



Physical Education

Assessment Handbook

Version 09

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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SCALE

Stanford Center for Assessment, Learning, & Equity

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Introduction to edTPA Physical Education

Purpose

The purpose of edTPA Physical Education, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach physical education. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers

- develop knowledge of subject matter, content standards, and subject-specific pedagogy
- develop and apply knowledge of varied students' needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effects of instruction on student learning

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

Overview of the Assessment

The edTPA Physical Education assessment is composed of three tasks:

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

For this assessment, you will first plan **3–5 consecutive physical education lessons** referred to as a learning segment. You will select one class—that is, one group of students—for the learning segment. The learning segment's length will depend on how frequently and for how long you teach each class of students:

- If teaching the same students every day, 3–5 lessons
- If teaching the same students once a week, 3–4 lessons
- If teaching the same students in a block schedule, approximately 3–5 hours of connected instruction

Consistent with the SHAPE America – Society of Health and Physical Educators Standards,¹ a learning segment prepared for this assessment should reflect a balanced approach to teaching physical education. This means your segment should include learning tasks that provide opportunities for students to develop competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective). The

¹ SHAPE America – Society of Health and Physical Educators. (2014). *National Standards and Grade-Level Outcomes for K–12 Physical Education*. Champaign, IL: Human Kinetics.

competencies should be related to movement patterns, performance concepts, and/or health-enhancing physical fitness.

If you are completing the edTPA Physical Education for a Health and Fitness credential or another credential addressing both physical education and other issues related to health, be aware that this handbook focuses on development of psychomotor skills; if you wish to plan a learning segment that focuses on other health issues, you should develop the learning segment according to the Health Education handbook and submit using the Health Education templates.

After planning your learning segment, you will then teach it, making a videorecording of your interactions with students during instruction. You will also assess students' learning **throughout** the learning segment. Upon completion of the three tasks, you will submit artifacts from the tasks (e.g., lesson plans, clips from your videorecording, assessment materials, instructional materials, student work samples), as well as commentaries that you have written to explain and reflect on the Planning, Instruction, and Assessment components of the tasks. The artifacts and commentaries for each task will then be evaluated using rubrics especially developed for each task.

Understanding Academic Language in edTPA: Supporting Learning and Language Development

Academic language (AL) is the oral and written language used for academic purposes. AL is the "language of the discipline" used to engage students in learning and includes the means by which students develop and express content understandings.

When completing your edTPA, you must consider the AL (i.e., **language demands**) present throughout the learning segment in order to support student learning and language development. The language demands in Physical Education include **function**; **vocabulary/symbols**; **written, visual, or verbal communication**; and **grammatical structures (syntax)**.

As directed:

- Identify a key *language function* and one essential learning task within your learning segment lesson plans that allows students to practice the function (Planning Task 1, Prompts 4a/b).
- Identify *vocabulary/symbols and one additional language demand* related to the language function and learning task (Planning Task 1, Prompt 4c).
- Identify and describe the *instructional and/or language development supports* you have planned to address the language demands (Planning Task 1, Prompt 4d). *Language development supports* are scaffolds, representations, and instructional strategies that teachers intentionally provide to help learners understand and use the language they need to learn within disciplines.

It is important to realize that not all learning tasks focus on grammatical structures and written, visual, or verbal communication. As you decide which additional language demands (i.e., grammatical structures and/or written, visual, or verbal communication) are relevant to

your identified function, examine the language understandings and use that are **most relevant** to the learning task you have chosen. Then, you should plan to provide appropriate and targeted language development supports for students to learn and practice the language demands within the chosen learning task.

Academic language definitions and a few examples of language demands and supports to help teacher candidates and educator preparation programs understand edTPA Rubrics 4 and 14 are provided in the [Appendix](#). See the Physical Education glossary and the Understanding Rubric Level Progressions for [Rubric 4](#) and [Rubric 14](#) for additional examples of language demands.

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. Definitions of 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).

Physical Education Learning Segment Focus:

Candidate's instruction should support students to develop competencies in the psychomotor, cognitive, and/or affective domains related to movement patterns, performance concepts, and/or health-enhancing fitness.

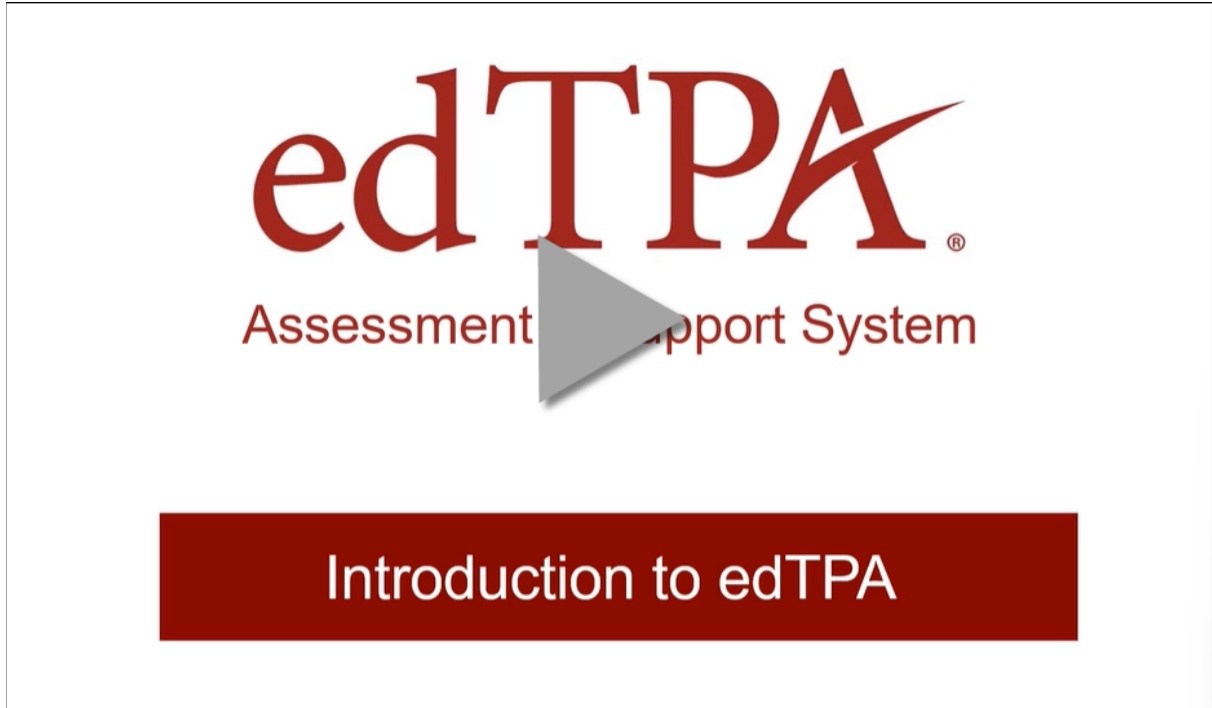
Helpful Resources

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

- **[Physical Education 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 [Physical Education Glossary](#).

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

Candidate Support Webinar: Introduction to edTPA



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

Planning Task 1: Planning for Instruction and Assessment

What Do I Need to Do?

- **Select a class.** If you teach more than one class, select one focus class for this assessment.
 - **Note: California candidates**—within your edTPA, you must include an English learner, a student with an identified disability, and a student from an underserved education group.²
- **Provide context information.** Complete and submit the Physical Education Context for Learning Information template found in your account. This template provides essential information about your students and your school/classroom. The context information you submit should be **no more than 4 pages, including the prompts.**
- **Identify a learning segment to plan, teach, and analyze.** Review the curriculum with your cooperating teacher and select a learning segment of the following length:
 - If teaching the same students every day, **3–5 consecutive lessons**
 - If teaching the same students once a week, **3–4 consecutive lessons**
 - If teaching the same students in a block schedule, approximately **3–5 hours of connected instruction**
- **Identify a central focus.** Identify the central focus along with the content standards and objectives you will address in the learning segment. The central focus should support students in developing competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective) related to
 - movement patterns,
 - performance concepts, and/or
 - health-enhancing physical fitness.
- **Identify and plan to support language demands.** Select a key language function related to your learning objectives. Choose a learning task that provides opportunities for students to practice using that language function. Identify additional language demands associated with that task. Plan targeted supports that address the identified language demands, including the language function. Note: Academic language is not a by-product of participating in a lesson but must be included in the planning and implementing of an effective lesson in physical education.
- **Write a lesson plan** for each lesson in the learning segment. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.

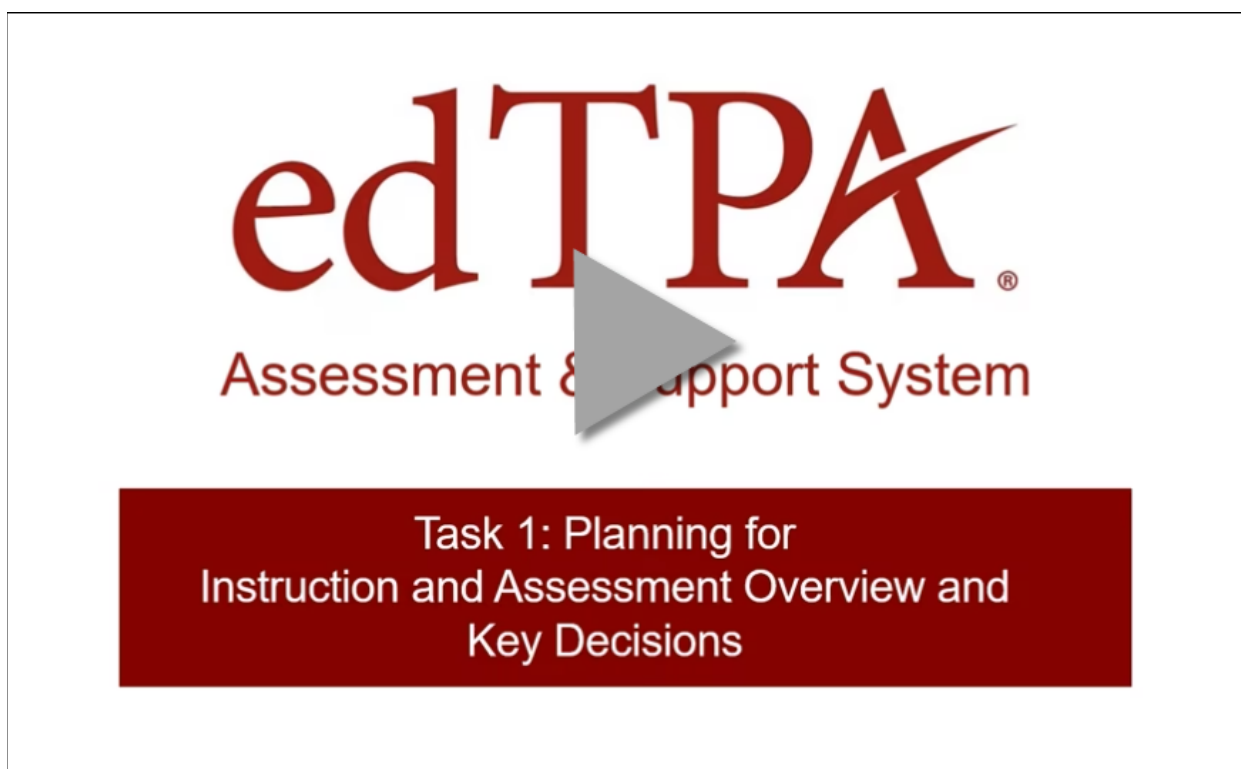
² California candidates—If you do not have any English learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or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

- Your lesson plans must include the following information, even if your teacher preparation program requires you to use a specific lesson plan format:
 - State-adopted physical education content standards and/or SHAPE America – Society of Health and Physical Educator Standards that are the target of student learning. (Note: Please include the **number and text** of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)
 - Learning objectives associated with the content standards in the psychomotor and at least one other learning domain (cognitive and/or affective)
 - Assessments used to monitor student learning, including type(s) of assessment and what is being assessed
 - Instructional strategies (direct instruction, guided discovery, problem solving, tactical approach) and learning tasks (including what you and the students will be doing) to support the needs of all students (planned support)
 - Instructional materials, resources, and equipment used to engage students in learning tasks
- **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.
- **Respond to the commentary 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 materials** needed to understand what you and the students will be doing (**no more than 5 additional pages per lesson plan**). The instructional materials might include such items as class handouts, assignments, slides, and interactive whiteboard images.
- **Submit copies of all assessments and/or directions for any oral or performance assessments** (psychomotor, cognitive, and/or affective). (Submit only the blank assessments given to students; do not submit student work samples for this task.) For a performance assessment, also submit a copy of the evaluation criteria (e.g., rubric, rating scale).
- **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 Physical Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

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

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



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

How Will the Evidence of My Teaching Practice Be Assessed?

