



Education Specialist, Literacy: MMSN/ESN

Assessment Handbook

Version 01

For California Candidate ONLY

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. This version of the handbook has 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. All contributions are recognized and appreciated.

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Contents

Purpose and Overview of edTPA Education Specialist, Literacy: MMSN/ESN	1
Purpose	1
Overview of the Assessment	1
Understanding Rubrics	3
Helpful Resources	4
Candidate Support Webinar: Introduction to edTPA	4
Planning Task 1: Planning for Literacy Instruction and Assessment.....	5
Understanding High-Quality, Evidence-Based Literacy Instruction and Language Development in edTPA	5
Integrating Across All Disciplines.....	5
Meaning Making	6
Foundational Skills	6
Multi-Tiered System of Supports	7
Language Development	7
Effective Expression	8
Literacy-Related Communication	8
What Do I Need to Do?	9
Candidate Support Webinar: Task 1: Planning for Instruction and Assessment Overview and Key Decisions	13
How Will the Evidence of My Teaching Practice Be Assessed?	13
Planning Rubrics	14
Rubric 1: Planning for Alignment and Development of Knowledge and Skills	14
Understanding Rubric Level Progressions: Rubric 1	15
Rubric 2: Planning Support for the Focus Learner	18
Understanding Rubric Level Progressions: Rubric 2	19
Rubric 3: Justification of Instruction and Support	22
Understanding Rubric Level Progressions: Rubric 3	23
Rubric 4: Supporting the Focus Learner's Use of Communication Skills.....	25
Understanding Rubric Level Progressions: Rubric 4	26
Rubric 5: Planning Assessments to Monitor and Support Learning.....	28
Understanding Rubric Level Progressions: Rubric 5	29
Instruction Task 2: Instructing and Engaging the Focus Learner	31
What Do I Need to Do?	31
Candidate Support Webinar: Task 2: Instructing and Engaging Students in Learning Overview and Key Decisions	34
How Will the Evidence of My Teaching Practice Be Assessed?	34
Instruction Rubrics	35
Rubric 6: Learning Environment	35
Understanding Rubric Level Progressions: Rubric 6	36
Rubric 7: Engaging the Focus Learner	39
Understanding Rubric Level Progressions: Rubric 7	40
Rubric 8: Deepening Learning	43
Understanding Rubric Level Progressions: Rubric 8	44
Rubric 9: Supporting Teaching and Learning	46
Understanding Rubric Level Progressions: Rubric 9	47
Rubric 10: Analyzing Teaching Effectiveness.....	49
Understanding Rubric Level Progressions: Rubric 10	50
Assessment Task 3: Assessing Learning.....	52
What Do I Need to Do?	52
Candidate Support Webinar: Task 3: Assessing Student Learning Overview and Key Decisions	54
How Will the Evidence of My Teaching Practice Be Assessed?	54
Assessment Rubrics	55
Rubric 11: Analyzing the Focus Learner's Performance.....	55
Understanding Rubric Level Progressions: Rubric 11	56
Rubric 12: Providing Feedback to Guide Further Learning.....	58
Understanding Rubric Level Progressions: Rubric 12	59
Rubric 13: Learner Understanding and Use of Feedback.....	61
Understanding Rubric Level Progressions: Rubric 13	62
Rubric 14: Explaining the Focus Learner's Use of Communication	64
Understanding Rubric Level Progressions: Rubric 14	65

Rubric 15: Using Assessment to Inform Instruction	67
Understanding Rubric Level Progressions: Rubric 15	68
Education Specialist, Literacy: MMSN/ESN Evidence Chart.....	70
Planning Task 1: Artifacts and Commentary Specifications.....	70
Instruction Task 2: Artifacts and Commentary Specifications	72
Assessment Task 3: Artifacts and Commentary Specifications	73
Education Specialist, Literacy: MMSN/ESN Glossary	77
Appendix A: Crosscut of Themes, Strands, and Parts	83
Appendix B: Foundational Skills Across the Multiple Subject Grade Span	86
Appendix C: Communication Skills Related to Academic Language	91

Purpose and Overview of edTPA Education Specialist, Literacy: MMSN/ESN

Purpose

The purpose of edTPA Education Specialist, Literacy: Mild/Moderate Support Needs and Extensive Support Needs (MMSN/ESN) is to measure a candidate's readiness to teach learners with identified disabilities. The assessment is designed with a focus on learning and principles from research and theory. It is based on findings that successful teachers

- develop and apply knowledge of varied learner needs
- consider research and theory about how to support learners with varied needs
- develop learner knowledge and skills using individualized education program/plan (IEP)¹ goals, content standards, learning goals, and ongoing assessments
- provide instruction that meets individual needs with adaptations and accommodations
- attend to generalization and maintenance of newly learned knowledge and skills
- reflect on and analyze evidence of the effects of instruction and other planned supports, and use this information to inform future instruction and selection of instructional content

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and learning in authentic ways.

Overview of the Assessment

This handbook includes all materials, directions, and rubrics for the three tasks within the Education Specialist, Literacy: MMSN/ESN assessment listed below:

- **Task 1**—Planning for Literacy Instruction and Assessment
- **Task 2**—Instructing and Engaging the Focus Learner
- **Task 3**—Assessing Literacy Learning

The prompts for each task are included in separate templates available in your account.

All three tasks are requirements for licensure in California. As you prepare your evidence for these tasks, you will document and demonstrate your teaching and your analysis of student learning.

Your preparation program advisor will advise you when Tasks 1–3 need to be completed to meet program requirements. All tasks must be completed within a formal teaching experience wherein you have regular opportunities to teach lessons and carry out assessments with a focus learner.

¹ An individualized education program/plan sets forth learning goals and required special instruction and related services for an individual learner with a disability. When capitalized, it refers to a plan required under the Individuals with Disabilities Education Act (IDEA). For children under 2, the plan is the Individual Family Service Plan (IFSP), which includes, in part, plans for interventions and direct support by the early interventionist for the learning and development of young learners (as opposed to family supports, which are also included in the IFSP). Some private facilities are not subject to IDEA and develop their own programs/plans for individual learners. If your focus learner has an IFSP or another individualized program/plan other than an IEP, use elements of this program/plan when responding to prompts and directions about an IEP.

You should plan and instruct as you normally would teach. However, for this assessment, you will develop **an in-depth case study of one learner (your focus learner) from your class, group, or caseload**. You must select a focus learner (1) with an identified disability; (2) who is an English learner; and (3) who is from an underrepresented group or a group that needs to be served differently. If there are no English learners in the placement, you must choose a focus learner who is challenged by academic English, including early literacy.

You will **identify one high-quality, evidence-based literacy learning goal for the focus learner and plan and provide supports related to that learning goal**. Candidates must select a learning goal that addresses a **foundational skill** consistent with recommendations provided by the [International Reading Association \(2010\) for literacy professionals](#), the [California English Language Arts/English Language Development \(CA ELA/ELD\) Framework](#), the [K–12 ELA/Literacy Standards](#), the [California Dyslexia Guidelines](#), and the [Preschool/Transitional Kindergarten Learning Foundations](#) for candidates placed in TK.

Planned supports can include the learning environment, applied principles of Universal Design for Learning and multi-tiered system of supports, California Dyslexia Guidelines,² instructional strategies, learning tasks, materials, accommodations, modifications, assistive technology, prompts, and/or scaffolding that are deliberately selected or designed to facilitate learning of the targeted knowledge and skills.

Once you have identified your focus learner and the literacy learning goal, you will plan **3–5 consecutive lessons** (referred to as a learning segment).

Each lesson will have a lesson objective and planned supports designed to meet the needs of the focus learner with respect to the high-quality, evidence-based literacy learning goal. The learning segment may take place within a larger unit of instruction and, as a result, may be derived from the broader curriculum content you are teaching in your placement. The learning segment must be designed to

- use baseline data to support the focus learner to access content and demonstrate their learning related to the high-quality, evidence-based literacy learning goal and
- reflect IEP-identified adaptations of the learning environment, content, and instructional strategies.

If the focus learner has an academic IEP goal related to literacy, the literacy learning goal should align to the related IEP literacy goal and, as applicable, relevant academic or nonacademic standards.

If the focus learner does not have an academic IEP goal related to literacy but has other academic IEP goals, the literacy learning goal should align to reading, writing, speaking, or listening in a content area in which they do have an IEP goal and, as applicable, relevant academic or nonacademic standards.

The terms *reading*, *writing*, *listening*, and *speaking* should be broadly interpreted. For example, *reading* could include the use of braille, screen-reader technology, or other communication technologies or assistive devices, while *writing* could include the use of a scribe, computer, or speech-to-text technology. In a similar vein, *speaking* and *listening* could include American Sign Language, sign-supported speech, or other means of communication.

² <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

After planning the learning segment, you will then teach it, making a videorecording that centers on your interactions with the focus learner during instruction **within the usual setting**. You will also keep a daily assessment record to monitor the focus learner's progress toward the **high-quality, evidence-based** literacy learning goal as demonstrated by their performance in relation to the lesson objectives.

Education Specialist, Literacy Learning Segment Focus

Candidate's instruction should provide access to the curriculum content reflected in the learning segment and support the focus learner, as needed, to learn the content/skills and demonstrate their learning.

If your program requires you to submit artifacts and commentaries for official scoring, refer to www.edTPA.com for complete and current information before beginning your work and to download templates for submitting materials. The website contains information about the registration process, submission deadlines, submission requirements, withdrawal/refund policies, and score reporting. It also provides contact information should you have questions about your registration and participation in edTPA.

When submitting to the Pearson ePortfolio System via www.edTPA.com or to an integrated platform provider's system, follow the submission guidelines as documented in the [Evidence Chart](#). Artifacts and commentaries that you submit for each task will be evaluated using rubrics specifically developed for each task.

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).

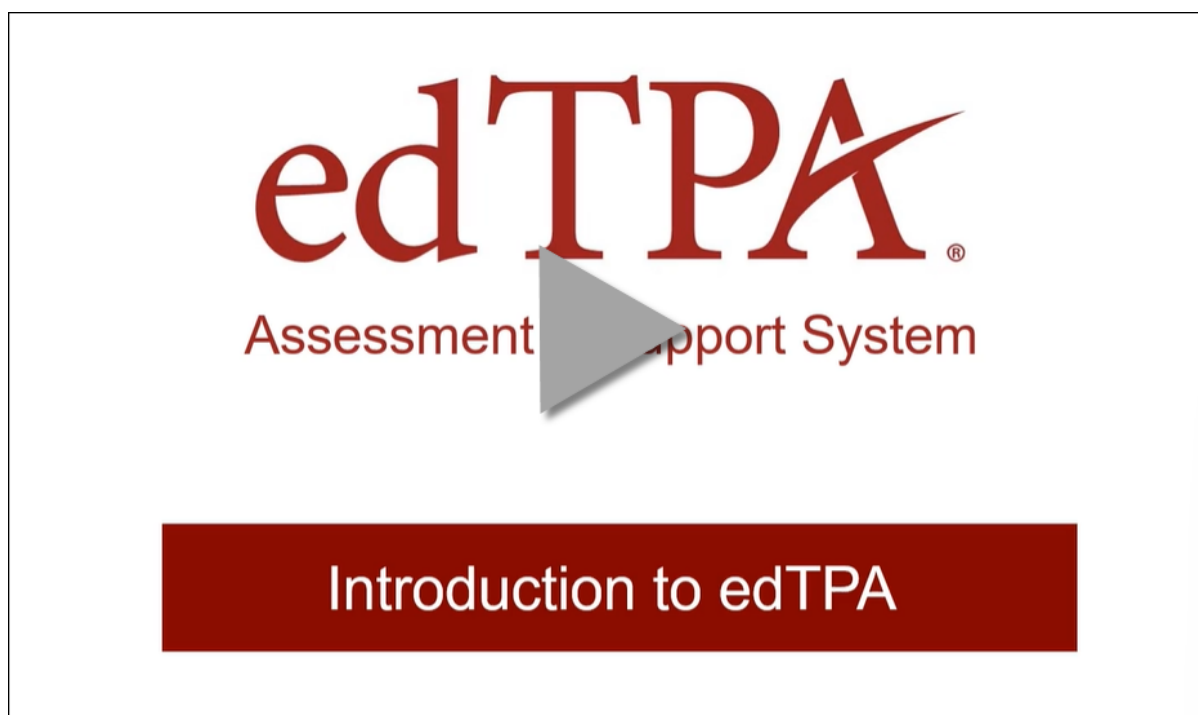
Helpful Resources

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

- **[Education Specialist, Literacy: MMSN/ESN Evidence Chart](#)**: specifications for electronic submission of evidence (artifacts and commentaries), including templates, supported file types, number of files, response length, and other important evidence specifications
- **[Glossary](#)**: definitions of key terms can be accessed by referring to the **[edTPA Education Specialist, Literacy: MMSN/ESN Glossary](#)**

To better understand how to develop artifacts and commentaries for your Education Specialist, Literacy: MMSN/ESN portfolio, you should review the **[Making Good Choices in Special Education for California](#)** 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 Literacy Instruction and Assessment

Grounded in Universal Design for Learning (UDL) and asset-based pedagogies, your learning segment should be high-quality, evidence-based literacy instruction that supports the development of foundational skills for your focus learner, including multi-tiered supports.

Throughout your learning segment, you should demonstrate your understanding of the **connections among foundational skills** (print concepts; phonological awareness; phonics and word recognition; decoding and encoding; morphological awareness; and text reading fluency), **language development** (vocabulary knowledge and use; grammatical structures; and discourse-level understandings), **and cognitive skills** (reasoning; inferencing; perspective taking; and critical reading, writing, listening, and speaking across the disciplines) **that support your focus learner** to read and write increasingly complex disciplinary texts with meaning making and effective expression.

Understanding High-Quality, Evidence-Based Literacy Instruction and Language Development in edTPA

High-quality, evidence-based instruction is rigorous, is aligned with content standards, and uses instructional strategies distributed appropriately and sufficiently for your focus learner and their stage of learning. It is a research-based system of explicit literacy instruction that leverages practices that have been shown to improve learning.

It is through high-quality, evidence-based instruction that you will build focus learner self-efficacy by providing respectful, rigorous, structured, and equitable mastery experiences that allow your focus learner to engage purposefully with content.

High-quality, evidence-based literacy instruction includes a crosscut of the five themes of the ELA/ELD framework, the four strands of the ELA standards, and the three parts of the ELD Standards. See [Appendix A](#) for descriptions of the crosscut.

In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

Integrating Across All Disciplines

Your literacy learning segment is intended to measure effective means of teaching literacy across all disciplines. Literacy comprises reading, writing, speaking, and listening; these processes are closely intertwined and should be understood to include the oral, written, visual, and multimodal communication that is developmentally appropriate for your focus learner.

You should utilize assistive technology and augmentative and alternative communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline-specific ways.

Meaning Making

Meaning making is the process by which your focus learner makes connections with prior knowledge and experiences and actively constructs knowledge by engaging with content in a meaningful and relevant way. It is the central purpose for interacting with and interpreting texts; composing texts; participating in research; joining in discussions; speaking with others; and listening to, viewing, and giving presentations. This includes the use of assistive technology and/or AAC devices as appropriate for students with disabilities.

You should engage your focus learner in **meaning making** by building on prior knowledge and by using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop literal and inferential comprehension.

You should collaborate with specialists (e.g., speech-language therapists, DHH teacher, VI teacher) when planning literacy instruction for students with extensive support needs, including those who are deafblind, to address multiple means of communication (e.g., PECS [Picture Exchange Communication System], voice output devices), and, when appropriate, maximize residual hearing and vision.

Foundational Skills

Foundational skills include print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity). Effective instruction in foundational skills is structured and organized as well as direct, systematic, and explicit.

The acquisition of the **foundational skills**³ enables your focus learner to independently read and use written language to learn about the world and themselves; experience extraordinary and diverse works of literary fiction and nonfiction; and share knowledge, ideas, stories, and perspectives with others.

Foundational skills instruction should be based on your focus learner's previous literacy experiences in their home languages and dialects. Instruction should be differentiated using guidance from the ELA/ELD Framework, including knowledge of cross-language transfer between the home languages and English.

Within your edTPA, you must (1) design and implement lessons that **ensure your focus learner's access to grade-level literacy activities** within a classroom or non-classroom environment; (2) **advance your focus learner's progress in the elements of foundational skills, language, and/or cognitive skills**; and (3) **support the teaching of literacy** that integrates reading, writing, listening, and speaking in discipline-specific ways. See [Appendix B](#) for examples of foundational skills across the multiple subject grade span.

³ [Foundational Skills - Curriculum Frameworks \(CA Dept of Education\)](#)

Multi-Tiered System of Supports

A **multi-tiered system of supports (MTSS)**⁴ is a proactive and preventative framework that integrates data and instruction to maximize your focus learner's achievement and supports their social, emotional, and behavior needs from a strengths-based perspective. When implemented appropriately, MTSS includes instruction for students whose literacy skills are not progressing as expected toward grade-level standards.

Within edTPA, you should consider supports for your focus learner based on their academic and behavioral needs on three unique levels:

- **Tier 1: Universal support.** Intended for the whole classroom, including those with disabilities, this tier focuses on core curriculum and effective teaching strategies. These supports include explicit, systematic literacy instruction grounded in Universal Design for Learning (UDL) principles and aligned with frameworks like the California Dyslexia Guidelines.
- **Tier 2: Targeted support.** Intended for groups with similar needs, this tier provides short-term additional supports in concentrated areas of need. These supports are often delivered by specialists or co-teachers and are informed by universal screeners, diagnostic assessments, and progress monitoring.
- **Tier 3: Intensive support.** Intended for specific individuals, this tier focuses on interventions for students with the most significant needs, such as your focus learner. These supports involve highly individualized instruction, often aligned with IEPs, and may include structured literacy approaches and collaboration with multidisciplinary teams (e.g., speech-language pathologists, psychologists, reading specialists).

Language Development

Language is the cornerstone of literacy and learning. It is with and through language that students learn; think; and express information, ideas, perspectives, and questions. Students enrich their language as they read, write, speak, and listen; interact with one another and learn about language; and engage with rich content in all disciplines.

Language Development is the oral and written language, including discipline-specific communication skill, used for meaning making, and is used to engage your focus learner in learning. It includes the means by which the focus learner develops and expresses content understandings based on previous literacy experiences in their home languages and dialects and accepts and encourages translanguaging.

High-quality, evidenced-based literacy instruction promotes the focus learner's oral and written language development by attending to vocabulary knowledge and use, grammatical structures, and discourse-level understandings (see the [Literacy-Related Communication](#) section) as they read, listen, speak, and write with comprehension and effective expression.

