



School Librarian/ Library Specialist

Assessment Handbook

Version 03

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 School Librarian/Library Specialist

Purpose

The purpose of edTPA School Librarian/Library Specialist, a nationally available performance-based assessment, is to measure novice school librarians' readiness to teach in library contexts. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers in all fields

- 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 library candidates in demonstrating their understanding of teaching and student learning in authentic ways.

Overview of the Assessment Tasks

The edTPA School Librarian/Library Specialist 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 **plan a collection of 3 lessons**. Consistent with the AASL National School Library Standards for Learners, School Librarians, and School Libraries (2018), lessons prepared for this assessment should be aligned with one or more of the AASL's six shared foundations¹ (Inquire, Include, Collaborate, Curate, Explore, and/or Engage) and support students to develop and apply learner competencies² through thinking critically and/or solving problems.

You will then teach **one or more** of the lessons planned, video recording your interactions with students during instruction. You will also formatively assess students' learning **during** the lesson(s) you teach and analyze the resulting student learning. You will submit artifacts from the tasks (e.g., lesson plans, clips from your video recording, assessment materials,

¹ A summary of the American Association of School Librarians' Standards Framework for Learners (2018) can be found at <https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>.

² See the learner competencies crosswalk to shared foundations, domains, and national school library standards at <https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-future-ready.pdf>.

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/visual language used for academic purposes. AL for school librarians/library specialists is the means by which students develop and express understanding of library learner competencies. It represents the language that students need to learn and use—specific ways of reading, writing, speaking, and listening—to engage in the development of library learner competencies and subject-specific skills in a meaningful way.

When completing your edTPA, you must consider the different types of AL present throughout the collection of lessons in order to support student learning and language development. The types of academic language for School Librarian/Library Specialist include language **purpose**; **vocabulary/symbols**; and **written/visual and oral language structures**.

As directed:

- Identify a key *language purpose* and one essential library learning task from a lesson chosen from the collection of lessons that allows students to practice the language purpose (Planning Task 1, Prompts 4a/b; evidence for Rubric 4). Identify *vocabulary/symbols* and *written/visual or oral language structures* related to the language purpose and library learning task (Planning Task 1, Prompt 4c; evidence for Rubric 4).
- Identify and describe the *language development supports* they have planned to address the academic language identified (Planning Task 1, Prompt 4d; evidence for Rubric 4). *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.
- Explain and provide concrete examples for the extent to which the students were able to use and/or struggled to use the academic language to develop one or more library learner competencies or content understandings (Assessment Task 3, Prompt 3a; evidence for Rubric 14).

As you decide which vocabulary/symbols and written/visual or oral language structures are relevant to your identified language purpose, you should examine the language understandings and uses 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 types of academic language within the chosen library learning task.

Academic language definitions and a few examples of types of academic language demands and supports to help library candidates and faculty understand edTPA Rubrics 4 and 14 are provided in the [Appendix](#). See the [School Librarian/Library Specialist 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. 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).

School Librarian/Library Specialist Learning Segment Focus

The candidate's instruction should support students to develop and apply learner competencies³ through thinking critically and/or solving problems. It should be aligned with one or more of the AASL's six shared foundations (Inquire, Include, Collaborate, Curate, Explore, and/or Engage).

Helpful Resources

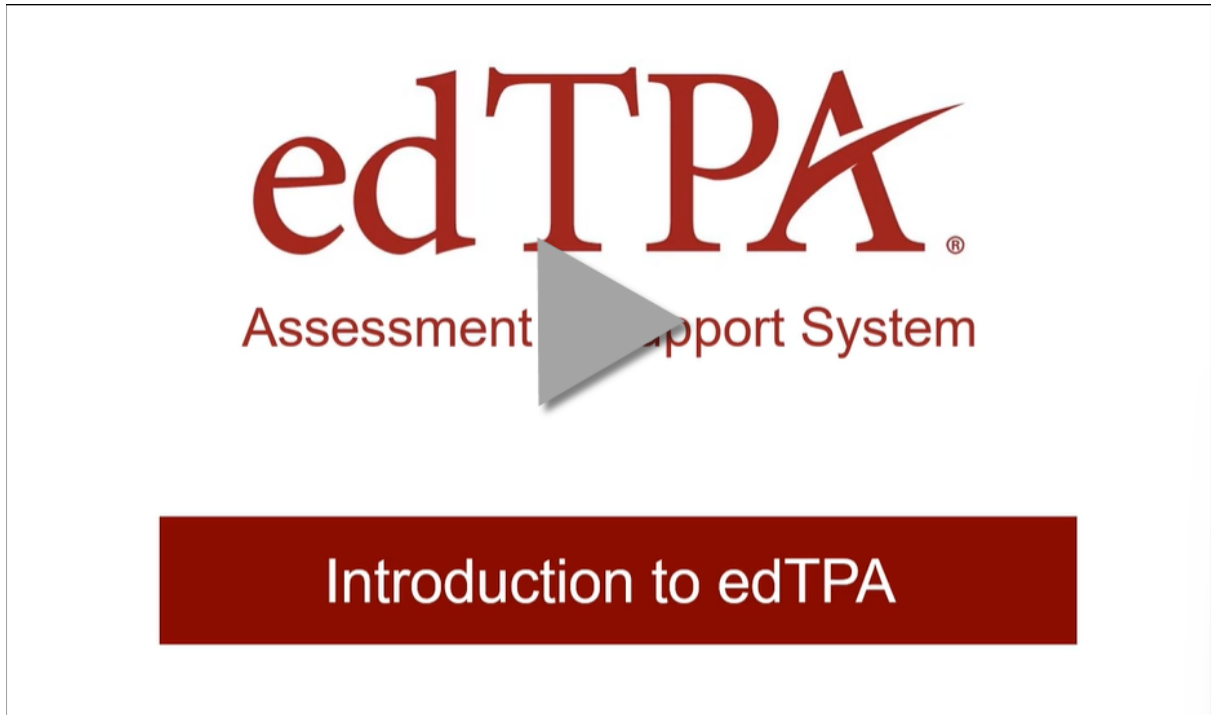
In addition to the instructions and rubrics, the following requirements and resources are provided for you in this handbook:

- **[School Librarian/Library Specialist 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 **[School Librarian/Library Specialist Glossary](#)**.

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

³ See the learner competencies crosswalk to shared foundations, domains, and national school library standards at <https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-future-ready.pdf>. A more elaborated discussion of the competencies is American Association of School Librarians (2018). *National school library standards for learners, school librarians, and school libraries*. Chicago: ALA Editions, an imprint of the American Library Association. It is available for purchase at <https://standards.aasl.org/shop/>.

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.** Select one focus class for this assessment. If your library placement has you responsible for a group rather than a whole class, plans should describe instruction for that group (**minimum of 4 students**). That group will constitute “the whole class” for edTPA.
 - **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.⁴
- **Provide context information.** Complete and submit the School Librarian/Library Specialist Context for Learning Information template found in your account. This template provides essential information about your students and your school/school library. The context information you submit should be **no more than 4 pages, including prompts**.
- **Identify the collection of lessons to plan, teach, and analyze.** Review the curriculum with your mentor librarian or, if applicable, the classroom teacher to develop library instruction for 3 lessons. Plan **3 lessons aligned with one or more of the six shared foundations** (Inquire, Include, Collaborate, Curate, Explore, and/or Engage) that support students to develop and apply learner competencies by thinking critically and/or solving problems. You must teach **at least one** of the lessons.
- **Identify the library⁵ learner competencies, content standards, and related student learning outcomes** for each of the 3 lessons.
- **Identify and plan to support academic language.** Select a language purpose (e.g., describe, explain, interpret, analyze) based on your library learning outcomes from one lesson you will teach. Choose a learning task from that lesson that provides opportunities for students to practice using that language purpose. Identify additional academic language associated with that task. Plan targeted supports that address the identified academic language, including the purpose for language use.
- **Write a lesson plan** for each lesson you are planning. Your lesson plans should be detailed enough that a substitute or another school librarian could understand them well enough to use them.

⁴ 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.

⁵ AASL National School Library Standards for Learners, School Librarians, and School Libraries (shared foundations, key commitments, domains, and competencies). See <https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-future-ready.pdf>

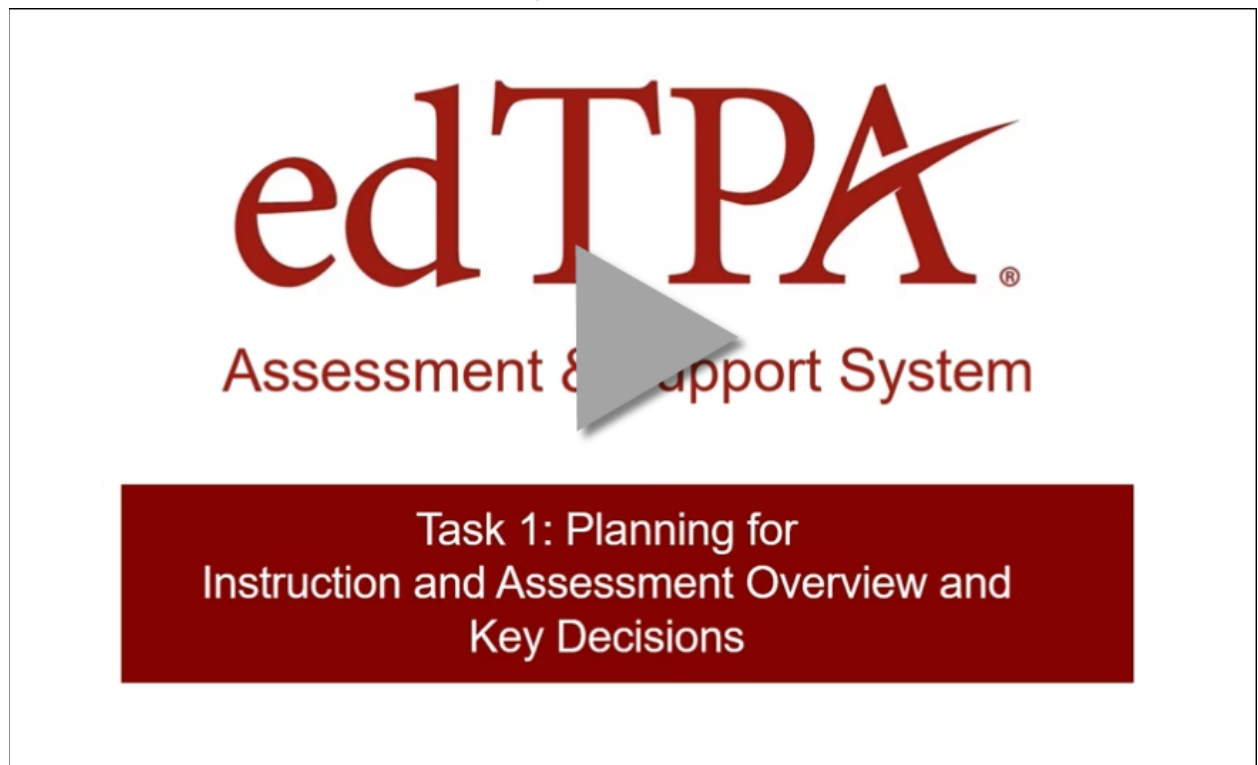
- Your lesson plans must include the following information, even if your library preparation program requires you to use a specific lesson plan format:
 - Learner competencies⁶ from the AASL National School Library Standards for Learners, School Librarians, and School Libraries as well as any subject-specific content standards (e.g., English Language Arts, Science, Social Science) that are the target of student learning (Note: Please include the **number and text** of each competency/standard that is being addressed. If only a portion of a standard is being addressed, then list only the part or parts that are relevant.)
 - Learning outcomes associated with the learner competencies and content standards
 - Formative assessments used to monitor student learning, including type(s) of assessment and what is being assessed
 - Instructional strategies and learning tasks (including what you and the students will be doing) to support the needs of all students
 - Instructional resources and materials used to engage students in learning
- **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. Explanations or rationale for decisions should be included in your Planning Commentary and not included in your lesson plans.
- **Respond to the prompts** listed in the Planning Commentary template found in your account **prior to teaching the lesson(s)** and submit the completed template.
- **Submit your original lesson plans.** If you make changes while teaching the lesson(s), you may reflect 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 pages per lesson plan**). The instructional materials might include items such as class handouts, assignments, slides, and interactive whiteboard images.
- **Submit copies of all formative assessments** (only the **blank assessment** given to students, not student work samples) **and/or directions for any oral or performance assessments.**
- **Provide citations for the source of all materials that you did not create** (e.g., published texts, websites, and instructional materials 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.