For Planning Task 1, your evidence will be assessed using rubrics 1–5, which appear on the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing.

Planning Rubrics

Rubric 1: Planning for Developing Competencies in Physical Education

How do the candidate's plans provide for a safe environment, build on each other, and develop students' competencies in the psychomotor domain and at least one other learning domain (cognitive, affective)?

Level 1 ³	Level 2	Level 3	Level 4	Level 5
Candidate's plans for instruction focus solely on one domain with no connections to any other domain. OR There are significant content inaccuracies that will lead to student misunderstandings. OR Standards, objectives, and learning tasks are not aligned with each other. OR Candidate does not include plans to provide a safe learning environment.	Candidate's plans for instruction include learning tasks that provide limited support for development of psychomotor competencies with vague connections to the cognitive or affective domain.	Candidate's plans for instruction build on each other and include learning tasks that support development of psychomotor competencies with clear connections to the cognitive OR affective domain.	Candidate's plans for instruction build on each other and include learning tasks that support development of psychomotor competencies with clear and consistent connections to the cognitive OR affective domains.	Candidate's plans for instruction build on each other and include learning tasks that maximize opportunities to respond to develop psychomotor competencies, with clear and consistent connections to the cognitive AND affective domains.

³ 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 of three to five lessons around a central focus. Candidates will explain how they plan to organize tasks, activities, and/or materials to align with the central focus and the standards/objectives and within a safe environment. The planned learning segment must develop student competencies in the psychomotor, cognitive, and affective domains related to movement patterns, performance concepts, and/or health-enhancing fitness.

Key Concepts of Rubric:

- [Aligned](#)⁴
- [Significant content inaccuracies](#)

Physical Education Terms Central to the edTPA:

- [Movement patterns](#)
- [Performance concepts](#)
- [Health-enhancing physical fitness](#)

Primary Sources of Evidence:

Context for Learning Information

Planning Commentary **Prompt 1**

Strategic review of Lesson Plans & Instructional Materials

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ Pattern of significant content inaccuracies that are core to the central focus or a key learning objective for the learning segment ■ A pattern of misalignment is demonstrated in relation to standards/objectives, learning tasks and materials across two or more lessons ■ Plans do not provide a safe learning environment.

⁴ Links to terms from the Physical Education Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Plans for instruction are **logically sequenced** to facilitate students' development of psychomotor competencies.
- Plans include learning tasks with clear connections to the cognitive or affective domains.
- Be sure to pay attention to the presence or absence of evidence for each domain (psychomotor, cognitive, and affective).

Below 3

Evidence that demonstrates performance below Level 3:

- Plans include learning tasks that provide limited support for development of psychomotor competencies.
- Plans include only minimal or unclear connections to the cognitive or affective domains.

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

- The candidate is paying some attention to helping students understand the "why" of the movement or concept, but the connections are fleeting, so students simply focus on "how" to do the movement.
- Learning tasks provide students with limited opportunities to practice the skill (large group not broken down to increase opportunities to respond, limited access to equipment, providing students with few opportunities to respond); therefore, psychomotor competencies cannot be achieved
- The candidate includes objectives related to the affective domain (communication, cooperation, teamwork), but do not provide support to meet the objectives.

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

- The learning tasks planned by the candidate are focused entirely on one domain.

Automatic Score of 1 is given when:

- There is a pattern of **significant content inaccuracies** that will lead to student misunderstandings. Content flaws in the plans or instructional materials are significant and systematic and interfere with student learning.
- **Standards, objectives, learning tasks, and materials are not aligned** with each other. There is a pattern of misalignment across two or more lessons. If one standard or objective does not align within the learning segment, this level of misalignment is not significant enough for a Level 1.
- Candidate **does not plan for a psychologically and physically safe** learning environment.

Above 3

Evidence that demonstrates performance above Level 3:

- Learning tasks provide opportunities to respond and are designed to support students' development of psychomotor competencies, with clear connections to the cognitive AND/OR affective domains. Consistent connections to the cognitive and/or

affective domains are embedded in the learning tasks, providing students the opportunity to meet objectives specific to those domains.

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

- Planned learning tasks are sequenced to **develop psychomotor competencies** with clear and consistent connections to the **cognitive OR affective domains**. These connections should be explicit in each learning task and addressed in the commentary. Be sure to pay attention to the presence or absence of evidence for each domain.

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

- **Plans allow for maximum student participation**, for example, all students having their own equipment, not waiting in line to participate or standing on the sidelines waiting for their number to be called.
- Plans include activities and questions that clearly support students in making clear and consistent connections from the psychomotor domain to the cognitive AND affective domains.

Planning Rubrics continued

Rubric 2: Planning to Support Varied Student Learning Needs

How does the candidate use knowledge of his/her students to target support for students to develop competencies and knowledge in the psychomotor, cognitive, and/or affective domains?

Level 1	Level 2	Level 3	Level 4	Level 5
There is no evidence of planned supports.⁵ OR Candidate does not attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans.	Planned supports are loosely tied to learning objectives or the central focus of the learning segment.	Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole.	Planned supports are tied to learning objectives and the central focus and address the needs of specific individuals OR groups with similar needs.	Level 4 plus: Planned supports include specific strategies to identify and respond to common student errors and misunderstandings.

⁵ Planned supports are instructional strategies, approaches, and/or learning tasks that the candidate uses to develop competencies in the psychomotor, cognitive, and/or affective domains. Support includes such things as demonstrations, explanations, instructional cues, prompts, and multiple ways to engage with the content or activity, for example, choices in equipment, space, and level of practice tasks.

Understanding Rubric Level Progressions: Rubric 2

The Guiding Question

The Guiding Question addresses how the candidate plans to support students in relationship to students' characteristics. This includes the candidate's understanding of how students develop, and choosing or adapting instructional strategies, learning tasks, and/or materials.

Key Concept of Rubric:

- [Planned supports](#)⁶

Primary Sources of Evidence:

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

Planning Commentary **Prompts 2 and 3**

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

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Candidate explains how planned supports for students address the learning needs of the whole class while assisting them in achieving the learning objectives.
- Candidate addresses at least one of the instructional requirements from IEPs and 504 plans as described in the Context for Learning Information.
 - Requirements must be explicitly addressed in the commentary and/or the Planning Task 1 artifacts. List of requirements and/or accommodations in the Context for Learning Information document is not sufficient by itself.

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

Below 3

Evidence that demonstrates performance below Level 3: Candidate plans insufficient supports to develop students' learning relative to the identified learning objectives or the central focus.

Evidenced by ONE or more of the following:

- Candidate does not plan supports for students.
- Planned supports are not closely tied to learning objectives or central focus.
- Evidence does not reflect ANY instructional requirement in IEPs or 504 plans.

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

- Plans address at least one of the instructional requirements set forth in IEPs and 504 plans. However, it is not clear that other planned instructional supports will be helpful in supporting students to meet the learning objectives.
- Planned supports are inadequate (e.g., demonstrations, explorations, or activities that are not appropriate to the developmental level of most students; instruction limited to verbal descriptions without demonstrations, instructional cues, or explanations).
- The supports would work for almost any learning objective or task. Therefore, supports are not closely connected to the learning objectives or central focus (e.g., pair high and low students during partner activities without a specific description of how that supports students with a specific need, check on students who are usually having trouble without any specific indication of what the candidate might be checking for.)
- Supports are tied to learning objectives within each lesson, but there is no central focus.

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

- No specific planned supports such as instructional cues, explanations, or practice tasks are identified.

Automatic Score of 1 is given when:

- If IEP/504 requirements are described in the Context for Learning or commentary but none are included in the planned support, then the rubric is scored as an Automatic Level 1, regardless of other evidence of support for the whole class or groups or individuals in the class. If the candidate describes one or more of the IEP or 504 plan requirements for any student in the lesson plans or commentary, then the score is determined by the Planned Support criterion. **(If there are no students with IEPs or 504 plans, then this criterion is not applicable.)**

Above 3

Evidence that demonstrates performance above Level 3:

- Plans address specific student needs (beyond those required in IEP and 504 plans) by including scaffolding or structured supports that are explicitly selected or developed to help individual students and groups of students with similar needs to meet the learning objectives. Examples of such supports could include modifications to any of the following: equipment, space, number of people, size of playing area, and rules.

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

- The candidate explains how the planned supports are intended to meet specific needs of individuals (more than one) or a group or groups of students with similar needs (e.g., more instruction in a prerequisite skill).

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

- Identifies possible errors and misunderstandings associated with the central focus and describes specific strategies to respond to them.
 - If the plans and commentary attend to common student errors or misunderstandings without also satisfying Level 4 requirements, this is not sufficient evidence for Level 5.

Planning Rubrics continued

Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

How does the candidate use knowledge of his/her students to justify instructional plans?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds.	Candidate justifies learning tasks with limited attention to students' • prior academic learning and/or prerequisite skills OR • personal or community assets.	Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' • prior academic learning and/or prerequisite skills OR • personal or community assets. Candidate makes superficial connections to research and/or theory.	Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' • prior academic learning and/or prerequisite skills AND • personal or community assets. Candidate makes connections to research and/or theory.	Level 4 plus: Candidate's justification is supported by principles from 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 learning tasks and materials make content meaningful to students, by drawing upon knowledge of individuals or groups, as well as research or theory.

Key Concepts of Rubric:

- [Deficit thinking](#)⁷
- [Prior academic learning and/or prerequisite skills](#)
- [Assets](#) (personal, community)

Primary Sources of Evidence:

Planning Commentary **Prompts 2 and 3**

Scoring Decision Rules

Multiple Criteria	■ Criterion 1 (primary): Justification of plans using knowledge of students—i.e., prior academic learning and/or prerequisite skills AND/OR assets (personal, community) ■ Criterion 2: Research and theory connections ■ Place greater weight or consideration on criterion 1 (justification of plans using knowledge of students).
AUTOMATIC 1	■ Deficit view of students and their backgrounds

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- **Primary Criterion:** The candidate explains how the learning tasks are explicitly connected to the students' prior academic knowledge OR knowledge of students' assets (personal, community). Assets include students' backgrounds, interests, community or family resources and personal experiences.
- **Secondary Criterion:** The candidate refers to research 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.**
- If evidence meets the primary criterion at Level 4, and candidate has NO connection to research/theory, the rubric is scored at Level 3.

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

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

- There is a limited amount of evidence that the candidate has considered his/her particular class in planning.
- The candidate justifies the plans through a deficit view of students and their backgrounds.

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

- The candidate's justification of the learning tasks makes some connection with what they know about students' prior academic learning and/or prerequisite skills OR assets (personal, community). These connections are not strong, but are instead vague or unelaborated, or involve a listing of what candidates know about their students in terms of prior knowledge or background without making a direct connection to how that is related to planning.

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

- There is no evidence that the candidate uses knowledge of students to plan.

Automatic Score of 1 is given when:

- Candidate's justification of learning tasks includes a pattern representing a deficit view of students and their backgrounds. (See the explanation of deficit thinking listed above under Key Concepts of Rubric.)

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

- The candidate's justification not only uses knowledge of students—as both academic learners AND as individuals who bring in personal or community assets—but also uses research or theory to inform planning.

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

- The evidence includes specific examples from students' prior academic learning and/or prerequisite skills AND knowledge of students' assets (personal, community), and explains how the plans reflect this knowledge. The explanation needs to include **explicit connections** between the learning tasks and the examples provided.
- The candidate explains how research 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 or theory and the learning task(s) must be explicit.
- Scoring decision rules: 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).

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

- Explains how principles of research or theory support or **set a foundation for** their planning decisions.
 - The justifications are explicit, well-articulated, and demonstrate a thorough understanding of the research/theory principles that are clearly reflected in the plans.

Planning Rubrics continued

Rubric 4: Identifying and Supporting Language Demands

How does the candidate identify and support language demands associated with a key physical education learning task?

Level 1	Level 2	Level 3	Level 4	Level 5
Language demands⁸ identified by the candidate are not consistent with the selected language function⁹ OR learning task. OR Language development supports are missing or are not aligned with the language demand(s) for the learning task.	Language development supports primarily address one language demand (vocabulary/symbols; function; grammatical structures; written, visual, or verbal communication).	General language development supports address use of two or more language demands (vocabulary/symbols; function; grammatical structures; written, visual, or verbal communication).	Targeted language development supports address use of • vocabulary/symbols, • language function, AND • one or more additional language demands (grammatical structures; written, visual, or verbal communication).	Level 4 plus: Language development supports are designed to meet the needs of students with different levels of language learning.

⁸ Language demands include: language function; vocabulary/symbols; grammatical structures; and written, visual, or verbal communication (organizational structures, text structure, etc.).

⁹ Language function refers to the learning outcome (verb) selected in prompt 4a (e.g., analyze, summarize).