For ESN, you should facilitate the use of multiple communication strategies to support the teaching of literacy, including American Sign Language as well as other modalities, such as assistive technology, augmentative and alternative communication (AAC), signed terms, eye gaze, vocalizations, or other modes as appropriate.

⁴ <https://www.cde.ca.gov/ci/cr/ri/>

Language Development Supports are the planned scaffolds, representations, and pedagogical strategies you will provide to help the focus learner understand, use, and practice the concepts and language they need to learn within disciplines (Santos, Darling-Hammond, Cheuk, 2012).⁵

Language development supports planned within the lessons in edTPA should directly support the focus learner to understand and use identified language demands (vocabulary/symbols; language function; active listening; grammatical structures; and written, visual, or verbal communication) to deepen content understandings. See the [Literacy-Related Communication](#) section below for further details.

Effective Expression

Each strand of the ELA/literacy standards and each part of the ELD standards include attention to **effective expression**. Students learn to examine the author's craft as they read, analyzing how authors use language, text structure, and images to convey information, influence, or evoke responses from readers. They learn to effectively express themselves as writers, discussion partners, and presenters, and they use digital media and visual displays to enhance their expression. They gain command over the conventions of written and spoken English, and they learn to communicate in ways appropriate for the purpose, audience, context, and task.

Literacy-Related Communication

Literacy-related communication in edTPA is the means by which learners develop and express content understandings related to the learning segment and literacy learning. It can focus on understanding or interpreting communication or on its actual use.

Communication includes language content, form, and sequence; various communication modes or forms, including augmented communication, verbal or nonverbal communication, and devices and other technology; expressive or receptive communication; and initiative or responsive communication. Communication can range from nonverbal signals or one-word answers to paragraphs, essays, and laboratory reports, depending on the focus learner's developmental needs and the focus of the learning segment.

When completing your edTPA, you must consider the communication skills present throughout the learning segment that support your focus learner. **Communication skills** are specific ways that communication is used by your focus learner to participate in learning tasks and/or to demonstrate learning. Skills can focus on understanding or interpreting communication or on its actual use.

Communication supports are the strategies you will use to build the focus learner's goal-related communication within a learning task or demonstration of learning. Strategies involve modeling the appropriate communication for learners to understand or use in a learning task as well as opportunities for guided practice, generalization, and maintenance. Communication supports also include assistive technology and other mediators. See [Appendix C](#) for a brief table of communication skills and supports.

⁵ Santos, M., Darling-Hammond, L., & Cheuk, T. (2012, January). Teacher development to support English language learners in the context of common core state standards. In *Understanding Language Conference*, Stanford University, California.

What Do I Need to Do?

- **Select one learner with an individualized education program/plan (IEP) who will serve as your focus learner for this assessment.**
 - The focus learner must be working on academic content (including academics in a community setting⁶ or early literacy).
 - Candidates must select a focus learner (1) with an identified disability; (2) who is an English learner; and (3) who is from an underrepresented group or a group that needs to be served differently. If there are no English learners in the placement, candidates must choose a focus learner who is challenged by academic English, including early literacy.
 - Although the context may be a general education or special education classroom in which you will be teaching groups of students, identify one learner with a disability identified in their IEP⁷ as a focus for this assessment.
 - You should not change the instructional setting. You will continue to teach in the context in which you normally teach, teaching content you would normally teach.

To protect confidentiality, in the commentaries and all other written materials, refer to your focus learner by first name only or in general terms (e.g., “my focus learner”).

- **Obtain permission for videorecording instruction** prior to planning the learning segment. Obtain permission from the person(s) who has/have the legal right to grant permission for the focus learner—a parent/guardian of the focus learner or (if appropriate) the focus learner themselves. **NOTE:** You will also need to obtain the same permission for any other learners and adults appearing in the video.
- **Provide context information.** Complete and submit the **Education Specialist, Literacy: MMSN/ESN Context for Learning Information** template found in your account. This template provides essential information about your focus learner. The context information you submit should be **no more than 4 pages**, including prompts.
- **Identify or write one literacy-based learning goal for the focus learner.** This learning goal will serve as the focus for the learning segment and **must**
 - support the development of a foundational skill AND
 - relate to an IEP goal.

For candidates working with a focus learner with mild/moderate support needs, the literacy learning goal should be related to a grade-level standard.

⁶ Examples of academic skills as they are used in the community include reading signs in the community, making a daily list of tasks in a work placement, rounding costs up to the next dollar, and counting out money to pay for a purchase.

⁷ An individualized education program/plan sets forth individualized learning goals and required special instruction and related services for an individual learner with a disability. When capitalized, it refers to a program required under the Individuals with Disabilities Education Act (IDEA). For children under 2, the plan is the Individual Family Service Plan (IFSP), which includes, in part, plans for interventions and direct support by the early interventionist for the learning and development of young learners (as opposed to family supports, which are also included in the IFSP). Some private facilities are not subject to IDEA and develop their own programs/plans for individual learners. If your focus learner has an IFSP or another individualized program/plan other than an IEP, use elements of this program/plan when responding to prompts and directions about an IEP.

Your learning goal must relate to academic content and a foundational skill whether or not there is a related IEP goal.

- **Obtain baseline data for knowledge and skills related to the literacy-based learning goal** prior to planning the learning segment. Use the baseline data and the literacy learning goal to develop a 3- to 5-lesson learning segment, appropriate to develop the focus learner's knowledge and skills as related to the literacy learning goal.
 - The baseline data should allow you to describe the focus learner's level of knowledge and skills related to the literacy learning goal and planned supports.
 - The data can come from a variety of sources, such as a curriculum-based measure, pretest, work sample, skills checklist, observational notes, information from the cooperating teacher, or a skills test. When the instructional setting is the home, this information can come from parents, for example, through an observational checklist or journal.
- **Design a learning segment of 3–5 consecutive lessons** grounded in an understanding of Universal Design for Learning to provide access to curriculum and instruction and support the focus learner in meeting the literacy learning goal. Plan to describe and document instruction and planned supports for the literacy lesson objective in each lesson. Each planned support should directly connect to the literacy learning goal. **NOTE:** Within each lesson, your instruction and planned supports may focus on additional literacy lesson objectives, but you will document only one per lesson for this assessment.
 - Collaborate with parents, teachers, and other community and/or school personnel to collect information about the focus learner and design appropriate instruction and supports for learning the designated California academic standard(s).
 - Collaborate with other service providers (e.g., general education teachers, speech-language therapists, instructional assistants) **to provide day-to-day supplemental instruction and/or intensive intervention in literacy** within a classroom or non-classroom environment.
 - Demonstrate an understanding of a **multi-tiered system of supports** that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective.
 - For MMSN, design supports for learning the California grade-level academic curriculum.
 - For ESN, design supports related to designated California academic content standards, modified as appropriate.
 - Identify **one communication skill** related to the learning segment. Choose a communication skill that your focus learner will need to use to participate in literacy learning tasks and/or demonstrate learning related to the learning segment.
 - The communication skill can be a new skill the focus learner is acquiring or learning to use more fluently. It can also be a skill they are working on maintaining or generalizing.
 - The communication skill should be related to literacy used in the related academic content area within the learning segment.
 - If needed by the focus learner, the communication skill may focus on learning and/or applying augmentative and alternative communication that supports the focus

learner's participation in learning tasks and/or demonstration of learning related to the learning segment.

- For each learning task, you will decide which communication skills are **most** relevant to your high-quality, evidence-based literacy instruction. Then you should plan to **provide appropriate and targeted** language development supports for your focus learner to learn and practice the communication skill(s) within the chosen learning task.
 - Definitions and a few examples of communication skills and supports to help teacher candidates and educator preparation programs understand edTPA Rubrics 4 and 14 are provided in [Appendix C](#). See the [Education Specialist, Literacy: MMSN/ESN Glossary](#) and the corresponding Understanding Rubric Level Progressions sections for [Rubric 4](#) and [Rubric 14](#) for additional examples of language demands.
- ▣ **Write a lesson plan for each lesson** in your learning segment. Lesson plans should be written for the entire group you will be instructing. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them. Be sure to number your lesson plans.
 - ▣ Each lesson plan must include the following information, even if your teacher preparation program requires you to use a specific lesson plan format.
 - **One literacy-based lesson objective with measurable criteria** for the focus learner. For group instruction, this may be an objective for the whole group or for the focus learner only.
 - **Assessment tools and data collection procedures** to monitor progress toward the literacy lesson objective. (You will describe these tools and procedures in a later commentary prompt.)
 - **Instructional strategies and learning tasks**, including any modifications or accommodations to meet individual focus learner needs, for example, principles of Universal Design for Learning, multi-tiered system of supports, modifications of the learning environment, group composition, and/or assistive technology. Include what you, other adults, other learners, and the focus learner will be doing.
 - **The communication skill and planned supports for its use** in the lesson plan(s) where the communication skill is addressed.
 - Plans for **teaching toward generalization, maintenance, and/or self-directed use of knowledge and skills**.
 - **A list of resources and materials**, including any modifications or accommodations for the focus learner.
 - ▣ **Each lesson plan must be no more than 4 pages in length.** You will need to condense or excerpt lesson plans longer than 4 pages. Any explanations or rationale for decisions should be included in your Planning Commentary and deleted from your plans.

When instruction of the focus learner occurs in a group setting, write lesson plans for the group, including any adaptations for the focus learner's needs.

If you are co-teaching and usually co-write plans, you should take the lead role in writing the plans.

- ▣ **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.

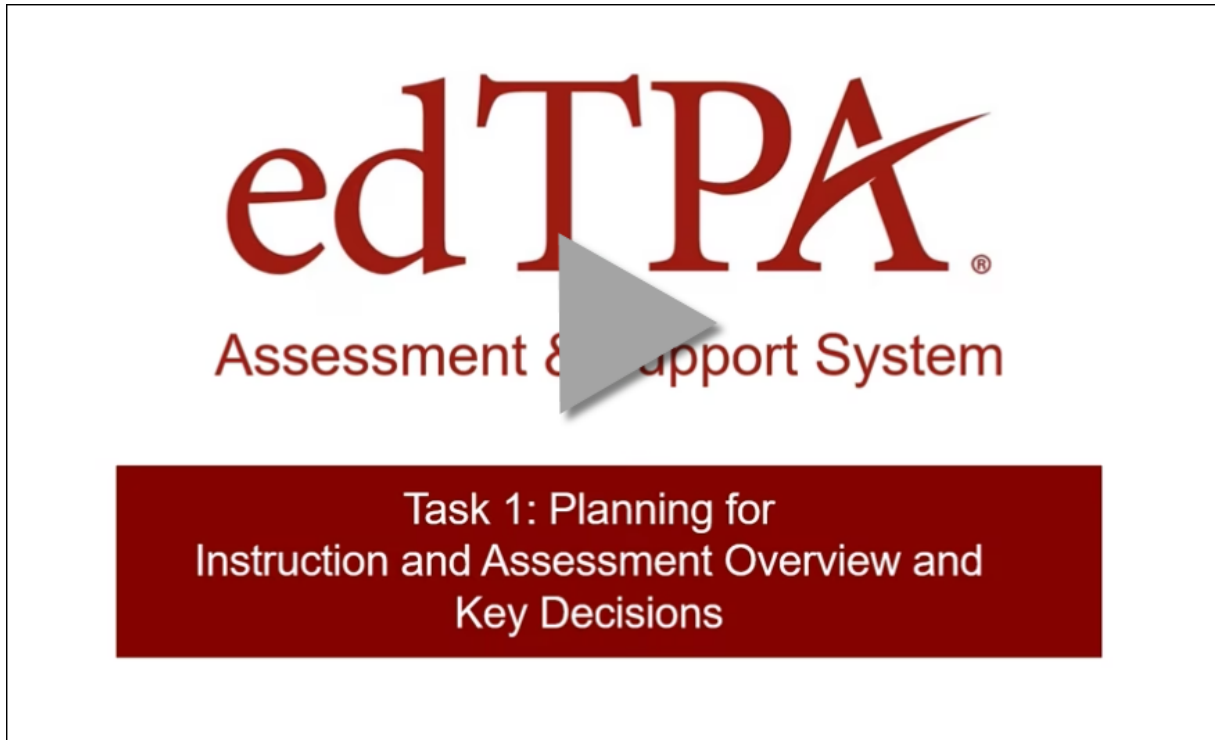
- **Submit your original lesson plans.** If you make changes while teaching the learning segment, you may offer reflection on those changes in the Instruction Task 2 and Assessment Task 3 commentaries.
- **Select and submit key instructional and support materials** needed to understand what you and the focus learner are doing (**no more than 5 additional pages per lesson plan**). The instructional materials might include written support materials, graphic organizers, task analyses, or checklists.
- **Submit blank copies of all written assessments and/or data sheets, including data collection procedures for any oral or performance assessments.** Do not submit learner work sample for this task. If assessments for a class/group are modified or the focus learner is offered an alternative way to demonstrate learning, then provide only the assessment completed by the focus learner. You should **keep a daily assessment record** to monitor the focus learner's progress toward all literacy lesson objectives.
- **Provide citations for the source of all materials that you did not create** (e.g., published texts, websites, and material from other educators). List all citations by lesson number at the end of the Planning Commentary. **NOTE:** Citations do not count toward the commentary page limit.

See the [Planning Task 1: Artifacts and Commentary Specifications](#) in the edTPA Education Specialist, Literacy: MMSN/ESN Evidence Chart for instructions on electronic submission of evidence. The evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

If the instructional materials or assessments contain words and/or phrases in braille or in a language other than English, please include an English translation in the appropriate file when submitted. 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.

To better understand Task 1 requirements for your Education Specialist, Literacy: MMSN/ESN portfolio, you should review the Planning Task 1 Key Decisions and Key Points in the [Making Good Choices in Special Education for California](#) 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. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing.

Planning Rubrics

Rubric 1: Planning for Alignment and Development of Knowledge and Skills

How do the candidate's plans align and build knowledge and foundational skills for the literacy learning goal?

Level 1 ⁸	Level 2	Level 3	Level 4	Level 5
The literacy learning goal, relevant identified individualized education program/plan goal, standard, lesson objectives, planned supports, and/or learning tasks and materials are not aligned with each other. OR Literacy learning goal does not address a foundational skill.	The literacy learning goal, relevant identified individualized education program/plan goal, standard, lesson objectives, planned supports, and/or learning tasks and materials are loosely or inconsistently aligned with each other.	Alignment is present, AND plans for instruction build on each other to support the literacy learning goal. AND Most literacy lesson objectives include measurable outcomes for the focus learner's performance.	Alignment is present, AND plans for instruction consistently build on each other to support the literacy learning goal. AND Most literacy lesson objectives include clearly defined measurable outcomes for the focus learner's performance.	Alignment is present, AND plans for instruction explicitly show how they build on each other to support the literacy learning goal. AND All literacy lesson objectives include clearly defined measurable outcomes for the focus learner's performance.

⁸ 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 candidate's plans build a learning segment composed of 3–5 connected lessons focused on a learning goal that addresses a foundational skill and specific planned supports, which will assist the focus learner to achieve that literacy learning goal. As appropriate, the plans include individualized learning and/or performance supports for the focus learner. The candidate explains how their plans organize lesson objectives, learning tasks, and materials to align with the literacy learning goal, specific planned supports, the focus learner's IEP goals and/or benchmarks, and California literacy-related academic content standards, the California Preschool/Transitional Kindergarten Learning Foundations, or the California Dyslexia Guidelines. The planned learning segment must develop the focus learner's knowledge and foundational skills related to reaching the literacy learning goal.

Key Concepts of Rubric:

- [Aligned](#)⁹
- [Foundational skills](#)
- [Generalization](#)
- [Individualized education program/plan](#)
- [Knowledge and skills](#)
- [Learning goal](#)
- [Learning task](#)
- [Lesson objectives](#)
- [Maintenance](#)
- [Planned supports](#)

Primary Sources of Evidence:

Context for Learning Information (specifically the textbook or instructional program, identified disability, and related augmentative and alternative communication needs or behavior management plans)

Planning Commentary **Prompts 1a–d**

Strategic review of lesson plans and instructional materials

⁹ Links to terms from the Education Specialist, Literacy: MMSN/ESN 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).

Scoring Decision Rules

Multiple Criteria	■ N/A
AUTOMATIC 1	■ Literacy learning goal does not address a foundational skill.
NOTE	In order to score at Levels 3, 4, or 5, the learning goal, lesson objectives, specific planned supports, and learning tasks and materials should consistently address the identified IEP goal and standards (if applicable) and develop the focus learner's knowledge and foundational skills related to reaching the learning goal. NOTE: Some focus learners with an academic learning goal may not have a related IEP goal, but the planned supports should be aligned with relevant accommodations from the IEP. Instruction and planned supports are required to be related to the IEP. They do not necessarily have to address a specific IEP goal but can address a more specific skill that would indicate progress toward the IEP goal.

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, alignment is present. The plans organize lesson objectives and learning tasks and materials to align with the literacy learning goal, specific planned supports, the focus learner's IEP goals and/or benchmarks, and California literacy-related academic content standards or the California Preschool/Transitional Kindergarten Learning Foundations or the California Dyslexia Guidelines **AND** plans for instruction build on each other to support the literacy learning goal. The learning goal is related to a foundational skill. **NOTE:** Some focus learners with an academic learning goal may not have a related IEP goal, but the planned supports should be aligned with relevant accommodations from the IEP.

AND most literacy lesson objectives include measurable outcomes for the focus learner's performance. If the literacy learning goal is expressed in measurable terms and is assessed accordingly in each lesson, then it should be considered to be a lesson objective even if it is not identified as such.

Evidence that demonstrates performance below 3:

At Level 2, the literacy learning goal, relevant identified individualized education program/plan goal, standard, lesson objectives, planned supports, and/or learning tasks and materials are loosely or inconsistently aligned with each other. There is alignment between some components (the learning goal, IEP goal, standard, lesson objectives, planned supports, learning tasks and materials), but not all or consistently.

At Level 1, the literacy learning goal, relevant identified individualized education program/plan goal, standard, lesson objectives, planned supports, and/or learning tasks and materials are not aligned with each other; for candidates working with a focus learner with mild/moderate support needs, the literacy learning goal is not related to a grade-level standard.

Automatic Score of 1 is given when:

- The learning goal does not address a foundational skill.