⁶ See <https://standards.aasl.org/wp-content/uploads/2018/08/180828-aasl-standards-crosswalk-future-ready.pdf>

See the [Planning Task 1: Artifacts and Commentary Specifications](#) in the School Librarian/Library Specialist 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 Library Learning

How do the candidate's plans support students to develop and apply library learner competencies through thinking critically or solving problems?

Level 1 ⁷	Level 2	Level 3	Level 4	Level 5
Candidate's plans for instruction focus solely on instruction on sharing procedural or factual information (e.g., locating and accessing information) with no connections to thinking critically or solving problems. OR Learner competencies are not aligned with one or more of the six shared foundations (Inquire, Include, Collaborate, Curate, Explore, and/or Engage). OR Content standards, learner outcomes, and learning tasks and materials are not aligned within each lesson.	Candidate's plans for instruction support students to develop learner competencies with limited connections to thinking critically and/or solving problems.	Candidate's plans for instruction support students to develop OR apply learner competencies through thinking critically and/or solving problems.	Candidate's plans for instruction build on each other to support students to develop AND apply learner competencies through thinking critically and/or solving problems.	Level 4 plus: Candidate's plans for instruction support students to develop and apply specific content knowledge and/or subject-specific library skills.

⁷ 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 collection of three lessons aligned with one or more of the AASL's six shared foundations (Inquire, Include, Collaborate, Curate, Explore, and/or Engage). Candidates will explain how they plan to organize tasks, activities, and/or materials to align with one or more of the shared foundations, library learner competencies, disciplinary content standards, and related student learning outcomes. The planned learning segment must support students to **develop and apply library learner competencies through thinking critically and solving problems.**

Key Concepts of Rubric:

- [Aligned](#)⁸

Library Terms Central to the edTPA:

- [Competencies](#)
- [Learning outcomes](#)

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	▪ A pattern of misalignment is demonstrated in relation to learner competencies and the selected shared foundation(s) (Inquire, Include, Collaborate, Curate, Explore, and/or Engage). ▪ Content standards, learner outcomes, and learning tasks and materials are not aligned within each lesson.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Within each lesson, plans for instruction facilitate students' development OR application of library learner competencies.

⁸ Links to terms from the School Librarian/Library Specialist 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).

- In addition, the plans support students in developing OR applying the targeted learner competencies in a context of critical thinking and/or problem solving. **The context for thinking and/or problem solving is explicitly described in the plans or commentary** and not left to the determination of the scorer.
- For example, “The students are first asked to think critically about analyzing the data in infographics, first as a whole class and then in small groups. The students must analyze evidence, draw inferences, and formulate conclusions. The students must consider how information can be organized to eventually become an infographic.”

Below 3

Evidence that demonstrates performance below Level 3:

- Plans for instruction support student learning of library competencies (e.g., locating and accessing information) but **with little or no connection to applying these skills in a context of critical thinking or problem solving**.

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

- The candidate is paying some attention to helping students develop selected library learner competencies, but the connections to critical thinking or problem solving are fleeting or so vague that students are largely left to make sense of these on their own. For example, “A social studies teacher asked for a demonstration of the use of the CultureGrams database to gather basic information about countries to meet a social studies standard. To increase critical thinking, I plan to use two other sources, the World Factbook and Britannica Online. In lesson #1, I introduced keyword searching in the three databases. In lesson #2, I introduced NoodleTools. NoodleTools has an option for both summarizing and recording facts, which also support critical thinking. In lesson #3 students will create slides with pictures that demonstrate their conclusion.”

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

- The candidate is focused solely on instruction on locating and accessing information with no attention to assisting students in understanding connections to critical thinking or a thorough understanding of the shared foundations or problem solving. For example, “The lesson collection involves teaching library skills to students studying diseases. The skills taught in each individual lesson all support and build on the research process. In lesson #1, students are introduced to keyword searching in three databases (IV.B.1 Seeking a variety of information sources). By using three sources, students will collect information that represents varied perspectives (IV.B.2). In lesson #2, students will learn about citing resources (VI.B.1). In lesson #3, students organize their information by priority, topic, or other systematic scheme (IV.B.4).”

Automatic Score of 1 is given when:

- **Content standards, learner outcomes, learning tasks, and materials are not aligned** with each other within each lesson. There is a pattern of misalignment across two or more lessons. If one standard or learner outcome does not align within a single lesson, this level of misalignment is not significant enough for a Level 1.

Above 3

Evidence that demonstrates performance above Level 3:

- Learning tasks throughout the collection of lessons are logically sequenced to support students in developing AND applying the targeted library learner competencies in a context of critical thinking and/or problem solving.

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

- In the commentary, the candidate clearly explains how the learning tasks across the collection of lessons build on each other to develop the selected library learner competencies and supports students to apply them in a critical-thinking or problem-solving context **in every lesson**. For example, “First, students will review the difference between a literary and informational text. Using a model research question and a pre-selected article related to the topic, I will model how to identify the main idea of an informational text, noting the main idea of the text, supporting points, and evidentiary facts. To encourage critical thinking about sources, students will work in groups to debate whether the article is useful in answering the question. In the next lesson, students will be given three additional articles related to the topic that express varied viewpoints. Their individual assignment will be to summarize the main idea of each article in their own words. Additionally, they will outline the main arguments and supporting facts. They will be asked to summarize their opinion on the articles in one sentence—building the skills needed to develop a thesis statement based on information sources. Finally, students will conduct research in the SIRS database to find one or more additional articles to support their idea. Students are not given a target number of articles. I ask, ‘Do you have enough information to defend your thesis?’ Each lesson is meant to give them a small piece of the puzzle with the end result being an effective use of an informational text for research purposes.”

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

- The learning tasks are explicitly **related to subject-specific knowledge and/or subject-specific library skills**. For example, “The 8th grade social studies standards identified by my collaborating teacher focus on the geography of different regions in the world (standards 8.3.3.5.1–8). She is planning a unit on exploring how background characteristics influence the location of different populations in each country. My role is to support students in using resources to explore this topic. In lesson #1 students are introduced to a variety of library databases and review the selection and review of websites. Students learn to make critical choices about what sources to use. In lesson #2 the students are introduced to the summarizing and paraphrasing options in NoodleTools, a notetaking/citation tool they had used previously. After lesson #2, the classroom teacher will continue to work in the classroom on reading and recording notes. Two weeks later in the library, in teams, they will discuss what they have learned about their countries and look for similarities and differences between countries in a region. Once they have drawn conclusions, the groups will make a series of slides with images and complete sentences.”

Planning Rubrics continued

Rubric 2: Planning to Support Varied Student Learning Needs

How does the candidate use knowledge of students to target support for students to develop and apply learner competencies through thinking critically or solving problems?

Level 1	Level 2	Level 3	Level 4	Level 5
There is no evidence of planned supports. OR Candidate does not attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans.	Planned supports are loosely tied to learner competencies and learning outcomes.	Planned supports are tied to learner competencies and learning outcomes with attention to the characteristics of the class as a whole.	Planned supports are tied to learner competencies and learning outcomes. Supports address the needs of specific individuals or groups with similar needs.	Level 4 plus: Supports include specific strategies to identify and respond to common preconceptions, beliefs, errors, or misunderstandings related to content knowledge, learner competencies, and/or learning outcomes being taught.

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 using the candidate's understanding of students to develop, choose, or adapt instructional strategies, learning tasks, and materials.

Key Concept of Rubric:

- [Planned supports](#)⁹

Primary Sources of Evidence:

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

Planning Commentary **Prompts 2 and 3**

Strategic review of Lesson Plans & Instructional Materials to clarify planned supports

Scoring Decision Rules

Multiple Criteria	■ N/A for this rubric
AUTOMATIC 1	■ Planned instructional support according to requirements in IEP or 504 plans is completely missing. ■ 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 candidate explains how planned supports for students address the learning needs of the whole class while supporting them to develop and/or apply the learner competencies and make progress toward the learning outcomes.
- The candidate addresses at least one of the 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.

⁹ Links to terms from the School Librarian/Library Specialist 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 learner competencies and learning outcomes. Evidenced by ONE or more of the following:

- The candidate does not plan supports for students.
- Planned supports are not closely tied to learner competencies or learning outcomes.
- 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 supports will be helpful in supporting students to meet the learner competencies or learning outcomes.
- The supports would work for almost any learner competency or learning outcome (e.g., pair high and low students during partner work without a specific description of how that supports students with a specific need, check on students who are usually having trouble without any specific indication of what the candidate might be checking for, such as applying a previously modeled strategy for locating information or for organizing information in a multimedia format).

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

- Evidence of intentional support for students' needs as described by the candidate is absent. For example, "My hope is that this application of UDL to my lesson design will help to engage all students, whether they are students with ADD, students on the autism spectrum, visual learners, reluctant readers, gifted students, etc."

Automatic Score of 1:

- If IEP/504 instructional 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 instructional 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 gain access to content and meet the learner competencies and learning outcomes.

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

- The candidate explains how the supports tied to the learner competencies and learning outcomes are intended to meet specific needs of individuals or groups of students with similar needs, in addition to the whole class. Supports should be provided for more than one student—either more than one individual or for a specific group of students with similar needs (e.g., more instruction in a prerequisite skill). For example, "Differentiated grouping will allow me to closely work with the struggling readers and provide supports for researching material in the database. Two students are easily distracted, requiring clarified directions, one-on-one help, and refocusing. Differentiated instruction with the students provides multiple means of access to the

material. The students receive not only visual cues but oral affirmation as well. Another student is reading far below grade level. Instead of having her read the facts for the presentation, the facts will be narrated to her. Differentiated instruction best meets this student's needs because the videos and narrated article provide a clearer understanding of the material, and the varied formats provide multiple accesses to the material in class. All students will be given multiple means of accessing the material, varied grouping formats, and ongoing assessments to ensure the students are prepared for the next steps of instruction."

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

- ALSO identifies possible common preconceptions, beliefs, errors, or misunderstandings associated with the content knowledge, learner competencies, and/or learning outcomes being taught, and describes specific instructional strategies to identify and respond to them. For example, "A common preconception within my content focus is that students believe that they are naturally adept with all technologies and will be able to efficiently and successfully complete a search using Google. I will address this preconception by working closely with the students, first showing examples of how to use advanced search features, domain names, and Wikipedia references to critically select the best sites. I will also monitor the students closely and intervene if the students are not staying on task."
- If the plans and commentary attend to preconceptions, beliefs, errors, or common 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 their 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](#)¹⁰
- [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 (secondary): 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 or community). This knowledge can either be from the candidate's experience with the class or from collaboration with the classroom teacher to learn about the students. Assets include students' backgrounds, interests, community or family resources, and personal experiences. For example, "Having seen firsthand how well the students worked in groups, I choose group discussion to keep them engaged and interacting with each other. Peer discussion and the 'pair and share' method are both a large part of the teaching environment at our elementary school, so I know students will be used to them and will be able to get their thoughts across through those methods. Knowing that the students are aware of the story behind *The Hobbit* and being aware of the students' large vocabularies and capacities for reading led me to choose the above-level text. My knowledge of struggling readers in the class, and those with special needs, led me to plan to read the text aloud and stop frequently to check comprehension in order to scaffold."

¹⁰ Links to terms from the School Librarian/Library Specialist 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).

- **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.

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

- There is a limited amount of evidence that the candidate has considered what they know or have learned from the classroom teacher about this particular class in planning.

OR

- 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 or have learned through a collaboration with the classroom teacher about students' prior academic learning and/or prerequisite skills OR assets (personal or 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. For example, "This class completed a research project with the librarian one year ago when they were in first grade. They should be able to remember how they gathered information about their invertebrate and shared the information they found. This project will further develop their research skills."

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:

- The 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,

- **Primary criterion:** The evidence includes specific examples from students' prior academic learning and/or prerequisite skills AND knowledge of students' assets (personal or community), and explains how the plans reflect this knowledge. The explanation needs to include **explicit connections** between the learning tasks and the examples provided. For example, "The skills taught in this collection of lessons build on students' prior knowledge, and scaffolding is provided in the form of guided

practice so that students can move to higher levels of understanding. Some of the more rural students are interested in hunting and other outdoor pursuits, while others are more focused on indoor sports. There is a large segment of students who love acting and drama, and nearly all students are avid readers of fiction, particularly fantasy and science fiction. The wonderful thing about a student-led inquiry unit is that students can connect their inquiry topics to their own interests. When designing lessons for a varied group of learners, in addition to considering the ARCS model as described above, I also attempt to follow the principles of Universal Design for Learning (UDL)."

- **Secondary criterion:** 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: Supporting Student Academic Language Use

How does the candidate support academic language use associated with a key library learning task?