Understanding Rubric Level Progressions: Rubric 4

The Guiding Question

The Guiding Question focuses on how the candidate describes the planned instructional supports that address the identified language demands for the learning task.

Key Concepts of Rubric:

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

- [Language demands](#)¹⁰
- [Language functions](#)
- [Vocabulary/symbols](#)
- [Written, visual, or verbal communication](#)
- [Grammatical structures](#)
- [Language development supports](#)

Primary Sources of Evidence:

Planning Commentary **Prompt 4a–d**

Strategic review of Lesson Plans

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

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

- General supports are planned and described, though not in specific detail, for students' application of any two or more of the language demands (function; vocabulary/symbols; grammatical structures; written, visual, or verbal communication).
 - Language development supports must go beyond providing opportunities for students to practice using the language demands either individually or with other students within the learning segment. Examples of general language development supports include describing and defining the function; modeling vocabulary/symbols, grammatical structures, or written, visual, or verbal

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

communication; providing an example with little explanation; questions and answers about a language demand; whole group discussion of a language demand; or providing pictures to illustrate vocabulary/symbols.

- The candidate may inaccurately categorize a language demand (e.g., identifies grammatical structures as written, visual, or verbal communication), but does describe general supports for two of the language demands required of students within the learning task. For example:
 - "For written, visual, or verbal communication, I will model how to correctly use symbols to represent offensive and defensive plays in a diagram. To support vocabulary/symbols, we will review the names and roles of the different positions and practice diagramming plays representing different strategies." This example would be scored at a level 3 because there are supports for two language demands, vocabulary/symbols and grammatical structures, even though the candidate categorizes diagramming plays (a form of grammatical structures) as written, visual, or verbal communication.

Below 3

Evidence that demonstrates performance below Level 3:

- The candidate has a superficial view of academic language and provides supports that are misaligned with the demands or provides support for only one language demand (vocabulary/symbols; function; grammatical structures; or written, visual, or verbal communication).

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

- The primary focus of support is on only one of the language demands (vocabulary/symbols; function; grammatical structures; or written, visual, or verbal communication) with little attention to any of the other language demands.
- Support may be general, (e.g., discussing, defining, or describing a language demand), or it may be targeted (e.g., modeling a language demand while using an example with labels). Regardless, the support provided is limited to one language demand.

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

- There is a pattern of misalignment between the language demand(s) and the language development supports identified. For example, the language function is listed as **explain defensive strategies**, but the language task is that the students will be critiquing their peer's performances of a certain movement, while support for grammatical structures is to review the cues for a particular movement.
- Language development supports are completely missing.

Above 3

Evidence that demonstrates performance above Level 3:

- The supports specifically address the language function, vocabulary/symbols, and at least one other language demand (grammatical structures and/or written, visual, or verbal communication) in the context of the chosen task.

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

- The candidate identifies specific planned language development supports and describes how supports address each of the following: vocabulary/symbols, the

language function, and at least one other language demand (grammatical structures and/or written, visual, or verbal communication).

- Supports are focused (e.g., provide structures or scaffolding) to address specific language demands, such as a list of required components in analyzing a movement (function), modeling the use of "Xs" or "Os" to explain a game play strategy (written, visual, or verbal communication or function), or providing a chart of hand signals and when they are used in officiating a game (written, visual, or verbal communication).

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

- Includes and explains how one or more of the language development supports are either designed or differentiated to meet the needs of students with differing language needs.

Planning Rubrics continued

Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the assessments selected or designed to provide evidence of student progress in developing competencies in the psychomotor domain and at least one other learning domain (cognitive, affective)?

Level 1	Level 2	Level 3	Level 4	Level 5
The assessments do not provide evidence for students' competencies related to the psychomotor domain. OR Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.	The assessments provide limited evidence to monitor students' competencies in the psychomotor domain during the learning segment.	The assessments provide evidence to monitor students' competencies in - the psychomotor domain AND - the cognitive or affective domain during the learning segment.	The assessments include multiple forms of evidence to monitor students' competencies in - the psychomotor domain AND - the cognitive or affective domain throughout the learning segment.	Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.

Understanding Rubric Level Progressions: Rubric 5

The Guiding Question

The Guiding Question addresses the alignment of the assessments to the standards and objectives and the extent to which assessments provide multiple forms of evidence to monitor student progress throughout the learning segment. It also addresses required adaptations from IEPs or 504 plans. The array of assessments should provide evidence of students' competencies in the psychomotor, cognitive, and/or affective domains aligned with standards/objectives.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

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

Planning Commentary **Prompt 5**

Assessment Materials

Strategic review of Lesson Plans

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ None of the assessment adaptations required by IEPs or 504 plans are made. (If there are no students with IEPs or 504 plans, then this criterion is not applicable.)

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The planned assessments provide evidence of students' competencies in the psychomotor AND the cognitive or affective domains **at various points** within the learning segment.
- Requirements from the IEP or 504 plan must be explicitly addressed in the commentary and/or the Planning Task 1 artifacts. List of assessment requirements and/or accommodations in the Context for Learning Information document is not sufficient by itself.

Below 3

Evidence that demonstrates performance below Level 3:

- The planned assessments will yield insufficient evidence to monitor students' competencies in the psychomotor domain within the learning segment.

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

- Assessments will produce evidence of student learning in the psychomotor domain, but evidence is limited. Examples of limited assessments include visual observations or use of a yes/no checklist that may not provide adequate data to demonstrate student learning related to stated psychomotor objectives.
- Although assessments may provide some evidence of student learning, they do not monitor the psychomotor domain plus one other (cognitive or affective) across the learning segment.

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

- The assessments do not provide evidence of student competencies in the psychomotor domain.

Automatic Score of 1 is given when:

- If there is NO attention to ANY **assessment-related** IEP/504 plan requirements (e.g., more time; a scribe for written assignments) in either the commentary or the Planning Task 1 artifacts, the score of 1 is applied; otherwise the evidence for the other criteria will determine the score. **(If there are no students with IEPs or 504 plans, then this criterion is not applicable.)**

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

- The array of assessments provides consistent evidence of students' competencies in the psychomotor domain plus the cognitive and/or affective domains.
- Assessment evidence will allow the candidate to determine students' progress towards competencies in the psychomotor, cognitive, and/or affective domains related to movement patterns, performance concepts, and/or health-enhancing fitness.

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

- "Multiple forms of evidence" means that different types of evidence are used—e.g., a variety of data based on student performance related to movement patterns, performance concepts, and/or concepts related to health-enhancing fitness, such as checklists, rating scales, analytic rubrics, holistic rubrics, event tasks, game performance assessments.
- The array of assessments provides evidence to track student progress toward developing competencies in the psychomotor domain plus the cognitive and/or affective domains.

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

- Describes how assessments are modified to allow individuals or groups with specific needs to demonstrate their learning, including modifications in equipment, assessment tasks, or performance criteria.
- Strategic design of assessments goes beyond, for example, moving a student closer to the target or lowering the height of a net or hoop. Targeted and explicit design allows individuals or groups with specific needs to demonstrate learning without oversimplifying the content.

Instruction Task 2: Instructing and Engaging Students in Learning

What Do I Need to Do?

- **Obtain required permissions for videorecording.** Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear on the video. Adjust the camera angle to exclude individuals for whom you do not have permission to film.
- **Examine your lesson plans for the learning segment** and identify challenging learning tasks in which students are actively engaged. The video clip(s) you select for submission should provide a sample of how you interact with students in a positive learning environment to support their development of competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective) through instruction for the planned learning tasks.
- **Identify lessons to videorecord.**
- **Provide 1–2 video clips (totaling no more than 20 minutes in length, but not less than 3 minutes)** that demonstrate how you engage students in developing their competencies in the psychomotor domain and at least one other learning domain (cognitive, affective) through planned learning tasks. The video clip(s) should
 - include both your instruction and the students engaging in the learning task
 - include active monitoring of student learning during the learning task
 - show how you use rules, routines, and/or transitions to maximize engagement in the lesson
- **Select 3 focus students** that represent **the range of psychomotor competencies** within the class. At least one of the students must be a low-achieving student with respect to psychomotor skills. Note: California candidates must also include one focus student who is an English learner.¹¹
- **(Optional) Provide evidence of students' language use.** You may provide evidence of language use with your video clip(s) from Instruction Task 2, an additional video clip of one or more students using language within the learning segment (**no more than 5 minutes in length**), through the student work samples analyzed in Assessment Task 3, **AND/OR** through other written evidence of academic language use from the learning segment.
- **Videorecord your classroom teaching**, making sure to capture footage of the 3 focus students. Video clip(s) of the 3 focus students in the context of regular instruction within the whole class will be used in Assessment Task 3. Tips for videorecording your class are available from your teacher preparation program.
- **Select video clip(s) to submit** and verify that the clip(s) meet the following requirements:

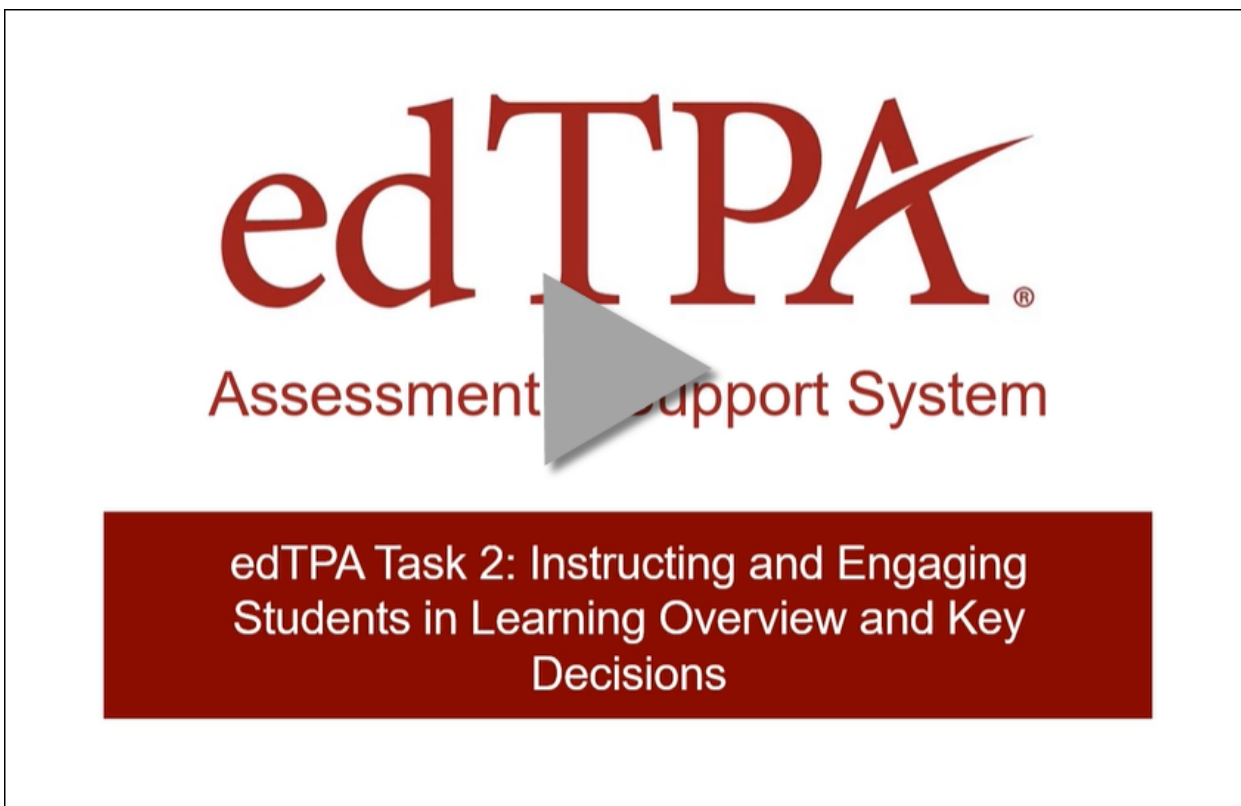
¹¹ California candidates—If you do not have any English learners, select a student who is challenged by academic English.

- Ensure that you and your students can be seen in the video clips you submit. Also, ensure that your face appears at least once in the video for identification purposes.
- Check the sound quality to ensure that you and your students can be heard on the video clips you submit. If most of the audio in a clip cannot be understood by a scorer, submit another clip. If there are occasional audio portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the following: 1) provide a transcript with time stamps of the inaudible portion and refer to the transcript in your response; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).
- A video clip must be continuous and unedited, with no interruption in the 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 faces 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.
- **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 students are doing in the video clip(s).** For example, if there are graphics, texts, or images that are not clearly visible in the video, or comments that are not clearly heard, you may insert digital copies or transcriptions at the end of the Instruction Commentary (**no more than 2 pages in addition to the responses to commentary prompts**).