Evidence that demonstrates performance above Level 3:

At Level 4, alignment is present between the learning goal, IEP goal, standard, lesson objectives, planned supports, learning tasks, and materials, **AND** plans for instruction consistently build on each other to support the literacy learning goal; for candidates working with a focus learner with mild/moderate support needs, the literacy learning goal is related to a grade-level standard. The lesson objectives are appropriately sequenced to move the focus learner toward meeting the literacy learning goal. For some learners, the lesson objectives may be the same or nearly the same across all lessons because of a slow rate of learning for a specific learning goal. In these cases, the planned supports should be sequenced, perhaps with only minor changes from lesson to lesson contingent upon signs of learning progress.

AND most literacy lesson objectives include clearly defined measurable outcomes for the focus learner's performance.

At Level 5, alignment is present, **AND** plans for instruction or prompt responses explicitly articulate how plans were designed to build on each other to support the literacy learning goal. The order of the lesson objectives is reasonable in terms of moving the focus learner along a path toward achieving the literacy learning goal.

AND all literacy lesson objectives include clearly defined measurable outcomes for the focus learner's performance.

Planning Rubrics continued

Rubric 2: Planning Support for the Focus Learner

How does the candidate use knowledge of the focus learner and a multi-tiered system of supports (MTSS) to provide and support instruction for the literacy learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
There is no evidence of academic, behavioral, and social-emotional supports (MTSS) for the literacy learning goal. OR There is a severe mismatch between the focus learner's chronological age or developmental level and the ways in which the candidate plans to use instructional strategies, planned supports, or materials for the literacy learning goal. OR Learning tasks and planned support strategies do NOT align to lesson objectives and/or do NOT reflect required modifications and accommodations for the literacy learning goal.	Literacy learning tasks and planned support strategies loosely connect to academic, behavioral, and social-emotional supports (MTSS).	Literacy learning tasks and planned support strategies generally connect to academic, behavioral, and social-emotional supports (MTSS).	Literacy learning tasks and planned support strategies clearly and consistently connect to academic, behavioral, and social-emotional supports (MTSS).	Level 4 plus: Plans call for engaging the focus learner in self-managing planned supports. OR Plans are reflective of social and emotional learning or trauma-informed practices.
The description of the collaboration is missing, or the content of the collaboration does not address the focus learner's needs related to the learning tasks and goal.	The candidate provides a vague description of what they shared and/or what they learned through collaboration.	The candidate provides a clear description of what they shared or what they learned through collaboration with a general explanation of how it informed planned outcomes or actions to support the focus learner.	The candidate provides a clear description of what they shared and/or what they learned through collaboration and provides an explanation with specific examples of how it informed planned outcomes or actions to support the focus learner.	

Understanding Rubric Level Progressions: Rubric 2

The Guiding Question

The Guiding Question addresses how the candidate uses knowledge of the focus learner and a multi-tiered system of supports (MTSS) to provide and support instruction for the literacy learning goal. This includes the candidate using their understanding of multiple aspects of the learner's strengths and needs to develop, choose, or adapt specific planned supports, instructional strategies, learning tasks, and/or materials as well as an understanding of MTSS implementation for intensive individualized intervention based on the focus learner's needs.

Key Concepts of Rubric:

- [Lesson objectives](#)¹⁰
- [Planned supports](#)
- [Trauma-informed practices](#)

Primary Sources of Evidence:

Context for Learning Information (age of the focus learner, augmentative and alternative communication, behavior management plan)

Planning Commentary **Prompts 1a–d, 2a–c**

Strategic review of lesson plans and instructional materials to clarify planned supports

Scoring Decision Rules

Multiple Criteria	■ Criterion 1 (primary): planning support connected to academic, behavioral, and social-emotional supports (MTSS) ■ Criterion 2: (secondary) collaboration in planning support ■ Place greater weight or consideration on Criterion 1 (the primary criterion, planning support connected to academic, behavioral, and social-emotional supports [MTSS]).
AUTOMATIC 1	■ There is a severe mismatch between the focus learner's chronological age/developmental level and instructional strategies, planned supports, or materials for the literacy learning goal. ■ Learning tasks and supports do not reflect required modifications and accommodations for the focus learner as specified in the individualized education program/plan.
NOTE	■ Read the commentary description of support strategies and see if they are supported by the lesson plans.

¹⁰ Links to terms from the Education Specialist, Literacy: MMSN/ESN 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

Evidence that demonstrates performance at Level 3:

To score at Level 3, Primary Criterion: Literacy learning tasks and planned support strategies generally connect to academic, behavioral, and social-emotional supports. This includes relevant MTSS strategies for the class/group if teaching in a whole-class environment. The candidate plans specific supports reflecting the focus learner's strengths and/or needs.

To score at Level 3, Secondary Criterion: The candidate provides a clear description of what they shared or what they learned through collaboration with a general explanation of how it informed planned outcomes or actions to support the focus learner.

If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion.**

Evidence that demonstrates performance below 3:

At Level 2, Primary Criterion: Literacy learning tasks and planned support strategies loosely connect to academic, behavioral, and social-emotional supports within an MTSS framework. The candidate describes what they know about the focus learner, but there is little evidence that insight connects to literacy learning goals. The candidate's planned supports are general rather than specific and do not sufficiently support the focus learner's progress toward the literacy learning goal.

At Level 2, Secondary Criterion: The candidate provides a vague description of what they shared and/or what they learned through collaboration with a general explanation of how it informed planned outcomes or actions to support the focus learner. The content of the collaboration does not sufficiently address any of the focus learner's needs.

If evidence meets the primary criterion at Level 2, the rubric is scored at Level 2 **regardless of the evidence for the secondary criterion.**

At Level 1, Primary Criterion: There is no evidence of planned academic, behavioral, and social-emotional supports (MTSS) for the literacy learning goal.

At Level 1, Secondary Criterion: The description of collaboration is **missing**, or the content of collaboration does not address the focus learner's needs related to the literacy learning tasks and goal.

If evidence meets the primary criterion at Level 1, the rubric is scored at Level 1 **regardless of the evidence for the secondary criterion.**

Automatic Score of 1 is given when:

- There is a severe mismatch between the focus learner's chronological age or developmental level and the ways in which the candidate plans to use instructional strategies, planned supports, or materials for the literacy learning goal. **OR**
- Learning tasks and planned supports do not reflect specified modifications and accommodations related to the literacy learning goal or instruction for the learning goal that are specified in the IEP for the focus learner.

Evidence that demonstrates performance above 3:

At Level 4, Primary Criterion: Literacy learning tasks and planned support strategies clearly and consistently connect to academic, behavioral, and social-emotional supports (MTSS). For some learners, the lesson objectives may be the same or nearly the same across all lessons because of a slow rate of learning for a specific learning goal. In these cases, the planned supports should be sequenced, perhaps with only minor changes from lesson to lesson contingent upon signs of learning progress.

At Level 4, Secondary Criterion: The candidate provides a clear description of what they shared and/or what they learned through collaboration with an explanation with specific examples of how it informed planned outcomes or actions to support the focus learner.

If evidence meets the primary criterion at Level 4, but candidate has little to no collaboration description, the rubric is scored at Level 3.

At Level 5, the candidate meets Level 4 **AND** plans call for engaging the focus learner in self-managing planned supports. For the literacy learning goal, specific strategies in the lesson plans are deliberately selected or designed to build the focus learner's independence skills (generalization, maintenance, and/or learner-directed application of knowledge and/or skills and/or planned supports). Identifying/naming the strategy is not sufficient. The candidate must clearly describe how the pedagogical or support strategies and/or materials are sequenced across lessons to progressively move the learner toward more independent learning and/or performance. For young learners and learners with severe and profound learning challenges, this may take the form of expressing a preference by making choices between alternatives, learning to communicate wishes or needs, reducing prompt dependence, using alternative and augmentative communication to select an activity, picking out what to put on first when going outside, etc.

OR plans are reflective of social and emotional learning or trauma-informed practices.

If evidence meets Level 5, but candidate has little to no collaboration description, the rubric is scored at Level 4.

Planning Rubrics continued

Rubric 3: Justification of Instruction and Support

How does the candidate use knowledge of the focus learner and research and/or theory to justify decisions for the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's justification of instruction or planned support strategies is either missing for the learning goal OR represents a deficit or stereotypic view of the focus learner and/or their background.	Candidate's justification of instruction and planned support strategies is limited in consideration of the focus learner's • prior learning/ experiences OR • personal, cultural, linguistic, or community strengths.	Candidate's justification of instruction and planned support strategies makes general connections to the focus learner's • prior learning/ experiences OR • personal, cultural, linguistic, or community strengths.	Candidate's justification of instruction and planned support strategies makes clear connections to the focus learner's • prior learning/ experiences AND • personal, cultural, linguistic, or community strengths.	Level 4 plus: Candidate's justification of instruction and planned support strategies explicitly includes: • knowledge of focus learner's home languages and dialects • AND personal strengths • OR cultural or community strengths.
		Candidate makes superficial connections to research and/or theory.	Candidate makes clear connections to research and/or theory.	

Understanding Rubric Level Progressions: Rubric 3

The Guiding Question

The Guiding Question addresses how the candidate justifies the ways in which instruction and support strategies are appropriate by drawing upon knowledge of the focus learner as well as research and/or theory.

Key Concepts of Rubric:

- [Deficit thinking](#)¹¹

Primary Sources of Evidence:

Planning Commentary **Prompt 3a**

Scoring Decision Rules

Multiple Criteria	▪ Criterion 1 (primary): Justification of instruction and planned support strategies is based on knowledge of students—i.e., prior learning/experiences AND/OR personal, cultural, linguistic, or community strengths ▪ Criterion 2: Research and/or theory connections ▪ Place greater weight or consideration on criterion 1 (justification of plans using knowledge of students).
AUTOMATIC 1	▪ Candidate's justification represents a deficit or stereotypic view of the focus learner and/or their background.

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, Primary Criterion: The candidate explains their instruction and support decision making by describing how the learning tasks are generally connected to the focus learner's prior learning/experiences **OR** knowledge of focus learner's strengths. Strengths include cultural and linguistic backgrounds, community or family resources, and personal interests and experiences.

To score at Level 3, Secondary Criterion: The candidate refers to research and/or theory in relation to the plans to support student learning. The connections between the research/theory and the tasks are superficial/not clearly made. They are not well connected to a particular element of the instructional design.

If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion.**

¹¹ Links to terms from the Education Specialist, Literacy: MMSN/ESN 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).

Evidence that demonstrates performance below 3:

At Level 2, there is a limited amount of evidence that the candidate has considered the focus learner's prior learning/experiences **OR** knowledge of the focus learner's strengths. Strengths include cultural and linguistic backgrounds, community or family resources, and personal interests and experiences. Connections are not strong, but are instead vague or unelaborated, or involve a listing of what candidates know about the focus learner in terms of prior learning or background without making a direct connection to how that is related to planning.

At Level 1, there is no evidence that the candidate uses knowledge of the focus learner to plan.

Automatic Score of 1 is given when:

- Candidate's justification of their instructional decision making includes a pattern representing a deficit view of the focus learner and background (see [deficit thinking](#)).

Evidence that demonstrates performance above 3:

At Level 4, Primary Criterion: The candidate's justification of instruction and support decision making clearly uses knowledge of the focus learner's prior learning/experiences and personal, cultural, linguistic, or community strengths. Explanations need to include explicit connections between the learning tasks and the examples provided.

At Level 4, Secondary Criterion: The candidate explains how research and/or theory informed the selection or design of at least one learning task or the way in which it was implemented. The connection between the research and/or theory and the learning task(s) must be explicit.

To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research and/or theory (meet the secondary criterion at least at Level 3).

At Level 5, the candidate meets Level 4 **AND** justification of instruction and planned support strategies explicitly includes knowledge of focus learner's home languages and dialects, **AND** personal strengths, **OR** cultural or community strengths.

Planning Rubrics continued

Rubric 4: Supporting the Focus Learner’s Use of Communication Skills

How does the candidate identify and support a communication skill for the focus learner to participate in literacy learning tasks and/or demonstrate learning?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies a communication skill that is NOT - aligned with the learning segment OR - appropriate academic language in a content area (for focus learner with mild/moderate support needs). OR Planned supports for the communication skill are missing.	Candidate identifies planned supports for the communication skill that are not aligned with its use.	Candidate identifies planned supports for the communication skill that generally facilitate the focus learner’s use of it to participate in literacy learning tasks and/or demonstrate learning.	Candidate identifies specific examples of planned supports for the communication skill that clearly facilitate the focus learner’s use of it to participate in literacy learning tasks and/or demonstrate learning.	Level 4 plus: Candidate describes how the planned supports are designed to move the focus learner toward maintained or generalized use of the communication skill.

Understanding Rubric Level Progressions: Rubric 4

The Guiding Question

The Guiding Question examines support for the identified specific communication skill. Supporting communication development includes academic language (for academic learning) or communication to access instruction as well as to demonstrate learning. Communication includes language content, form, and sequence; various communication modes or forms, including augmented communication, verbal or nonverbal communication, and devices and other technology; expressive or receptive communication; and initiative or responsive communication. Communications can range from nonverbal signals or one-word answers to paragraphs, essays, and laboratory reports, depending on the focus learner's developmental needs and the focus of the learning segment.

Key Concept of Rubric:

- [Communication](#)¹²
- [Planned supports](#)

Primary Sources of Evidence:

Context for Learning Information (any augmentative and alternative communication used by the focus learner)

Planning Commentary **Prompts 4a–c**

Strategic review of lesson plans

Scoring Decision Rules

Multiple Criteria	■ N/A
AUTOMATIC 1	■ None

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, the candidate identifies planned supports for the communication skill that generally facilitate the focus learner's use of it to participate in literacy learning tasks and/or demonstrate learning. General supports are planned and described, though not in specific detail, for the focus learner's application of the communication skill. Language development supports must go beyond providing opportunities for the focus learner to practice using the communication skill either individually or with other students within the learning segment; practice alone is not enough support at this level.

¹² Links to terms from the Education Specialist, Literacy: MMSN/ESN 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).

NOTE: Communication supports are the strategies you will use to build the focus learner's goal-related communication within a learning task or demonstration of learning. Strategies involve modeling the appropriate communication for learners to understand or use in a learning task as well as opportunities for guided practice, generalization, and maintenance. Communication supports also include assistive technology and other mediators.

Evidence that demonstrates performance below 3:

At Level 2, the candidate identifies planned supports for the communication skill that are not aligned with its use. For example, the candidate describes the support as helping the focus learner acquire specific vocabulary to facilitate the communication skill of explaining a mathematics problem-solving strategy. This brief description does not identify how vocabulary acquisition will be structured to assist the focus learner in constructing an explanation of how a mathematics problem was solved.

At Level 1, the candidate identifies a communication skill that is not aligned with the learning segment **OR** not appropriate academic language used in a content area (for focus learner with mild/moderate support needs), **OR** planned supports for the communication skill are missing.

Evidence that demonstrates performance above 3:

At Level 4, the candidate identifies specific examples of planned supports for the communication skill that **clearly** facilitate the focus learner's use of it to participate in literacy learning tasks and/or demonstrate learning.

At Level 5, the candidate meets Level 4 **AND** describes how the planned supports are designed to move the focus learner toward maintained or generalized use of the communication skill.

Planning Rubrics continued

Rubric 5: Planning Assessments to Monitor and Support Learning

How are the assessments and daily assessment records selected or designed to provide evidence of the focus learner's progress toward the literacy learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
The planned assessments and daily assessment records are not aligned to the lesson objectives and will provide little or no evidence of the focus learner's progress toward the literacy learning goal.	Planned assessments and the daily assessment records are loosely aligned to the lesson objectives and provide limited evidence for monitoring the focus learner's progress toward the literacy learning goal during the learning segment. OR Some lesson objectives are not assessed.	Planned assessments (including baseline data) and the daily assessment records are aligned to all lesson objectives and provide evidence for monitoring the focus learner's progress toward the literacy learning goal at different points in the learning segment.	Level 3 plus: Assessments for the learning goal reflect appropriate levels of challenge and support ¹³ in light of the focus learner's specific strengths, needs, and lesson objectives.	Levels 3 & 4 plus: The candidate describes plans to involve the focus learner in monitoring their own progress in developmentally appropriate ways.

¹³ **NOTE:** Challenge and support needs are determined by the focus learner's baseline data, prior learning, experiences, and needs. A challenging assessment environment is intentionally structured to promote engagement and growth. Consider providing your focus learner with opportunities to stretch beyond their current performance level.

Understanding Rubric Level Progressions: Rubric 5

The Guiding Question

The Guiding Question addresses the alignment of the assessments and daily assessment records to the lesson objectives and the extent to which assessments provide evidence to monitor learner progress toward the learning goal throughout the learning segment. It also addresses required assessment adaptations from the IEP. The array of assessments should provide evidence of challenge for and support of the focus learner.

Key Concepts of Rubric:

- [Assessment \(formal and informal\)](#)¹⁴
- [Challenge](#)

Primary Sources of Evidence:

Context for Learning Information (specifically any district, school, or cooperating teacher, or student teaching requirements or expectations; any textbook or instructional program used for instruction; or any type of augmentative and alternative communication used by the learner)

Planning Commentary **Prompts 1c, 2a–c, 5a–b**

Review **Prompts 2a–c**. In determining appropriate levels of challenge and support in assessment procedures, consider the responses to Prompt 2 (Knowledge of Focus Learner to Inform Teaching of the Learning Segment) to confirm that baseline information aligns with planned assessments and the daily assessment records.

Strategic review of lesson plans (lesson objectives, assessments, and assessment strategies), assessments and/or data collection procedures, and daily assessment records

Scoring Decision Rules

Multiple Criteria	■ N/A
AUTOMATIC 1	■ N/A
NOTE	■ If there are no lesson objectives for the learning goal, look at the learning goal and decide if it is expressed in clearly defined measurable terms. If the learning goal is expressed in measurable terms and is assessed accordingly in each lesson, assume that it is meant to be a lesson objective for all lessons.

¹⁴ Links to terms from the Education Specialist, Literacy: MMSN/ESN 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

Evidence that demonstrates performance at Level 3:

To score at Level 3, planned assessments (including baseline data) and the daily assessment records are aligned to all lesson objectives and provide evidence for monitoring the focus learner's progress toward the literacy learning goal at different points in the learning segment.

NOTE: A pre-test is acceptable baseline data but is not required.

Evidence that demonstrates performance below 3:

At Level 2, planned assessments and the daily assessment records are loosely aligned to the lesson objectives and provide limited evidence for monitoring the focus learner's progress toward the literacy learning goal during the learning segment; there is alignment between most assessments (including the daily assessment records) and the lesson objectives, but some are not aligned, or the assessments and lesson objectives measure the same general knowledge or skill but not the specific knowledge or skill. This will result in limited evidence for monitoring progress toward the lesson objectives **OR** some lesson objectives are not assessed.