Level 1	Level 2	Level 3	Level 4	Level 5
Academic language (vocabulary/symbols, written/visual, or oral language structures) identified by the candidate are not consistent with the selected language purpose¹¹ OR library learning task. OR Language development supports are missing or are not aligned with the types of academic language necessary for the library learning task.	Language development supports primarily address use of one type of academic language (vocabulary/symbols, language purpose, written/visual or oral language structures).	General language development supports address use of two or more types of language demands (vocabulary/symbols, language purpose, written/visual or oral language structures).	Targeted language development supports address use of • vocabulary/symbols • language purpose, AND • written/visual or oral language structures.	Level 4 plus: Language development supports are designed to meet the needs of students with different levels of language learning.

¹¹ Language purpose refers to the learning outcome (verb) selected in Planning Commentary Prompt 4a (e.g., analyze, interpret).

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.

- [Academic language](#)¹²
- [Language purposes](#)
- [Vocabulary/symbols](#)
 - For rubric 4, school librarians/library specialists may support students in learning content-specific vocabulary associated with a unit of study (e.g., comparing language of the middle ages with modern English).
- [Written/visual and oral language structures](#)
- [Language development supports](#)

Primary Sources of Evidence:

Planning Commentary **Prompts 4a–d**

Strategic review of Lesson Plans and Instructional Materials

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 (purpose, vocabulary/symbols, and/or written/visual or oral language structures).
 - Language development supports must go beyond providing opportunities for students to practice using the types of academic language either individually or with other students within the selected lesson. Examples of general language development supports include describing and defining the language purpose, modeling vocabulary/symbols or a written/visual or oral language structure,

¹² Links to terms from the School Librarian/Library Specialist 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).

providing an example with little explanation, conducting a whole group discussion of a type of academic language, or providing pictures to illustrate vocabulary/symbols. An example of instructional supports that would help students understand the language purpose of “explain” would include modeling what you do when you explain something, and discussing how explaining is different from defining something.

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 different types of academic language or provides support for only one type (vocabulary/symbols, purpose, written/visual or oral language structure).

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, language purpose, written/visual or oral language structure) with little attention to any of the other types of academic language demands.
- Support may be general, (e.g., discussing, defining or describing a type of language), or it may be targeted (e.g., modeling a type of language while using an example with labels). Regardless, the support provided is limited to one type of academic language.

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

- There is a pattern of misalignment between the types of academic language identified for the library task and the language development supports identified. For example, the language purpose is listed as compare/contrast characters across two books, but the library learning task is focused on having students identify the elements of fairy tales versus tall tales. The supports include sentence frames that help students make predictions using textual evidence such as “...I believe that _____ will occur because _____.”

OR

- Language development supports are completely missing.

Above 3

Evidence that demonstrates performance above Level 3:

- The supports specifically address the language purpose, vocabulary/symbols, and at least one written/visual and oral language structure in relation to the use of the language purpose 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, language purpose, and at least one written/visual or oral language structure.
- Supports are focused (e.g., provide structures or scaffolding) to address specific types of academic language, such as sentence starters (purpose, written structure); modeling how to construct an argument, explanation, or paragraph using a think aloud (purpose, oral or written structure); graphic organizers tailored to organizing text (purpose, written structure); identifying critical elements of a language purpose using an example; or more in-depth exploration of vocabulary/symbol development (vocabulary/symbol mapping that includes antonym, synonym, student definition, and

illustration). One example of a targeted support for one type of academic language is “In Lesson #3, I plan to make sure that students fully understand ‘synthesize’ (purpose). To support students, I plan to model how I synthesized arguments for and against the current event topic of voter registration. As I model, I will use a think aloud to explain out loud the steps in synthesizing information across located sources to help students understand exactly what to do as they complete their own work. I will make my sample available as they work independently to further support them. Modeling with a think aloud will give my students the opportunity to see the process in action and to help them understand exactly what I mean by ‘synthesize.’”

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

- The candidate 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 Formative Assessments to Monitor and Support Student Learning

How are the formative assessments selected or designed to monitor students' progress toward developing and applying learner competencies (Inquire, Include, Collaborate, Curate, Explore, and/or Engage) and related learning outcomes?

Level 1	Level 2	Level 3	Level 4	Level 5
The assessments only provide evidence of students' ability to locate and access resources/information. OR Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.	The assessments provide limited evidence to monitor students' development and application of learner competencies and related learning outcomes.	The assessments provide specific evidence to monitor students' development and application of learner competencies and related learning outcomes during the collection of lessons.	The assessments provide multiple forms of evidence to monitor students' development and application of learner competencies and related learning outcomes throughout the collection of lessons.	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 formative assessments to the library learner competencies and learner outcomes 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 formative assessments should provide evidence of the library learner competencies related to the shared foundations (Inquire, Include, Collaborate, Curate, Explore, and/or Engage) throughout the learning segment.

Key Concepts of Rubric:

- [Formative assessment](#)¹³

Primary Sources of Evidence:

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

Planning Commentary **Prompt 5**

Assessments

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 formative assessments must provide evidence of students' development and application of learner competencies to reach the learning outcomes at various points during the collection of lessons.
- The evidence must be related to the targeted learner competencies and learning outcomes in specific, not general, ways. The targeted learner competencies and learning outcomes may include but must go beyond finding and accessing information.

¹³ Links to terms from the School Librarian/Library Specialist 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).

- 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.
 - For example, “For the research unit, I’m using guided inquiry journals where students record the questions they are developing and the evidence they are finding prior to their forming conclusions. The journals will provide me with a great way to see how my students are thinking and to determine the best ways to support them during lessons. It is also a way to get feedback about students without singling them out, calling attention to their needs, or compromising their privacy. For the formal email assessment, I allow my student with an IEP more time to complete it, as listed in his IEP.”

Below 3

Evidence that demonstrates performance below Level 3:

- The planned formative assessments yield insufficient evidence to monitor students’ development and application of learner competencies and their mastery of selected learner outcomes that go beyond finding and accessing information.

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

- The planned formative assessments produce evidence of student learning, but evidence is limited. Examples of limited assessments include a single assessment or assessments that provide limited evidence of the students’ development and application of competencies and mastery of learning outcomes. For example, “Students were able to demonstrate their learning by using clear and concise graphic organizers provided during the library lessons to help them in the research.”
- Although the assessments may provide some evidence of student learning, they do not monitor learning outcomes that go beyond finding and accessing information across the collection of lessons.

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

- The formative assessments only focus on students’ ability to locate and access resources/information without providing ANY evidence of students’ abilities to think critically about or use the resources/information in a learning task. For example, “My assessments ensure that students understand how to search databases and other sources of information as part of this introductory part of the unit. In the first assessment, students will identify search terms to explore the research question. Another assessment will focus on their search strategy, where they will list the sources they plan to consult and the information they hope to find. The last assessment will be a quiz on citing information from various types of information sources. This will ensure that the students will be prepared for the rest of the unit when they will explore their research question, summarize their findings, and credit the source.”

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 the commentary or Planning Task 1 artifacts, the score of 1 is applied; otherwise the evidence for the other criteria will determine the score. **(If 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 formative assessments provides a variety of evidence of students' competencies and learning outcomes across the collection of lessons.
- Formative assessment evidence will allow the candidate to determine students' progress toward developing the targeted library learner competencies and learning outcomes.

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

- There are multiple forms of evidence, not just the same kind of evidence collected at different points in time or in different settings, to monitor student development and application of the targeted learner competencies and progress toward the learner outcomes. "Multiple forms of evidence" means that different types of evidence are used—for example, authentic reading/writing assignments, use of research skills in meaningful contexts rather than in isolation, as is the case with worksheet exercises—and that there is not only one type of evidence provided in the same way on homework, exit slips, a written assignment, or a final test. For example, "Throughout the lessons, I will pause to ask if anyone has any questions. After I complete every small segment during the lessons, I will ask for everyone to give a thumbs up if they understood, a thumbs down if they did not understand, and to shake their hand from side to side if they are somewhere in between. This will let me know whether the lesson is going well, or if I should fix anything in case a lot of students are confused. My formal assessments are checklists and rubrics with evaluation criteria. The evaluation criteria are formulated so that I can gauge how deeply the students are thinking about their research question, how well they evaluated sources, and how well they communicated their ideas with images and limited text on PowerPoint slides designed to accompany an oral presentation."
- The array of assessments provides evidence to track student progress **throughout the collection of lessons** toward developing and applying the library learner competencies and reaching the learner outcomes.

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

- Describes how formative assessments are targeted and explicit in design to allow individuals or groups with specific needs to demonstrate their learning without oversimplifying the content. For example, "Since there are no students with identified IEP or 504 plans present in this group, explicit differentiation has not been provided to assist students in demonstrating their learning. In an attempt to scaffold or assist students who are struggling readers, any written assessment, such as the pre-assessment, will be read to and projected on the Promethean board for the entire class. Those who are able to complete the pre-assessment without assistance will be able to work on their own. Small group activities will be grouped heterogeneously; some groups will be self-chosen by the students. During practice time, I will circulate the room to make sure students are staying on task and using the tools appropriately. During this time, I will be asking questions about their use of the tools. Students will also be asked to share anything they have created during this practice time with the class. When students are sharing their work, I will look for creativity, exploration of new aspects of the tools, and development of critical-thinking skills. I will also know this by the questions the students ask me. If students are expanding upon the ideas presented, I will know they are using critical-thinking skills. In the third lesson, students will be asked to fill out a graphic organizer. In this organizer, I ask students questions that encourage them to think critically. None of the questions can

be answered by repeating back something that was said in an earlier lesson. Each of the questions challenges students to come up with their own thoughts and ideas about what was learned. I will know if students are thinking critically if their answers both reflect ideas that have been discussed and expand on those ideas in a way that indicates a deeper understanding. I will look for vocabulary used earlier in the lessons such as 'effective,' 'appropriate,' 'evaluate,' 'engage,' etc."

- Strategic design of assessments includes variation for students with specific needs and goes beyond, for example, allowing extra time to complete an assignment or adding a challenge question.

Instruction Task 2: Instructing and Engaging Students in Learning

What Do I Need to Do?

- **Obtain required permissions for video recording.** Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video. Adjust the camera angle to exclude individuals for whom you do not have permission to film.
- **Examine your plans for the lesson(s) you will teach** and identify challenging learning tasks in which you and students will be actively engaged in developing and applying learner competencies aligned with one or more of the six shared foundations (Inquire, Include, Collaborate, Curate, Explore, and/or Engage). The video clips you select for submission should provide a sample of how you interact with students to support their learning during the lesson(s) you teach.
- **Identify one or more of the planned lessons** to teach and video record.
- **Provide 1 or 2 video clips (with a combined total of no more than 20 minutes, but not less than 3 minutes combined)** that demonstrate how you interact with students in a positive learning environment to develop and apply learner competencies aligned with one or more of the six shared foundations (Inquire, Include, Collaborate, Curate, Explore, and/or Engage).
 - The clip(s) should capture how you:
 - engaged students to think critically and/or solve problems as they develop and apply learner competencies aligned with one or more of the six shared foundations (Inquire, Include, Collaborate, Curate, Explore, and/or Engage).
 - used resources and tools in ways that help students develop and apply learner competencies aligned with one or more of the six shared foundations (Inquire, Include, Collaborate, Curate, Explore, and/or Engage).
- **(Optional) Provide evidence of students' language use.** You may provide evidence of students' language use from your video clips from Instruction Task 2, an additional video clip of one or more students using language within the lesson(s) you taught (**no more than 5 minutes in length**), **AND/OR** through the student work samples analyzed in Assessment Task 3.
- Determine whether you will feature the whole class or a targeted group of students (**minimum of 4 students**) within the class.
- **Video record your teaching.** Tips for video recording your class are available from your library preparation program.
- **Select video clips to submit** and verify that each clip meets the following requirements:
 - Ensure that you and your students can be seen in the video clips you submit. Also, ensure that your face appears at least once in the video for identification purposes.
 - Check the sound quality to ensure that you and your students can be heard on the video clips you submit. If most of the audio in a clip cannot be understood by a