See the [Instruction Task 2: Artifacts and Commentary Specifications](#) in the Physical Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

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

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



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

How Will the Evidence of My Teaching Practice Be Assessed?

For Instruction Task 2, your evidence will be assessed using rubrics 6–10, which appear on the following pages. 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 promote a safe, respectful, and organized learning environment that supports students?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate allows disruptive behavior to interfere with student learning. OR There are safety problems visible on the video, posing an immediate danger to students. OR The clip(s) reveal evidence of disrespectful interactions between teacher and students or between students.	Candidate provides a physically safe learning environment with evidence of rules, routines, and transitions used primarily to control student behavior, and that minimally support the learning goals.	Candidate provides a positive, low-risk, emotionally and physically safe environment with evidence of rules, routines, and transitions used to provide sufficient time on task that supports the learning goals.	Candidate provides a positive, low-risk environment • with well-established rules, routines, and transitions; • that is emotionally and physically safe; and • that maximizes time on task related to learning goals.	Level 4 plus: Tasks are challenging for all students.

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 is safe, both physically and emotionally, and provides rules, routines, and transitions that maximize student time on task.

Key Concepts of Rubric:

- [Transition](#)¹²
- [Learning environment](#)

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 2**

Note that for the Instruction Task, the commentary is intended to provide context for interpreting what is shown in the video. 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	■ There are safety problems, visible on the video clip(s), that pose an immediate danger to students.

Unpacking Rubric Levels

Level 3

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

- There is evidence that the candidate facilitates a positive learning environment wherein students are willing to answer questions and work together without the candidate or other students criticizing their responses.
- The candidate provides an emotionally and physically safe environment for all students.
- Rules, routines, and transitions are evident in the video showing there is sufficient time on task to support learning.

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

Below 3

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

- Reveal a focus on classroom management and maintaining student behavior rather than engaging students in learning

OR

- Disruptive behavior, safety problems, or disrespectful interactions are seen in the video and are not addressed by the candidates.

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

- There is an emphasis on candidate's rigid control of the learning environment in ways that limit and do not support learning. The focus is on a physically safe environment.

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

1. The clip(s) reveal disruptive student behavior that interferes with learning.
2. There is evidence of disrespectful interactions between the candidate and students or between students that go unaddressed by the candidate.

Note: Classroom management styles vary. Video clips that show classroom environments where students are productively engaged in the learning task should not be labeled as disruptive. An example of this may be students socializing or conversing during the learning task. This would not be considered disruptive as long as students were actively engaged in the learning tasks and the candidate was not speaking to them or the class.

Automatic Score of 1 is given when:

- There are safety problems seen in the video that are severe enough to pose an immediate danger to students.

Above 3

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

- Reveal a positive environment that maximizes time on task and that may support learning tasks that challenge students.

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

- The learning environment provides for maximum time on task (all students with their own equipment, not standing in lines waiting to take their turn, being actively engaged in the lesson at all times).

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

- The learning environment supports learning tasks that appropriately stretch students and challenge them in the psychomotor, cognitive, and/or affective domains. This may include applying skills in a more challenging environment; asking higher-order thinking questions; or challenging students' communication, leadership, or teamwork skills. There must be evidence that the environment is challenging for students.
- The learning environment is challenging for individuals or groups of individuals with varied needs. The teacher candidate is seen in the video clearly supporting varied student needs in the psychomotor, cognitive, and/or affective domains. Students are

demonstrating /expressing a variety of actions, perspectives, or behaviors based on learning of the content.

Instruction Rubrics continued

Rubric 7: Engaging Students in Learning

How does the candidate actively engage students in developing specific competencies in the psychomotor, cognitive, and/or affective domains?

Level 1	Level 2	Level 3	Level 4	Level 5
Students are participating in tasks that are superficially related to the central focus.	Students are participating in learning tasks that focus on psychomotor competencies .	Students are engaged in learning tasks that focus on developing competencies in - the psychomotor domain AND - the cognitive or affective domain.	Students are engaged in learning tasks that focus on making connections between performance in the psychomotor domain AND related competencies in the cognitive OR affective domain.	Students are engaged in learning tasks that focus on making connections between - performance in the psychomotor domain and related competencies in the cognitive AND affective domains.

Understanding Rubric Level Progressions: Rubric 7

The Guiding Question

The Guiding Question addresses how the candidates provides evidence of engaging students in meaningful tasks and discussions to develop their competencies related to movement patterns, performance concepts, and/or health-enhancing fitness in the psychomotor, cognitive, and/or affective domains.

Key Concepts of Rubric:

- [Engaging students in learning](#)¹³

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 3**

Note that 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	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The clip(s) show that the students are engaged in learning tasks that provide opportunities for students to focus on developing psychomotor competencies linked to the cognitive or affective domain.

Below 3

Evidence that demonstrates performance below Level 3:

- Students are participating in tasks that provide some attention to developing competencies in the psychomotor domain, coupled with little or no attention to the cognitive and/or affective domains.

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

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

- Students are participating in tasks that primarily focus on psychomotor competencies without engaging students adequately in the cognitive or affective domain.

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

- The learning tasks seen in the video clip(s) have little relation to the central focus identified.

Above 3

Evidence that demonstrates performance above Level 3:

- The learning tasks as seen in the clip(s) are structured to engage students to develop competencies in the psychomotor domain while making specific connections to the cognitive and/or affective domains.

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

- The learning tasks in the clip(s) include tasks, structures, or scaffolding that promote engagement in learning in the psychomotor domain, while making connections to the cognitive and/or affective domains. For example: During a unit of instruction on health-related fitness, students are taught which activities will develop muscular strength vs. cardiorespiratory endurance.

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

- The learning tasks in the clip(s) include tasks, structures, or scaffolding that deepens and extends the development of competencies in the psychomotor, cognitive, AND affective domains.

Instruction Rubrics continued

Rubric 8: Strengthening Student Competencies

How does the candidate actively monitor students' actions to further develop their competencies in the psychomotor, cognitive, and/or affective domains?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate monitors students' actions without intervening. OR Candidate responses include significant content inaccuracies that will lead to student misunderstandings.	While monitoring students' actions, the candidate asks surface-level questions or provides feedback that is general or vague in its relationship to improving student competencies in the psychomotor domain.	In actively monitoring students' actions, candidate asks questions or provides corrective feedback to the whole class or group to improve competencies in the - psychomotor AND - cognitive or affective domains.	In actively monitoring students' actions, candidate asks individual questions or provides individual corrective feedback to improve competencies in the - psychomotor AND - cognitive or affective domains.	Candidate actively monitors and facilitates interactions among students so they can provide individual, differentiated feedback to their peers during the learning task to improve competencies in the - psychomotor AND - cognitive or affective domains.

Understanding Rubric Level Progressions: Rubric 8

The Guiding Question

The Guiding Question addresses how in the video clip(s), the candidate is seen actively monitoring students through engaging them in activities or dialogue that promotes learning in the psychomotor, cognitive, and affective domains.

Key Concepts of Rubric:

- [Significant content inaccuracies](#)¹⁴
 - For Rubric 8, significant content inaccuracies include content flaws in commentary explanations, instruction, or instructional materials that will lead to student misunderstandings and the need for reteaching.

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 4a**

Note that 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	■ Pattern of significant content inaccuracies that are core to the central focus or a key learning objective for the learning segment

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The candidate actively monitors the class, asking group questions or providing group feedback, for example, "Many of you are stepping with the same foot you are throwing with instead of with your opposite foot."
- The questions or group feedback addresses competencies in the psychomotor and one other domain (cognitive or affective).

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

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

- In the clip(s), the written, visual, or verbal communication in the class provides students with limited or no opportunities to think and learn.

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

- The candidate asks questions that elicit right/wrong or yes/no answers and do little to encourage students to think about the content being taught.
- The candidate provides responses that are motivational such as "good job" or "better" that are unrelated to improving student competencies.

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

- Candidate passively monitors class with little or no interaction with students and without intervening or providing feedback related to for students' actions.

Automatic Score of 1 is given when:

- There is a pattern of **significant content inaccuracies** that will lead to student misunderstandings.

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

- In the clip(s), the candidate asks individual questions to check for understanding, or provides individual corrective feedback to improve student competencies in the psychomotor domain and the cognitive or affective domains.

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

- Based on student responses, the candidate provides individualized, differentiated feedback to impact student learning, e.g., challenging students who are able to do the skill competently or providing remediation for students who are having difficulty with the skill.
- The questions or group feedback addresses competencies in the psychomotor and one other domain (cognitive or affective).

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

- There is evidence in the clip(s) that the candidate structures and supports student-student conversations and interactions that facilitate students' ability to evaluate competencies in the psychomotor and one other domain (cognitive or affective), e.g., analyzing a peer's performance, providing feedback related to a peer's performance, writing a peer critique.

Instruction Rubrics continued

Rubric 9: Subject-Specific Pedagogy

How does the candidate use pedagogical content knowledge to develop students' competencies in psychomotor, cognitive, and/or affective domains?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate implements learning tasks that are inappropriate to develop the student competencies in the central focus.	Candidate implements appropriate learning tasks that include instructional cues/prompts to make learning of physical activities comprehensible to students.	Candidate implements appropriate learning tasks that include instructional cues/prompts AND explorations/ demonstrations to make learning of physical activities comprehensible to students.	Candidate implements appropriate learning tasks that include instructional cues/prompts AND explorations/demonstrations that are differentiated for individuals or groups with similar learning needs .	Level 4 plus: Candidate facilitates students' application of their knowledge of movement to analyze their own and/or others' psychomotor skills .

Understanding Rubric Level Progressions: Rubric 9

The Guiding Question

The Guiding Question addresses how the candidate designs learning tasks that lead to the development of competencies in the psychomotor, cognitive, and/or affective domains through the use of appropriate learning tasks and pedagogical skills.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 4b**

Note that 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	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- In the clip(s), the candidate's learning tasks are appropriate for the developmental and skill level of students and aligned with the central focus, with identified instructional cues/prompts and appropriate explorations/demonstrations.

Below 3

Evidence that demonstrates performance below Level 3:

- In the clip(s), the candidate either implements inappropriate learning tasks or instructional supports or provides wrong instructional cues/prompts to support student learning.

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

- The candidate provides instructional cues or prompts but does not provide any accompanying demonstrations or opportunities for students to explore or practice the skill being taught.

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

- In the clips(s), the learning tasks are not appropriate for developing competencies related to the central focus.

Above 3

Evidence that demonstrates performance above Level 3:

- In the clip(s), the candidate differentiates the task(s) for individuals or groups who need remediation or additional challenge.

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

- In the clip(s), the candidate adapts learning tasks to abilities of individual students and differentiates instruction.

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

- Facilitates student's application of their knowledge of movement to analyze their own, or other students', skill attempts.

Instruction Rubrics continued

Rubric 10: Analyzing Teaching Effectiveness

How does the candidate use evidence of student learning to evaluate and change teaching practice to better meet students' varied learning needs?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate suggests changes unrelated to evidence of student learning .	Candidate proposes changes to teacher practice that are superficially related to student learning needs (e.g., more time, improving directions, quicker transitions).	Candidate proposes changes in teaching practice that address students' collective learning needs related to the central focus. Candidate makes superficial connections to research and/or theory.	Candidate proposes changes in teaching practice that address individual and collective learning needs related to the central focus. Candidate makes connections to research and/or theory.	Level 4 plus: Candidate justifies changes using principles from research and/or theory.

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 s/he could have done differently to better support the needs of all students. The candidate justifies the changes based on student needs and references to research and/or theory.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Instruction Commentary **Prompt 5**

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

Scoring Decision Rules

Multiple Criteria	■ Criterion 1 (primary): Proposed changes ■ Criterion 2: Connections to research/theory ■ Place greater weight or consideration on criterion 1 (proposed changes).
AUTOMATIC 1	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- **Primary criterion:** The proposed changes address the central focus, and the candidate explicitly connects those changes to the learning needs of the class as a whole.
 - 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).
- **Secondary criterion:** The candidate refers to research or theory in relation to the plans to support student learning. The connections between the research/theory and the tasks 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 candidate has NO connection to research/theory, the rubric is scored at Level 3.

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

- The changes proposed by the candidate are not directly related to student learning.

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

- The changes address improvements in teaching practice that mainly focus on how the candidate structures or organizes learning tasks, with a superficial connection to student learning. There is little detail on the changes in relation to either the central focus or the specific learning that is the focus of the video clip(s), e.g., repeating instruction without making significant changes based on the evidence of student learning from the video clips. Changes are primarily related to managing students or the environment (e.g., more time, better directions, quicker transitions, changing group configuration because of behavior).
- If a candidate's proposed changes have nothing to do with the central focus, this rubric cannot be scored beyond a Level 2.