At Level 1, the planned assessments and daily assessment records are not aligned to the lesson objectives and will provide little or no evidence of the focus learner's progress toward the literacy learning goal.

Evidence that demonstrates performance above 3:

At Level 4, the candidate meets Level 3 **AND** planned assessments (including baseline data) and the daily assessment records are aligned to all lesson objectives and provide evidence for monitoring the focus learner's progress toward the literacy learning goal at different points in the learning segment.

Assessments for the learning goal reflect appropriate levels of challenge and support in light of the focus learner's specific strengths, needs, and lesson objectives. Challenge is reflected in including items that extend beyond current levels of knowledge and/or performance (e.g., including "next step" items, probing ahead, using whole task assessment when the learning goal focuses on a part of the task, assessing in a novel situation/task/setting).

At Level 5, the candidate meets Levels 3 & 4 **AND** the candidate describes plans to involve the focus learner in monitoring their own progress in developmentally appropriate ways. Plans include involving the focus learner in monitoring (observing and recording) their own progress in developmentally appropriate ways (e.g., cross checking, rereading, stop-check-fix, self-questioning strategy, compare finished product to sample, rechecking work, monitor work completion using a picture checklist, analyzing errors, graphing own progress, collecting own data). Plans or commentary should describe what the candidate or learner will do with the information yielded by the learner's self-monitoring/assessment.

Instruction Task 2: Instructing and Engaging the Focus Learner

What Do I Need to Do?

If you teach in a setting where videorecording is not allowed for safety and security reasons (e.g., psychiatric facilities, hospitals, juvenile correctional institutions), please see your edTPA coordinator for instructions on submitting alternative evidence.

- **Obtain required permissions for videorecording.** Before you record your video, ensure that you have the appropriate permission from a parent/guardian of any learner (or, if appropriate, the learners themselves) and from any adult who appears in the videorecording. Adjust the camera angle to exclude individuals for whom you do not have permission to film.
 - **Examine your plans for the learning segment** and identify challenging learning tasks in which you and your focus learner are actively engaged. The video clips you select for submission should provide a sample of how you interact with students to engage with high-quality, evidence-based literacy learning that supports the development of foundational skills. **NOTE:** Challenge and support needs are determined by the focus learner's baseline data, prior learning, experiences, and needs. A challenging learning environment is intentionally structured to promote engagement and growth. Consider providing your focus learner with opportunities to stretch beyond their current performance level.
 - **Videorecord your instruction related to the learning goal during the learning segment.**
 - Tips for videorecording your class are available from your teacher preparation program.
 - The instructional setting should be the usual setting used for such instruction.
 - **Provide 1–2 video clips (together totaling no more than 20 minutes, but not less than 3 minutes)** that demonstrate how you interact with students in a positive environment to engage with high-quality, evidence-based literacy instruction that supports the development of foundational skills.
 - If you submit 2 clips, they can come from the same lesson or two different lessons in the learning segment.
 - **Across the clip(s),** your evidence must demonstrate the following:
 - how you actively engage the focus learner in high-quality, evidence-based literacy learning that supports the development of foundational skills to develop effective expression and meaning making
 - how you elicit the focus learner's responses to promote thinking while supporting the development of foundational skills in a meaningful context
- NOTE:** If the focus learner is working in a group, the clip(s) should include some interactions with the focus learner as well as with other learners in the group.
- Ensure that you and your focus learner can be seen in the video clip(s) you submit. Also, ensure that your face appears at least once in the video for identification purposes. **If the**

focus learner and you are signing, ensure that both your focus learner and you are visible.

- Check the sound quality to ensure that you and your focus learner can be heard (as appropriate) on the video clip(s) you submit.
- If most of the audio or signing in a clip cannot be understood by a scorer, **submit another clip**. If there are occasional audio or signed 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 portion that is inaudible or contains uninterpretable signs 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).
- A video clip must be continuous and unedited, with no interruption in events.
- If you have inadvertently included individuals for whom you do not have permission to film in the video clip(s) you plan to submit, you may use software to blur the face(s) of these individuals. This is not considered editing. Other portions of the submitted video clip(s), including the classroom, your face, and the faces of individuals for whom you have obtained permission to film, 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.
- **(Optional) Provide evidence of the focus learner's use of the communication skill in English identified in Planning Task 1 for participating in learning tasks and/or demonstrating learning.** You may provide this evidence with your video clip(s) submitted in Instruction Task 2, as an additional video clip of the focus learner using the communication skill from Planning Task 1 within the learning segment **(no more than 5 minutes in length)** submitted in Assessment Task 3, **OR** through the focus learner's work sample submitted in Assessment Task 3 or a different work sample.
- **Respond to the prompts** listed in the Instruction Commentary template found in your account **after viewing the video clip(s)** and submit the completed template.
- **Determine if additional information is needed to understand what you and the focus learner are doing in the video clip(s).** For example, if there are graphics, texts, or images key to understanding instruction that are not clearly visible in the video, or comments that are not clearly heard or signing that is uninterpretable, you may insert digital copies or transcriptions at the end of the Instruction Task 2 Commentary **(no more than 2 pages in addition to the responses to commentary prompts).**

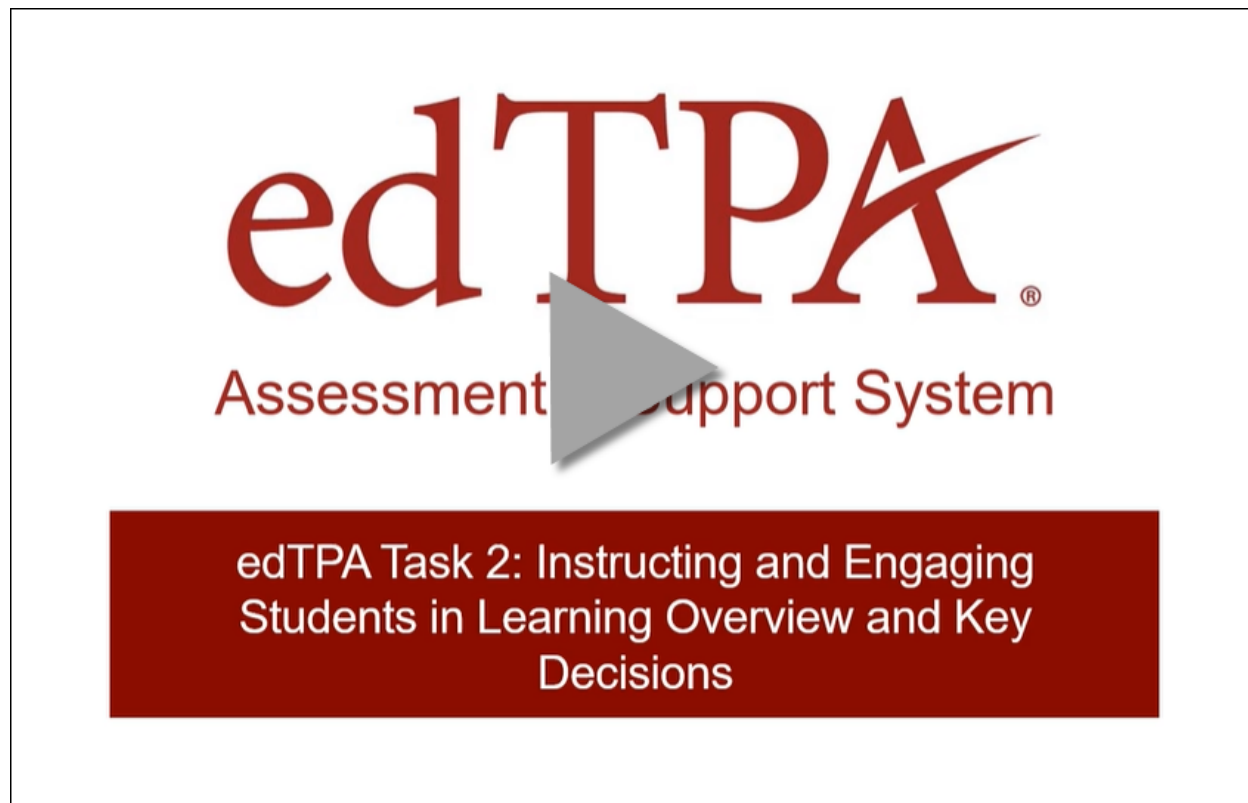
See the [Instruction Task 2: Artifacts and Commentary Specifications](#) in the Education Specialist, Literacy: MMSN/ESN Evidence Chart for instructions on electronic submission of evidence. The evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

If a work sample or video file contains words and/or phrases in or is entirely in braille, or in a language other than English, or a sign language such as ASL, please include an English translation or transcription of relevant parts attached to the work sample or, for a video file, to the end of the Instruction Commentary. However, for portions of communication in a sign language such as ASL that are not clearly visible in the video, attach a transcription of unclear communications unless you provide captions (this is permissible editing). These attachments will not count against the page limit for the commentary.

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.

To better understand Task 2 requirements for your Education Specialist, Literacy: MMSN/ESN portfolio, you should review the Instruction Task 2 Key Decisions and Key Points in the [Making Good Choices in Special Education for California](#) 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. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, instruction, and writing.

Instruction Rubrics

Rubric 6: Learning Environment

How does the candidate demonstrate a positive learning environment that supports the focus learner's engagement and progress toward the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
The candidate demonstrates disrespectful behavior toward any learner OR allows disruptive/disrespectful behavior to interfere with learning. OR Candidate does not respond in a timely manner to emotional and/or physical safety issues.	The candidate demonstrates respect for ALL learners. AND Candidate provides a learning environment that serves primarily to control the focus learner's behavior and minimally supports the learning associated with the literacy learning goal.	The candidate demonstrates respect for and rapport with ALL learners. AND Candidate provides a positive learning environment that supports learning related to the focus learner's literacy learning goal.	The candidate demonstrates rapport with and respect for ALL learners. AND Candidate provides a learning environment that balances learning challenge with support needs¹⁵ for the focus learner relative to the literacy learning goal.	The candidate demonstrates rapport with and respect for ALL learners. AND Candidate provides a learning environment that balances learning challenge with support needs for the focus learner relative to the learning goal, with opportunities for self-determination.

¹⁵ Challenge and support needs are determined by the focus learner's baseline data, prior learning, experiences, and needs. Challenge is providing the learner with opportunities to stretch beyond current performance level.

Understanding Rubric Level Progressions: Rubric 6

The Guiding Question

The Guiding Question addresses the type of learning environment that the candidate establishes and the degree to which it fosters respectful interactions between the candidate and learners.

Key Concepts of Rubric:

- [Challenge](#)¹⁶
- [Learning environment](#)
- [Rapport](#)
- [Respect](#)
- [Self-determination](#)

Primary Sources of Evidence:

Video clip(s)

Instruction Commentary **Prompts 3a–b**

NOTE: For the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video—**such statements should not override evidence depicted in the video.**

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ Candidate does not respond to emotional and/or physical safety issues in a timely manner.

¹⁶ Links to terms from the Education Specialist, Literacy: MMSN/ESN 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

Evidence that demonstrates performance at Level 3:

To score at Level 3, clip(s) reveal evidence that the candidate's interactions with learners are respectful (e.g., calls learners by first name; uses modulated voice, attentive listening by repeating or restating learners' responses), demonstrate rapport (evidence of relationship between candidate and learners and/or ease of interaction that goes back and forth based on relevance or engaged conversation), and show that learners communicate easily with the candidate. There is evidence that the candidate facilitates a positive learning environment wherein learners are willing to answer questions and work together without the candidate or other learners criticizing their responses.

The candidate's verbal and nonverbal interactions with the focus learner (and, if relevant, any other learners in the instructional group) are respectful, demonstrate rapport, and reflect learner's(s') comfort level by communicating easily with the candidate.

For a learner who has severe challenges in social and communication skills, respect and rapport may be revealed in the learner's body posturing, proximity, or eye contact, as well as absence or lower levels of undesirable behavior. Be sure to consider the modes of communication and all levels of social behavior most applicable to the focus learner when identifying evidence of respect and rapport.

AND the candidate provides a positive learning environment that supports learning related to the focus learner's literacy learning goal.

Evidence that demonstrates performance below 3:

At Level 2, clip(s) do not reveal evidence of positive relationships and interactions between the candidate and learners. Clips reveal a focus on classroom management and maintaining learner behavior and routines rather than engaging learners in learning. Although the clip(s) reveal the candidate's respectful interactions with learners, there is an emphasis on the candidate's rigid control of learner behaviors, discussions, and other activities in ways that limit and do not support learning.

Candidate-learner interactions focus on control of learner behavior in ways that limit opportunities for the focus learner to engage in learning. If the learner(s) have a behavioral management plan, then the learning environment should be appropriately controlling behavior to support engagement in instruction. At this level, however, the learning environment controls the focus learner's behavior so much that the learner is unable to participate in instruction in a meaningful way and/or to demonstrate learning for the literacy learning goal.

AND the candidate provides a learning environment that serves primarily to control the focus learner's behavior and minimally supports the learning associated with the literacy learning goal.

At Level 1, clip(s) reveal evidence of candidate-learner or learner-learner interactions that discourage student contributions, disparage the learner(s), or take away from learning, **OR** classroom management is so weak that the candidate is not able to or does not successfully redirect learners, or the learners 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 learners are productively engaged in the learning task should not be labeled as

disruptive. Examples of this may include learners engaging in discussion with peers, speaking without raising their hands, or being out of their seats.

Automatic Score of 1 is given when:

- The candidate does not respond in a timely manner to safety issues. Safety issues include emotional or physical threats.

Evidence that demonstrates performance above 3:

At Level 4, clip(s) reveal a positive learning environment that includes tasks/discussions that appropriately challenge learners' thinking by promoting higher-order thinking or application to develop new learning. There must be evidence that the environment is challenging for learners. At this level, the environment not only supports learning but challenges the focus learner to stretch just beyond their current performance level without creating challenges that are unobtainable. Examples include the focus learner cannot answer immediately but needs to think to respond; the candidate asks higher-order thinking questions; the focus learner is trying to apply their initial literacy learning to another context.

At Level 5, clip(s) reveal evidence that the candidate provides an environment that balances learning challenge with support needs for the focus learner relative to the learning goal, with opportunities for self-determination.

Instruction Rubrics continued

Rubric 7: Engaging¹⁷ the Focus Learner

How does the candidate actively engage the focus learner in developing knowledge and skills to reach the literacy learning goal with effective expression and meaning making?

Level 1	Level 2	Level 3	Level 4	Level 5
The focus learner is predominantly passive, inattentive, or out of control while candidate provides instruction or intervention for the literacy learning goal.	Candidate uses strategies to encourage the focus learner to develop knowledge and/or skills to reach the literacy learning goal.	Candidate uses explicit strategies to create active engagement ¹⁸ in developing the desired knowledge and/or skills of the focus learner for the literacy learning goal.	Candidate uses explicit strategies to create active engagement in developing the desired knowledge and/or skills of the focus learner for the literacy learning goal AND maintains engagement through appropriate pacing.	Level 4 plus: Candidate uses strategies to encourage the focus learner to initiate and/or maintain active engagement in the learning tasks for the literacy learning goal.
There is little or no evidence that the candidate links learning to effective expression or meaning making.	Candidate vaguely or superficially links learning to effective expression OR meaning making.	Candidate clearly links learning to effective expression OR meaning making.	Candidate clearly links learning to effective expression AND meaning making.	Candidate prompts the focus learner to link learning to effective expression AND meaning making.

¹⁷ Using instructional and motivational strategies that promote active involvement of the learner in learning tasks designed to support acquisition and application of knowledge and skills related to specific lesson objectives.

¹⁸ Active engagement includes hands-on learning, application, or reciprocal interactions during learning.

Understanding Rubric Level Progressions: Rubric 7

The Guiding Question

The Guiding Question addresses how in the video clip(s) the candidate provides evidence of how they engaged the focus learner in developing knowledge and skills to reach the literacy learning goal with effective expression and meaning making.

Key Concepts of Rubric:

- [Assets](#)¹⁹
- [Engaging the learner](#)

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompts 4a–c**

NOTE: For the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video—**such statements should not override evidence depicted in the video.**

Scoring Decision Rules

Multiple Criteria	■ Criterion 1 (primary): engagement in developing knowledge and skills to reach the literacy learning goal ■ Criterion 2: links learning to effective expression AND/OR meaning making ■ Place greater weight or consideration on criterion 1 (engagement in learning tasks).
AUTOMATIC 1	■ None

¹⁹ Links to terms from the Education Specialist, Literacy: MMSN/ESN 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

Evidence that demonstrates performance at Level 3:

To score at Level 3, clips reveal that the candidate uses explicit strategies to create active engagement in developing the desired knowledge and/or skills of the focus learner for the literacy learning goal. Strategies engage the focus learner in hands-on learning, application, or reciprocal interactions to develop the targeted knowledge and skills for the literacy learning goal. Strategies try to enlist learner interest in and commitment to developing the knowledge and skills targeted in the learning objectives. Although literacy learning may be evident in conversations, it is addressed at a cursory level. For example, the candidate has the focus learner identify the beginning, middle, and end of a story, and relates this to summarizing, but moves on without further explanation, leaving the instruction at a cursory level.

AND clip(s) reveal the candidate clearly linking effective expression **OR** meaning making to learning.

For examples of clearly linking to effective expression, candidates provide opportunities for learners to examine the author's craft as they read, analyzing how authors use language, text structure, and images to convey information, influence, or evoke responses from readers. Learners are placed in situations where they can effectively express themselves as writers, discussion partners, and presenters or use digital media and visual displays to enhance their expression. Learners are supported to communicate in ways appropriate for the purpose, audience, context, and task.

For examples of clearly linking to meaning making, candidates provide opportunities for learners to make connections with experiences and actively construct knowledge by engaging with content in a meaningful and relevant way. Learners are supported to build on prior knowledge and to develop literal and inferential comprehension by using complex literary and informational texts (print, digital, and oral), questioning, and discussion.

Evidence that demonstrates performance below 3:

At Level 2, clip(s) reveal strategies that encourage the focus learner to develop knowledge and/or skills to reach the literacy learning goal. The focus learner is participating in rote tasks that provide little opportunity to develop foundational skills. For example, the candidate teaches the letters of the alphabet but does not ensure that the focus learner observes or uses letters in meaningful print experiences, or the candidate teaches the focus learner to decode words without providing the opportunity for the focus learner to apply what they are learning using decodable texts.

In addition, the candidate may refer to effective expression or meaning making, but the references are superficial and are not connected to new learning.

At Level 1, clip(s) reveal that the focus learner is predominantly passive, inattentive, or out of control while the candidate provides instruction or intervention for the literacy learning goal **AND** there is little or no evidence that the candidate links learning to effective expression or meaning making.

