample for the work sample corresponding to the feedback. - If more than one student appears in a video or audio work sample, upload the same work sample separately for each focus student or student receiving feedback who is seen/heard and label appropriately. Describe how to recognize each of the focus students or the student receiving the feedback in the clip and provide the label associated with the clip in prompt 1d of the Assessment Commentary. - If a video or audio file exceeds 5 minutes, then edit it to show how well the work sample meets the evaluation criteria. You may use multiple clips in a single file. - If a work sample includes both video/audio and text, then submit the text file and video/audio file separately for each focus student. Otherwise, submit either one written OR one video OR one audio work sample for each focus student. - When naming each work sample file, include the focus student number. - If the work sample is a physical product, submit a digital image inserted into one of the supported file types.

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²⁰ **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Student Work Samples (continued)					If you submit a student work sample as a video or audio clip and comments made by you or the relevant student in the work sample cannot be clearly heard, do one of the following: (1) attach a transcription of the inaudible comments (no more than 2 additional pages) to the end of the Assessment Commentary (these pages will not count against the commentary page limit); (2) embed quotes with time-stamp references in the commentary response; or (3) insert captions in the video (captions for this purpose will be considered permissible editing).
Part B: Evidence of Feedback ²¹ And, if included, video evidence of student use of workplace communication	For written feedback not written on the work samples: .doc; .docx; .odt; .pdf For audio feedback: asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma For video clips (feedback and/or workplace communication use): asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	0	5	No page limit for written feedback No more than 3 minutes per focus student for video or audio feedback No more than 5 minutes total for video evidence of student workplace communication	- Document the location of your evidence of feedback in the Assessment Commentary. - If feedback is not included as part of the student work samples, submit only 1 file for each focus student—a document, video file, OR audio file—and label the file with the corresponding student number (Student 1 Feedback or Student 2 Feedback). - If you submit feedback as a video or audio file or a video for workplace communication (see below) and comments made by you or the focus student cannot be clearly heard, do one of the following: (1) attach a transcription of the inaudible comments (no more than 2 additional pages) to the end of the Assessment Commentary (these pages will not count against the commentary page limit); (2) embed quotes with time-stamp references in the commentary response; or (3) embed captions in the video (captions for this purpose will be considered permissible editing). For Workplace Communication—If you choose to submit a video file of student use of workplace communication, it should be no more than 5 minutes and can consist of multiple clips. You may identify portions of clips provided for Instruction Task 2 or submit one or more entirely new clips.

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²¹ **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part C: Assessment Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 8 pages of commentary, including prompts Plus ■ no more than 5 additional pages for a blank copy of a written assessment or directions given to students for a performance assessment ■ if necessary, no more than 2 additional total pages of transcription of video/audio evidence for a work sample and feedback, and/or video evidence of workplace communication use	■ Use Arial 11-point type. ■ Single space with 1-inch margins on all sides. IMPORTANT: Insert a blank copy of the chosen assessment, including directions/prompts provided to students.
Part D: Evaluation Criteria	.doc; .docx; .odt; .pdf	1	1	No limit	

Career and Technical Education Glossary

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

504 plan: Students with 504 plans do not require specialized instruction but do have a disability that requires accommodations to provide access to full participation in the class (e.g., a student in a wheelchair may need the classroom space to be rearranged in order to access materials and move about). The 504 plan identifies supports to be provided and barriers to be removed. Like IEPs, relevant accommodations in a 504 plan are legally required to be provided by the student's teacher. A classroom teacher should ask a special education teacher or an administrator at their school if any of the students in their class have a 504 plan to identify the required accommodations.

academic concepts: Central concepts from disciplines (e.g., English/language arts, science, art) that are relevant to the technical or career readiness skills being developed and applied in realistic settings or work-related scenarios. Examples include academic concepts and their work-related contexts include line, color, texture (interior decoration; advertising); properties of metals (welding); consideration of audience (resume, job interview). Academic concepts are about the knowledge needed, while the technical or career readiness skills are how you **apply** that knowledge.