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

- The changes are not supported by evidence of student learning from lessons seen or referenced in the clip(s).

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

- The proposed changes relate to the central focus and explicitly address individual and collective needs that were within the lessons seen in the video clip(s).
- The changes in teaching practice are supported by research and/or theory.

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

- The changes clearly address the learning needs of individuals in addition to the learning needs of the whole class in the video clip(s) by providing additional support and/or further challenge in relation to the central focus. Candidate should explain how proposed changes relate to each individual's needs.
- The candidate explains how research or theory is related to the changes proposed. Candidates may cite research or theory in their commentary or refer to the ideas and principles from the research; either connection is acceptable, as long as they clearly connect the research/theory to the proposed changes.
- Scoring decision rules: 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).

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

- Explains how principles of research or theory **support or frame the proposed changes**. The justifications are explicit, well-articulated, and demonstrate a thorough understanding of the research/theory principles that are clearly reflected in the explanation of the changes.

Assessment Task 3: Assessing Student Learning

What Do I Need to Do?

- **Select 2–3 assessments from the learning segment** that you will use to evaluate your students' developing competencies in the psychomotor domain and related knowledge, skills, or dispositions in at least one other domain (cognitive and/or affective). The assessments analyzed should be the same for all 3 focus students.
- The assessments should reflect the work of individuals, not groups, even if the psychomotor activity is a group activity, for example, a game or dance. The assessments should give both you and the students a sense of how well they are progressing toward developing the competencies targeted in the learning segment in the psychomotor domain and at least one other learning domain (cognitive and/or affective).
- If you have a class of 30 students or fewer, the assessments should be completed by the whole class featured in the learning segment. However, if you have a class of more than 30 students, to reduce the time needed to collect evidence of psychomotor skills, you may select a sample of 25 students representing the range of abilities in your class to assess and analyze their skills. This sample must include your 3 focus students. Note: California candidates must include one focus student who is an English learner.¹⁵
- **Define and submit the evaluation criteria** (e.g., rubric, point system for awarding credit, rating scale) you will use to analyze student learning in each assessment submitted.
- **Analyze the performance of your whole class (or, if more than 30 students in the class, the selected sample) using direct evidence related to the evaluation criteria to identify quantitative and qualitative patterns of learning** within and across the class in the psychomotor domain and at least one other learning domain (cognitive, affective).
- **Submit work samples for each focus student** (selected during Instruction Task 2). The work samples provide direct evidence that illustrates your analysis of student learning in the psychomotor domain and at least one other domain (cognitive, affective).
 - You **must** provide a **video work sample**. Submit **no more than 5 minutes** of video evidence for each focus student in a separate file. You may submit multiple clips of a focus student in one file (i.e., focus student 1 file contains multiple clips of focus student 1; focus student 2 file contains multiple clips of focus student 2; and/or focus student 3 file contains multiple clips of focus student 3); however, the multiple clips for one student cannot exceed a total of 5 minutes. Select video that clearly shows the relevant aspects of each focus student's performance that was recorded during the whole group activity, not in isolation or in a class demonstration. The video clips that highlight the focus students do not need to be from the same lesson as the video clip(s) submitted for Instruction Task 2.
 - **Submit written evidence of how you rated each focus student** on the evaluation criteria for the psychomotor activity assessed.

¹⁵ California candidates—If you do not have any English learners, select a student who is challenged by academic English.

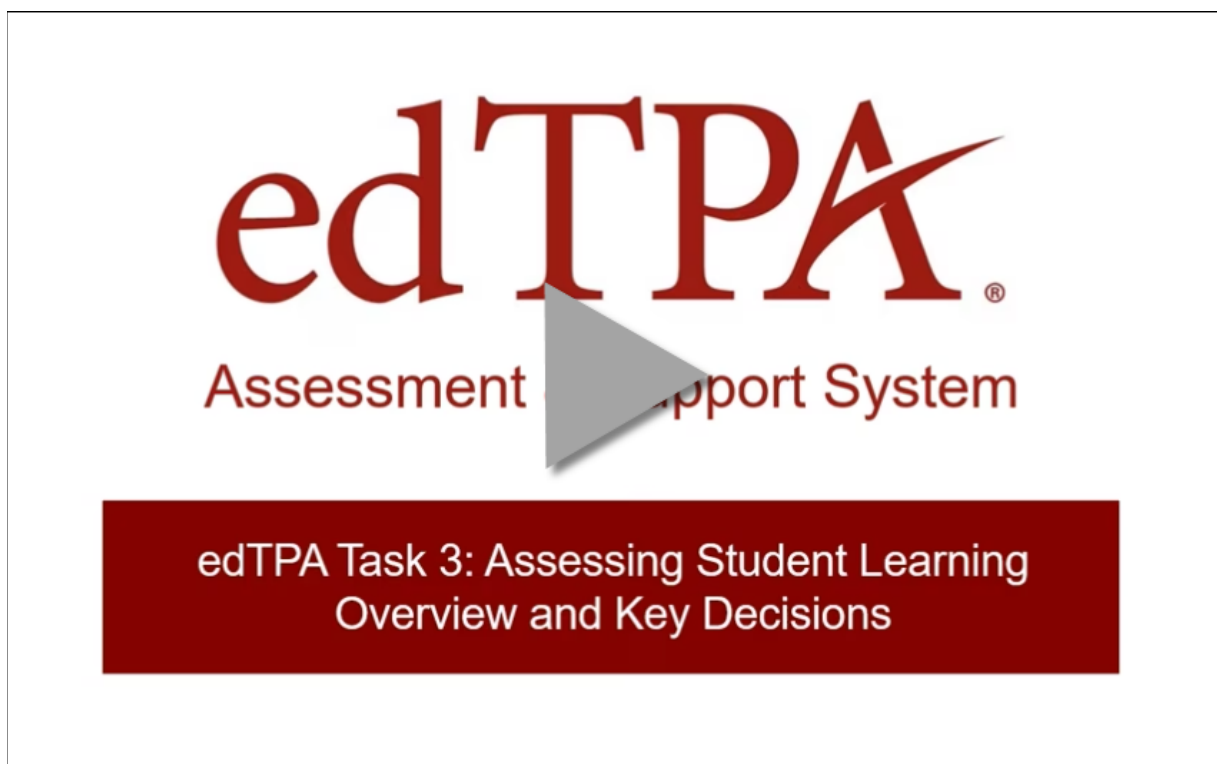
- You may submit **up to two** additional work samples of related knowledge and skills in the cognitive domain (e.g., quiz, test) and/or affective domain (affective checklist, journal entry) for each focus student. Attach this to the written evidence for the psychomotor activity and submit as one file for each focus student.
- **Verify that each video clip meets the following requirements:**
 - The clips should depict the focus students within the actual classroom setting—not a contrived environment where the 3 focus students are pulled out of the class for instruction.
 - Check the video and sound quality to ensure that you and your students can be **seen** and **heard** on the video clips you submit. Because of the poor acoustics in gymnasiums and outdoor settings, wear a microphone, if available, so that your voice can be clearly heard on the clips. If most of the audio in a clip cannot be understood by a scorer, **submit another clip**. If there are occasional audio portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the following: 1) provide a transcript with time stamps of the inaudible portion and refer to the transcript in your response; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).
 - If you have inadvertently included individuals for whom you do not have permission to film in a video clip you plan to submit, you may use software to blur the faces of these individuals. This is not considered editing. Other portions of the submitted video clips, including the classroom, your face, and the faces of individuals for whom you have obtained permission to film, should remain unblurred.
 - Use first names only for all individuals appearing in the video.
- **Submit feedback provided to the 3 focus students**, based on their performance on the assessments analyzed. You may submit evidence of feedback in a written, video, or audio format. You must submit evidence of the actual feedback provided to each focus student, and not a description of the feedback.
- If you submit a video work sample or a video or audio clip of feedback that contains **key** audio portions that cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible portions (**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 video work sample or feedback as a video or audio clip and additional students are present, clearly identify which students are your focus students in the relevant prompts (1e and 2a) of the Assessment Commentary (**in no more than 2 sentences**).
- **Respond to the prompts** listed in the Assessment Commentary template found in your account **after analyzing student work from the selected assessments** and submit the completed template.
- **Include and submit the chosen assessments, including the directions/prompts provided to students.** Attach the assessments (**no more than 5 additional pages**) to the end of the Assessment Commentary.
- **Provide evidence of students' understanding and use of the targeted academic language function and other language demands.** You may choose evidence from the video clip(s) submitted in Instruction Task 2, an additional video clip of one or more students using language within the learning segment (**no more than 5 minutes in**

length), student work samples submitted in Assessment Task 3, **AND/OR** other written evidence of academic language use (e.g., a completed peer assessment) from the learning segment.

See the [Assessment Task 3: Artifacts and Commentary Specifications](#) in the Physical Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

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

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



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

How Will the Evidence of My Teaching Practice Be Assessed?

For Assessment Task 3, your evidence will be assessed using rubrics 11–15, which appear on the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, instruction, assessment, and writing.

Assessment Rubrics

Rubric 11: Analysis of Student Learning

How does the candidate analyze evidence of student learning of specific competencies in the psychomotor, cognitive, and/or affective domains?

Level 1	Level 2	Level 3	Level 4	Level 5
The analysis • is superficial, • is not supported by either student work samples or the summary of student learning, OR • does not address the psychomotor domain. OR The evaluation criteria, learning objectives, and/or analysis are not aligned with each other.	The analysis focuses on what students did OR did not do well in at least the psychomotor learning domain and is supported with evidence.	The analysis focuses on what students did AND did not do well in at least the psychomotor learning domain and is supported with direct evidence. AND Analysis includes some differences in learning for the whole class or selected sample.	The analysis • focuses on specific patterns of learning in the psychomotor domain and at least one other learning domain (cognitive, affective) and • is supported with direct evidence from the summary and work samples. AND Patterns of learning are described for whole class.	The analysis uses specific, direct evidence from related work samples to demonstrate the connections between quantitative and qualitative patterns of learning for individuals or groups in the psychomotor domain and at least one other learning domain (cognitive, affective).

Understanding Rubric Level Progressions: Rubric 11

The Guiding Question

The Guiding Question addresses the candidates' analysis of student learning of specific competencies in the psychomotor, cognitive, and/or affective domains to identify patterns of learning across the class.

Key Concepts of Rubric:

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

Primary Sources of Evidence:

Assessment Commentary **Prompt 1**

Student work samples

Evaluation criteria

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

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

- Data from the student work samples are used to support an accurate listing of what students did correctly and incorrectly.
- The analysis is aligned with the evaluation criteria and/or assessed learning objectives.
- Both strengths and weaknesses of the whole class are supported with direct evidence from the summary and work samples.
- The analysis addresses the psychomotor domain.

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

- Analysis includes some differences in learning across the whole class or a selected sample, e.g., "Some students...", "Most students...", or "A few students...", rather than generalizations like "Students could..." that are not supported by the summary.

Below 3

Evidence that demonstrates performance below Level 3:

- The analysis focuses on what students did OR did not do well in at least the psychomotor domain.
- The analysis is superficial (e.g., primarily irrelevant global statements) or focuses only on partial data (anecdotal data or observations made by the candidate).
- The analysis is contradicted by the work sample evidence or the summary of student performance.
- The analysis is based on an inconsistent alignment with evaluation criteria and/or standards/objectives.
- The analysis does not address the psychomotor domain.

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

- The analysis focuses on what students did well OR what could be improved and is supported with evidence. The evidence could be observational or anecdotal rather than direct evidence.

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

1. The analysis is superficial because it ignores important evidence from the work samples, focusing on trivial aspects.
2. The conclusions in the analysis are not supported by the work samples or summary.
3. The analysis does not address the psychomotor domain.

Automatic Score of 1 is given when:

- There is a significant lack of alignment between evaluation criteria, learning objectives, and/or analysis. Evaluation criteria must be relevant to the learning objectives, though they may also include attention to other desired features of the cognitive or affective domains (e.g., use of strategy in game play, communicating with teammates, keeping score).
- A lack of alignment can be caused by a lack of relevant evaluation criteria to assess student performance on the learning objectives. Evaluation criteria should indicate differences in level of performance, e.g., a rubric, a checklist of desired attributes, points assigned to different parts of the assessment. Summative grades and general categories to record impressions from observations are not evaluation criteria. The evaluation criteria may be missing, or the candidate may have provided criteria that do not meet the definition.

Above 3

Evidence that demonstrates performance above Level 3: The analysis:

- Identifies patterns of learning (quantitative and qualitative) that summarize what students know, are able to do, and still need to learn.
- Addresses the psychomotor domain and at least one other domain (cognitive, affective).

- Describes patterns for the whole class, groups, or individuals.
- Is supported with direct evidence.