Evidence that demonstrates performance above 3:

At Level 4, clip(s) reveal that the candidate uses explicit strategies to create active engagement in developing the desired knowledge and/or skills of the focus learner for the literacy learning goal **AND** maintains engagement through appropriate pacing, developing the knowledge and skills related to the learning goal with smooth transitions from one learning task to another. For example, the candidate asks the focus learner to use their word recognition skills to read a decodable text; text includes words that are already a part of the focus learner's oral vocabulary (engagement) and will be used later for oral retelling (challenging).

AND clip(s) reveal the candidate clearly linking effective expression **AND** meaning making to learning.

At Level 5, clip(s) reveal that the candidate uses strategies to encourage the focus learner to initiate and/or maintain active engagement in the learning tasks for the literacy learning goal.

AND the candidate prompts the focus learner to link learning to effective expression **AND** meaning making. For example, the candidate uses prompting strategies for the focus learner to make connections to personal experiences, real-world scenarios, or prior/future learning.

Instruction Rubrics continued

Rubric 8: Deepening Learning

How does the candidate support the focus learner in developing deep understanding of the knowledge and/or skills related to the literacy learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate provides the focus learner with few opportunities to respond related to the literacy learning goal. OR Materials or candidate responses include significant inaccuracies that are not corrected and that will lead to focus learner misunderstandings or misdirected performance for the literacy learning goal.	Candidate primarily uses superficial prompts to provide the focus learner opportunities to respond related to the literacy learning goal. Candidate evaluates the focus learner's responses only as correct or incorrect.	Candidate uses prompts that provide the focus learner opportunities to respond related to the literacy learning goal. Candidate provides the focus learner with • accurate, specific feedback (verbal or nonverbal) AND • opportunity to apply feedback to subsequent responses.	Candidate allows the focus learner to initiate responses to apply new learning related to the literacy learning goal. Candidate provides the focus learner with • accurate, specific feedback (verbal or nonverbal) AND • opportunity to apply feedback to subsequent responses.	Level 4 plus: Candidate moves the focus learner toward developmentally appropriate self-evaluation or self-correction to improve subsequent responses related to the literacy learning goal.

Understanding Rubric Level Progressions: Rubric 8

The Guiding Question

The Guiding Question addresses how in the video clip(s) the candidate brings forth and responds to learner responses as the learner(s) apply new knowledge and skills, including providing feedback, to guide the focus learner's progress toward the learning goal; this can occur during whole class discussions, small group discussions, or in interactions with individual learners.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompts 5a–c**

NOTE: For the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video—**such statements should not override evidence depicted in the video.**

Scoring Decision Rules

Multiple Criteria	■ Criterion 1: eliciting focus learner responses to apply new knowledge and skills ■ Criterion 2: providing feedback to deepen understanding ■ Place equal weight or consideration on both criteria.
AUTOMATIC 1	■ Pattern of significant inaccuracies that are not corrected
NOTE	■ If the learner is receiving instruction in a group, there will not be individual attention all the time. There should be some opportunities for the focus learner to provide responses. Also consider evidence of opportunities to learn from other learners' responses and feedback to them.

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, clip(s) reveal that the candidate allows the focus learner to initiate responses to apply new learning related to the literacy learning goal skills (e.g., by using “how” and “why” questions). Some instruction may be characterized by initial questions focusing on skills/concepts to lay a basis for later higher-order questions or literacy learning use in the clip(s).

AND the focus learner receives accurate and specific feedback (verbal or nonverbal) **AND** has

an opportunity to apply the individual feedback (as well as feedback to responses from other learners, for instruction in a group) to subsequent responses for the learning goal. For instruction in a group, there will likely be generalized feedback, but some of the feedback must specifically address the focus learner.

Evidence that demonstrates performance below 3:

At Level 2, clip(s) reveal that the candidate primarily uses superficial prompts to provide the focus learner opportunities to respond related to the literacy learning goal. The candidate asks questions that elicit right/wrong or yes/no answers and does little to encourage students to think about literacy learning that supports the development of foundational skills.

AND the candidate evaluates the focus learner's responses only as correct or incorrect without attaching meaning or explanation. The candidate is reacting to the global correctness or incorrectness of the focus learner's responses (and, for instruction in a group, responses from other learners) rather than providing the learner with detailed feedback about *how* the learner's response is correct or incorrect.

At Level 1, clip(s) reveal that the candidate provides the focus learner with few opportunities to respond related to the literacy learning goal.

Automatic Score of 1 is given when:

- Materials or candidate responses include significant inaccuracies that are not corrected and that will lead to focus learner misunderstandings or misdirected performance for the literacy learning goal.

Evidence that demonstrates performance above 3:

At Level 4, clip(s) reveal that the candidate allows the focus learner to initiate responses to apply new learning related to the literacy learning goal, by constructing the learning task so that in engaging in the learning task, the learner naturally initiates responses. For example, the candidate arranges a learning activity having the focus learner interact with a peer, where each learner has to generate questions and ask and respond to each other about a reading passage (e.g., "Who are some of the main characters?" "Where does the story take place?" "Why did the author choose to end the story without explaining what happened to the main character?"). For a learner with a more severe disability, this may involve the use of open-ended questions (e.g., "When should you wear a hat and scarf?" "What are some foods you would eat with a spoon?").

AND the candidate provides the focus learner with accurate, specific feedback (verbal or nonverbal) **AND** the opportunity to apply feedback to subsequent responses.

At Level 5, the candidate meets Level 4 **AND** there is evidence in the clip(s) that the candidate supports the focus learner in evaluating their own learning or learning to self-evaluate or self-correct to improve subsequent responses for the literacy learning goal in a manner appropriate to the learner's development. For young children or learners with severe or profound disabilities, this may take the form of progressively increasing the time delay before error correction, reducing the level of prompts or error correction strategies (most-to-least prompts). For example, a learner that has a goal to raise his hand before calling out may be prompted to use a self-evaluation chart, checking off each time he raises his hand. For learners with significant cognitive disabilities, checking off tasks on a checklist as it is done demonstrates self-evaluating.

Instruction Rubrics continued

Rubric 9: Supporting Teaching and Learning

How does the candidate support learning for the literacy learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate uses instructional strategies, planned supports, and/or materials that are not appropriate to the focus learner's needs in relation to the lesson objectives for the literacy learning goal. OR There is a severe mismatch between the focus learner's chronological age and the ways in which the candidate uses instructional strategies, supports, or materials.	Candidate uses instructional strategies, planned supports, and/or materials in ways that superficially match the focus learner's needs in relation to lesson objectives for the literacy learning goal.	Candidate uses instructional strategies, planned supports, and/or materials in ways that match the focus learner's needs in relation to lesson objectives for the literacy learning goal.	Candidate uses instructional strategies, planned supports, and/or materials in ways that match the focus learner's needs and capitalize on their strengths in relation to lesson objectives for the literacy learning goal.	Level 4 plus: Instructional strategies, planned supports, or materials for the literacy learning goal address the focus learner's development or application of a developmentally appropriate, self-directed learning strategy.

Understanding Rubric Level Progressions: Rubric 9

The Guiding Question

The Guiding Question addresses how the candidate uses instructional strategies, supports, and/or materials in the clip(s) to build the focus learner's knowledge and skills.

Key Concepts of Rubric:

- [Planned supports](#)²⁰
- [Scaffolding](#)
- [Self-directed learning strategies](#)

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary Prompts 6a–b

NOTE: For the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video—**such statements should not override evidence depicted in the video.**

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric unless strategies, supports, or materials are clearly developmentally or age inappropriate. If this occurs, score is below 3.
AUTOMATIC 1	■ There is a severe mismatch between the focus learner's chronological age and the ways in which the candidate uses instructional strategies, supports, or materials.

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, clip(s) reveal that the candidate uses instructional strategies, planned supports, and/or materials in ways that match the focus learner's needs in relation to lesson objectives for the literacy learning goal. There is some evidence that the focus learner has opportunities to practice foundational-skill learning with teacher guidance, but there are limited opportunities for the focus learner to apply learning.

²⁰ Links to terms from the Education Specialist, Literacy: MMSN/ESN 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).

Evidence that demonstrates performance below 3:

At Level 2, clip(s) reveal that the candidate uses instructional strategies, planned supports, and/or materials in ways that superficially match the focus learner's needs in relation to lesson objectives for the literacy learning goal. The use of instructional strategies, planned supports, and/or materials is not implemented in a manner that facilitates the focus learner's development of the knowledge and skills or developmentally appropriate for the focus learner.

At Level 1, clip(s) reveal that the candidate uses instructional strategies, planned supports, and/or materials that are not appropriate to the focus learner's needs in relation to the lesson objectives for the literacy learning goal.

Automatic Score of 1 is given when:

- There is a severe mismatch between the focus learner's chronological age and the ways in which the candidate uses instructional strategies, supports, or materials. If the candidate is required to use specific support or instructional strategies that do not correspond in any way with the focus learner's chronological age, they make no effort to modify them in any way to reduce the mismatch.

Evidence that demonstrates performance above 3:

At Level 4, clip(s) reveal that the candidate uses instructional strategies, planned supports, and/or materials in ways that match the focus learner's needs and capitalize on their strengths in relation to lesson objectives for the literacy learning goal.

At Level 5, the candidate meets Level 4, **AND** clip(s) reveal that instructional strategies, planned supports, and/or materials for the literacy learning goal address the focus learner's development or application of a developmentally appropriate, self-directed learning strategy.

Instruction Rubrics continued

Rubric 10: Analyzing Teaching Effectiveness

How does the candidate use evidence to evaluate and change teaching practice to meet the focus learner's learning needs related to the literacy learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate proposes changes unrelated to the learning needs of the focus learner related to the literacy learning goal.	Candidate proposes changes that are superficially related to the learning needs of the focus learner related to the literacy learning goal.	Candidate proposes changes for instruction and/or planned support strategies related to the literacy learning goal, making general connections to the strengths or needs of the focus learner.	Candidate proposes changes for instruction and/or planned support strategies related to the literacy learning goal that make clear, specific connections to the strengths and needs of the focus learner.	Level 4 plus: Changes support the focus learner's movement toward maintained, generalized, or self-directed use of knowledge and/or skills related to the literacy learning goal.
		Candidate makes superficial connections to research, theory, or MTSS.	Candidate makes clear connections to research, theory, or MTSS.	

Understanding Rubric Level Progressions: Rubric 10

The Guiding Question

The Guiding Question addresses how the candidate examines the teaching and learning in the video clip(s) and proposes what they could have done differently to better support the needs of the focus learner related to the literacy learning goal. The candidate justifies the changes based on learner needs and references to research, theory, or MTSS.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Instruction Commentary **Prompts 7a–c**

Video Clip(s) (for evidence of learning)

Scoring Decision Rules

Multiple Criteria	■ Criterion 1: Proposed changes ■ Criterion 2: Connections to research, theory, or MTSS ■ Place greater weight or consideration on criterion 1 (proposed changes).
AUTOMATIC 1	■ None
NOTE	■ Changes discussed by the candidate should be related to the lesson(s) that are seen or referenced in the clip(s) but do not need to address exclusively what is seen in the clips alone. Candidates can suggest changes to any part of the lesson(s) referenced in the clip(s) (e.g., what came before or after what is seen in the clip[s]). However, there should be some connection to the learning seen in the clip(s).

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, Primary Criterion: Candidate proposes changes for instruction and/or planned support strategies related to the literacy learning goal, making general connections to the strengths **OR** needs of the focus learner.

Proposed changes noted by the candidate 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), candidates can suggest changes to any part of the lesson(s) referenced in the clip(s), even if those portions of the lesson(s) are not depicted in the clip(s). An example is “In video clip 1, I missed the opportunity of asking higher-order questions as we discussed the characters. To enhance my focus learner’s learning, I would lead them to use higher-order thinking skills by asking

questions like ‘How is character A different from character B?’ ‘Why do you think so?’ ‘In what ways are the characters similar?’ ‘How will you compare and contrast these two characters?’”

To score at Level 3, Secondary Criterion: The candidate superficially refers to research, theory, or MTSS in relation to the plans to support student learning. The connections between the research, theory, or MTSS and the tasks are vague or are not clearly made.

If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion.**

If evidence meets the primary criterion at Level 4, and the candidate has NO connection to research, theory, or MTSS, the rubric is scored at Level 3.

Evidence that demonstrates performance below 3:

At Level 2, the candidate proposes changes that are superficially related to the learning needs of the focus learner related to the literacy learning goal. The changes address improvements in teaching practice that mainly focus on how the candidate structures/organizes learning tasks or manages behavior.

If a candidate’s proposed changes are not related to the learning segment, this rubric cannot be scored beyond a Level 2.

At Level 1, the changes are not supported by evidence of student learning from lesson(s) seen or referenced in the clip(s). An example for a lesson on author’s purpose with changes unrelated to student learning would be allowing students to move around more frequently to release energy or assigning specific students to distribute worksheets during activity time.

Evidence that demonstrates performance above 3:

At Level 4, Primary Criterion: The candidate proposes changes for instruction and/or planned support strategies related to the literacy learning goal that make clear, specific connections to the strengths and needs of the focus learner.

At Level 4, Secondary Criterion: Proposed changes in teaching practice are clearly supported by research, theory, or MTSS.

The candidate explains how research or theory is related to the changes proposed. Candidates may cite research, theory, or MTSS in their commentary or refer to the ideas and principles found in research, theory, or MTSS; either connection is acceptable, as long as they clearly connect the research, theory, or MTSS to the proposed changes.

To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the secondary criterion at least at Level 3).

At Level 5, the candidate meets Level 4 **AND** changes support the focus learner’s movement toward maintained, generalized, and/or self-directed use of knowledge and/or skills related to the literacy learning goal.

Assessment Task 3: Assessing Learning

What Do I Need to Do?

- Use the baseline data, the daily assessment records, and work sample(s) from the learning segment to analyze the focus learner's progress toward reaching the lesson objectives for the literacy learning goal. Address the focus learner's strengths and continuing needs in your analysis.
- Submit a copy of
 - the baseline data (if not evident in the daily assessment record) for the literacy learning goal
 - the completed daily assessment records for the focus learner for ALL lesson objectives. Each daily assessment record should include the relevant lesson objective(s).
- **Submit one work sample that you analyzed** that illustrates the conclusions you reach in your analysis. The work sample should be the work of the focus learner alone, not a product constructed as part of a group. **NOTE:** When analyzing student work, consider what your focus learner understands and does well, where they continue to struggle (e.g., common errors, confusions, need for greater challenge), and the extent to which they are developing competency and mastery of the literacy learning goal(s).
 - A work sample can be a product (e.g., test, completed class assignment), a time-stamp reference (no more than 2 minutes) for a video clip submitted in Instruction Task 2, or an additional video clip of no more than 2 minutes.
 - Attach additional information related to the work sample to the end of the Assessment Commentary—a blank copy of an assessment corresponding to the work sample submitted, including directions/prompts provided to the focus learner, or a blank data sheet for a performance assessment if not part of the daily assessment record, including a transcript of any oral directions/prompts (**no more than 5 additional pages**).
- **Submit the feedback** you gave to the focus learner for the assessment of literacy from which the work sample comes. You must submit evidence of the actual feedback provided to the focus learner and not a description of the feedback. The feedback can be provided as part of a work sample, as an audio clip, or as a video clip.
- If you submit a work sample as a video clip or feedback as a video or audio clip and comments made by you or the focus learner cannot be clearly heard (or seen, if signed), do one of the following: (1) attach a transcription of your comments (**no more than 2 additional pages**) to the end of the Assessment Commentary; (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).
- If you submit a work sample as a video clip or feedback as a video or audio clip and additional learners are present, clearly identify the focus learner in the relevant prompts (1c and 2a) of the Assessment Commentary (**in no more than 2 sentences**).
- **(Optional) Provide evidence of the focus learner's use of the communication skill in English identified in Planning Task 1 for participating in learning tasks and/or demonstrating learning.** You may provide this evidence with your video clip(s) submitted in Instruction Task 2, as an additional video clip of the focus learner using the communication skill from Planning Task 1 within the learning segment (**no more than 5 minutes in length**).

submitted in Assessment Task 3, **OR** through the focus learner's work sample submitted in Assessment Task 3 or a different work sample.

- **Respond to the prompts** listed in the Assessment Commentary template found in your account **after analyzing the focus learner's progress** toward the literacy learning goal and submit the completed template.

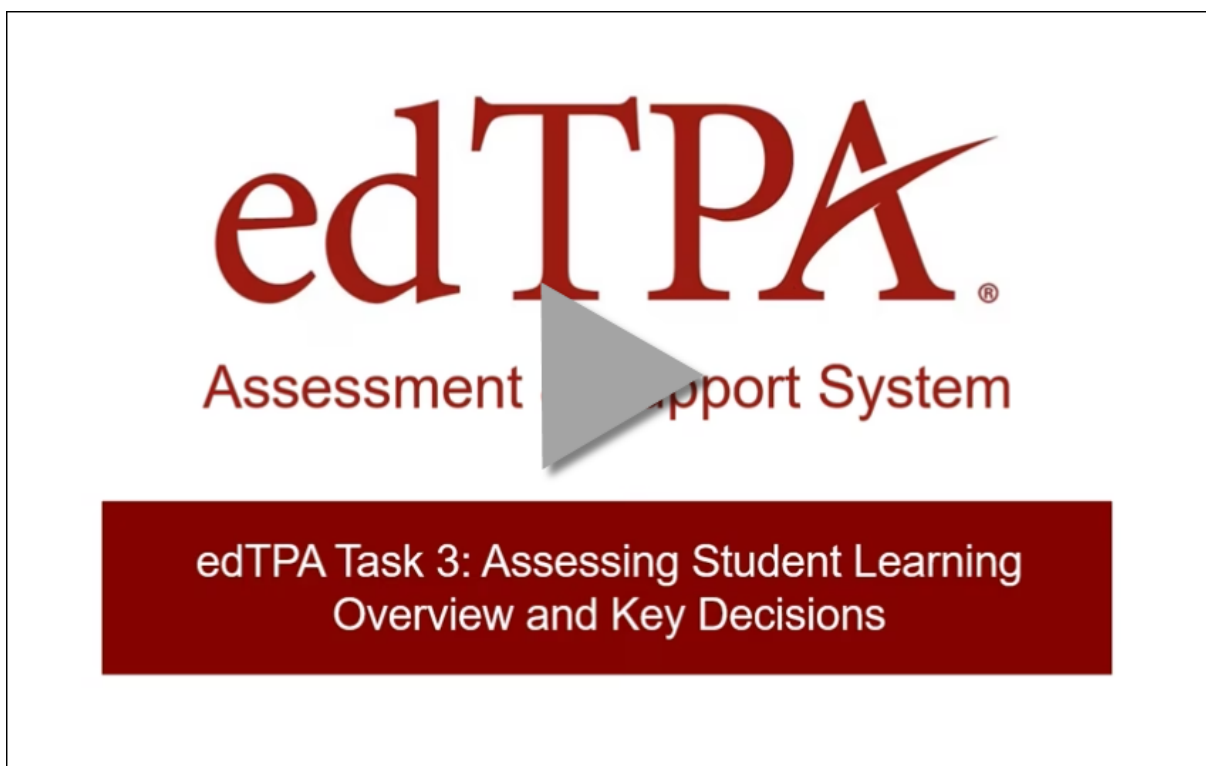
See the [Assessment Task 3: Artifacts and Commentary Specifications](#) in the edTPA Education Specialist, Literacy: MMSN/ESN Evidence Chart for instructions on electronic submission of evidence. The evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

If a work sample or video file contains words and/or phrases in or is entirely in braille, a language other than English, or a sign language such as ASL, please include an English translation or transcription of relevant parts attached to the work sample or, for a video file, to the end of the Assessment Commentary. However, for portions of communication in a sign language such as ASL that are not clearly visible in the video, attach a transcription of unclear communications unless you provide captions (this is permissible editing). These attachments will not count against the page limit for the commentary.