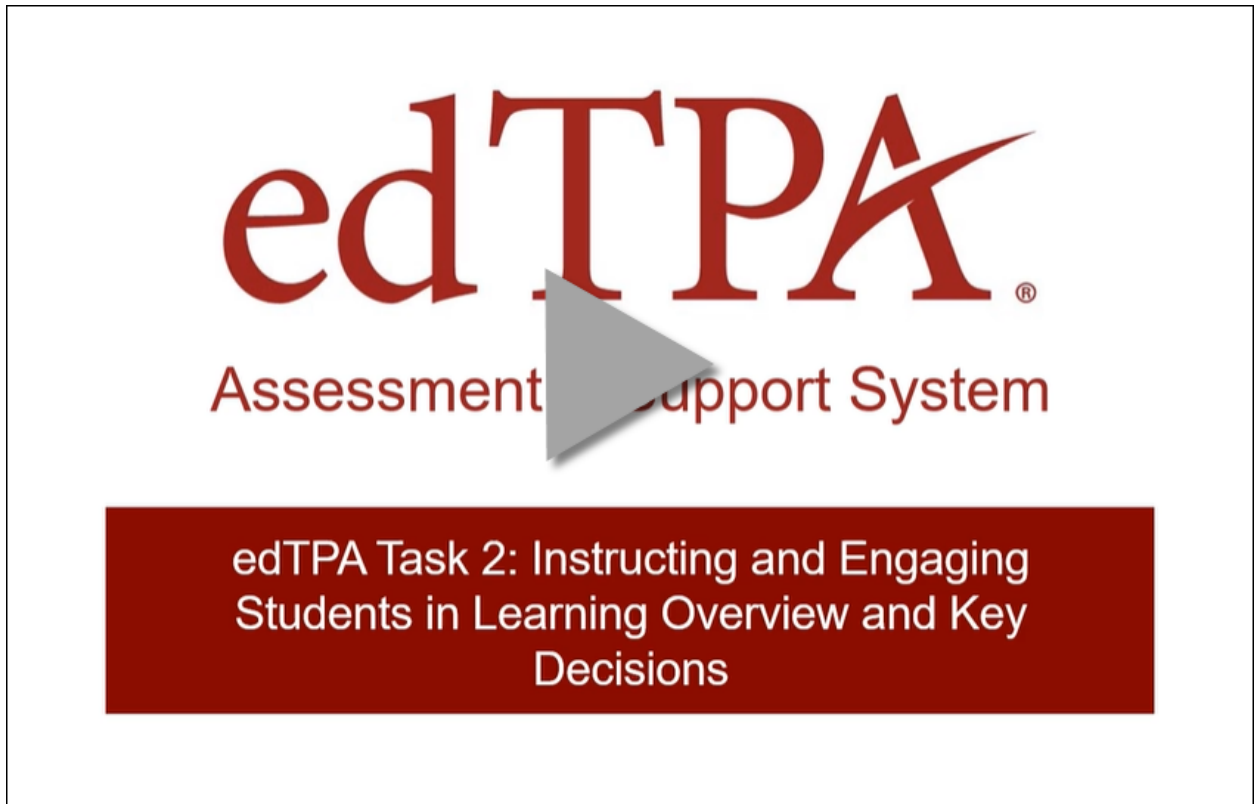
scorer, **submit another clip**. If there are occasional audio portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the following: 1) provide a transcript with time stamps of the inaudible portion and refer to the transcript in your response; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).

- 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 clips you plan to submit, you may use software to blur the faces of these individuals. This is not considered editing. Other portions of the submitted video clips, including the school library, 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 clips** and submit the completed template.
- **Determine if additional information is needed to understand what you and the students are doing in the video clips.** For example, if there are websites, software programs, texts, or other resource materials that you or the students are using that are not clearly visible in the video, you may insert an annotated list of all resources used 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 School Librarian/Library Specialist 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 demonstrate a positive learning environment that supports students' engagement in learning?

Level 1	Level 2	Level 3	Level 4	Level 5
The clips reveal evidence of disrespectful interactions between candidate and students or between students. OR Candidate allows disruptive behavior to interfere with student learning.	Candidate demonstrates respect for students. AND Candidate provides a learning environment that serves primarily to control student behavior and minimally supports the learning goals.	Candidate demonstrates rapprochement with and respect for students. AND Candidate provides a positive, low-risk learning environment that reveals mutual respect among students.	Candidate demonstrates rapport with and respect for students. AND Candidate provides a challenging learning environment that promotes mutual respect among students.	Candidate demonstrates rapport with and respect for students. AND Candidate provides a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among students.

Understanding Rubric Level Progressions: Rubric 6

The Guiding Question

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

Key Concepts of Rubric:

- [Respect](#)¹⁴
- [Rapport](#)
- [Learning environment](#)

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 2**

Note that for Instruction Task 2, 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 interactions with students are respectful and demonstrate rapport (evidence of relationship between candidate and students and/or ease of interaction that goes back and forth based on relevance or engaged conversation), and students communicate easily with the candidate.
- 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.
- There is evidence of mutual respect among students. Examples include attentive listening while other students speak, respectful attention to another student's idea

¹⁴ Links to terms from the School Librarian/Library Specialist 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).

(even if disagreeing), and effective collaboration with a partner or group to accomplish tasks.

Below 3

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

- Do not exhibit evidence of positive relationships and interactions between the candidate and students.

OR

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

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

- Although the clip(s) reveal the candidate's respectful interactions with students, there is an emphasis on the candidate's rigid control of student behaviors, discussions, and other activities in ways that limit and do not support learning.

What distinguishes a Level 1 from a Level 2: At Level 1, there are **two different ways** that evidence is scored; the clip(s) reveal:

1. Evidence of candidate-student or student-student interactions that discourage student contributions, disparage the student(s), or take away from learning.
2. Classroom management that is so weak that the candidate is not able to, or does not successfully, redirect students, or the students themselves find it difficult to engage in learning tasks because of disruptive behavior.

Note that 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 if students are engaged in behaviors that do not reflect one's personal preferences or school rules. Examples of this may include students engaging in discussion with peers, speaking without raising their hands, or being out of their seats.

Above 3

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

- Reveal a positive learning environment that includes tasks/discussions that challenge student thinking and encourage respectful student-student interaction.

What distinguishes a Level 4 from a Level 3: At Level 4, the clip(s) show that:

- The learning environment is appropriately challenging for students so that it promotes higher-order thinking or application to develop new learning. Examples include the candidate asking higher-order thinking questions that require students to analyze information in order to respond rather than being able to immediately answer yes-no to a recall question and students are asked to apply their initial learning to another context.
- The learning environment encourages and supports mutual respect among students, e.g., candidate reminds students to discuss ideas respectfully with one another.

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

- The learning environment encourages students to express, debate, and evaluate differing perspectives about content with each other. Perspectives could be from curricular sources, students' ideas, and/or lived experiences.

Instruction Rubrics continued

Rubric 7: Engaging Students in Learning

How does the candidate engage students to think critically or solve problems as they develop and apply learner competencies aligned with one or more of the six shared foundations (Inquire, Include, Collaborate, Curate, Explore, and/or Engage)?

Level 1	Level 2	Level 3	Level 4	Level 5
Students are participating in tasks that are vaguely or superficially related to the learner competencies.	Students are participating in learning tasks or activities primarily focused on following directions for locating and accessing resources/information.	Students are engaged in learning tasks that provide opportunities for thinking critically or solving problems as they develop or apply learner competencies.	Students are engaged in learning tasks that require thinking critically or solving problems as they develop and apply learner competencies.	Students are engaged in learning tasks that require thinking critically or solving problems as they deepen and extend their application of learner competencies.
There is little or no evidence that the candidate links students' prior academic learning and/or prerequisite skills or personal or community assets with new learning.	Candidate makes vague or superficial links between prior academic learning and/or prerequisite skills and new learning.	Candidate links prior academic learning and/or prerequisite skills to new learning.	Candidate links prior academic learning and/or prerequisite skills AND personal or community assets to new learning.	Candidate prompts students to link prior academic learning and/or prerequisite skills AND personal or community assets to new learning.

Understanding Rubric Level Progressions: Rubric 7

The Guiding Question

The Guiding Question addresses how the candidate provides video evidence of engaging students in meaningful tasks and discussions to develop and apply learner competencies aligned with at least one of the shared foundations (Inquire, Include, Collaborate, Curate, Explore, and/or Engage) to think critically or solve problems.

Key Concepts of Rubric:

- [Engaging students in learning](#)¹⁵
- [Assets](#) (personal, community)

Primary Sources of Evidence:

Video Clip(s)

Strategic review of learner competencies in the plan for the lesson(s) seen in the clip(s)

Instruction Commentary **Prompt 3**

Note that for Instruction Task 2, the commentary is intended to provide context for interpreting what is shown in the video. Candidates sometimes describe events that do not appear in the video or conflict with scenes from the video—**such statements should not override evidence depicted in the video.**

Scoring Decision Rules

Multiple Criteria	▪ Criterion 1 (primary): Engagement in learning tasks ▪ Criterion 2 (secondary): Connections between students' academic learning AND/OR assets (personal, community) and new learning ▪ Place greater weight or consideration on Criterion 1 (engagement in learning tasks).
AUTOMATIC 1	▪ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- **Primary Criterion:** The clip(s) show that the students are engaged in learning tasks that provide opportunities for students to engage in critical thinking or problem solving as they develop **or** apply learner competencies aligned with at least one of the shared foundations (Inquire, Include, Collaborate, Curate, Explore, and/or Engage). Although critical thinking or problem solving as well as library competencies are evident in conversations, they are addressed at a cursory level. For example, “In the video clip at 1:25–9:25, I ask students to pause the inquiry to share information

¹⁵ Links to terms from the School Librarian/Library Specialist 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).

from their Google search to answer their research question. They work in pairs and respond to questions and comments from their partner.”

- **Secondary Criterion:** The clip(s) show the candidate **making connections** to students’ prior academic learning and/or prerequisite skills to help them develop the new abilities. The prior learning is not required to be from lessons taught by the candidate but may be based on information about what students know based on collaboration with the classroom teacher.

Below 3

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

- Students are participating in tasks that **provide little opportunity to engage in critical thinking or problem solving** related to developing and applying library learner competencies.

What distinguishes a Level 2 from a Level 3: At Level 2 in the clip(s):

- Students are participating in rote tasks that primarily focus on conventions/skills for locating and accessing information. The tasks **provide little opportunity** for students to engage in critical thinking or problem solving as they develop and apply the targeted library learner competencies.
- The structure of the learning tasks or activities or the way in which they are implemented constrains student development of the targeted library learner competencies.
- The candidate may refer to students’ prior learning, but the references are indirect or unclear and do not facilitate new learning.

What distinguishes a Level 1 from a Level 2: At Level 1 in the clip(s):

- The learning tasks have little relation to the learner competencies identified.
- The candidate is not using either students’ prior academic learning and/or prerequisite skills or assets (personal or community) to build new learning.

Above 3

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

- The learning tasks are structured in ways that require students to engage in critical thinking or problem solving related to developing and applying the targeted library learner competencies.
- Connections between students’ prior academic learning and/or prerequisite skills and assets (personal or community) are made to support the new learning.

What distinguishes a Level 4 from a Level 3: At Level 4 in the clip(s):

- The learning tasks include structures or scaffolding that require student engagement in critical thinking or problem solving related to developing and applying the targeted library learner competencies. Students must interact with the content using higher-order thinking in ways that are likely to either extend initial understandings or surface misunderstandings that the candidate can then address. For example, “In Clip 1 at 0:00–1:45, I asked them to share what they remembered about communicating messages using PowerPoint slides. I didn’t disregard simple answers such as ‘use pictures’ or ‘people can’t read and listen.’ Then in Clip 1 at 4:30–6:27, I shared a recent PowerPoint that made excellent use of visuals to enhance the speaker’s verbal message, using a few concise sentences at key points. The topic addressed the top ten career interests for urban African American and Hispanic teens, which is like my class demographic. I had my students compare their own personal

experiences and interests to the career choices in the PowerPoint. This made the lesson (and PowerPoint presentations in general) seem more relevant and interesting. In Clip 2, you can see the students working on their own PowerPoint by selecting visuals and modifying text for their presentation of their research findings.” (This evidence from the commentary is verified when viewing the video clip[s].)

- The candidate draws upon not only prior academic learning and/or prerequisite skills, but also students' knowledge and assets (personal or community) from outside school to develop new learning.

What distinguishes a Level 5 from a Level 4: At Level 5 in the clip(s):

- The learning tasks are structured or scaffolded to support student engagement in critical thinking or problem solving in ways that **extend their development and application of deep understandings of the targeted library learner competencies**. For example, “In the lesson 3 video, I used several strategies to elicit student responses regarding skillful researching and critical thinking. I selected two well-designed websites with information on how the pyramids were built. One provided generally accepted theories, the other that the pyramids were actually made of concrete. First, the website evaluation checklist helped students walk through an evaluation process and make judgments of their own (video clip 2 at 5:35–6:50). The first five minutes of the video (video clip 2 0:00–5:00) show me circulating and assisting students as they work to compare the two websites. In the last minutes of the video (video clip 2 from 5:50 on), I led students in a brief discussion of what they had found during their work time. In this segment, you can see students grappling with difficult concepts such as reliability, authorship, and purpose of websites. Overall, the discussion shows a solid basic understanding from students about several ways they can evaluate online content. At several points, the complexity of this concept becomes clear. In video clip 2 at the 6:30 mark, I attempted to clarify the fact that a .org website may not be better than a .com at presenting generally accepted information. This is a tough concept for 4th graders, who may prefer a more distinct system of evaluation. However, I think it was important to begin introducing the gray areas of the Internet at an early age, so students can begin to develop realistic evaluative skills.” (This evidence from the commentary is verified when viewing the video clip[s].)
- The candidate encourages students to connect and use their prior academic knowledge AND assets (personal or community) to support new learning.