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

- The analysis describes consistencies in performance (patterns) across the class in terms of what students know and are able to do and where they need to improve.
- The analysis goes beyond a listing of students' successes and errors, to an explanation of student understanding in relation to their performance on the identified assessment based on student data. An exhaustive list of what students did right and wrong, or the % of students with correct or incorrect responses, should be scored at Level 3, as that does not constitute a pattern of student learning. A pattern of student learning goes beyond these quantitative differences to identify the critical elements or common errors that affect quality of performance (motor domain); understanding of content that may affect quality of performance (cognitive domain); demonstration of appropriate behaviors, values, beliefs (affective domain).
- Specific examples from work samples or summary data are used to demonstrate the whole class patterns. An example is "Most students were successful with completing a lay-up during skill/drill practice, however far fewer were successful at completing a lay-up during modified game play. Student A was able to complete 90% of the lay-ups during skill/drill and 80% during modified game play. However, most students were like Student B who completed 80% of lay-ups during skill/drill, but who were only able to complete 20% during modified game play."
- Addresses the psychomotor domain and at least one other domain (cognitive, affective).

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

- The candidate uses specific, direct evidence from related work samples to demonstrate patterns of skill development. The analysis uses quantitative patterns to make connections to the quality of movement to determine what students need to work on. These connections are made in the psychomotor domain and at least one other domain (cognitive or affective). An example would be: "Most students were able to complete the lay-up shots during skill/drill as illustrated by students A and B. But most students were like Student B who struggled to perform the lay-up during modified game play. In reviewing the data two separate issues emerged. Having a defender in modified game play caused some students to perform the take-off too far away from the basket, while other students, intimidated by a defender, hurried to complete the lay-up, which impacted the quality of their movement. When analyzing the questions on the exit slip, it was evident that students knew the critical elements of the lay-up shot with 90% of the students listing all 5 of the critical elements in correct order. Of the 10% of students who did not list all 5 critical elements in correct order, the one most commonly missed was aim/using the backboard."

Assessment Rubrics continued

Rubric 12: Providing Feedback to Guide Learning

What type of feedback does the candidate provide to focus students?

Level 1	Level 2	Level 3	Level 4	Level 5
Feedback is unrelated to the psychomotor learning objectives OR is above the cognitive level of understanding of the students. OR Feedback contains significant content inaccuracies. OR No feedback is provided to one or more focus students.	Feedback is general and addresses needs AND/OR strengths in at least the psychomotor learning domain related to the learning objectives.	Feedback is specific and addresses either needs OR strengths in at least the psychomotor learning domain and is related to the learning objectives.	Feedback is specific and addresses both strengths AND needs in the psychomotor and one other learning domain (cognitive, affective) related to the learning objectives.	Level 4 plus: Feedback for one or more focus students - provides a strategy to address an individual learning need OR - makes connections to prior learning or experience to improve learning.

Understanding Rubric Level Progressions: Rubric 12

The Guiding Question

The Guiding Question addresses the evidence of feedback provided to focus students. Feedback may be written on the three focus student work samples or provided in a video/audio format. The feedback should identify what students are doing well and what needs to improve in relation to the learning objectives.

Key Concepts of Rubric:

- [Significant content inaccuracies](#)¹⁷
 - For Rubric 12, significant content inaccuracies include feedback that is clearly wrong based on the student work sample. Incorrect feedback is significant and systemic, and interferes with student learning.

Primary Sources of Evidence:

Assessment Commentary **Prompt 2a–b**

Evidence of feedback (written, audio/video)

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ One or more content errors in the feedback that will mislead student(s) in significant ways ■ No evidence of feedback for one or more focus students
Preponderance of Evidence	■ You must apply the preponderance of evidence rule when the focus students receive varying types of feedback. For example, when the candidate provides feedback on both strengths and needs for 2 out of the 3 focus students, this example would be scored at a Level 4 according to the preponderance of evidence rule.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The feedback identifies **specific** strengths OR needs for improvement. At Level 3, the candidate **MUST** provide the focus students with qualitative feedback about their performance in the psychomotor domain that is aligned with the learning objectives. Specific feedback includes such things as indicating a critical element the student did correctly or incorrectly, pointing out a successful or unsuccessful use of a strategy, or giving cues to help a student remember a dance sequence.

¹⁷ Links to terms from the Physical Education Glossary are included for quick access to the definitions. To navigate to the glossary definition, click the hyperlinked word(s). To navigate back to the page origin, use the "Previous View" command (or ALT+Left Arrow).

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

- Evidence of feedback is general, unrelated to the learning objectives, developmentally inappropriate, inaccurate, or missing for one or more focus students.

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

- The feedback is related to the assessed learning objectives in the psychomotor domain.
- The feedback is general (vague) and does not identify specific strengths or needs for improvement. At Level 2, general feedback includes identifying what each focus student did or did not do successfully with little detail, e.g., checkmarks for correct responses, points deducted, and comments such as "Hit it harder" without linking it to a specific strength or need, e.g., increasing force production. Feedback that is limited to a single statement or mark, such as the number of critical elements completed correctly, an overall letter grade (B), or a comment such as "Nice work!" or "Good job!" with no other accompanying comments or grading details should be scored at a Level 1. These examples of a single piece of feedback do not provide any general feedback to focus students that is related to the learning objectives.

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

1. There is no feedback related to the learning objectives in the psychomotor domain.
2. Feedback is vague with respect to the learning objectives in the psychomotor domain, e.g., when a candidate tells a student "good job" without reference to a specific movement.
3. Feedback is above the cognitive level of understanding of the student, e.g., when a candidate tells a kindergarten student to "step in opposition" when throwing or "use their dominant hand" when dribbling.

Automatic Score of 1 is given when:

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

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

- Feedback is specific, related to objectives, and addresses students' strengths AND needs.

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

- Specific feedback addresses both strengths and needs. For example, "You did a great job of keeping your eye on the ball. Make sure you remember to follow through toward the target."

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

- The feedback for at least one focus student includes:

- A strategy to address a specific learning need, including the need for a greater challenge. For example, "When you bump the volleyball, you are swinging your arms instead of using your legs to add power. Get a little lower and extend when you contact the ball instead of swinging your arms."

OR

- A meaningful connection to experience or prior learning. For example, the candidate refers back to a prior physical education lesson: "Just like you did in soccer, you need to lead the player you are passing to in Ultimate Frisbee so that they can get to the Frisbee before the defender."

Assessment Rubrics continued

Rubric 13: Student Understanding and Use of Feedback

How does the candidate support focus students to understand and apply the feedback to guide their further learning?

Level 1	Level 2	Level 3	Level 4	Level 5
Opportunities for understanding or applying feedback are not described or evident on video clips. OR Candidate provides limited or no feedback to inform student learning. OR Feedback does not address psychomotor skills.	Candidate provides vague description of how focus students will understand or apply feedback. OR Candidate provides feedback (on video clips) but moves on to next student before seeing if the correction is made.	Candidate describes how focus students will understand or apply feedback in specific practice tasks.	Candidate describes how s/he will support focus students to understand and apply feedback on their strengths OR weaknesses in specific practice tasks.	Candidate describes how s/he will support focus students to understand and apply feedback on their strengths AND weaknesses in specific practice tasks.

Understanding Rubric Level Progressions: Rubric 13

The Guiding Question

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

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Assessment Commentary **Prompt 2c**

Evidence of Oral or Written Feedback

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Candidate describes **opportunities for** the focus students to understand OR apply feedback related to the learning objectives. This description needs to relate to the feedback given to one or more of the focus students.
- The description should be specific enough that you understand what the candidate and/or students are going to do. Otherwise, it is vague, and the evidence should be scored at Level 2.
 - Example for **understanding** feedback: Demonstrate the most common error the focus students are making and contrast with the appropriate way so they can see what the skill should look like.
 - Example for **applying** feedback: Complete the skill correctly after being told/shown what it should look like.

Below 3

Evidence that demonstrates performance below Level 3:

- Opportunities for understanding or applying feedback are superficially described or absent.
- Candidate provides feedback but does not determine if the feedback was applied to the next attempt.

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

- The description of opportunities for the focus students to understand or apply feedback is very general or superficial. Details about **the opportunities** are missing. Otherwise, it is vague, and the evidence should be scored at Level 2.
 - Example for **understanding** feedback: "I reinforced students who were executing the cues correctly by telling them 'Good job!' I told students who were implementing a cue incorrectly that they needed to focus on implementing the cue in the same way that it had been demonstrated earlier."
 - Example for **applying** feedback: "After I gave the feedback, the students could apply it immediately." In this example, neither the video nor the candidate description would provide evidence that the candidate observed the students' application of the feedback
- Candidate provides feedback (on clips) but does not observe or follow up to ensure that correction is made.
- The application of feedback is not clearly related to the assessed learning objectives.

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

- Feedback does not address psychomotor skills.
- Opportunities for understanding or applying feedback are not described.
- There is NO evidence of feedback for two or more focus students.

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

- Support for the focus students to understand AND apply feedback is described in enough detail to understand how students will develop in areas identified for growth and/or continue to deepen areas of strength.

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

- The candidate describes planned or implemented support for the focus students to understand and apply feedback on their strengths OR weaknesses to further develop competencies in the psychomotor, cognitive and/or affective domains in relation to the learning objectives. This can be corrections of misunderstandings or partial understandings or extensions of learning related to motor patterns, movement concepts, or health-related fitness.

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

- The candidate describes planned or implemented support for the focus students to understand and apply feedback on their strengths AND weaknesses related to the learning objectives.

Assessment Rubrics continued

Rubric 14: Analyzing Students' Language Use and Physical Education Learning

How does the candidate analyze students' use of language to develop content understanding?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies student language use in the video clips that is superficially related or unrelated to the language demands (function, vocabulary/symbols, and additional demands). OR Candidate's description or explanation of language use is not consistent with the evidence submitted.	Candidate describes how students use only one language demand (vocabulary/symbols; function; grammatical structures; written, visual, or verbal communication).	Candidate explains and provides evidence of students' use of - the language function AND - one or more additional language demands (vocabulary/symbols; grammatical structures; written, visual, or verbal communication).	Candidate explains and provides evidence of students' use of - the language function, - vocabulary/symbols, AND - additional language demand(s) (grammatical structures; written, visual, or verbal communication) in ways that develop content understandings.	Level 4 plus: Candidate explains and provides evidence of language use and content learning for students with varied needs.

Understanding Rubric Level Progressions: Rubric 14

The Guiding Question

The Guiding Question addresses how the candidate explains students' use of the identified language demands and how that use demonstrates and develops physical education understanding.

Key Concepts of Rubric:

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

- [Language demands](#)¹⁸
- [Language functions](#)
- [Vocabulary/symbols](#)
- [Written, visual, or verbal communication](#)
- [Grammatical structures](#)
- [Language development supports](#)

Primary Sources of Evidence:

Assessment Commentary **Prompt 3**

Evidence of Student Language Use (student work samples and/or video evidence)

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

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

- The candidate explains and identifies evidence that the students used or attempted to use the language function AND one additional language demand (vocabulary/symbols; grammatical structures; or written, visual, or verbal communication). Note: The language demands 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 that, for example, "As seen in the work samples, the students used the vocabulary/symbols as they played the game." The candidate must **explain** how the

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

students used the identified language and reference or identify an example of that use from the artifact. Example: "Students are heard in the video using the vocabulary/symbols (e.g., Clip 1, 1:13; 5:45, 7:13) and language function (analyze; Clip 1, 0:00–2:20; Clip 2, 7:04–8:19) to communicate to each other about a game play strategy, or to assess a peer performance. Written student work samples demonstrate student use of the vocabulary/symbols in listing critical elements of a skill (Question 1 of quiz, all three focus students) and language function in providing written feedback when assessing a peer performance (Peer feedback form, all three focus students)."

- If the evidence consists of students demonstrating the critical elements of a skill upon request (e.g., step in opposition), it should be clear that a student is not simply watching the candidate or a peer and imitating that performance.

Below 3

Evidence that demonstrates performance below Level 3:

- The candidate's identification of student's language use is not aligned with the language demands or is limited to one language demand.

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

- The candidate's description and/or evidence of students' language use is limited to only one language demand (vocabulary/symbols; function; grammatical structures; or written, visual, or verbal communication).

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

- The candidate identifies language use that is unrelated or not clearly related to the language demands (function, vocabulary/symbols, and additional demands) addressed in the Assessment commentary.

Above 3

Evidence that demonstrates performance above Level 3:

- Candidate identifies specific evidence of student use of the language function and vocabulary/symbols, along with at least one other language demand (grammatical structures and/or written, visual, or verbal communication).
- Candidate explains how evidence of student language represents their development of content understandings, which may include growth and/or struggles with both understanding and expressing content understandings.
- Candidate explains and provides evidence of language use and content learning for students with distinct language needs.