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.

To better understand Task 3 requirements for your Education Specialist, Literacy: MMSN/ESN portfolio, you should review the Assessment Task 3 Key Decisions and Key Points in the [Making Good Choices in Special Education for California](#) 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. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, instruction, assessment, and writing.

Assessment Rubrics

Rubric 11: Analyzing the Focus Learner's Performance

How does the candidate demonstrate an understanding of the focus learner's performance of the lesson objectives related to the literacy learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
The analysis is superficial because it ignores evidence from the work sample and/or daily assessment records or one or more of the lesson objectives related to the literacy learning goal. OR The conclusions in the analysis are not supported by either the work sample or the daily assessment records. OR The literacy learning goal, lesson objectives, daily assessment records, and/or work sample are not aligned with each other. OR One or more lesson objectives were not measurable or did not contain criteria for meeting the objectives.	The analysis focuses only on whether the focus learner did or did not achieve ALL the lesson objectives related to the literacy learning goal.	The analysis draws upon knowledge of - the focus learner's strengths and needs OR levels or types of planned supports (including error prevention strategies) to understand the focus learner's progress toward ALL lesson objectives related to the literacy learning goal.	The analysis draws upon detailed knowledge of - the focus learner's strengths and needs AND - levels or types of planned supports (including error prevention strategies) to understand strengths and needs in the focus learner's progress toward ALL lesson objectives related to the literacy learning goal.	Level 4 plus: The analysis makes clear and plausible connections between the focus learner's performance and specific elements of instruction.

Understanding Rubric Level Progressions: Rubric 11

The Guiding Question

The Guiding Question addresses the candidate's analysis of the focus learner's work to identify progress toward lesson objectives and the literacy learning goal.

Key Concepts of Rubric:

- [Aligned](#)²¹

Primary Sources of Evidence:

Assessment Commentary **Prompts 1a–f**

Learner work sample(s) (written or video)

Baseline data, completed daily assessment records

Scoring Decision Rules

Multiple Criteria	N/A
AUTOMATIC 1	■ There is a significant lack of alignment between the literacy learning goal, lesson objectives, daily assessment records, and/or work sample for the focus learner. Specifically, the daily assessment records do not include data related to the lesson objectives, or the work sample is unrelated to the lesson objectives and the daily assessment records. ■ Any lesson objective is not measurable or lacks criteria.
NOTE	■ If the literacy learning goal is expressed in measurable terms and is assessed accordingly in each lesson, then it should be considered to be a lesson objective even if it is not identified as such. ■ The candidate has the opportunity in Prompt 1b of the Assessment Commentary to revise the assessment related to the work sample, daily assessment records, and/or lesson objectives from what was described in the Planning Commentary. Any revisions should be considered in place of the originals when evaluating evidence of alignment, measurability of lesson objectives, and progress compared to lesson objectives. ■ If there is data on the impact of supports provided by collaborators, candidates may consider this as well as the supports they provide themselves.

²¹ Links to terms from the Education Specialist, Literacy: MMSN/ESN 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

Evidence that demonstrates performance at Level 3:

To score at Level 3, the analysis draws upon knowledge of the focus learner's strengths **and** needs **OR** levels/types of planned supports (including error prevention strategies to understand the focus learner's progress toward ALL lesson objectives related to the literacy learning goal.

Evidence that demonstrates performance below 3:

At level 2, the analysis focuses only on whether the focus learner did or did not achieve ALL the lesson objectives related to the literacy learning goal. It does not probe possible reasons why.

At Level 1, the analysis is superficial because it ignores important evidence from the work sample and/or daily assessment records **OR** one or more of the lesson objectives related to the literacy learning goal.

The conclusions in the analysis are not supported by the work sample or the daily assessment records.

Automatic Score of 1 is given when:

- There is a significant lack of alignment between the literacy learning goal, lesson objectives, daily assessment records, and/or work sample for the focus learner. Specifically, the daily assessment records do not include data related to the lesson objectives, or the work sample is unrelated to the lesson objectives and daily assessment records.
- Any lesson objective lacks criteria. If the literacy learning goal is expressed in measurable terms and is assessed accordingly in each lesson, then it should be considered to be a lesson objective even if it is not identified as such.

Evidence that demonstrates performance above 3:

At Level 4, the analysis draws upon detailed knowledge of the focus learner's strengths **and** needs **AND** levels or types of planned supports (including error prevention strategies) to understand strengths and needs in the focus learner's progress toward ALL lesson objectives related to the literacy learning goal.

At Level 5, the candidate meets Level 4 **AND** the analysis makes clear and plausible connections between the focus learner's performance and specific elements of instruction.

Assessment Rubrics continued

Rubric 12: Providing Feedback to Guide Further Learning

What type of feedback does the candidate provide to the focus learner for the literacy learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
No feedback is provided to the focus learner. OR Feedback is unrelated to the literacy learning goal. OR Feedback is severely mismatched to the focus learner's chronological age or developmental level. OR Feedback contains significant inaccuracies.	Feedback related to the literacy learning goal is general and does not address needs OR strengths.	Feedback related to the literacy learning goal is specific and focuses on either needs OR reinforcing strengths.	Feedback related to the literacy learning goal is specific and includes needs AND reinforcing strengths.	Level 4 plus: Feedback provides - a literacy strategy to address a learning need OR - connections to prior literacy learning or experiences to improve learning.

Understanding Rubric Level Progressions: Rubric 12

The Guiding Question

The Guiding Question addresses the evidence of feedback provided to the focus learner. Feedback may be written on the focus learner's work sample or provided in a video/audio format. The feedback should identify what the focus learner is doing well and what needs to improve in relation to the lesson objectives and the literacy learning goal.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Assessment Commentary **Prompts 1d–f, 2a–c**

Evidence of feedback (written, audio/video)

Scoring Decision Rules

Multiple Criteria	■ N/A
AUTOMATIC 1	■ Feedback is completely missing or contains significant inaccuracies that will misdirect the focus learner in considerable ways. ■ Feedback is severely inappropriate for the focus learner's chronological age and/or developmental level.
NOTE	■ For a candidate using an errorless learning strategy, there may not be any errors, and this should not be held against the candidate. Error prevention strategies are commonly used in contexts where the focus learner's emotional state is severely affected by errors (e.g., learners with autism, learners in psychiatric facilities) or when the community learning setting might be jeopardized (e.g., a workplace setting).

Unpacking Rubric Levels

*Evidence that demonstrates performance at **Level 3**:*

To score at Level 3, the feedback related to the literacy learning goal is specific and focuses on either needs OR reinforcing strengths.

The candidate must provide the focus learner with qualitative feedback about their performance that is aligned with the literacy learning objectives. Specific feedback includes such things as pointing to successful use of a strategy or skill, pointing to and naming errors, suggesting information that would make a good response to a question. For a learning segment on summarizing, examples of specific feedback are "The format of your summary is spot on. You clearly identified the beginning, middle, and end of the story" OR "You missed an important detail of the story. How did it end?" Checkmarks, points deducted, grades, or scores do not meet Level 3, even when they distinguish errors from correct responses.

Evidence that demonstrates performance below 3:

At Level 2, although the feedback is related to the assessed literacy learning goal, it is also general and does not address specific strengths or needs for improvement related to literacy objectives. General feedback includes identifying what the focus learner did or did not do successfully with little detail (e.g., checkmarks for correct responses, points deducted, and comments such as, “Don’t forget your punctuation marks!”). General feedback does not address the specific error or correct response (e.g., “Check your work” or “Yes!”).

At Level 1, feedback is not related to the literacy learning goal. Feedback is limited to a single statement or mark, such as identifying the total percent correct (86%), an overall letter grade (B), or one comment like “Nice work!” with no other accompanying comments or grading details. These examples of a single piece of feedback do not provide any general feedback to the focus learner that is related to any learning objectives.

Automatic Score of 1 is given when:

- Feedback is completely missing or contains significant inaccuracies that will misdirect the focus learner in considerable ways.
- Feedback is severely mismatched to the focus learner’s chronological age and/or developmental level.

Evidence that demonstrates performance above 3:

At Level 4, specific feedback addresses both strengths and needs related to the literacy learning objectives. For example, “Great job using evidence to support the character traits you identified. What actions showed that the main character was persistent? Tell me more about his temper.”

At Level 5, the candidate meets Level 4 **AND** feedback provides a literacy strategy to address a learning need. For example, “You got the right answer. If you are unsure of the answer, remember to refer to the guided notes we have been developing.”

OR feedback makes meaningful connections to prior literacy learning or experiences to improve learning. For example, the candidate refers back to a prior literacy lesson: “Remember how you found the rhyming words from our book yesterday? You highlighted all of the words that had the same ending sounds. Can you use the highlighter and show me which words in this book rhyme?”

Assessment Rubrics continued

Rubric 13: Learner Understanding and Use of Feedback

How does the candidate provide opportunities for the focus learner to understand and use the feedback for the literacy learning goal to guide their further learning or performance?

Level 1	Level 2	Level 3	Level 4	Level 5
Opportunities for understanding or using feedback are not described. OR Candidate provides limited or no feedback related to the literacy learning goal to inform the focus learner's performance/responses.	Candidate provides vague explanation for how the focus learner will understand or use feedback related to the literacy learning goal.	Candidate describes how the focus learner will understand or use feedback related to the literacy learning goal.	Candidate describes how they will support the focus learner to understand and use feedback related to strengths OR needs related to the literacy learning goal.	Candidate describes how they will support the focus learner to understand and use feedback related to strengths AND needs related to the literacy learning goal.

Understanding Rubric Level Progressions: Rubric 13

The Guiding Question

The Guiding Question addresses how the candidate explains how they will help the focus learner to understand and use the feedback provided in order to improve their literacy learning or performance.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Assessment Commentary **Prompts 2b–d**

Scoring Decision Rules

Multiple Criteria	■ N/A
AUTOMATIC 1	■ None

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, the candidate describes how the focus learner will understand **OR** use feedback related to the literacy learning goal.

The description should be specific enough that it is understood what the candidate and/or focus learner is going to do. Otherwise, it is vague, and the evidence should be scored at Level 2.

- Example for *understanding* feedback: “Go over responses with commonly missed errors, explicitly focusing on content that the focus learner was given feedback on.”
- Example for *using* feedback: “Candidate asks the focus learner to revise responses or correct errors using feedback given and resubmit revised work.”

Evidence that demonstrates performance below 3:

At Level 2, the description of how the focus learner will understand or use literacy-related feedback is vague or general. Details about how the focus learner will understand or use the feedback are missing. For example, “The focus learner will get their papers back. The feedback will tell them what they did right and wrong when retelling their story. They will retell another story next week.” The use of feedback is not clearly related to the assessed literacy learning objectives.

At Level 1, opportunities for understanding or using feedback are not described **OR** there is NO evidence of feedback for the focus learner.

Evidence that demonstrates performance above 3:

At Level 4, the candidate describes specific planned or implemented support for the focus learner to understand and use feedback on their strengths **OR** weaknesses to further develop their learning in relation to the literacy learning goal. For example, a candidate may work with the focus learner to reteach several concepts they struggled with on their assessment (as noted by feedback given) using a graphic organizer to further develop understanding of each concept (such as a T-chart or concept map). Next, the focus learner would be given an opportunity to revise their response involving those concepts, using the graphic organizer to support their revision. This example shows how a candidate can help the focus learner understand their feedback in relation to misunderstandings and support them in using that feedback to enhance learning in relation to objectives assessed.

Support for the focus learner to understand **and** use feedback is described in enough detail to understand how the focus learner will develop in areas identified for growth **OR** continue to deepen areas of strength.

At Level 5, the candidate describes planned or implemented support for the focus learner to understand and use feedback on their strengths **AND** weaknesses related to the literacy learning goal.

Support for the focus learner to understand **and** use feedback is described in enough detail to understand how the focus learner will develop in areas identified for growth **AND** continue to deepen areas of strength.

Assessment Rubrics continued

Rubric 14: Explaining the Focus Learner's Use of Communication

How does the candidate explain the focus learner's use of the communication skill to participate in the learning task(s) or demonstrate learning?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate describes the focus learner's use of a communication skill that is NOT - aligned with the learning segment OR - appropriate communication used in the selected content area (for a focus learner with mild/moderate support needs) OR - consistent with the evidence submitted.	Candidate's description focuses on a communication skill that is related to the learning segment but does not explain how the focus learner uses the skill to participate in literacy learning task(s) or demonstrate learning.	Candidate explains and provides evidence of the focus learner's use of the communication skill to participate in literacy learning task(s) and/or demonstrate learning.	Level 3 plus: Candidate explains and provides evidence of how planned supports helped the focus learner use the communication skill to participate in literacy learning task(s) and/or demonstrate learning.	Level 4 plus: Candidate explains how the focus learner can be supported to move toward generalized or maintained use of the communication skill.

Understanding Rubric Level Progressions: Rubric 14

The Guiding Question

The Guiding Question addresses how a candidate explains the focus learner's attempts to use the identified communication skill. These opportunities should support access to learning task(s) and/or demonstration of learning.

Key Concepts of Rubric:

- [Communication](#)²²
- [Planned supports](#)

Primary Sources of Evidence:

Assessment Commentary **Prompts 3a–b**

Focus learner's work sample (evidence of the use of the communication skill), evidence from Task 2 video clip(s), or evidence from an additional video clip

Scoring Decision Rules

Multiple Criteria	■ N/A
AUTOMATIC 1	■ N/A for this rubric

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, the candidate explains and provides evidence of the focus learner's use of the communication skill to participate in literacy learning tasks and/or demonstrate learning. The explanation corresponds to the provided specific evidence of actual use (e.g., time stamp, a place in a work sample). **NOTE:** The communication or related skills discussed in the Assessment Commentary do not have to be the same as those discussed in Task 1.

Communication includes language content, form, and sequence; various communication modes or forms, including augmented communication, verbal or nonverbal communication, and devices and other technology; expressive or receptive communication; and initiative or responsive communication. Communication can range from nonverbal signals or one-word answers to paragraphs, essays, and laboratory reports, depending on the focus learner's developmental needs and the focus of the learning segment.

The communication skill can be a new skill the focus learner is acquiring or learning to use more fluently. It can also be a skill they are working on maintaining or generalizing.

²² Links to terms from the Education Specialist, Literacy: MMSN/ESN 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).

The communication skill should be related to literacy used in the related academic content area within the learning segment.

If needed by the focus learner, the communication skill may focus on learning and/or applying augmentative and alternative communication that supports the focus learner's participation in learning tasks and/or demonstration of learning related to the learning segment.

Evidence that demonstrates performance below 3:

At Level 2, The candidate's description focuses on a communication skill that is related to the learning segment but does not explain how the focus learner uses the skill to participate in literacy learning tasks or demonstrate learning. **NOTE:** The communication or related skills discussed in the Assessment Commentary do not have to be the same as those discussed in Task 1.

It is not sufficient for the candidate to reference an artifact and make a general statement regarding student use of communication.

At Level 1, the candidate describes the focus learner's use of a communication skill that is not aligned with the learning segment **OR** appropriate communication used in the selected content area (for a focus learner with mild/moderate support needs) **OR** consistent with the evidence submitted.

Evidence that demonstrates performance above 3:

At Level 4, the candidate meets Level 3 **AND** the candidate explains and provides evidence of how planned supports helped the focus learner use the communication skill to participate in literacy learning tasks and/or demonstrate learning. The communication or related skills discussed in the Assessment Commentary do not have to be the same as those discussed in Task 1.

At Level 5, the candidate meets Level 4 **AND** the candidate explains how the focus learner can be supported to move toward generalized or maintained use of the communication skill.

Assessment Rubrics continued

Rubric 15: Using Assessment to Inform Instruction

How does the candidate use conclusions about what the focus learner knows and is able to do related to the literacy learning goal to plan next steps in instruction?

Level 1	Level 2	Level 3	Level 4	Level 5
Next steps are not achievable or do not follow from the analysis. OR Next steps are not relevant to the lesson objectives assessed. OR Next steps are not described in sufficient detail to understand them.	Next steps to improve or continue learning are loosely connected to the focus learner's literacy needs.	Next steps to improve or continue learning include general instructional strategies or supports related to the focus learner's literacy needs and to current instruction.	Next steps - provide logical, well-sequenced instructional strategies to address specific identified literacy needs of the focus learner AND - are logically connected to current instruction.	Level 4 plus: Candidate uses the analysis to describe implications for the focus learner's individualized education program/plan goals and/or curriculum.
		Next steps are loosely connected with research, theory, or MTSS.	Next steps are connected with research, theory, or MTSS.	Next steps are justified with research, theory, or MTSS.

Understanding Rubric Level Progressions: Rubric 15

The Guiding Question

The Guiding Question addresses how the candidate uses conclusions from the analysis of the focus learner's work and connections to research, theory, or MTSS to propose the next steps in instruction. Next steps should be related to the standards/objectives assessed and based on the daily assessment records/work sample.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Learner work sample(s)

Baseline data, daily assessment records, final assessments (included at end of the Assessment Commentary)

Assessment Commentary **Prompts 4a–b (review Prompts 1d–f for information about progress, strengths/needs, and supports provided)**

Scoring Decision Rules

Multiple Criteria	■ Criterion 1 (primary): Next steps for instruction ■ Criterion 2: Connections to research, theory, or MTSS ■ Place greater weight or consideration on criterion 1 (next steps for instruction).
AUTOMATIC 1	■ None
NOTE	■ The candidate may develop next steps by continuing to consult with one or more collaborators.