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

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

assessment (formative and summative): “[R]efer[s] to all those activities undertaken by teachers and by their students . . . that provide information to be used as feedback [for both students and teachers] to modify teaching and learning activities.”²² Assessments provide evidence of students’ prior knowledge, thinking, or learning. Teachers use assessments to evaluate what students understand and how they are thinking at a given point in time for the purpose of promoting student learning. Formative assessments are intended to check on students’ developing knowledge and abilities to make sure they are on track to reach learning objectives. They may include such things as teacher questions and student responses during instruction and teacher observations of students as they work or perform as well as quizzes, oral questions of students, out-of-school assignments, journals, and progress checks on projects and performance tasks. Formative assessment can either focus on practice tasks similar to the final task or on intermediate knowledge and skills needed to reach more long-term learning goals. Summative assessments provide evidence of students’ knowledge and skills at a time when it is expected that most will have met the learning goals.

²² Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.

assets (knowledge of students):

- **personal:** Refers to specific background information that students bring to the learning environment. Students may bring interests, knowledge, everyday experiences, family backgrounds, and so on, which a teacher can draw upon to support learning in the career area.
- **community:** Refers to common backgrounds and experiences that students bring from the community where they live, such as resources, local businesses, community events and practices, and so on, that a teacher can draw upon to support learning in the career area.

CTE teachers use student assets to help students learn, e.g., by using familiar contexts or analogies to common experiences or by asking students to share their work outside of school/in the community or hobbies related to the career cluster to facilitate other students' learning.

career exploration: Courses that address general career and technical education knowledge and skills that cut across career areas, e.g., researching careers that match a student's interests and skills they'd like to develop or explore further, writing resumes, interviewing for jobs, developing financial literacy skills related to being prepared for work like balancing a bank account.

career readiness skills: Skills for employment that are applicable to most careers. They include interpersonal skills, personal qualities (e.g., self-discipline, flexibility, ability to work independently), resource management (time, money, materials, personnel), information use, communication skills, technology use, systems thinking, generalized critical thinking skills, and applied general academic skills such as use of grammar or critical thinking.²³

central focus: The central focus is an overarching idea, topic, theme, or performance task you use to teach the important skills and core concepts that you want students to develop and apply within the learning segment. The central focus should align with standards and learning objectives, and address the CTE components in the learning segment (development and application of technical skills, career readiness skills, and/or academic concepts in a work-related context). Examples of a central focus might be editing the color in a film, designing an exhibition building for the school, producing a part to specifications, applying design concepts (space, line, color, texture) to design a room décor, using factors affecting germination to develop a plan for tending particular kinds of plants in a greenhouse, researching career clusters that match one's interests, or writing a resume for a student-selected job or occupation.

commentary: Submitted as part of each task and, along with artifacts, make up your evidence. The commentaries should be written responses to questions to explain the reasoning behind your teaching decisions and to analyze and reflect on what you have learned about your teaching practice and your students' learning. Commentaries are submitted on templates, which are available either from a program with which you are affiliated or, for unaffiliated CTE teachers, from www.edtpa.com.

consecutive lessons: Lessons that continue CTE instruction from the previous lesson. If a lesson in a sequence does not take place the next school day after the previous lesson—for

²³ Based on the U.S. Department of Education, Office of Career, Technical, and Adult Education Employability Framework at https://s3.amazonaws.com/PCRN/docs/Employability_Skills_Framework_OnePager_20180212.pdf

example, due to an assembly, state testing, instruction on an unrelated topic, or block scheduling—then the next lesson that continues the instruction is the next lesson in the sequence.

deficit thinking: Thinking that is revealed when CTE teachers explain low performance based primarily on students' backgrounds, the challenges they face outside of school, their work habits, or from lack of family support, or general ability (e.g., these students just can't do the work and probably will always struggle). When this thinking leads to a pattern of low expectations, not taking responsibility for providing appropriate support, or not acknowledging any student strengths, this is a deficit view.

engaging students in learning: Using teaching and motivational strategies that actively involve students in learning tasks that increase their knowledge, skills, and abilities related to specific learning objectives. Engagement in learning contrasts with student participation in learning tasks that do not increase student learning because they are not well designed and/or implemented.

evaluation criteria: Performance indicators or dimensions that are used to assess evidence of student learning. They indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the student's degree of success on an assessment. Evaluation criteria can be represented in various ways, such as

- a rubric,
- a point system for different levels of performance, or
- rules for awarding full versus partial credit.