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

- The candidate identifies and explains evidence that students used or attempted to use the identified language function, vocabulary/symbols AND associated language demands (grammatical structures and/or written, visual, or verbal communication). The explanation uses specific evidence from the video and/ or work samples.
- The candidate's analysis includes how evidence of student language use demonstrates growth and/or struggles in developing content understandings. For example, the candidate notes that, "All students were able to list the critical elements of dribbling using correct vocabulary/symbols such as finger pads (e.g., Question 1 of quiz, all 3 focus students). Most of the students could describe (language function) why each of the critical elements are important in relation to dribbling (e.g., Question

2 of quiz, Students 1 and 2). However a few students (e.g., Question 2 of quiz, Student 3) were unable to describe why it is important to dribble below the waist suggesting that some students still need support in understanding why "critical elements" are considered "critical" to successful skill performance."

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

- Explains and provides evidence that students with distinct language needs are using the language for content learning.

Assessment Rubrics continued

Rubric 15: Using Assessment to Inform Instruction

How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?

Level 1	Level 2	Level 3	Level 4	Level 5
Next steps do not follow from the analysis. OR Next steps are not relevant to the learning objectives assessed. OR Next steps are not described in sufficient detail to understand them.	Next steps primarily focus on changes to teaching practice that are superficially related to student learning needs, for example, repeating instruction, pacing, or classroom management issues.	Next steps propose general support that improves student competencies related to assessed learning objectives in the psychomotor domain. Next steps are loosely connected with research and/or theory.	Next steps provide targeted support to individuals OR groups to improve competencies targeted in the learning segment in - the psychomotor domain AND at least one additional learning domain (cognitive, affective). Next steps are connected with research and/or theory.	Next steps provide targeted support to individuals AND groups to improve competencies targeted in the learning segment in - the psychomotor domain AND - at least one additional learning domain (cognitive, affective). Next steps are justified with principles from research and/or theory.

Understanding Rubric Level Progressions: Rubric 15

The Guiding Question

The Guiding Question addresses how the candidate uses conclusions from the analysis of student work and research or theory to propose the next steps of instruction. Next steps should be related to the standards/objectives assessed and based on the assessment that was analyzed. They also should address the whole class, groups with similar needs, and/or individual students.

Key Concepts of Rubric:

- N/A

Primary Source of Evidence:

Assessment Commentary **Prompt 4**

Scoring Decision Rules

Multiple Criteria	■ Criterion 1 (primary): Next steps for instruction ■ Criterion 2: Connections to research/theory ■ Place greater weight or consideration on criterion 1 (next steps for instruction).
AUTOMATIC 1	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- **Primary Criterion:** The next steps focus on support for student learning that is general for the whole class, not specifically targeted for individual students. The support addresses learning related to the psychomotor objectives that were assessed.
- **Secondary Criterion:** The candidate refers to research or theory when describing the next steps. The connections between the research/theory 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 candidate has NO connection to research/theory, the rubric is scored at Level 3.

Below 3

Evidence that demonstrates performance below Level 3:

- The next steps are not directly focused on student learning needs that were identified in the analysis of student learning.
- Candidate does not explain how next steps are related to student learning.

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

- The next steps are related to the analysis of student learning and the standards and learning objectives assessed.
- The next steps address improvements in teaching practice that are loosely related to the competencies targeted in the psychomotor domain. There is little detail on the changes in relation to the assessed student learning. Examples include repeating instruction or focusing on improving conditions for learning such as pacing or classroom management, with no clear connections to how changes address development of student competencies identified by the data analysis.

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

1. Next steps **do not follow from** the analysis.
2. Next steps are **unrelated to the standards and learning objectives** assessed.
3. Next steps are **not described in sufficient detail** to understand them, e.g., "more practice" or "go over the test."

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

- Next steps are based on the assessment results and provide scaffolded or structured support that is directly focused on specific student learning needs related to competencies targeted in the psychomotor domain and at least one additional learning domain (cognitive, affective).
- Next steps are supported by research and/or theory.

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

- The next steps are clearly aimed at supporting specific student needs for either individuals (2 or more students) or groups with similar needs related to the psychomotor domain and at least one additional learning domain (cognitive, affective). Candidate should be explicit about how next steps will strategically support individuals or groups and explain how that support will address each individual or group's needs in relation to each learning domain (psychomotor plus cognitive or affective).

AND

- The candidate discusses how the research or theory is related to the next steps in ways that make some level of sense given their students and central focus. They may cite the research or theory in their discussion, or they may refer to the ideas from the research. Either is acceptable, as long as they clearly connect the research/theory to their next steps.
- Scoring decision rules: 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 second criterion at least at Level 3).

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

- The next steps are clearly aimed at supporting specific student needs for both individuals and groups with similar needs related to the psychomotor domain and at least one additional learning domain (cognitive, affective). Candidate should be explicit about how next steps will strategically support individuals and groups and

- explain how that support will address each individual's and group's needs in relation to each learning domain (psychomotor plus cognitive or affective).
- The candidate explains how research principles support the proposed changes, with clear connections between the principles and the next steps. The explanations are explicit, well-articulated, and demonstrate a thorough understanding of the research or theoretical principles involved.

Physical Education Evidence Chart

Your evidence must be submitted to the electronic portfolio management system used by your teacher preparation program. Your submission must conform to the artifact and commentary specifications for each task. This section provides instructions for all evidence types as well as a description of supported file types for evidence submission, number of files, response lengths, and other information regarding format specifications. Note that your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements. If you have materials that must be translated into English as per the [edTPA Submission Requirements](#), 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 rationale or explanation for plans should be written in the Planning Commentary and removed from lesson plans.
Part C: Instructional Materials	.doc; .docx; .odt; .pdf	1	1	No more than 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.
Part D: Assessments	.doc; .docx; .odt; .pdf	1	1	No limit	- Submit assessments and evaluation criteria in 1 file. - Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.). - Order assessments as they are used in the learning segment.
Part E: Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 9 pages of commentary, including prompts	- Use Arial 11-point type. - Single space with 1-inch margins on all sides. - Respond to prompts before teaching the learning segment.

Instruction Task 2: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Video Clips ¹⁹	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	1	2	No more than 20 minutes total running time (but not less than 3 minutes)	- Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear on 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. IMPORTANT: - Select 3 focus students that represent the range of psychomotor competencies within the class. At least one of the students must be a low-achieving student with respect to psychomotor skills. Note: California candidates must include one focus student who is an English learner.²⁰ - When recording, capture footage of the 3 focus students. Video clips of the 3 focus students within the context of the whole class will be used in Assessment Task 3.

(Continued on next page)

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

²⁰ California candidates—If you do not have any English learners, select a student who is challenged by academic English.

Instruction Task 2: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part B: Instruction Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 6 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 students 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 - If submitting documentation, include the video clip number, lesson number, and explanatory text (e.g., "Clip 1, lesson 2, text from a whiteboard that is not visible in the video," "Clip 2, lesson 4, transcription of a student response that is inaudible").

Assessment Task 3: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Student Work Samples ²¹	For video work samples: asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v For written evidence of the psychomotor activity assessment or written work samples: doc; .docx; .odt; .pdf	6	6	For the video work sample, no more than 5 minutes total running time per focus student No page limit for written evidence of the assessment of the psychomotor activity or an optional written work sample	- You must submit a video work sample, one file of video clips, for each focus student. You may submit multiple clips in one file (i.e., focus student 1 file contains multiple clips of focus student 1; focus student 2 file contains multiple clips of focus student 2; and/or focus student 3 file contains multiple clips of focus student 3); however, the multiple clips for one student cannot exceed a total of 5 minutes. Describe how to recognize each of the focus students in the clip and provide the label associated with the file in prompt 1e of the Assessment Commentary. - Submit written evidence of how you rated each focus student on the evaluation criteria for the psychomotor activity assessed. Submit it in a separate file for each focus student. - You may submit 1–2 additional work samples assessing competencies in the cognitive and/or affective learning domains for each focus student. Attach it to the written evidence of the assessment of the psychomotor activity. If your students' writing is illegible, write a transcription directly on the work sample. - When naming each work sample file, include the student number. - If you submit a video work sample that contains key audio portions that cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (no more than 2 additional pages) to the end of the Assessment Commentary; 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).

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

Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part B: Evidence of Feedback ²² And, if included, video evidence of academic language use	For written feedback and/or evidence of language use: .doc; .docx; .odt; .pdf For audio feedback: asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma For video clips (feedback and/or language use): asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	0	8	No page limit for written feedback or evidence of student language use No more than 3 minutes per focus student for video or audio feedback No more than 5 minutes for video evidence of student language use	- Document the type(s) of evidence of feedback in the Assessment Commentary. Unless it is inappropriate for a focus student (e.g., a student who cannot read), submit the same type(s) of feedback evidence for each focus student. Submit any written feedback for all three focus students in one file. - If using the video work samples as feedback, provide time-stamp references in the commentary. - If feedback is not recorded on the video work sample and/or on an optional written work sample, submit up to two of the following types for each focus student: - An additional video file - An audio file - Written feedback given to the focus students that is not on a written work sample or on the documentation of the assessment of the psychomotor activity - For video or audio feedback, submit the feedback in separate files and indicate the student number in the label (Student 1 Feedback, Student 2 Feedback, etc.). - If more than one focus student appears in a video or audio clip of feedback, upload the same clip separately for each focus student who is seen/heard and label appropriately. Describe how to recognize each of the focus students in the clip and provide the label associated with the clip in prompt 2a of the Assessment Commentary.

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²² **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: Evidence of Feedback (continued)	For written feedback and/or evidence of language use: .doc; .docx; .odt; .pdf For audio feedback: asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma For video clips (feedback and/or language use): asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	0	8	No page limit for written feedback or evidence of student language use No more than 3 minutes per focus student for video or audio feedback No more than 5 minutes for video evidence of student language use	- If you submit a video or audio clip of feedback that contains key audio portions that cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (no more than 2 additional pages) to the end of the Assessment Commentary; 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 Academic Language – If you choose to submit a video clip of student language use, it should be no more than 5 minutes. You may identify a portion of a clip provided for Instruction Task 2 or submit an entirely new clip.

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Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part C: Assessment Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 10 pages of commentary, including prompts Plus ■ no more than 5 additional pages for the chosen assessment ■ if necessary, no more than 2 additional total pages of transcription of a video work sample, video/audio evidence for feedback, and/or video evidence of language use	■ Use Arial 11-point type. ■ Single space with 1-inch margins on all sides. IMPORTANT: Insert a copy of the assessment(s) you analyzed, including directions/prompts provided to students. ■ Because of the poor acoustics in gymnasiums and outdoor settings, provide transcriptions of the dialogue in any sections of the video where it is difficult to hear relevant voices. Represent the dialogue accurately without providing an exact transcription.
Part D: Evaluation Criteria	.doc; .docx; .odt; .pdf	1	1	No limit	

Physical Education Glossary

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

academic language: Oral and written language used for meaning making. AL is the "language of the discipline" used to engage students in learning and includes the means by which students develop and express content understandings. When completing their edTPA, candidates must consider the AL (i.e., **language demands**) present throughout the learning segment in order to support student learning and language development. The **language demands** include **language functions**; **vocabulary/symbols**; **grammatical structures**; and **written, visual, or verbal communication**.

- **language demands:**²³ Specific ways that academic language (function; vocabulary/symbols; grammatical structures; and written, visual, or verbal communication) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding and language development.
- **language development:** The process through which learners come to understand and communicate language. It is with and through language that students learn, think, and express information, ideas, perspectives, and questions orally and in writing. Oral and written language development is promoted by attending to vocabulary knowledge and use, grammatical structures, and as students read, listen, speak, and write with comprehension and effective expression. In Mathematics, language development supports students' ability to learn to identify and understand the symbolic nature of numerals. Mathematical language is the means through which students can communicate meaning and mathematical ideas and ensure it is presented in a structured way.²⁴
- **language functions:** The literacy-based skill that is being used for the learning task, typically represented by active verbs within the learning outcomes. Common language functions include describing how to perform a golf drive, analyzing a forward roll, evaluating a movement sequence, critiquing a peer performance, explaining why a strategy for passing is appropriate, and contrasting two defenses.
- **vocabulary/symbols:** Words and phrases with subject-specific meanings that differ from meanings used in everyday life; general academic vocabulary used across disciplines; subject-specific words and/or symbols defined for use in the discipline.²⁵
- **written, visual, or verbal communication:** How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language; discipline-specific discourse has distinctive features or ways of

²³ O'Hara, S., Pritchard, R., & Zwiers, J. (2012). Identifying academic language demands in support of the common core standards. *ASCD Express*, 7(17).

²⁴ Morgan, C., Craig, T., Schuette, M. et al. Language and communication in mathematics education: an overview of research in the field. *ZDM Mathematics Education* 46, 843–853 (2014).