Unpacking Rubric Levels

Evidence that demonstrates performance at Level 3:

To score at Level 3, Primary Criterion: Next steps to improve or continue learning include general instructional strategies or supports related to the focus learner's literacy needs and to current instruction. **NOTE:** The candidate should not be penalized for referring to a continued collaboration to plan the next steps.

To score at Level 3, Secondary Criterion: The candidate refers to research, theory, or MTSS when describing the next steps. The connections between the research, theory, or MTSS and the next steps are vague/not clearly made.

If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion.**

If evidence meets the primary criterion at Level 4, and the candidate has NO connection to research, theory, or MTSS, the rubric is scored at Level 3.

Evidence that demonstrates performance below 3:

At Level 2, next steps to improve or continue learning are loosely connected to the focus learner's literacy needs.

At Level 1, next steps are not achievable or do not follow from the analysis OR are not relevant to the lesson objectives assessed OR are not described in sufficient detail to understand them (e.g., "more practice" or "go over the test").

Evidence that demonstrates performance above 3:

At Level 4, Primary Criterion: Next steps provide logical, well-sequenced instructional strategies to address specific identified literacy needs of the focus learner **AND** are logically connected to current instruction.

At Level 4, Secondary Criterion: The candidate discusses how the research, theory, or MTSS is related to next steps in ways that make some level of sense given their learners and learning segment. They may cite the research, theory, or MTSS in their discussion, or they may refer to the ideas from the research, theory, or MTSS. Either is acceptable, as long as they clearly connect the research/theory to their next steps.

To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research, theory, or MTSS (meet the secondary criterion at least at Level 3).

At Level 5, Primary Criterion: The candidate meets Level 4 **AND** uses the analysis to describe implications for the focus learner's individualized education program/plan goals and/or curriculum.

At Level 5, Secondary Criterion: The candidate provides examples of supports that are justified with research, theory, or MTSS.

To score at Level 5, the candidate must meet the primary criterion at Level 5 and make at least a connection to research, theory, or MTSS (meet the secondary criterion at least at Level 4).

Education Specialist, Literacy: MMSN/ESN Evidence Chart

Your evidence must be submitted to the Pearson ePortfolio System. 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: 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	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages per lesson	- Submit 3–5 lesson plans in 1 file. - Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.). - All rationales or explanation for the lesson plans should be written in the Planning Commentary and removed from the lesson plans.
Part C: Instructional Materials	.doc; .docx; .odt; .pdf	1	1	No more than 5 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. - Insert a translation immediately after each instructional material for portions in braille or in a language other than English.

(Continued on next page)

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: Assessments and/or Data Collection Procedures	.doc; .docx; .odt; .pdf	1	1	No limit	- Submit assessment instruments and/or a description of data collection procedures, as appropriate for the lesson objectives measured, in 1 file. - Within the file, label assessments/procedures by corresponding lesson (Lesson 1 Assessments/Procedures, Lesson 2 Assessments/Procedures, etc.). For assessments/procedures used in multiple lessons, order and label by lesson when first used. - Insert a translation immediately after each assessment for portions in braille or in a language other than English.
Part E: Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 12 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 Clip(s) ²³	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	1	2	No more than 20 minutes total running time (but not less than 3 minutes)	- Before you record your video, obtain permission from a parent/guardian of learners (or, if appropriate, the learners themselves) and from adults who appear in the video. - Refer to Instruction Task 2, What Do I Need to Do? for video clip content and requirements. - When naming each clip file, include the number of the lesson shown in the video clip.
Part B: Instruction Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 8 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: - Insert documentation at the end of the commentary file if - you or the learners are using graphics, texts, or images that are not clearly visible in the video - you chose to submit a transcript for occasionally inaudible portions of the video - you chose to submit a transcript of sign language communication that is not clearly visible in the video or a translation of words and/or phrases in a language other than English or sign language that appear in the video - 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 learner response that is inaudible").

²³ **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

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Work Sample ²⁴	For a written work sample: .doc; .docx; .odt; .pdf For an audio work sample: asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma For a video work sample: asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	0	1	For a written work sample: No limit For an audio work sample: No more than 2 minutes total running time For a video work sample: No more than 2 minutes total running time	For a written work sample: - Use correction fluid, tape, or a felt-tip marker to mask or remove the focus learner's name, your name, and the name of the school before copying/scanning any work sample. - If your focus learner's writing is illegible, write a transcription directly on the work sample. - Insert a translation immediately after a written work sample for any portions in braille or in a language other than English (no page limit). For a video work sample: - If more than one learner is visible, indicate in Assessment Commentary Prompts 1c and 2a how the focus learner can be recognized. - If you submit a video learner work sample and comments made by you or your focus learner cannot be clearly heard (or seen, if signed), 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; (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). - For a video work sample that is entirely in a language other than English or sign language, attach a translation to the end of the Assessment Commentary (no page limit). IMPORTANT: Do not submit an additional file for Part A if a work sample is from the video clip(s) from Instruction Task 2. Provide a time-stamp reference for an Instruction Task 2 video (no more than 2 minutes) in Prompt 1c in the Assessment Commentary.

(Continued on next page)

²⁴ **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 B: Completed Daily Assessment Records and Baseline Data	.doc; .docx; .odt; .pdf	1	2	No limit	Daily Assessment Records - Submit one copy of the completed daily assessment record for each lesson in 1 file. - Within the file, label each record with the lesson number. - List the lesson objective(s) assessed on each daily assessment record. Baseline Data - You may include the baseline data at the beginning of the daily assessment records or submit as a separate file.

(Continued on next page)

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: Evidence of Feedback²⁵ And, if included, video or work sample evidence of use of the communication skill not provided elsewhere	For written feedback not written on the work sample or a work sample with evidence of use of the communication skill not submitted in Part A: .doc; .docx; .odt; .pdf For audio feedback: asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma For video clips (feedback or use of the communication skill): asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	0	2	No page limit for written feedback or work sample No more than 3 minutes for video or audio feedback No more than 5 minutes for video evidence of the focus learner's use of the communication skill	■ Document the location of your evidence of feedback in the Assessment Commentary. ■ If feedback is not included as part of the work sample or recorded on the video clip(s) from Instruction Task 2, submit only 1 file—a document, video file, OR audio file. ■ If you submit feedback as a video or audio clip and comments made by you or your focus learner cannot be clearly heard (or seen, if signed in a video), 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; (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). ■ For written feedback that is in braille or in a language other than English, submit the feedback with a translation (no page limit). ■ For video or audio feedback in a language other than English or sign language, attach a translation of the feedback and any focus learner communication in that language needed to understand the feedback to the end of the Assessment Commentary (no page limit). ■ If more than one learner is seen or heard in a video or audio clip of feedback, describe how to recognize the focus learner in Assessment Commentary Prompt 2a. ■ For Optional Evidence of Use of Communication Skill—If you opt to not use the work sample analyzed as evidence of communication use, you may provide a new written work sample not submitted in Part A, identify a portion of a clip provided for Instruction Task 2, OR submit an entirely new clip. A new written work sample or new clip should be clearly labeled as evidence of use of the communication skill.

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²⁵ **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 D: Assessment Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 8 pages of commentary, including prompts Plus ■ no more than 5 pages for the additional information associated with the work sample ■ if necessary, no more than 2 total pages of transcription for inaudible or, for sign language, uninterpretable portions of a clip	■ Use Arial 11-point type. ■ Single space with 1-inch margins on all sides. ■ Insert a translation or transcription at the end of the commentary file for parts of the video evidence in a language other than English or sign language OR, if captions are not provided, for communication between the candidate and focus learner that is unclear, label the translation or transcription with the type of evidence (e.g., work sample, feedback, use of communication skill). IMPORTANT: For the work sample, attach a blank copy of a written assessment, including directions/prompts provided to the focus learner, or a blank data sheet for a performance assessment if not part of the daily assessment records, including a transcript of any oral directions/prompts.

Education Specialist, Literacy: MMSN/ESN

Glossary

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

age appropriate: Consistent with a learner's chronological age.

aligned: Individualized education program/plan goals, standards (if applicable), lesson objectives, planned supports, and learning tasks and materials are aligned when they consistently address the same/similar learning goal. The alignment may represent steps to move toward the IEP goal, for example, working on letter/sound relationships to achieve the goal of fluency.

artifacts: Authentic work completed by you and your focus learner, including lesson plans, copies of instructional and assessment materials, video clip(s) of your teaching, and the learner's work sample(s). Artifacts are submitted as part of your evidence.

assessment (formal and informal): "[R]efer[s] to all those activities undertaken by teachers and by their [learners] . . . that provide information to be used as feedback to modify teaching and learning activities in which they are engaged."²⁶ Assessments provide evidence of learners' prior knowledge, thinking, performances, or learning in order to evaluate what learners understand and how they are thinking or reacting under specific conditions. Informal assessments may include such things as learner questions and responses during instruction and teacher observations of learners as they work or perform. Formal assessments may include such things as performance records as well as traditional academic assessments such as quizzes, homework assignments, and projects.

assets (knowledge of learners):

- **personal:** Refers to specific background information that learners bring to the learning environment. Learners may bring interests, knowledge, everyday experiences, family backgrounds, and so on, which a teacher can draw upon to support learning.
- **cultural:** Refers to the cultural backgrounds and practices that learners bring to the learning environment, such as Deaf culture, ethnic traditions, languages and dialects, worldviews, literature, art, and so on, that a teacher can draw upon to support learning.
- **linguistic:** Refers to the languages and dialects, spoken and written, that learners may speak or hear at home, at school and/or in the community, and so on, that a teacher can draw upon to support learning.
- **community:** Refers to common backgrounds and experiences that learners bring from the community where they live, such as resources, local landmarks and institutions, community events, practices, and so on, that a teacher can draw upon to support learners in developing and applying learning.

²⁶ Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.

assistive technology: Any item, piece of equipment, or product system, whether acquired commercially, off the shelf, modified, or customized, which is used to increase, maintain, or improve the functional capabilities of children with disabilities.²⁷

baseline data: Information that describes pre-instruction levels of knowledge and/or skill. For this assessment, baseline data can be gathered in a variety of ways (e.g., systematic observations, teacher-made tests, curriculum-based measures, task analysis assessment, standardized tests, prior instructional history, IEP present levels of performance, prior performance). This information is gathered prior to instruction and is used later for comparative purposes.

challenge: Extending or probing ahead of a learner's current knowledge or performance levels.

commentary: Submitted as part of each task, and along with artifacts, make up your evidence. The commentaries should be written to explain the rationale behind your teaching decisions and to analyze and reflect on what you have learned about your teaching practice and the learning of your focus learner.

communication: Receiving and conveying information, meanings, concepts, or feelings. Communication includes language content, form, and sequence; various communication modes or forms, including augmented communication, verbal and nonverbal communication, and devices and other technology; expressive or receptive communication; and initiative or responsive communication. Communication skills include meeting situational expectations/rules and conventions (e.g., changes in word/sign/symbol/behavior choice, tone, intensity, volume, timing, and content) and using communication for different purposes (e.g., greeting, expressing anger, establishing/maintaining interpersonal relationships) and changing communication to match the needs of the listener/receiver. Academic curriculum-related communication, also known as Academic Language, is the means by which learners develop and express content understandings. Academic language skills include language functions, vocabulary/symbols, active listening, grammatical structures, and written, visual, or verbal communication. Regardless of the area of focus, there are communication demands that teachers need to consider as they plan to support learning of content.

- **communication skill:** Specific ways that communication is used by learners to participate in learning tasks and/or to demonstrate their learning. The skill can focus on understanding or interpreting communication or on its actual use.
- **communication supports:** Strategies that are used to build the focus learner's use of the communication skill within a learning task. Strategies involve modeling the appropriate communication skills for learners to understand or use in a learning task as well as opportunities for guided practice, generalization, and maintenance. Communication supports also include assistive technology and other mediators.
- **expressive communication:** The ability to put thoughts into words and sentences in a way that makes sense and is grammatically correct.
- **receptive communication:** The ability to understand and comprehend spoken language that is heard or read.

deficit thinking: When candidates explain what learners cannot do based primarily on learners' cultural or linguistic backgrounds, disability label, the challenges they face outside of school, or from lack of family support. Deficit thinking is also revealed when the learner's

²⁷ Office of the Federal Register. (1991, August 19). Federal Register. (Vol. 56). p. 41272.

learning or performance challenges lead to a pattern of a candidate demonstrating low expectations relative to the learner's potential, not taking responsibility for providing appropriate instruction or support, or not acknowledging any learner strengths and need for challenge.

disability: Patterns of strengths and needs common to groups of learners who are significantly different from an established norm. These strengths and needs may be cognitive, emotional, behavioral, medical, social, and/or physical.

disciplinary literacy: Reading, writing, thinking, and communicating like those in a specific academic field or career with an emphasis on the knowledge and abilities possessed by those who create, communicate, and use knowledge within those disciplines.

engaging the learner: Using instructional and motivational strategies that promote active involvement of the learner in learning tasks designed to support acquisition and application of knowledge and skills related to specific lesson objectives. Engagement in learning contrasts with learner participation in learning tasks that are not well designed and/or implemented and do not increase learning.

evidence: Consists of artifacts that document how you planned and implemented instruction AND commentaries that explain your plans and what is seen in the videorecording(s) or examine what you learned about your teaching practice and the resulting learning. Evidence should demonstrate your ability to design lesson plans with instructional supports that deepen learning, use knowledge of your focus learner to inform instruction, foster a positive learning environment that promotes learning, monitor and assess the focus learner's progress toward lesson objectives, and analyze your teaching effectiveness. Your evidence must be submitted electronically using the electronic portfolio management system used by your teacher preparation program.

foundational skills: Specific knowledge needed for reading and comprehending text, including phonemic/phonological awareness; print concepts; decoding; word analysis; sight-word recognition; morphology; accuracy; fluency; and spelling, punctuation, or other language conventions. Foundational skills includes "print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity)." Foundational skills should not be confused with prerequisite skills, which are fully developed before the learning segment begins. Candidates should also see Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.²⁸

generalization: "The transfer of learned information from particular instances to other environments, people, times, and events."²⁹

individualized education program/plan (IEP): A program/plan that sets forth individualized learning goals and required special instruction and related services for an individual learner with a disability. When capitalized, it refers to the Individualized Education Program required under the Individuals with Disabilities Education Act (IDEA). For children under 2, the plan is

²⁸ <https://www.cde.ca.gov/ci/rl/cf/documents/foundskillswitepaper.pdf>

²⁹ The IRIS Center for Training Enhancements. Generalization. (n.d.). In IRIS Center's online dictionary. Retrieved from <http://iris.peabody.vanderbilt.edu>

the Individual Family Service Plan (IFSP), which includes, in part, plans for interventions and direct support by the early interventionist for the learning and development of young learners (as opposed to family supports, which are also included in the IFSP). Some private facilities are not subject to IDEA and develop their own programs/plans for individual learners. If your focus learner has an IFSP or another individualized program/plan other than an IEP, use elements of this program/plan when responding to prompts and directions about an IEP.

knowledge and skills: The desired learning outcomes for the learning segment. Knowledge and skills are meant to include not only discrete knowledge and skills but also conceptual understanding and the knowledge of how and when to use knowledge, concepts, skills, and strategies to shape behavior and performance.

learning environment: The designed physical and emotional context, established and maintained throughout the learning segment to support a positive and productive learning experience for the focus learner, with appropriate modifications, adaptations, and accommodations to meet individual learner needs.

learning goal: A short-term learner outcome that is achieved over time by meeting related lesson objectives; the outcome of the learning segment, what the focus learner will know or be able to do by the end of the 3–5 lessons. This includes acquisition, fluency, maintenance, or generalization. The learning goal must be related to a California academic content standard; for candidates serving a focus learner with mild/moderate support needs, it must be a grade-level academic content standard.

learning segment: A set of 3–5 lessons that build one upon another toward a learning goal, with a clearly defined beginning and end.

learning task: An activity that engages the focus learner in developing, practicing, generalizing, and/or maintaining knowledge and skills related to one or more specific lesson objectives. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and include guided practice and feedback to a learner. In a curricular area to develop motor skills, a learning task might focus on developing the fine motor skills or eye-hand coordination to cut up a piece of chicken with a knife and fork. In an academic curricular area, a learning task might be answering comprehension questions about a passage from a chapter book. A learning task in the social curricular area might be learning to recognize and describe one's feelings.

lesson objectives: Measurable learning outcomes for each lesson that, over time and combined with other instructional objectives, enable a learner to reach the learning goal.

maintenance: "In behavior assessment, term used to describe the extent to which a learner's behavior is self-sustaining over time."³⁰

planned supports: The learning environment, instructional strategies, learning tasks, materials, accommodations, modifications, assistive technology, prompts, and/or scaffolding that are deliberately selected or designed to facilitate learning of the targeted knowledge and skills.

prior learning: What learners know and are able to do prior to new instruction.

³⁰ The IRIS Center for Training Enhancements. Maintenance. (n.d.). In IRIS Center's online dictionary. Retrieved from <http://iris.peabody.vanderbilt.edu>

problem solving: Applying acquired knowledge in new and unfamiliar situations, actively engaging in thinking processes.³¹

prompt: In the context of instruction of the learner, supports (e.g., pictures, videos, verbal or written statements, color cues) put into place prior to instruction that increase the likelihood that the learner will give a correct response or perform a correct behavior or task. Another way prompts are used in instruction is a question or guidance (verbal or nonverbal) during instruction to guide the learner to think about something or do something different that will lead to a more appropriate or deeper response. In the context of an assessment, a question or direction to guide the learner to do a task that can be assessed to determine learner progress toward lesson objectives. In the context of the candidate and edTPA, a prompt is a commentary question or direction to which the candidate responds to provide a rationale, reflection, or analysis.

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.

respect: A positive feeling of esteem or deference for a person and specific actions and conduct representative of that esteem. Respect can be a specific feeling of regard for the actual qualities of the one respected. It can also be conduct in accord with a specific ethic of respect. Rude conduct is usually considered to indicate a lack of respect, disrespect, whereas actions that honor somebody or something indicate respect. **NOTE:** Respectful actions and conduct are culturally defined and may be context dependent.

rubrics: Subject-specific evaluation criteria 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 not ready to teach (Level 1) to the advanced practices of a highly accomplished beginner (Level 5).

safety issues: Emotional or physical threats.

scaffolding: A process in which a teacher adds supports for learners to enhance learning and aid in the mastery of tasks. There are several types of scaffolds. In one, a teacher supports learners by “systematically building on their experiences and knowledge” while they are learning new skills (instructional scaffolding).³² Another type of scaffold is the use of written prompts and cues to help learners to perform a task or to use a given strategy (material scaffolding). A third type is a method of instruction whereby a teacher begins by specifying the steps in a task or instructional strategy and then goes on to model those steps for his or her class while verbalizing his or her thought process (task scaffolding).