Evaluation criteria may examine such things as correctness/accuracy, cognitive complexity, innovation or craftsmanship, or quality of problem-solving strategies.

evidence: Consists of artifacts and commentaries. **Artifacts** document how you planned and implemented instruction. **Commentaries** explain your plans and what is seen in the videos or examine what you learned about your teaching practice and your students' learning. Evidence should demonstrate your ability to

- design lesson plans with instructional supports that deepen student learning,
- use knowledge of your students to inform instruction,
- foster a positive learning environment that promotes student learning,
- monitor and assess student progress toward learning objectives, and
- analyze your teaching effectiveness.

Your evidence must be submitted electronically using the Pearson ePortfolio System or a similar approved system used by the program with which you are affiliated.

IEP: Individualized Education Plan. Students with an identified disability have an Individualized Education Plan (IEP) that includes individualized learning goals and objectives as well as supports that are legally required to be provided to the student. IEPs are typically developed by a committee that includes a special educator, one or more teachers, and the parents/guardians. Not all of the IEP may be relevant to every class; for example, if the learning segment does not require reading, the goals and modifications and/or accommodations for reading are not relevant. A classroom teacher should ask a special education teacher or an administrator at their school if any of the students in their

class have an IEP and identify the relevant learning goals and required supports for each student with an IEP.

learning environment: The physical and emotional context that you design, establish, and maintain throughout the learning segment. The learning environment should provide a positive and productive learning experience for students.

learning objectives: Student learning outcomes to be achieved by the end of the lesson or learning segment.

learning segment: A set of 3–5 lessons that build one upon another toward a central focus, with a clearly defined beginning and end. For lessons occurring in a large block of time, it is 3–5 hours of lessons.

learning task: Includes activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to one or more specific learning objectives. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment. Examples of learning tasks include

- interpreting a simulated data sheet,
- diagnosing and fixing a car problem,
- applying a protocol to shave a patient prior to surgery, and
- applying search terms to efficiently find educational requirements for a career cluster on the Internet.

meaning making: The process by which learners make connections with prior knowledge and experiences (i.e., interpreting texts; composing texts; engaging in research; participating in discussions; speaking with others; and listening to, viewing, and giving presentations) and actively construct knowledge by engaging with content in a meaningful and relevant way.

patterns of learning: What individuals or groups generally understood and what a number of students were still struggling to understand. Quantitative patterns indicate how many students displayed the same understanding or struggled based on the assessment (e.g., 10 out of 15 students or 20% of the students). Qualitative patterns include descriptions of understandings, misunderstandings, and/or partial understandings that could explain the quantitative patterns (e.g., “given that most students were able to . . . it seems that they understand...” or “this group of students makes [a type of error], which suggests that they do not understand...”).

prerequisite skills: Skills needed to accomplish the planned learning tasks that most students are expected to bring to the learning segment. Prerequisite skills form the foundation on which new learning is to be developed. Students who have not learned these skills will need special support during the learning segment to develop them as they are learning the new skills.

prior learning: Includes

- what students have previously learned (not just been exposed to, but learned) in the course or in previous courses,
- skills they have developed in school or through work or hobbies outside of school, and
- experiences they are familiar with that they can use to understand content or apply skills.

The prior learning must be relevant to the learning objectives for the learning segment.

Examples include

- knowing how to order fractions to increase or decrease the size of a part,
- experience with successfully growing plants outside of school, or
- knowledge of how to use personal protective equipment and basic precautions to protect against infectious diseases.