Instruction Rubrics continued

Rubric 8: Deepening Student Learning

How does the candidate elicit and build on student responses as they developed and applied learner competencies aligned with one or more of the six shared foundations (Inquire, Include, Collaborate, Curate, Explore, and/or Engage)?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does most of the talking and students provide few responses. OR Candidate responses include significant library competency inaccuracies that will lead to student misunderstandings.	Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.	Candidate elicits student responses to develop learner competencies.	Candidate elicits and builds on student responses to develop and apply learner competencies.	Level 4 plus: Candidate facilitates interactions among students so that they can evaluate their own abilities to apply learner competencies.

Understanding Rubric Level Progressions: Rubric 8

The Guiding Question

The Guiding Question addresses how, in the video clip(s), the candidate brings forth and builds on student responses to guide learning; this can occur during whole class discussions, small group discussions, or consultations with individual students.

Key Concepts of Rubric:

- [Significant content inaccuracies](#)¹⁶
 - For Rubric 8, significant content inaccuracies include flaws within processes or examples used during the lesson related to the targeted library learner competencies that will lead to student misunderstandings and the need for reteaching.

Primary Sources of Evidence:

Video Clip(s)

Strategic review of learner competencies in the plan for the lesson(s) seen in the clip(s)

Instruction Commentary **Prompt 4a**

Note that for Instruction Task 2, 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 library learner competencies targeted for the lesson(s) seen in the clip(s)

Unpacking Rubric Levels

Level 3

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

- The candidate prompts students to offer responses that are related to development of the targeted library learner competencies (e.g., by using “how” and “why” questions). Some instruction may be characterized by initial questions focusing on facts or skills to lay a basis for later higher-order questions.

¹⁶ Links to terms from the School Librarian/Library Specialist 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):

- Classroom interactions provide students with limited or no opportunities to develop the targeted library learner competencies.

What distinguishes a Level 2 from a Level 3: At Level 2 in the clip(s):

- The candidate asks questions that elicit right/wrong or yes/no answers and do little to encourage students to think about the library learner competencies being taught.

What distinguishes a Level 1 from a Level 2: At Level 1 in the clip(s):

- There are few opportunities shown in which students were able to express ideas or demonstrate their development of the targeted library learner competencies.

Automatic Score of 1 is given when:

- There is a pattern of **significant inaccuracies related to the targeted library learner competencies** that will lead to student misunderstandings.
- The candidate makes a significant error in content (e.g., introducing inaccurate examples or misleading directions before students work independently) that is core to the **targeted library learner competencies**.

Above 3

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

- The candidate uses and builds upon student ideas and thinking to support students in developing and applying the targeted library learner competencies. This may also include supporting students' abilities to evaluate their own learning.

What distinguishes a Level 4 from a Level 3: At Level 4 in the clip(s):

- The candidate follows up on student responses to encourage the student or their peers to explore or build on the ideas expressed.
 - Examples of "building on student responses" include referring to a previous student response in developing a point or explanation, calling on a student to elaborate on what they said, posing questions to guide a student discussion, soliciting student examples and asking another student to identify what they have in common, asking a student to summarize a lengthy discussion or rambling explanation, and asking another student to respond to a student comment or answer a question posed by a student to move instruction forward.
- The candidate uses this strategy to support students to develop and apply the targeted library learner competencies.

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

- There is evidence that the candidate structures and supports student–student conversations and interactions that facilitate students' ability to evaluate and self-monitor their application of the targeted library learner competencies.

Instruction Rubrics continued

Rubric 9: Subject-Specific Pedagogy

How does the candidate use resources and/or tools to support students to develop and/or apply learner competencies aligned with one or more of the six shared foundations (Inquire, Include, Collaborate, Curate, Explore, and/or Engage)?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate stays focused on students' ability to locate and access resources/information with little or no attention to learner competencies.	Candidate makes vague or superficial use of resources and/or tools to help students develop or apply learner competencies.	Candidate uses resources and/or tools in ways that support students to develop learner competencies.	Candidate uses strategically chosen resources and/or tools in ways that deepen student understanding of how to apply learner competencies.	Candidate facilitates interactions among students so that they use resources and/or tools in ways that deepen student understanding of how to apply learner competencies.

Understanding Rubric Level Progressions: Rubric 9

The Guiding Question

The Guiding Question addresses how the candidate uses resources/tools to help students develop their abilities to apply critical-thinking and problem-solving skills to develop and/or apply the targeted learner competencies and build the shared foundations (Inquire, Include, Collaborate, Curate, Explore, and/or Engage).

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Video Clip(s)

Strategic review of learner competencies in the plan for the lesson(s) seen in the clip(s)

Instruction Commentary Prompt 4b

Note that for Instruction Task 2, 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 guides conversation and/or structures explorations using resources and/or tools to help students develop targeted learner competencies aligned with one or more of the six shared foundations (Inquire, Include, Collaborate, Curate, Explore, and/or Engage). For example, “In video clip 2 at 1:15 to 3:20, I use the projector to introduce Zotero, both the website and plugin, to the students who will be using this free tool to identify and keep track of sources consulted in the research process (video clip 2 at 3:10 to end). I talk about how using valid information to make reasoned conclusions is the primary focus of research. We use citations to referenced sources from Zotero to support our arguments. Our readers must be able to follow our reasoning and look up the source themselves if they think it has not been used appropriately. Students then responded to various scenarios that call for formal citation (quotes, statistics, etc.) or no citation (common knowledge). We end with students sharing their ideas about why it is important to use Zotero to keep track of citations for the information they might use.” (This evidence from the commentary is verified when viewing the video clip[s]).

Below 3

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

- The candidate is not using resources and/or tools effectively to support students to develop and/or apply targeted learner competencies that go beyond locating and accessing information to record facts and citations.

What distinguishes a Level 2 from a Level 3: At Level 2 in the clip(s):

- The candidate attempts to use resources and/or tools to help students develop and/or apply learner competencies related to using the information, but the attempts are not strong enough or clear enough to be effective. For example, “During the instruction at mark 1:43 (video clip 1), I go over the Table of Contents of an informational book about Nigeria. I also show the class the URLs of an online encyclopedia and several databases that will allow them to find information on Nigeria. After showing the students the resources, I have them work on developing a question related to the two themes emphasized by the content standard that could be answered using these resources.” (This evidence from the commentary is verified when viewing the video clip[s].)

What distinguishes a Level 1 from a Level 2: At Level 1 in the clip(s):

- The candidate stays focused on students’ ability to locate and access resources/information and record citations with little or no attention to the development or application of other learner competencies focused on the use of the resources/information. The candidate identifies resources without guiding the students to determine the need for information or demonstrating how to make critical choices about the sources to use. The instruction does not emphasize using information to draw conclusions or solve problems.

Above 3

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

- The candidate is making a strategic choice or use of resources and/or tools to deepen students’ understanding of how to apply targeted learner competencies that go beyond locating and accessing information and extend to using evidence to draw conclusions.

What distinguishes a Level 4 from a Level 3: At Level 4 in the clip(s):

- The candidate’s strategic choice of resources and/or tools supports students to expand their understanding of how to apply learner competencies that involve critical thinking or problem solving. For example, “In the lesson 3 video clip 2, I challenge students to ‘systematically question and assess validity and accuracy of information’ (IV.B.3) from any source. I selected four articles that interpret Columbus’s early exploration of the Americas. Two are from library databases and two were found using the Google search engine. I demonstrate my search strategies, explaining that I was purposefully looking for articles that expressed a variety of viewpoints. For easy access for the students, I created links to these articles and two articles on Columbus from Britannica Online and Wikipedia (students seen accessing the websites at 4:50 to end). Students worked in teams to analyze the articles using the checklist I created. The last question was open-ended and asked the students to draw a conclusion about the validity of the information and the perspectives represented (seen in video clip 2 from 8:30 to end).” (This evidence from the commentary is verified when viewing the video clip[s].)

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

- Supports students to work together to use resources and/or tools in ways that deepen their understanding of how to apply learner competencies that involve thinking critically and solving problems. For example, “In video clip 1 at 6:30 to 8:45, I summarize the work students have done so far. They explored the topic, identified a specific research question, and have critically gathered information. Some students had already arrived at a conclusion, but others were struggling. Some who had a conclusion needed guidance in structuring their argument. In video clip 1 from 8:45 to 10:00, I introduce a thinking map tool called MindMeister. Most students found the tool easy to use. Some students struggled with mapping concepts from their own research. In the video clip from 12:00 to 14:00, I demonstrate the use of probing questions about the grouping and prioritization of ideas in the resulting map. I explain that students can move ideas on the Mind Map to support the conclusion and create the foundation for an outline of an argument. I then had each student share their Mind Map with a partner and take turns asking similar probing questions about their partner’s Mind Map. I made sure that those students who are struggling with this task were paired with a student who had already developed a conclusion. From 14:00 to the end, you hear a student responding to his partner’s questions and regrouping and reorganizing the ideas to support his conclusion.” (This evidence from the commentary is verified when viewing the video clip[s].)

Instruction Rubrics continued

Rubric 10: Analyzing Teaching Effectiveness

How does the candidate use evidence to evaluate and change teaching practice to 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 teaching practice that are superficially related to student learning needs (e.g., task management, pacing, improving directions).	Candidate proposes changes to teaching practice that address students' collective learning needs related to learner competencies . Candidate makes superficial connections to research and/or theory .	Candidate proposes changes to teaching practice that address individual and collective learning needs related to learner competencies. Candidate makes connections to research and/or theory.	Level 4 plus: Candidate justifies changes to teaching practice 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 clips 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 learning 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 (secondary): Connections to research and/or 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 reflect the targeted learner competencies, 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 lesson(s) 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 and/or theory in relation to the proposed changes to better support student learning. The connections between the research/theory and the changes are vague/not clearly made. For example, “I think a clearer, more explicit distinction between websites would have been more developmentally appropriate for 4th graders, particularly for students with IEPs or 504 plans (in this class that includes a student with autism, two students with ADD, etc.). I wrote about the ARCS model of student motivation in Task 1, and I believe that it is relevant here as well. Questioning students, providing sufficient wait time, and engaging all students in classroom conversation can have positive impacts upon student confidence and satisfaction, and I will continue to work on this aspect of my teaching over time.”

- 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 evidence of student learning needs related to the targeted learner competencies.

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 targeted learner competencies or the specific learning that is the focus of the video clip(s). Examples include asking additional higher-order questions without providing examples, improving directions, repeating instruction without making significant changes based on the evidence of student learning from the video clip(s), or including more group work without indicating how the group work will address specific learning needs. For example, "I would have allowed students more time after the second lesson (not shown in video clips) to conduct their research. In the future if I taught these lessons again, I would also split Lesson 3 into two lessons to benefit all students in the classroom."
- If a candidate's proposed changes have nothing to do with the student learning related to the targeted learner competencies, 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 related to the targeted learner competencies from lessons seen or referenced in the clip(s).

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

- The proposed changes relate to the targeted learner competencies 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 targeted learner competencies. The candidate should explain how proposed changes relate to each individual's needs.
- The candidate explains how research and/or theory is related to the changes proposed. The candidate 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 and/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 and/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?