³¹ Mercer, C. D., Mercer, A. R., & Pullen, P. C. (2011). Teaching students with learning problems (8th ed.). Columbus, OH: Pearson.

³² The IRIS Center for Training Enhancements. Scaffolded instruction. (n.d.). In IRIS Center's online dictionary. Retrieved from <http://iris.peabody.vanderbilt.edu>

self-determination: A combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations, together with a belief of oneself as capable and effective are essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society.³³ For learners with severe and profound learning challenges, this may take the form of making choices between alternatives or learning to communicate wishes or needs.

self-directed learning strategies: Alternatively referred to as self-regulated learning or self-management strategies, involve teaching learners to modify and regulate their own behavior without external control and allow them to become active participants in their own learning. The strategies include but are not limited to using self-managed cues or prompts (auditory, visual, tactile) to regulate behavior, self-instruction, self-monitoring, self-evaluation, self-reinforcement,³⁴ and self-correction.

strengths: What learners know and are able to do.

trauma-informed practices: Practices that focus on creating a safe school culture and supporting students' self-efficacy. Examples include being aware of triggers, providing students a safe space to share and express their feelings, helping students develop a "growth" mindset, using restorative practices that minimize punitive discipline outcomes, building relationships, meeting students where they are.

³³ Field, S., Martin, J., Miller, R., Ward, M., & Wehmeyer, M. (1998). A practical guide for teaching self-determination. Reston, VA: Council for Exceptional Children.

³⁴ Wehmeyer, M. (2002, September). Promoting the self-determination of students with severe disabilities. CEC Today.

Appendix A: Crosscut of Themes, Strands, and Parts

Themes of the ELA/ELD Framework³⁵

Foundational Skills	Meaning Making	Language Development	Effective Expression	Content Knowledge
Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary	Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.	Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and	Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to

³⁵ <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

Foundational Skills	Meaning Making	Language Development	Effective Expression	Content Knowledge
texts with comprehension and effective expression.			presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.	find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.

Four Strands of ELA/Literacy Standards³⁶

Reading	Writing	Speaking and Listening	Language
<i>Text complexity and the growth of comprehension.</i> The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.	<i>Text types, responding to reading, and research.</i> The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand.	<i>Flexible communication and collaboration.</i> Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.	The Language standards include the essential “rules” of standard written and spoken English. However, language is presented as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

³⁶ <https://www.cde.ca.gov/be/st/ss/documents/finaelacssstandards.pdf>

Three Parts of ELD Standards³⁷

Interacting in Meaningful Ways	Learning about How English Works	Using Foundational Literacy Skills
Set expectations for English learners to participate in meaningful, relevant, and intellectually challenging ways in various contexts and disciplines in three modes: collaborative, interpretive, and productive.	Focus on the ways in which English learners develop awareness of language resources available to them, how English is structured and organized, and how meaning is made through language choices. Instruction about English is designed to improve ELs' ability to comprehend and produce academic texts in various content areas.	This specialized instruction is designed by adapting, in particular, the Reading Standards in Foundational Literacy Skills (K–5) in the CA CCSS for ELA/Literacy based on the age, cognitive level, and previous literacy or educational experiences of ELs. Because the Reading Standards in Foundational Literacy Skills are intended to guide instruction for students in kindergarten through grade 5, these standards need to be adapted—using appropriate instructional strategies and materials—to meet the particular pedagogical and literacy needs of ELs at the secondary level, including the need to teach foundational literacy skills in an accelerated time frame.

³⁷ <https://www.cde.ca.gov/sp/ml/documents/eldstndpublication14.pdf>

Appendix B: Foundational Skills Across the Multiple Subject Grade Span

Transitional Kindergarten³⁸

Children in transitional kindergarten make progress toward achievement of the kindergarten CA CCSS for ELA/Literacy foundational skills in reading. Instruction takes many forms and includes direct instruction, modeling, and meaningful exploration. Children participate in whole-class, small group, and individual lessons. The foundational skills are taught in a purposeful context that ensures children are eager to learn. Alphabet letters, for example, are not taught merely for their own sake. Children witness the symbols' importance in many classroom routines: books read aloud, their dictated thought recorded in print, information accessed in center materials, and a range of other activities.

Children recognize that the alphabetic code is important and has a valuable role to play in their lives. At the same time, teachers do not assume that children learn the letters and their corresponding sounds simply through exposure. They provide systematic and thoughtful instruction and make explicit links with the print children see and use in the room and in their lives. In chapter 3 of the ELA/ELD Framework, see Figure 3.16. California Preschool Learning Foundations, Related to Reading.

English Language Development in Transitional Kindergarten

In transitional kindergarten, the main instructional emphasis in designated ELD is oral language development, including collaborative discussions, retellings of events and stories, language awareness, and a strong emphasis on general academic and domain-specific vocabulary knowledge. However, other understandings about literary and informational texts enter into designated ELD instruction, as well. In chapter 3 of the ELA/ELD Framework, see Figure 3.11. Foundational Literacy Skills for ELs in the Transitional Kindergarten through Grade One Span.

Kindergarten³⁹

Children in kindergarten gain an understanding of print concepts, develop phonological awareness, and acquire initial phonics and word recognition skills (RF.K.1–3). In addition, they develop fluency appropriate for this level (RF.K.4). These foundational skills are vital for independence with written language, and instructional programs include a clear systematic focus on their development. In chapter 3 of the ELA/ELD Framework, see Figure 3.24. Kindergarten Standards in Phonological Awareness with Examples and Figure 3.25. Kindergarten Standards in Phonics and Word Recognition with Examples.

³⁸ <https://www.cde.ca.gov/ci/r/cf/documents/elaeldfwchapter3.pdf>

³⁹ <https://www.cde.ca.gov/ci/r/cf/documents/elaeldfwchapter3.pdf>

English Language Development in Kindergarten

In Kindergarten, the main instructional emphases in designated ELD are oral language (including collaborative discussions), language awareness, and a strong emphasis on general academic and domain-specific vocabulary. Other understandings about literary and informational texts enter into designated ELD instruction, as well. In chapter 3 of the ELA/ELD Framework, see Figure 3.11. Foundational Literacy Skills for ELs in the Transitional Kindergarten through Grade One Span.

Grade One⁴⁰

Children in grade one advance significantly in their phonological awareness, basic decoding and word recognition skills, and fluency. They learn to decode and recognize an increasing number of words accurately and automatically, and they have many opportunities to practice using their skills. In chapter 3 of the ELA/ELD Framework, see Figure 3.31. Grade One Standards in Phonological Awareness with Examples and Figure 3.33. Grade One Standards in Phonics and Word Recognition with Examples.

English Language Development in Grade One

In grade one, the main instructional emphases in designated ELD are oral language development, including collaborative discussions, language awareness, and general academic and domain-specific vocabulary. However, other understandings about literary and informational texts enter into designated ELD instruction as well. Children discuss ideas and information from ELA and other content areas using the language (e.g., vocabulary, grammatical structures) of those content areas and also discuss the new language they are learning to use. In chapter 3 of the ELA/ELD Framework, see Figure 3.11. Foundational Literacy Skills for ELs in the Transitional Kindergarten through Grade One Span.

Grade Two⁴¹

Children in grade two continue to develop phonics and word recognition skills. They learn to read words with more complex spelling patterns, words consisting of two syllables, and words with common prefixes and suffixes. They also increase the number of irregularly spelled words that they can recognize by sight. Considerable focus is placed on building fluency with grade-level text. In chapter 4 of the ELA/ELD Framework, see Figure 4.18. Grade Two Standards in Phonics and Word Analysis Skills with Examples.

English Language Development in Grade Two

In grade two, EL students learn English, learn content knowledge through English, and learn about how English works. In chapter 4 of the ELA/ELD Framework, see Figure 4.12. Foundational Literacy Skills for ELs in Grades Two and Three.

⁴⁰ <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter3.pdf>

⁴¹ <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter4.pdf>

Grade Three⁴²

Children in grade three continue to develop phonics and word recognition skills, reading and writing increasingly complex words accurately and effortlessly. They have many opportunities to practice using their skills with a range of texts. In chapter 4 of the ELA/ELD Framework, see Figure 4.27. Grade Three Standards in Phonics and Word Analysis Skills with Examples.

English Language Development in Grade Three

In grade three, EL students learn English, learn content knowledge through English, and learn about how English works. In chapter 4 of the ELA/ELD Framework, see Figure 4.12. Foundational Literacy Skills for ELs in Grades Two and Three.

Grade Four⁴³

In grade four, foundational skills instruction centers on students' application of phonics and word analysis skills to multisyllabic words and the continued development of fluency. These skills are achieved in a number of ways. However, it is important to note that wide reading—which provides students with rich opportunities to engage in meaning making, expand their language, interact with models of effective expression, and acquire content knowledge—also supports students in becoming increasingly competent with foundational skills. That is, reading extensively provides students with opportunities to use in concert the phonics and word recognition skills they have learned in wide-ranging contexts, and it contributes significantly to students' fluency.

English Language Development in Grade Four

Instruction in foundational skills for ELs should take into account various background characteristics of individual students, including literacy experiences and skills in the primary language, experience with foundational skills in English, and differences and similarities between English and the primary language.

Grade Five⁴⁴

In grade five, the focus of foundational skills instruction is the consolidation of phonics and word-analysis skills in order to decode unfamiliar words in grade-level texts (RF.5.3a) and continued development of fluency (RF.5.4). A close link exists between the phonics and word recognition skills, vocabulary development, and spelling in grade five. Students use morphology (roots and affixes) to decode multisyllabic words, determine the meaning of multisyllabic words, and spell multisyllabic words. Instruction is directed at the integration of these skills. Fluency continues to be promoted through skilled models who demonstrate accurate, appropriately paced, and expressive reading aloud with increasingly sophisticated text. Students engage in repeated readings for authentic purposes, such as preparing for an oral rendering of a text, reader's theatre, audio recordings, and reading aloud to younger students. As noted previously,

⁴² <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter4.pdf>

⁴³ <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter5.pdf>

⁴⁴ <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter5.pdf>

wide reading especially contributes to fluency, as well as to other aspects of literacy development.

English Language Development in Grade Five

The CA ELD Standards emphasize that instruction in foundational literacy skills should be integrated with instruction in reading comprehension and in content across all disciplines.

Grades Six to Eight⁴⁵

Ideally, by the time students enter middle school their knowledge of foundational skills is well established. They have a large base of sight words—those they recognize instantaneously—and they rapidly and effectively employ word recognition skills to identify new printed words. In short, they access printed language efficiently. Fluency, which includes accuracy, rate, and prosody, continues to develop as students engage in wide and extensive reading. Rate of reading varies, however, as it should, with the text and the task.

Fluency is important in that it supports comprehension. The greater the ease with which students can identify words accurately, the more cognitive resources they have available to engage in meaning making. If students are experiencing difficulty with fluency—that is, their reading is slow and labored—it is critical to determine the reason. Some students may have inadequately developed decoding skills. Others may have insufficient language (i.e., vocabulary and syntax) or knowledge, both of which may also impact fluency. Still others may not have developed automaticity with printed language.

The primary way to support students' fluency is to ensure accuracy in decoding and engagement in wide, extensive reading of texts that are neither too simple nor too challenging. In addition, students should have authentic reasons to reread text, because rereading also supports fluency.

English Language Development in Grades Six to Eight

Literacy instruction for ELs needs to be adapted based on each student's literacy profile, which includes the student's level of oral proficiency in the native language and English; the student's level of schooling and previous literacy experiences in his or her native language; how closely the student's native language is related to English; and, for students with native language literacy, the type of writing system. In chapter 6 of the ELA/ELD Framework, see Figure 6.8. Foundational Literacy Skills for ELs in Grades Six through Eight.

⁴⁵ <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter6.pdf>

Grades Nine to Twelve⁴⁶

Ideally, by the time students enter high school, their knowledge of foundational skills is well established. They have a large base of sight words—those they recognize instantaneously—and they rapidly and effectively employ word recognition skills to identify new printed words. In short, they access printed language efficiently.

Fluency, which includes accuracy, rate, and prosody, continues to develop as students engage in wide and extensive reading. Rate of reading varies, however, as it should, with the text and the task. Fluency is important in that it supports comprehension. The greater the ease with which students can identify words accurately, the more cognitive resources they have available to engage in meaning making. If students are experiencing difficulty with fluency, that is their reading is slow and labored, it is critical to determine the reason. Some students may have inadequately developed decoding skills. Others may not be familiar with the language (e.g., vocabulary, grammatical structures) or the content knowledge in the text, both of which may also impact fluency. Still others may not have developed automaticity with printed language.

The primary way to support students' fluency is to ensure accuracy in decoding and engagement in wide, extensive reading of texts that are neither too simple nor too challenging. In addition, students are given authentic reasons to reread text because rereading also supports fluency. For example, they may reread text several times as they rehearse for a spoken word poetry performance or a play, or when they read a famous speech aloud in order to understand the impact that spoken language has on audiences.

English Language Development in Grades Nine to Twelve

Literacy instruction for ELs needs to be adapted based on each student's literacy profile, which includes the student's level of oral proficiency in the native language and English; the student's level of schooling and previous literacy experiences in his or her native language; how closely the student's native language is related to English; and, for students with native language literacy, the type of writing system. In chapter 7 of the ELA/ELD Framework, see Figure 7.15. Foundational Literacy Skills for ELs in Grades Nine through Twelve.

⁴⁶ <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter7.pdf>

Appendix C: Communication Skills Related to Academic Language

Most learners will be engaged in academic curriculum-related communication, also known as Academic Language, while learning the language of the discipline, including how language functions and how vocabulary/symbols; active listening; grammatical structure; and written, visual, and verbal communication are used to access and express knowledge. Some learners will be engaged in functional academic curriculum-related communication, applying academic skills (e.g., reading, writing, speaking, listening, knowledge of community structures) in a community setting or to daily living.

Lesson Objective	Related Communication Skill
The focus learner will demonstrate reading comprehension by identifying elements of the story (characters, setting, plot, point of view, theme).	Verbally identify story elements using the appropriate vocabulary to provide specific examples from the text of characters, setting, plot, point of view, and theme.
The focus learner will add coins of various denominations together.	Identify different coins by their name and value.
The focus learner will add fractions with like and unlike denominators.	Explain how fractions with like and unlike denominators are added together, using an If...then... sentence frame.
The focus learner will analyze connections among events and developments in broader historical contexts.	Compose a paragraph explaining how one key event led to the American Revolution with a claim and appropriate supporting evidence.

Some candidates will be working with early childhood learners with exceptionalities. These candidates will most likely focus on vocabulary development (similar to early childhood educators in general education). Here is a sample lesson objective and related communication skill:

Lesson Objective	Related Communication Skill
The focus learner will identify emotions using facial expressions.	After being presented with a picture of scenario, the focus learner uses appropriate vocabulary (e.g., happy, sad, or mad) to describe the facial expression in the picture.

While most learners will be engaged in disciplinary tasks, some learners will be applying academic knowledge in community settings or daily living.

Academic Content Area	Examples of Communication Skills Related to Functional Academics or Early Literacy/Numeracy
Literacy	- Interpret a bus schedule - Respond appropriately to items on a job application - Point to correct object when prompted (vocabulary development for early literacy) - Write their name (early literacy) - Demonstrate how to hold a book (early literacy) - Retell a familiar story (early literacy)
Mathematics	- Compare price of item to the amount of money in hand - Select the appropriate time on a clock (digital or analog) for leaving for school - Answer the question “How many do you have?” (early numeracy)
History/Social Science	- Identify who needs to be called to put out a fire or when you’re sick - Describe where to buy food vs. clothing - Describe how to go home from school
Science	Categorize given foods as healthy or unhealthy
Vocational contexts (transition students)	- Adjust vocabulary, tone, volume appropriately to situation and audience (ELA) - Create or interpret a schedule or graphic organizer to complete tasks (ELA) - Explain steps in a recipe to a partner (ELA)

Communication Supports

Candidates are prompted to explain how planned supports facilitate the focus learner’s use of the communication skill. The identified supports and explanation should be specific to the focus learner’s use of the communication skill to demonstrate learning or participate in learning tasks.

Early Childhood Example

Lesson Objective	Identified Communication Skill	Identified Communication Support (Specific to the Use of the Skill)
The focus learner will respond appropriately to questions from others.	Respond with either “yes” or “no” to questions about a personal experience.	- Model with think-alouds - Provide examples and nonexamples - Picture cards illustrating various meanings of “yes” and “no”

Academic Examples

Lesson Objective	Identified Communication Skill	Identified Communication Support (Specific to the Use of the Skill)
The focus learner will solve two-step word problems using the four operations.	Orally describe steps taken to solve a word problem (mathematics).	- Model problem-solving steps through think-alouds - Prompt learner when a step is skipped - Review required vocabulary (e.g., more, total, number sentence for addition problems) in advance and provide a graphic organizer for remembering the vocabulary
The focus learner will improve reading comprehension by responding to questions and supporting claims with evidence from the text.	Use “wh” words (who, what, when, where, why) to respond to questions being asked and construct appropriate responses.	- A graphic organizer with “wh” words and sample responses - Think-alouds - Rehearsal

Example Incorporating Augmentative and Alternative Communication Device

Lesson Objective	Identified Communication Skill	Identified Communication Support (Specific to the Use of the Skill)
The focus learner will distinguish among fact, opinion, and reasoned judgment in a text.	Select a picture choice from an array when asked a question.	Model, prompt, and expose the learner to different types of assistive communication, for example, modeling how to respond to questions using the GoTalk communication device or prompting responses using a graduated guidance procedure.

Support for Communication Skills for Learners Working on Early Literacy or Functional Academics

Lesson Objective	Identified Communication Skill	Identified Communication Support (Specific to the Use of the Skill)
The focus learner will identify their own first name on an index card.	Identify and say their name printed on an index card.	- Provide examples and nonexamples - Review other words that begin with the same first letter as the focus learner's name - Rehearsal
The focus learner will use public transportation to travel from home to school.	Interpret the sign at the top of the bus to board the correct bus (reading).	- Provide a chart with signs for buses on routes most often traveled - Practice comparing and contrasting with signs for other buses using the same stop - Rehearsal