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

reasoning [for teaching decisions]: The principle or justification for a planning, instructional, or assessment choice or decision made by the CTE teacher or why the choice or decision is appropriate for these students at this point in time.

respect: Positive regard for the ideas, feelings, experiences, or traditions of students, and specific actions and conduct representative of that regard. Even though student ideas may be incorrect or feelings may not be functional for the individual or group, respect means that they are treated as opportunities for learning. Note that respectful actions and conduct may be context dependent (e.g., looking someone in the eye when speaking to them is respectful in some social groups and disrespectful in others).

rubrics: Specific evaluation criteria used to indicate understanding and/or performance at increasing levels of accomplishment. For example, rubrics are used to score your performance on edTPA. These rubrics are included in the handbook, following the directions for each task. The descriptors in the five-level rubrics address a wide range of performance, representing the knowledge and skills of a novice CTE teacher not yet meeting teaching standards n (Level 1) to the advanced practices of a highly accomplished beginner (Level 5).

supports for learning: Teaching strategies, learning tasks, and resources that are deliberately selected or designed to facilitate student learning of standards or learning objectives. Supports are intended to provide every student, regardless of previous learning or experience, an opportunity to accomplish rigorous learning objectives and demonstrate their learning. Some supports for learning will be general for most or all of the class, and some will be particular to specific student needs, e.g., English learners for understanding and using workplace communication in English, students who need to develop prerequisite skills as well as the skills targeted in the learning segment, students who need an alternative to written text, alternate ways for students needing specific accommodations or assistive technology to demonstrate the learning.

Example of supports for learning include:

- **Teaching strategies:** Modeling with explanations of what is important to pay attention to, pulling students with a similar need into a small group for additional instruction.
- **Learning tasks and resources:** Resources include industry standards for a product or process, flow charts to sequence steps and illustrate how one step leads to another, contrasting materials selected to illustrate different approaches or effects, workplace scenarios to practice making important decisions, posters with new terminology and symbols illustrated by examples or pictures.

technical skills: Practical knowledge needed to perform work-specific tasks or processes. The skills can be specialized or general. Examples of specialized technical skills include choosing and interpreting diagnostic tests on an engine to fix a problem, a technique for washing hands to prevent transmission of germs, following proper procedures for installing a roof that will prevent future problems. Specific technical skills are often required for certification in a career pathway or OSHA certification. Examples of general technical skills include drafting a resume for a specific job or occupation, using a search engine to gather information about careers from the Internet, and using important distinctions to compare characteristics and requirements of different careers.

variety of learners: Students in your class/group who may require different strategies or support. These students include but are not limited to students with IEPs or 504 plans; English learners; struggling readers; underperforming students or those with gaps in technical, professional, or academic knowledge; and/or gifted students.

workplace communication: Has several components, including **workplace communication skills, terminology/symbols, and written, visual, or verbal communication**, that students need to understand and use to be successful in a workplace environment. Students must understand and use workplace communication to express their knowledge of technical skills, career readiness skills, and academic concepts necessary in work-related contexts. They also need to be able to speak, write, read, and create visuals/products in an organized manner while accurately using the terminology, symbols, and other knowledge related to products and services in the specific CTE career field. For more examples, see the Career and Technical Education Workplace Communication Handout.

- **workplace communication skill:** In the workplace and the CTE classroom, students communicate for different reasons using workplace communication skills, which are often identified by the active verbs within the learning objectives. Examples include the need to “explain” something to a client; “evaluate” their peer’s work; or “describe” how they approach a problem to an employer. This communication skill influences the rest of the components of communication students will use, including the terminology or symbols to be included, and the verbal, written, and visual modes of communication that will need to be called upon as they explain, evaluate, or describe.
- **terminology/symbols:** The technical vocabulary and/or symbols that students need to use to clearly communicate with employers, supervisors, co-workers, or clients.
- **written, visual, or verbal communication:** Forms, formats, protocols, and conventions for communicating within the workplace or about career exploration that help organize the communication. This includes how students need to speak, what

they will need to write and read, and visual/media text they will need to create, understand, or complete. For example:

- Verbal communication: presenting to clients, discussing ideas and solving problems with co-workers, or interviewing with potential employers
- Written and visual communication: writing reports or invoices; sketching designs/blueprints/storyboards; creating physical or electronic graphs, graphics, and visually based presentations
- Reading: accessing information in technical manuals or information from Internet searches; interpreting graphics, diagrams/blueprints, maps, or media texts
- **supports for workplace communication:** The scaffolds, representations, and teaching strategies teachers use or provide to **support** students in understanding and authentically using workplace communication as they engage in the identified task. The supports planned within the lessons in edTPA should directly support students to understand and use each component of workplace communication (workplace communication skill; terminology and/or symbols; and written, visual, or verbal communication) to deepen student development and application of the technical skills, career readiness skills, and academic concepts.

work-related: There is an explicit relationship between technical, professional, and/or academic skills and meaningful workplace practices, authentic work decisions, or career choice.

- **work-related context:** An actual or simulated situation relevant to a workplace or career. Examples include apprenticeships, working in simulated workplaces with authentic equipment, using protocols from a particular career pathway, problem-solving situations requiring management or the application of technical skills particular to a career pathway, or career exploration.
- **work-related task:** Tasks that include actual or simulated processes, interactions, audiences, or decision-making contexts that are found in a workplace or in career exploration. These include tasks where students:
 - use materials and resources (protocols, forms, documents, software, machinery, tools, etc.),
 - respond to scenarios or sets of scenarios that present decision-making contexts, and/or
 - interact with real or simulated role groups in the work-related context, e.g., clients, potential employers, co-workers, supervisors, etc.

Appendix: Workplace Communication

Components of Workplace Communication

I. Communication Skills

Definition	Examples (bolded and underlined within learning objectives)
Communication skills are used within the workplace and CTE classroom to communicate ideas and show understanding of content and often identify the reason for communicating. These skills are often represented by the active verbs within the learning outcomes.	Learning Objective: - Students will be able to <u>explain</u> the work performed to a client. - Students will be able to <u>evaluate</u> the quality of their own work against industry criteria. - Students will be able to <u>analyze</u> the problem with an engine with a peer.

II. Terminology/symbols—Includes words, phrases, and symbols used within the career cluster to communicate with employers, supervisors, co-workers, or clients

Definition	Examples
Words and phrases with subject-specific meanings that differ from meanings used in everyday life	table, ruler, square, patient, mood, set, balance, mold
General workplace terminology used across career clusters	compare, analyze, evaluate, describe, sequence, classify, protocol
Career-specific terminology and/or symbols defined for use in the workplace	circuit, blueprint, cost manual, alloy, teleprompter, hygiene

III. Written, visual, or verbal communication

Definition	Examples
The forms, formats, protocols, and conventions for communication in the workplace or about career exploration that help organize communication. This includes how professionals speak, what they need to write and read and the visual/media text they need to create, understand, or complete.	- Verbal communication: presenting to clients, solving problems with co-workers, or interviewing with potential employer - Written and visual communication: writing reports or invoices; sketching designs/blueprints/storyboards; creating physical or electronic graphs, graphics, and visually based presentations; Reading: accessing information in technical manuals or information from Internet searches; interpreting graphics, diagrams/blueprints, or maps

Example of Planned Supports for Workplace Communication

When planning supports for workplace communication, start by examining a key standard or learning objective. The chart below identifies sample types of workplace communication with related examples of supports based on one selected learning objective in hospitality and tourism.

Example learning objective: Students will analyze current diet trends and determine if they are consistent with or contrary to approved dietary guidelines.

Identified Component of Workplace Communication	Planned Language Development Supports
Analyze (Workplace Communication Skill)	Model how to analyze a current low-fat, low-carb diet using protocol based on approved dietary guidelines Provide analysis protocol to student
Ketosis, protein, fat, net carbs, macro nutrients (Terminology)	Review and discuss key terminology and symbols with class
Report on a low-fat, low-carb diet (Written Communication)	Provide an example of completed report based on analysis of a low-fat, low-carb diet shared and discussed with students—also to be used for future reference as they complete their analysis and report on a different diet.