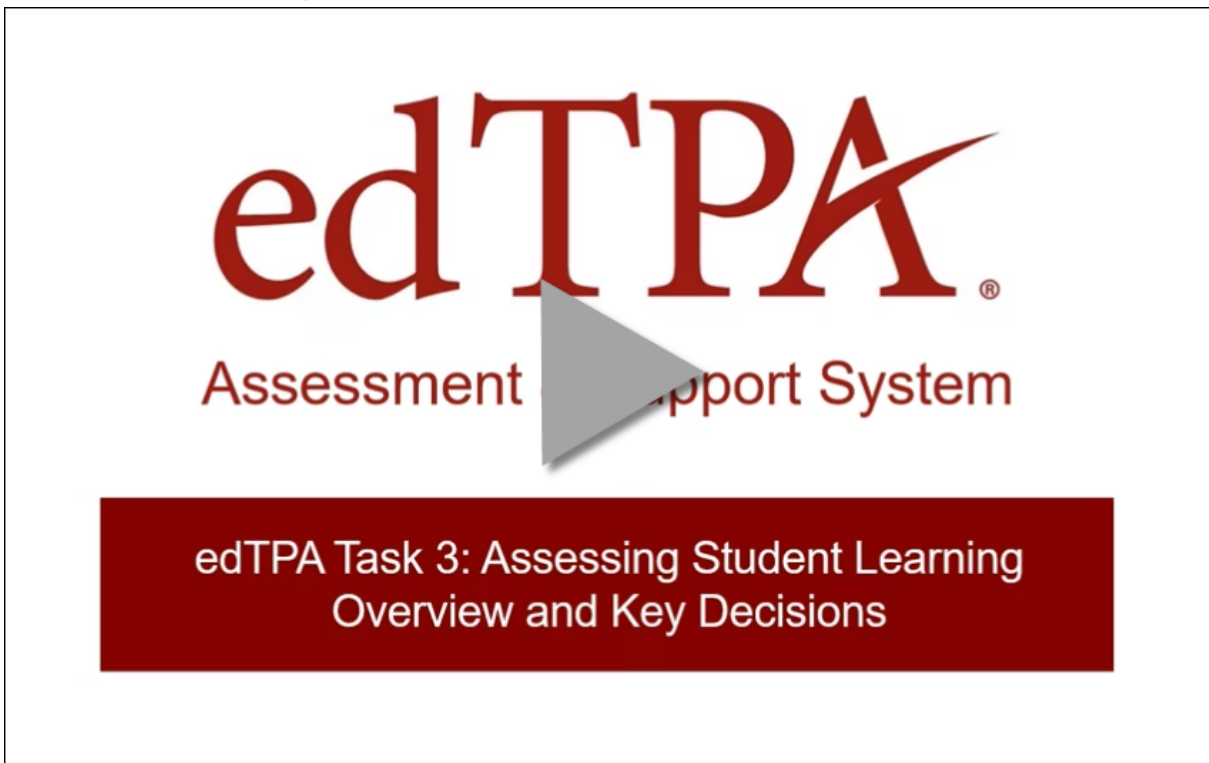
- **Select one assessment from the lesson(s) you taught** to evaluate your students' developing learner competencies. It should be an assessment to be completed by the whole class. (If you are teaching only a group within the class for the lesson(s), that group will be "the whole class.") The assessment should reflect the work of individuals, not groups, but may be individual work from a group task. The assessment should provide opportunities for students to develop and apply the learner competencies aligned with one or more of the six shared foundations (Inquire, Include, Collaborate, Curate, Explore, and/or Engage) and related learning outcomes measured by the assessment.
- **Define and submit the evaluation criteria** you will use to analyze student learning related to the learner competencies and related learning outcomes described above.
- **Collect and analyze student work** from the selected assessment to identify **quantitative and qualitative** patterns of learning within and across learners in the class. You may submit text files with scanned student work, a video or audio file of a student's oral work, **OR** a student-created video or multimedia file (see [Assessment Task 3: Artifacts and Commentary Specifications](#) in the School Librarian/Library Specialist Evidence Chart for acceptable file types).
- **Select 3 student work samples** that represent the patterns of learning (i.e., what individuals or groups generally understood and what a number of students were still struggling to understand) you identified in your assessment analysis. These students will be your focus students for this task. **At least one of the focus students must have an identified learning need** (for example, an English learner, a student with an IEP [Individualized Education Program] or 504 plan, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge). For each focus student, a video or audio work sample must be **no more than 5 minutes in total running time**.
- **Document the feedback** you gave to each of the **3 focus students** on the work sample itself, as an audio clip, or as a video clip. If the library schedule and/or extent of any collaboration with the classroom teacher do not permit giving feedback to students in a timely manner, submit the feedback you would have given each focus student if you would have had the opportunity. You must submit evidence of the actual feedback provided (or would have provided) to each focus student and not a description of the feedback.
- If you submit a student work sample or feedback as a video or audio clip and comments made by you or your focus student(s) 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).

- If you submit a student 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 (1d 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 assessment** and submit the completed template.
- **Include and submit the chosen assessment, including the directions/prompts for the assessment.** Attach the assessment (**no more than 5 additional pages**) to the end of the Assessment Commentary.
- **Provide evidence of students' understanding and use of the key language purpose and other language demands.** You may choose evidence from video clips submitted in Instruction Task 2, an additional video clip of one or more students using language within a lesson (**no more than 5 minutes in length**), **AND/OR** student work samples submitted in Assessment Task 3.

See the [Assessment Task 3: Artifacts and Commentary Specifications](#) in the School Librarian/Library Specialist Evidence Chart for instruction 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 students' development and application of the assessed learner competencies and related learning outcomes?

Level 1	Level 2	Level 3	Level 4	Level 5
The analysis is superficial or not supported by either student work samples or the summary of student learning. OR The evaluation criteria, learner competencies or outcomes, and/or analysis are not aligned with each other.	The analysis focuses on what students did right OR wrong.	The analysis focuses on what students did right AND wrong. AND Analysis includes some differences in whole class learning.	The analysis uses specific examples from work samples to demonstrate patterns of learning consistent with the summary. AND Patterns of learning are described for the whole class.	The analysis uses specific evidence from work samples to demonstrate the connections between quantitative and qualitative patterns of learning for individuals or groups.

Understanding Rubric Level Progressions: Rubric 11

The Guiding Question

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

Key Concepts of Rubric:

- [Aligned](#)¹⁷
- [Evaluation criteria](#)
- [Patterns of learning](#)

Primary Sources of Evidence:

Assessment Commentary **Prompt 1**

Student work samples

Evaluation criteria

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The analysis is an accurate listing of what students did correctly and incorrectly in relation to the assessed learner competencies and related learning outcomes.
- The analysis is aligned with the evaluation criteria and/or assessed learner competencies and learning outcomes.
- Some general differences in learning across the class are identified. For example, "First, some of the questions on the website evaluation checklist are more concrete and simpler to find than others. These are the questions that all students were able to answer correctly. The more complex questions gave students more trouble. Students generally recognized that the Scientific American website was more reliable, but several had trouble outlining their evidence for the conclusion."

¹⁷ Links to terms from the School Librarian/Library Specialist 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 analysis is superficial (e.g., primarily irrelevant global statements) or focuses only on partial data (on right or wrong answers or on basic conventions/skills like proper form for citations or use of tools to only locate and access information).
- The analysis is contradicted by the work sample evidence.
- The analysis is based on an inconsistent alignment with evaluation criteria and/or learner competencies or learning outcomes.

What distinguishes a Level 2 from a Level 3:

- Although aligned with the summary from prompt 1b, the analysis presents an incomplete picture of student learning by only addressing either successes or errors. For example, “While it is evident that all of the students understood the task of finding out information on their topic, the facts they choose to record could have been information they pulled from their own brains, rather than information they had researched. The assessment showed that students did not understand that they were supposed to pull pertinent information from the whole article. It was also evident from the assessment that students did not understand that they were not supposed to copy from the article word for word.”

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

1. The analysis is superficial because it ignores important evidence from the work samples, focusing on trivial aspects.
2. The conclusions in the analysis are not supported by the work samples or the summary of student learning from prompt 1b.

Automatic Score of 1 is given when:

- There is a significant lack of alignment between evaluation criteria, learner competencies or learning outcomes, and/or analysis. A lack of alignment can be caused by the absence of relevant evaluation criteria to assess student performance on the learner competencies or learning outcomes.

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.
- Describes patterns for the whole class, groups, or individuals.
- Is supported with evidence from the work samples and is consistent with the summary from prompt 1b.

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

- The analysis describes consistencies in performance (patterns) across the class in terms of what students know and are able to do and where they need to improve.
- The analysis goes beyond a listing of students' successes and errors, to an explanation of student understanding in relation to their performance on the identified assessment. An exhaustive list of what students did right and wrong, or the percentage of students with correct or incorrect responses, should be scored at Level 3, as that does not constitute a pattern of student learning. A pattern of student

learning goes beyond these quantitative differences to identify specific content understandings or misunderstandings, or partial understandings that are contributing to the quantitative differences.

- Specific examples from work samples are used to demonstrate the whole class patterns. For example, “The student work samples reflect the general learning patterns for the class (in terms of skillful researching); most students were able to at the very least mention Elizabethan England and their group’s topic. Work Samples #1 and #2 both reflect the largest trend of the class: when the students tried to find specific information to respond to their research questions, they related their topic to the current day rather than to the historical period under study. Work Sample #3 reveals a second trend in the class: students did not create a specific inquiry in regard to their topic. Instead, they identified a question that would have served a report in which they simply rattled off facts on their topic. ‘What type of weapons were used in the 14th century?’ is not a question that supports deep understanding. Although Student #3 completed parts A, B, and C, he did not truly understand what those parts were trying to get him to think about. In part C, which is the last piece of the research question that is supposed to give the question purpose (‘Why does your reader need to know this?’), Student #3 wrote, ‘Give specific facts and make it simple to understand.’ This is not answering the ‘why is the question worthwhile?’ part.”

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

- The candidate uses specific evidence from work samples to demonstrate qualitative patterns of understanding. The analysis uses these qualitative patterns to interpret the range of similar correct or incorrect responses from individuals or groups (e.g., quantitative patterns), and to determine elements of what students learned and what would be most productive to work on. The qualitative patterns may include struggles, partial understandings, and/or attempts at solutions. An example would be “All of the students wrote an acceptable question that could be used for future critique of Web 2.0 tools. This is in line with the three focus students as well. Student One wrote a two-part question that addressed multiple points that had been discussed during class as methods for analyzing Web 2.0 tools. Student Two also wrote an acceptable question but needed a slight wording change to make it work better. Student Three was more specific, writing a question that would work for a specific circumstance but not necessarily for overall review of a tool. Both students One and Three were able to give specific examples of how the tool could be used, indicating understanding of both the tool and how to analyze it. The area where many students struggled was with the reflection. Many students, like Student One, answered the question clearly but only skimmed the surface of what could have been explored in this question.”

Assessment Rubrics continued

Rubric 12: Providing Feedback to Guide Learning

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

Level 1	Level 2	Level 3	Level 4	Level 5
Feedback is unrelated to the learner competencies and learning outcomes OR is developmentally inappropriate. OR Feedback contains significant library inaccuracies. OR No feedback is provided to one or more focus students.	Feedback is general and addresses needs AND/OR strengths related to the learner competencies and learning outcomes.	Feedback is specific and addresses either needs OR strengths related to the learner competencies and learning outcomes.	Feedback is specific and addresses both needs AND strengths related to the learner competencies and learning outcomes.	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 the focus students. Feedback may be written on the three student work samples or provided in a video/audio format. The feedback should identify what the focus students are doing well and what needs to improve in relation to the learning objectives.

Key Concepts of Rubric:

- [Significant content inaccuracies](#)¹⁸
 - For Rubric 12, significant content inaccuracies include significant and systematic flaws in the feedback related to library learner competencies that interfere with student learning.
- [Developmentally inappropriate feedback](#)

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 errors related to library learner competencies 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 that is aligned with the learner competencies and learning outcomes. Specific feedback includes such things as pointing to successful use of a library literacy strategy, pointing to and naming errors, or suggesting information that will help solve a research problem successfully. Checkmarks, points deducted, grades,

¹⁸ Links to terms from the School Librarian/Library Specialist 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).

or scores do not meet the Level 3 criteria, even when they distinguish errors from correct responses. For example (as seen on student work samples):

- Student #1: “You were able to find a lot of information on your topic! What conclusion have you drawn? Write that conclusion in one complete sentence. Tell me why that’s true.”
- Student #2: “I can see from your research pathfinder that you have a clear conclusion. Now give me three reasons why this is true. What facts will you use as evidence?”
- Student #3: “I don’t see a clear pattern of notes on the exploration of your topic. There should be a key question that your notes address. Your list of sources looks interesting. Perhaps you could consider rereading—or reading in more depth when you have identified a key question?” (Often students search and print and fail to engage in reading.) “You may find the answers you are seeking. I found a couple of other articles on your topic, one from the SIRS database and one from Newsela. Try these. If you need more suggestions, let me know.” (This student may have trouble reading articles from general resources. I’m suggesting the SIRS and Newsela articles because I could search by reading levels.)

Below 3

Evidence that demonstrates performance below Level 3:

- Evidence of feedback is general, unrelated to the assessed learner competencies and learning outcomes, developmentally inappropriate, inaccurate, or missing for one or more focus students.

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

- Although the feedback is related to the assessed learning objectives, it is also vague and does not identify specific strengths or needs for improvement. At Level 2, general feedback includes identifying what each focus student did or did not do successfully with little detail (e.g., checkmarks for correct responses, points deducted, and comments such as, “Too large of a topic!”) that are not linked to a specific strength or need. General feedback does not address the specific error or correct solution (e.g., “Great facts!” or “Yes!”). Feedback that is limited to a single remark, such as identifying the total percent correct (86%), an overall letter grade (B), or one comment such as “Nice work!” with no other accompanying comments or grading details does not meet the Level 2 requirement and should be scored at a Level 1. Those examples of a single piece of feedback do not even 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 **two different ways** that evidence is scored at Level 1:

1. Feedback is not related to the learner competencies or learning outcomes.
2. Feedback is not developmentally appropriate.