²⁵ Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for English learners: What teachers need to know.

structuring oral or written language (text structures) or representing knowledge visually.²⁶

- **grammatical structures (syntax):** The rules for organizing words or symbols together into phrases, clauses, sentences, or visual representations; to organize language in order to convey meaning.²⁷
- **language development supports:** The scaffolds, representations, and pedagogical strategies teachers provide to help learners understand, use, and practice the concepts and language they need to learn within disciplines (Santos, Darling-Hammond, Cheuk, 2012).²⁸ The language development supports planned within the lessons in edTPA should directly support learners to understand and use identified language demands (vocabulary/symbols; language function; grammatical structures; and written, visual, or verbal communication) to deepen content understandings.

affective domain (feeling domain): Student's feelings or emotions, attitudes, values, and social behaviors related to physical education. Affective objectives are directly related to the feelings or emotions, attitudes, values, and social behaviors the students have and display toward physical activity/physical education.

aligned: The degree to which the learning objectives match the key instructional tasks and are checked by assessments.

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

assets (knowledge of students):

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

central focus: A statement that captures or summarizes the overarching learning outcomes associated with content standards and learning objectives. It may not be as broad or comprehensive as a central focus used in a longer unit of instruction, but it should represent a focus beyond facts and skills. For example, the central focus for a physical education learning segment might be executing basic basketball skills in a small-sided game.

cognitive domain (thinking domain): Attainment of knowledge related to fundamental movement patterns, sport skills, and physical fitness activities. Cognitive objectives are directly related to the student's ability to understand and process information in order to

²⁶ Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for English language learners: What teachers need to know.

²⁷ Zwiers, J. (2008). Building academic language: Essential practices for content classrooms. San Francisco, CA: Jossey-Bass.

²⁸ Santos, M., Darling-Hammond, L., & Cheuk, T. (2012). Teacher development to support English language learners in the context of common core state standards. Stanford University Understanding Language.

apply movement concepts, tactics, strategies, and principles to the development of psychomotor skills.

commentary: Submitted as part of each task and, along with artifacts, make up your evidence portfolio. 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 your students' learning.

connections: Alignment of the central focus, objectives, learning tasks, and learning domains (psychomotor, cognitive, affective) that show how learning outcomes for students will be taught within each lesson and throughout the learning segment. Vague connections provide loose alignment between some, but not all, of the elements (central focus, objectives, learning tasks, and learning domains). Clear connections provide strong alignment between the central focus, objectives, the learning tasks, and learning domains with regard to the specific learning outcomes presented within a lesson plan. Clear and consistent connections provide a logical progression of clear connections between all lesson plans throughout a learning segment.

deficit thinking: Thinking that is revealed when candidates explain low performance in the psychomotor, cognitive, or affective domains based primarily on students' backgrounds, the challenges they face outside of school or from lack of family support. When this leads to a pattern of low expectations, not taking responsibility for providing appropriate support, or not acknowledging any student strengths, this is a deficit view.

demonstration: “[A] visual template or model of a desired movement pattern that can inform the learner about the nature of the task and its requirements.”²⁹ These representations can be performed by the teacher candidate for mature movement patterns or by students for grade-level movement patterns.

engaging students in learning: Using instructional and motivational strategies that promote students' active involvement in learning tasks that increase their knowledge, skills, and abilities related to specific learning objectives. Engagement in learning contrasts with student participation in learning tasks that are not well-designed and/or implemented and do not increase student learning.

evaluation criteria: Performance indicators or dimensions that are used to assess evidence of student learning. They indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success in meeting the learning objectives. Evaluation criteria can be represented in various ways, such as a rubric, a point system for different levels of performance, or rules for awarding full versus partial credit. Evaluation criteria may examine such things as correctness/accuracy or complexity or quality of responses.

evidence (candidate): 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 your students' learning. Evidence should demonstrate your ability to design lesson plans with instructional supports that deepen student learning, use knowledge of your students to inform instruction, foster a positive learning environment that promotes student learning,

²⁹ Hodges, N., & Franks, I.M. (2002). Modelling coaching practice: The role of instruction and demonstration. *Journal of Sports Sciences*, 20(10), 793–811.

monitor and assess student progress toward learning objectives, and analyze your teaching effectiveness. Your evidence must be submitted electronically using the electronic portfolio management system used by your teacher preparation program.

evidence: Anything presented in support of an assertion. Direct evidence consists of collecting data that support or refute something. Anecdotal evidence is not based on facts or careful study, rather casual observations. Direct evidence includes student work samples and data collected using a formal assessment instrument (i.e., rating scale, rubric, game performance assessment instrument) within the psychomotor, cognitive, and/or affective domains. Watching students do something or asking students questions without documenting responses related to right/wrong or degree of right/wrong would be considered anecdotal evidence, not direct evidence.

exploration:³⁰ Involves learning tasks that are communicated to students through questions which require students to answer the questions through their movements and to explore options rather than reproduce a skill.

health-enhancing physical fitness: "Intentional and systematic physical activity that positively enhances the components of personal physical fitness" (e.g., cardiovascular endurance, muscular strength/endurance, flexibility, and body composition). "Improving these components reduces the risk of disease and illness and enhances overall health and well-being." (Adapted from National Association for Sport and Physical Education, (2008). National Standards and Guidelines for Physical Education Teacher Education p. 56).

instructional cues/prompts: "Verbal cues that direct or focus students' attention to the key elements of a skill or prompt students to perform key movement components of skills (e.g., 'platform with arms' for a volleyball forearm pass)."³¹

learning environment: The designed physical and emotional context, established and maintained throughout the learning segment to support a positive and productive learning experience for students.

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

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

learning task: Includes activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to a specific learning goal. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment. A sample physical education learning task for 4th-grade students could be practicing how to turn ropes for use in double-dutch rope jumping.

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

³⁰ Siedentop, D., & Tannehill, D. (2000). *Developing teaching skills in physical education* (4th ed.). Mountain View, CA: Mayfield.

³¹ Ibid.

movement patterns: "Fundamental movement as the essential building blocks to skillful movement. These include locomotor (e.g., jumping and running), non-locomotor (e.g., bending and stretching), and manipulative (e.g., striking and throwing) movement patterns." These are fundamental movement patterns organized by movement category. (Adapted from National Association for Sport and Physical Education (2009). National Standards and Guidelines for Physical Education Teacher Education p. 56.).

opportunities to respond (OTR): The number and/or rate of appropriate successful responses made by a student. Maximizing the opportunities to respond is evident when all students have their own piece of equipment and/or are not waiting in lines to perform a given task. Every learning task should be structured to maximize OTRs.

patterns of learning: Includes **both** quantitative and qualitative patterns (or consistencies) for different groups of students or individuals. Quantitative patterns indicate in a numerical way the information understood from the assessment (e.g., 10 out of 15 students or 20% of the students). Qualitative patterns include descriptions of understandings, misunderstandings, and/or partial understandings that could explain the quantitative patterns (e.g., "given that most students were able to . . . it seems that they understand").

performance concepts: "Knowledge and action concepts related to skillful performance...includes aspects of (1) correct selection of 'what' to do (e.g., when to choose a drop shot or why to choose low repetitions for strength training) when performing a skill; and (2) correct execution of 'how' to do a skill (e.g., flicking the wrist during a drop shot or slowing the speed of a bicep curl repetition (Rink, 2003)." This also includes concepts related to the successful completion of activities such as orienteering and teambuilding.

planned support: Instructional strategies, approaches, and/or learning tasks that the candidate deliberately designs to develop competencies in the psychomotor, cognitive, and affective domains. Support includes such things as demonstrations, explanations, instructional cues, prompts, and multiple ways to engage with the content or activity, for example, varying the task, space configuration, equipment, number of participants, and/or rules.

prior academic learning and/or prerequisite skills: Includes students' content knowledge and skills as well as academic experiences developed prior to the learning segment.

psychomotor domain (kinesthetic domain): Attainment of competency in fundamental movement patterns, sport skills, and physical fitness activities. Psychomotor objectives are directly related to the psychomotor content in physical education.

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

refine: Providing cues to help perform the task without changing the practice task, allowing students to focus on the qualitative aspects of the skill.

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 that respectful actions and conduct 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, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).

safe: In physical education, being safe goes beyond providing for students' physical safety. It also includes ensuring there is enough space available for activities, that students appropriately use equipment, that transitions are planned for and efficiently completed, and that active supervision occurs to ensure on-task behavior. Candidates must also ensure the psychological well-being of all students by eliminating any opportunities for bullying to occur, creating an environment that encourages safe risk-taking, avoiding embarrassing and singling out students, and creating an environment where appropriate peer-to-peer interactions occur.

significant content inaccuracies: Content flaws in commentary explanations, lesson plans, or instructional materials that will lead to student misunderstandings and the need for reteaching.

special needs: Refers to categories addressed by federal law (Individuals with Disabilities Education Act), identified learning disabilities, gifted and talented, and other features of student learning that may require individualized instruction or assessment.

tactical approach:³² A teaching approach that focuses on the ability to identify tactical problems within the game environment. The tactical model begins with a game form (modified and exaggerated), followed by teaching tactical awareness (what to do), and then skill execution (how to do it). This approach to teaching sport is opposite of a traditional teaching model that focuses on teaching several days of skill development in isolation, without their tactical context.

transition: Managerial and organizational activities related to instructions such as time and tasks involved in changing from one activity to another. Transitions may take place in the same location with the same equipment, but the task changes; transitions may take place as students move from one location in the gymnasium to another location in the gymnasium or even to another location in the outdoor environment; and transitions may or may not involve equipment distribution and/or collection. Effective transitions are safe as well as efficient to minimize management time and increase academic learning time.

variety of learners: Students in your class who may require different strategies or support. These students include but are not limited to students with IEPs or 504 plans, English learners, higher or lower proficiency levels, underperforming students or those with gaps in academic knowledge, and/or gifted students.

work sample: Documentation of student performance in the psychomotor, cognitive, or affective domain. Examples of a psychomotor work sample may include a video of student performance or a checklist or rubric documenting student performance. Examples of a cognitive work sample may include an analysis of peer performance or a written quiz or test.

³² Mitchell, S.A., Oslin, J.L., and Griffin, L.L. (2006). *Teaching sport concepts and skills: A tactical games approach*. Champaign, IL: Human Kinetics.

Examples of an affective work sample may include a checklist or rubric of student behaviors or a journal entry showing attitudes and/or values related to student activity.

Appendix: Academic Language

Language Demands

I. Functions

Definition	Examples (bolded and underlined within learning objectives)
- Purposes for which language is used - Content and language focus of learning tasks often represented by the active verbs within the learning outcomes	Learning Objectives: - Students will be able to <u>compare</u> a forehand and backhand shot in tennis. - Students will be able to <u>explain</u> when a penalty kick in soccer takes place. - Students will be able to <u>describe</u> the steps in throwing a ball. - Students will be able to <u>evaluate</u> the accuracy of the body position during yoga movements.

II. Vocabulary/symbols—Includes words, phrases, and symbols used within disciplines

Definition	Examples
Words and phrases with subject-specific meanings that differ from meanings used in everyday life	opposition, force, balance
General academic vocabulary/symbols used across disciplines	compare, analyze, evaluate
Subject-specific words and/or symbols defined for use in the discipline	locomotor skills, axial skills, manipulative skills, affective domain

III. Written, visual, or verbal communication

Definition	Examples
- How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language - Discipline-specific written, visual, or verbal communication has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually.	- Evaluating the performance of a sport or dance for particular skills, elements, or structures (e.g., volleyball, basketball, square dancing, tennis, yoga) - Interpreting graphic representations (e.g., graphs, diagrams) - Describing or summarizing informative texts (visual/performative and/or written)

IV. Grammatical structures (syntax)

Definition	Examples
- The rules for organizing words or symbols together into phrases, clauses, sentences, or visual representations - One of the main functions of grammatical structures is to organize language in order to convey meaning.	Phrases using symbols - Xs, Os, and arrows to indicate play positions and movement Sets of repetitions 3 X 15 meaning 3 sets of repetitions of an exercise 15 times Cues - Sequence of phrases serving as cues to guide proper performance of a movement

Example of Planned Language Development Supports

To help programs and candidates begin to develop their understanding of language development supports, **start by examining a key standard or learning objective.**

The chart below identifies sample language demands with related examples of supports based on one selected learning objective in physical education.

Example learning objective: Students will ***explain*** an offensive strategy using a diagram of a play with ***player positions*** and movement represented by Xs, Os, and arrows.

Identified Language Demands	Planned Language Development Supports
Explain (Function)	Model an explanation of the strategy, pointing out key elements of the explanation
Player positions (Vocabulary/symbols)	Review a handout with the names, positions, and roles of players to prepare students to understand their function within a game play
Diagram of a play (Grammatical structures)	Model how to diagram a play with Xs, Os, and arrows