Automatic Score of 1 is given when:

- Feedback includes inaccuracies related to the library learner competencies 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 assessed learner competencies and learning outcomes, 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. Examples include,
 - “This is a great question! The engagement of the audience is very important when giving a presentation. Maybe there is one part you could add to this question to make it really great?”
 - “I noticed that the graphic on the third slide shows an animation of a space shuttle. Could this be distracting to your audience? Perhaps a photograph of the launch would provide realistic visual information that complements what you are saying? The photograph you include on the next slide is very powerful. (Explosion of the space shuttle.)”
 - “Great job using labels and drawing something that happened in the story we read. Could you add a specific character trait word from our chart to tell about Poppleton?”

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, “You need to revisit your facts. This is not specific. Re-read your article. Summarize the main idea in one sentence, then list supporting ideas and the facts that provide evidence” OR “Your question is thoughtful; however, the topic is too large. Try focusing on one or two specific animals and use a T chart to gather your notes about their similarities.”
 - OR
 - A meaningful connection to experience or prior learning. For example, the candidate refers back to a prior library lesson: “Remember step 3 of the Big 6 process, which we used in the research project you did last semester: You need to not only find resources but also locate information in those sources that responds to your specific research question. And once you’ve found important information that will be useful to you, be certain you add that source to Zotero so you may accurately cite it in your final paper.”

Assessment Rubrics continued

Rubric 13: Student Understanding and Use of Feedback

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

Level 1	Level 2	Level 3	Level 4	Level 5
Opportunities for understanding or using feedback are not described. OR Candidate provides limited or no feedback to inform student learning.	Candidate provides vague description of how focus students will understand or use feedback.	Candidate describes how focus students will understand or use feedback related to the learner competencies and learning outcomes.	Candidate describes how they will support focus students to understand and use feedback on their strengths OR weaknesses related to the learner competencies and learning outcomes.	Candidate describes how they will support focus students to understand and use feedback on their strengths AND weaknesses related to the learner competencies and learning outcomes.

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 Feedback to Focus Students (written, audio/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:

- Candidate describes **how** the focus students will understand OR use feedback related to the learner competencies and learning outcomes. 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: The candidate reviews work with whole class, focusing on common mistakes that explicitly include content that one or more focus students were given feedback on.
 - Example for **using** feedback: The candidate asks focus students to revise work using feedback given and to resubmit revised work.

Below 3

Evidence that demonstrates performance below Level 3:

- Opportunities for understanding or using feedback are superficially described or absent.

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

- The description of how the focus students will understand or use feedback is very general or superficial. Details about how the students will understand or use the feedback are missing. The description discusses whole class understanding or use of feedback without explicit attention to feedback given to one or more focus students. For example, "The students will get their work back. The feedback will tell them what they did right or wrong in evaluating the reliability of a website. They can

use the feedback when they learn how to construct a research question and evaluate websites as they search for information.”

- The use of feedback is not clearly related to the assessed learning objectives.

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

- Opportunities for understanding or using feedback are not described

OR

- There is NO evidence of feedback for two or more focus students.

Above 3

Evidence that demonstrates performance above Level 3:

- Support for the focus students to understand AND use 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 use feedback on their strengths OR weaknesses to further develop their learning in relation to learning objectives. For example, a candidate may work with focus students in a small group and reteach several concepts they struggled with on their assessment (as noted by feedback given), using a graphic organizer to further develop understanding of each concept (such as a T-chart or concept map). Next, students would be given an opportunity to revise their responses involving those concepts, using the graphic organizer to support their revisions. This example shows how a candidate can help focus students understand their feedback in relation to misunderstandings and support them in using that feedback to enhance learning in relation to objectives assessed. This type of planned support could take place with the whole class as long as explicit attention to one or more of the focus student's strengths or weaknesses is addressed in relation to the feedback given.
- For example, “When I return the website evaluation checklists to students along with my comments, it will be important to give students time to read and process my feedback. This time for reflection is often skipped over in the hurry to cover new material. Ideally, I would take the first 5 minutes of the following lesson to give this feedback to students and give them time to internalize it. I would then go over common errors with the class, e.g., not providing evidence for the assessment of the reliability of the website, as seen in Student #1's website evaluation checklist. Then the next lesson would provide additional time for students to apply and practice website evaluation skills. I could circulate while students work during the next lesson, check in with individual students who struggled with some of the concepts of the assessment, and provide additional scaffolding as needed. Students who had achieved mastery on the website evaluation exercise could begin to brainstorm their research questions in small groups.”

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 use feedback on their strengths AND weaknesses related to the learning objectives.

Assessment Rubrics continued

Rubric 14: Analyzing Students' Academic Language Use

How does the candidate analyze students' use of academic language to develop one or more learner competencies or content understandings?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies student language use that is superficially related or unrelated to academic language (purpose¹⁹, vocabulary/symbols, and written/visual or oral language structures). OR Candidate's description or explanation of language use is not consistent with the evidence submitted.	Candidate describes how students' use only one type of academic language (purpose, vocabulary/symbols, written/visual or oral language structures).	Candidate explains and provides evidence of students' use of - the language purpose AND - one or more additional types of academic language (vocabulary/symbols, written/visual or oral language structures).	Candidate explains and provides evidence of students' use of - the language purpose, - vocabulary/symbols, AND - written/visual or oral language structures to develop one or more learner competencies or content understandings.	Level 4 plus: Candidate explains and provides evidence of language use and learning of one or more learner competencies or content understandings for students with varied needs.

¹⁹ The selected language purpose is the verb identified in the Planning Commentary Prompt 4a (analyze, explain, interpret, etc.).

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 the library learner competencies or content understandings.

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.

- [Academic language](#)²⁰
- [Language purposes](#)
- [Vocabulary/symbols](#)
- [Written/visual and oral language structures](#)
- [Language development supports](#)

Primary Sources of Evidence:

Assessment Commentary **Prompt 3**

Evidence of Student Academic 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 students used or attempted to use the language function AND one additional language demand (vocabulary/symbols and written/visual or oral language structures). Note that the types of academic language discussed in the Assessment Commentary do not have to be the same as those discussed in Planning Task 1.
- It is not sufficient for the candidate to reference an artifact and make a general statement—for example, “As seen in the work samples, the student used the vocabulary/symbols in their multimedia reports.” The candidate must explain how the students used the identified language and reference or identify an example of that use from the artifact. For example, “During Lesson 2 (Habitat Lesson) in Video 1, students were asked to describe a bear and its habitat using some of the vocabulary

²⁰ Links to terms from the School Librarian/Library Specialist 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).

we had been learning. The first student responded ‘This is a brown bear that has a brown coat of thick fur. It’s brown. It lives in grasslands of Alaska where it can find lots of berries and roots to eat, using its long claws. Brown bears are omnivores....’ (1:35–2:35). The student’s response showed that he could not only understand how to ‘describe’ but could use related vocabulary as he described the bear (‘habitat,’ ‘claws,’ ‘omnivore’).”

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 type of academic language.

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 (purpose, vocabulary/symbols, written/visual or oral language structures). For example, “When Student #3 fills in the author and purpose of each website, she is showing that she can understand and apply these terms. When she answers the final question by selecting website #1, she is demonstrating that she has a working knowledge of what it means for a website to be ‘reliable’ (a key word).”

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 types of academic language (purpose, vocabulary/symbols, and written/visual or oral language structures) addressed in the Assessment Commentary.

OR

- Candidate's description or explanation of language use is not consistent with the evidence provided.

Above 3

Evidence that demonstrates performance above Level 3:

- The candidate identifies specific evidence of student use of the language purpose, vocabulary/symbols, AND written/visual or oral language structures.
- The candidate explains how evidence of student language represents students’ development of library learner competencies or content understandings, which may include growth and/or struggles with both understanding and expressing understandings.
- The candidate explains and provides evidence of language use and learning of library learner competencies or content understandings 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 are able to use the language purpose, vocabulary/symbols, AND written/visual or oral language structures. 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 library learner competencies or content understandings. For example, “In Clip 1 at 3:40, I ask a student to show the group where in the library information about domestic animals can be found. She is able to correctly identify the category of Pets in the library, which demonstrates an

understanding of both the terms ‘domestic’ and ‘category.’ Additionally, during the assessment activity in Lesson 1, seen throughout Clip 2, the students are working on comparing and contrasting different animals using the vocabulary ‘wild,’ ‘domesticated,’ and ‘pet.’ This activity requires students to be able to correctly use the language purpose of compare and contrast. Many students in the class were also able to compare animals accurately and express their content understanding, using the provided sentence frames, ‘The _____ is a pet because... and the _____ is a wild animal because...’. For example, in Work Sample 1 the student wrote, ‘I know the dog is a pet because it was friendly to humans and lives in the house with the human family but the wolf is wild because it lives in the woods, usually stays away from humans, and stays with other wolves instead and hunts for its food’ (written language structure).”

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 learning library learner competencies or content understandings.

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 learner competencies and learning outcomes 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 school library management issues.	Next steps propose general support that improves student learning related to assessed learner competencies and learning outcomes. Next steps are loosely connected with research and/or theory.	Next steps provide targeted support to individuals or groups to improve their learning relative to learner competencies and learning outcomes. Next steps are connected with research and/or theory.	Next steps provide targeted support to individuals AND groups to improve their learning relative to learner competencies and learning outcomes. 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 learner competencies and learning outcomes assessed and based on the assessment that was analyzed. They should also 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 (secondary): Connections to research and/or 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 learner competencies and learning outcomes that were assessed.
- **Secondary Criterion:** The candidate refers to research and/or theory when describing the next steps. The connections between the research/theory and the next steps are vague/not clearly made.
 - For example, “The assessment illustrated that many students continued to have trouble with gathering the main idea and facts (the major objective for the learning segment). They were easily able to find the articles, but did not understand how to pull the main ideas from a source. Thus, a brief review will be done to help students improve in their learning by creating at least two ‘I Wonder’ statements or questions that narrow their frame of research and of locating at least three different articles on their topic. For example, I would have students carefully read selected passages from an article and highlight which specific parts of the passage are main ideas. I would demonstrate this activity with one passage, then we would do the next passage together as a whole class, and finally students would work independently to demonstrate mastery of identifying the main ideas and discrete facts within an article. Next, I would have students practice their summarizing skills, stressing paraphrasing and using their own words. Something I realized from the assessments was that too many students

simply copied the information directly from the text, they either did not read the text, or they did not understand that they were supposed to write down facts about the article, not just write down the first two sentences. According to Teaching for Inquiry, summarizing is one of the easiest ways to get students to pay attention and check for their understanding of the topic. Having students provide a brief recap of what they read will not only help students understand what they learned but also fill them with confidence. Students tend to be more confident that they are successful learners when they are able to summarize at the end of reading from a text and illustrate that they understood what they just read (Small, Arnone, Stripling & Berger, 2012)."

- 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 and/or 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 the assessment.
- 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 learner competencies and learning outcomes assessed.
- The next steps 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 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 the student learning needs identified. For example, "I would re-teach or further explain these concepts to individual students as necessary. In a future lesson, I would review the concepts introduced in this lesson and provide additional opportunities for students to practice."

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 learner competencies and learning outcomes** 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 the assessed learner competencies and learning outcomes.
- 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 assessed learner competencies and learning outcomes. Candidate should be explicit about how next steps will strategically support individuals or groups and explain how that support will address each individual's or group's needs in relation to one or more of the assessed learner competencies and learning outcomes. For example, "Based on my analysis of students' learning, the next step for the three focus students is to provide them with more practice using different technologies. The students in the group all struggled to remain focused on the task and the students also had difficulties navigating the database PebbleGo at times. I will support additional practice by providing five search examples for the entire class to work through as a group. My next step for this whole class is to continue to build on their foundational research skills. The three focus students will still need assistance accessing the databases and typing on the keyboard, so I will provide predesigned search queries using items such as color, dorsal fin, and fur. Field and animal characteristics will be student generated from a group discussion. Before accessing the database, students will create questions that require comparing two animals and then identify what keywords they would use to find the answers, and I will check their questions and keywords while circulating through the class."
- The candidate discusses how the research and/or theory is related to the next steps in ways that make some level of sense given their students and the assessed learner competencies and learning outcomes. They may cite the research and/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. For example, "These next steps follow from my analysis of student learning by giving the focus students a chance to practice the parts of the process that were difficult for them. This falls in line with a more explicit style of instruction. In explicit instruction, when the teacher recognizes that not all students mastered the skill she was trying to teach, she returns to that skill, finds different ways to present the information, and gives students more time to practice. I think all students in my class could benefit from working on their synthesizing abilities. I also think they need to spend time reflecting on their work, and getting to that, as Bloom called it, higher-order thinking skill of being able to evaluate one's work. Self-assessment strategies are embedded throughout the AASL's Standards Framework for Learners as well. I would also do this type of research project again but give students many choices in the research process. This flows from the constructivist theory of learning, which states that students learn best when they are able to create meaning for themselves throughout the learning process. Students learn best when they are able to connect new learning to what they already know. Constructivist theorists believe that when students are given a choice in what they learn and how they demonstrate that learning, that they feel more ownership and responsibility for their work. Giving students these choices allows struggling learners to express their learning in a way that is comfortable to them. It also allows gifted students to build more of a challenge into their learning. I think these students would benefit from being able to make choices about their research from the beginning."
- 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 next steps are clearly aimed at supporting **both** individuals and groups with similar needs related to the assessed learner competencies and learning outcomes. 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 one or more of the assessed learner competencies and learning outcomes.
- The candidate explains how principles of research and/or theory support the proposed changes, with clear connections between the principles and the next steps. The explanations are explicit, are well articulated, and demonstrate a thorough understanding of the research and/or theoretical principles involved.

School Librarian/Library Specialist Evidence Chart

Your evidence must be submitted directly to Pearson OR via an electronic portfolio management system used by your library 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	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages per lesson	- Submit 3 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 collection of lessons.
Part D: Assessments	.doc; .docx; .odt; .pdf	1	1	No limit	- Submit assessments in 1 file. - Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.). - Order assessments as they are used in the collection of lessons.
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 lesson(s).

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 ²¹	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	1	2	Running time no more than a combined total of 20 minutes (but not less than 3 minutes combined)	- Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear in the video. - Refer to Instruction Task 2, What Do I Need to Do? for video clip content and requirements. - When naming each clip file, include the number of the lesson shown in the video clip.
Part B: Instruction Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 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”).

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

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Student Work Samples ²²	For written work samples: .doc; .docx; .odt; .pdf For audio work samples: asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma For video work samples: asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	3	3	No page limit for written work samples No more than 5 minutes per focus student for video or audio student work samples	- For written work samples, use correction fluid, tape, or a felt-tip marker to mask or remove students' names, your name, and the name of the school before copying/scanning any work samples. If your students' writing is illegible, write a transcription directly on the work sample. - On each work sample, indicate the student number (Student 1 Work Sample, Student 2 Work Sample, Student 3 Work Sample, etc.). If more than one focus student appears in a video or audio work sample, upload the same work sample 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 1d of the Assessment Commentary. - When naming each work sample file, include the student number. - If you submit a student work sample or feedback as a video or audio clip and comments made by you or your focus student(s) 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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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 ²³ And, if included, video evidence of academic language use	For written feedback not written on the work samples: .doc; docx; .odt; .pdf For audio feedback: asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma For video clips (feedback and/or language use): asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	0	4	No page limit for written feedback 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 location of your evidence of feedback in the Assessment Commentary. - If feedback is not included as part of the student work samples or recorded on the video clip(s) from Instruction Task 2, submit only 1 file for each focus student—a document, video file, OR audio file—and label the file with the corresponding student number (Student 1 Feedback, Student 2 Feedback, or Student 3 Feedback). - 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. - When naming each feedback file, include the student number. - If you submit a student work sample or feedback as a video or audio clip and comments made by you or your focus student(s) 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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²³ **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Assessment Task 3: Artifacts and Commentary Specifications (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 video/audio evidence for a work sample and 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 chosen assessment, including directions/prompts provided to students.
Part D: Evaluation Criteria	.doc; .docx; .odt; .pdf	1	1	No limit	

School Librarian/Library Specialist

Glossary

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

academic language: Oral and written/visual language used for academic purposes. Academic language is the means by which students develop and express understandings of learner competencies. Academic language represents the language that students need to learn and use—specific ways of reading, writing, speaking, and listening—to participate and engage in the development of library competencies and subject-specific skills in meaningful ways. There are different types of **language** that school librarians need to consider as they plan to support student learning. These include the **purpose of language, vocabulary/symbols, and written/visual and oral language structures.**

- **language demand:**²⁴ Specific ways that academic language (function; vocabulary/symbols; active listening; grammatical structures [syntax]; 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.
- **language purposes:** The content and language focus of the learning task represented by the active verbs within the learning outcomes. Common language purposes in library include compare and contrast information, evaluate the reliability and credibility of information sites, identify solutions to a problem, describe varied and global perspectives, or interpret text/images via media or text.
- **vocabulary/symbols:** Includes words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table, period); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline or specified skill area (e.g., digital citizenship, cyberbullying, cybersecurity, citations, plagiarism, authenticate, evaluate, curate, keywords, databases, search engines, copyright, intellectual property, references).²⁵
- **written/visual and oral language structures:** There are distinctive ways of structuring oral and written/visual language (text structures²⁶) that students need to understand and use in order to develop learner competencies. Students are expected to read and understand the difference between different kinds of texts, be able to speak and write using different formats and for different purposes and audiences. Sometimes when speaking or writing for library competency

²⁴ O'Hara, S., Pritchard, R., & Zwiers, J. (2012). Identifying academic language demands in support of the common core standards. ASCD Express, 7(17).

²⁵ 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.

²⁶ Examples of language forms are taken directly from the AASL Standards Framework for Learners.

development, students will need to follow certain expectations or writing conventions to formulate sentences, phrases, or search queries in a correct format. See possible examples of written/visual and oral language structures for each of the six shared foundations below:

- **inquire**—written language structures include expectations for developing concise questions, thesis statements, or a structured research plan. Visual language includes graphic design and the written text it includes or elements of effective video messaging or design (e.g., storyboard, scripts, shot lists).
- **include**—oral language structures include participating in an active debate and informed conversation.
- **collaborate**—written/oral language structures include giving, soliciting, and responding to feedback (including online communication networks).
- **curate**—written language structures include the organization of an annotated bibliography. For students using a bookmarking or curation tool, written or oral language structures include the justification for and effective use of the tool (e.g., EasyBib, Diigo, Google Keep).
- **explore**—written/visual language structures include reading and responding to a variety of sources with varying formats. Oral language structures include posing questions that pursue topics of personal interest or curricular relevance.
- **engage**—written/visual language structures include formats for citing sources and sharing information with intended audiences.
- **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).²⁷ The language development supports planned within the lessons in edTPA should directly support learners to understand and use identified types of academic language (purpose, vocabulary/symbols, written/visual or oral language structures) to develop and apply learner competencies.

aligned: Consistently addressing the same/similar learner competencies and learning outcomes for students.

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

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, practices, and so on, that a teacher can draw upon to support learning.

²⁷ 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.

challenging learning environments: Include learning tasks that appropriately challenge students by promoting higher-order thinking or application to develop new learning. Examples include students cannot answer immediately but need to think to respond; the candidate asks higher-order thinking questions; students are trying to apply their initial learning to another context.

collaboration: Working effectively with others to broaden perspectives and work toward common outcomes.

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

competencies: Defined by AASL (2018, p. 274) as "A general statement that describes the desired knowledge, skills and behaviors of a learner completing an educational experience. Competencies commonly define the applied skills and knowledge that enable learners to successfully perform in professional, educational, and other life contexts. Competencies are defined in terms of a "package" of observable behaviors, and therefore can be assessed or measured (Gosselin 2016)." Learner competencies for edTPA should be aligned with one or more of the six shared foundations from the AASL standards (Inquire, Include, Collaborate, Curate, Explore, and/or Engage).²⁸

deficit thinking: Deficit thinking is revealed when candidates explain low academic performance 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.

developmentally inappropriate feedback: Feedback addressing concepts, skills, or procedures well above or below the content assessed (without clearly identified need) OR feedback that is not appropriate for the developmental level of the student (e.g., lengthy written explanations for young children or English learners).

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 outcomes. 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 on an assessment. Evaluation criteria can be represented in various ways, such as a rubric, as a point system for different levels of performance, or rules for awarding full versus partial credit. Evaluation criteria may examine correctness/accuracy, cognitive complexity, sophistication or elaboration of responses, or quality of explanations. Evaluation criteria are

²⁸ American Association of School Librarians (2018). National school library standards for learners, school librarians, and school libraries. An imprint of the American Library Association, Chicago, IL.

used to provide learners with feedback about their strengths and areas for growth in relation to the student library outcomes.

evidence: Consists of **artifacts** that document how you planned and implemented instruction **AND commentaries** that explain your plans and what is seen in the video recording(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, monitor and assess student progress toward learning outcomes, and analyze your teaching effectiveness. Your evidence must be submitted electronically using the electronic portfolio management system used by your library preparation program.

formative assessment: A planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing²⁹ instructional procedures or by students to adjust their current learning tactics (Popham 2008). Formative assessment tasks in library learning include completing exit slips, answering oral questions, completing worksheets, creating or filling in graphic organizers or Venn diagrams, doing authentic tasks, providing short responses to prompts, and creating products (artifacts).

learning environment: The designed physical and emotional context established and maintained throughout the lesson(s) to support a positive and productive learning experience for students.

learning outcomes: Clear and measurable statements about what students should be able to know and/or do by the end of the lesson. These outcomes should be related to learner competencies aligned with one or more of the six shared foundations (Inquire, Include, Collaborate, Curate, Explore, and/or Engage) and the content standards for student learning chosen for the collection of lessons.

learning task: Includes activities, discussions, or other modes of participation that engage students in developing and applying learner competencies and to meet learning outcomes. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment. Sample library learning experiences or tasks might consist of discussion of self-knowledge survey results, sharing reading experiences, identification of different genres within a topic, digital book trailers, successful preparation and completion of information searches, evaluation of information resources.

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

patterns of learning: 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,

²⁹ Popham, W. J. (2008). *Transformative assessment*. Association for Supervision and Curriculum Development, Alexandria, VA.

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 assessment: Asks students to think and to produce—to demonstrate learning through work authentic to the discipline and/or real world.

planned supports: Instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of learner competencies.

prior academic learning and/or prerequisite skills: Includes students’ library knowledge and skills as well as academic experiences developed prior to the collection of lessons.

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

resources: Includes access to and sources from which information and knowledge are gained in fiction and informational text; print, nonprint, or electronic format; guest speakers; images; audio; and media.

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 representing the knowledge and skills of a novice not ready to teach (Level 1) to the advanced practices of a highly accomplished beginner (Level 5).

significant content inaccuracies: Flaws within processes or examples used during the lesson related to the targeted library learner competencies will lead to student misunderstandings and the need for reteaching.

tools: Include the systems used to access, process, and share information. These include tools for finding information such as search engines, library catalogs, and databases. Tools for organizing, recording, and synthesizing information include bookmarking sites, note-taking tools, and graphical organizers. Tools for sharing may include word processors, presentation tools, video capture devices and editors, animators, etc.

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

Appendix: Academic Language

Language Demands

I. Language Purposes

Definition	Examples (bolded and underlined within learning objectives)
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>explain</u> information and information needs. - Students will be able to <u>describe</u> new knowledge resulting from successful information access and use. - Students will be able to <u>justify</u> conclusions with evidence. - Students will be able to <u>interpret</u> text/images via media or text.

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	table, outline, keyword, heading, annotation, call number
General academic vocabulary/symbols used across disciplines	evaluate, summarize, analyze, describe, sequence, classify
Subject-specific vocabulary/symbols defined for use in library learning tasks OR content-specific vocabulary/symbols associated with a unit of study	classification, call number, Boolean search structure, query, intellectual freedom, censorship

III. Written/Visual and Oral Language Structures in Library Learning Tasks

Definition	Examples
- How members of the discipline talk, write, and participate in knowledge construction, using the structures of written, visual, and oral language - Disciplines—have distinctive features or ways of structuring oral, visual, or written language (text structures) or representing knowledge visually	- Writing narrative descriptions of a personal reaction to text, images, or multimedia representations - Creating essays documenting interpretations of written texts, visual images, virtual texts, and/or multimedia representations - Constructing or evaluating an argument, defending the quality of an online source - Developing and/or presenting research reports, multimedia presentations, book talks, or trailers - Using the format and structure of citations in a bibliography - Using basic conventions for writing annotations - Using conventions for a system of notetaking (e.g., Cornell notes, outlines)

Example of Planned Language Development Supports in Library Learning Tasks

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 types of academic language with related examples of supports based on one selected learning objective for school librarians/library specialists.

Example learning objective: Students will ***synthesize arguments** for and against current voter registration policies.*

Identified Language Demands	Planned Language Development Supports
Synthesize (language purpose)	Think aloud to explain the steps in synthesizing information across located sources.
Keyword, claims, evidence, argument (Vocabulary/Symbols)	Review definition of “keyword” and co-create a class list of example keywords to employ in web and database searches that respond to this focused query.
Correct structure for synthesizing information (written language structure)	Provide sentence frames: “As suggested by _____, one position for voter registration laws is _____. In contrast, _____ present the opposing position that _____.”