Planning Rubrics - Rubric 1: Planning for History/Social Studies Understandings

EVIDENCE: Planning commentary prompt 1, lesson plans, instructional materials, assessments

How do the candidate's plans build students' understandings of facts, concepts, and interpretations or analyses to build and support arguments about historical events, a topic/theme or social studies phenomenon?				
EMERGING PERFORMANCE[4]		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
Candidate's plans **focus solely on facts or a singular interpretation of historical events, a topic/theme, or social studies phenomenon with little to no connections** to facts, concepts, interpretations or analyses and building arguments.	Plans for instruction **support** student learning of facts **with vague connections to concepts, interpretations or analyses and building arguments.**	Plans for instruction **build on each other** to support student learning of facts **with clear connections** to concepts, interpretations or analyses and building arguments.	Plans for instruction build on each other to support student learning of facts with **clear and consistent** connections to concepts, interpretations or analyses **and building and supporting arguments.**	**Level 4 plus:** **Candidate explains how they will lead students to build explicit connections between** interpretations or analyses and supporting arguments **as well as the central focus of the learning segment.**
There are **significant content inaccuracies** that will lead to student misunderstandings. **OR** **Standards, objectives, and learning tasks and materials are not aligned with each other**.				
LOOK FORs: Learning tasks • are teacher directed • focus on practice of skills/facts/procedures/conventions • limit Ss opportunities to develop **subject specific understandings**[5] • include consistent content errors • are not aligned with learning outcomes		**LOOK FORs:** Learning tasks • are aligned with learning outcomes • build skills/facts/procedures and subject specific understandings (but may be unbalanced)	**LOOK FORs:** **All from Proficient and…** Learning Tasks • are sequenced in a learning progression across lessons • build skills/facts/procedures/conventions **and** deep subject specific understandings across all lessons • support students to understand the relationship between skills/facts/procedures/conventions and subject specific understandings	

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

[5] See edTPA handbooks for the subject specific understandings

Evidence cited is representative and not exhaustive

Evidence:

Central Focus: The beginning of World War II leading up to the United States' entry into the war.

Planning Commentary 1: Lesson 1 in which students learn about the other dictators and their political ideologies. Students then use this knowledge to learn about the causes of the World War II in Lesson 2. Knowledge of Hitler and Nazism is also used to learn about the Holocaust in Lesson 3. Finally, students will build upon their knowledge of the causes and the events of the first half of WWII and use it to learn about the United States entry into the war in Lesson 4. Also, the learning segment is sequenced to build on students' analytical skills. Lesson 2 introduces the concept of a timeline which students use to interpret the timeline in Lesson 4.

LP1: OBJs: Id causes of war and define vocabulary. GQ: What caused rise of dictators in 20's-30's? ACTs: Defining communism vs facism vs nationalism, and identify dictators and ideology activity.

LP2: OBJs: Id causes of war and create a timeline of major events. GQ: What caused WWII? ACTs: Watch video, create/discuss list of causes, create timeline using event cards in groups then as whole class.

LP3: OBJs: Interpret timeline, describe Holocaust. GQ: Why do we study Holocaust? ACTs: Review causes, gallery walk of Holocaust pictures with questions from text, watch documentary.

LP4: OBJs: Interpret timeline, recognize alliances, define isolationalism vs interventionism. GQ: Why did US enter WWII? ACTs: Prep for debate, hold debate as isolationists or interventionists using primary source and political cartoon, interpret timeline elements as isol. or interv. and answer final question about US entering war if Pearl Harbor did not occur with explanation for position.

Evaluation: (Check one): _____Emerging   ___**X**___ Proficient   _____ Advanced

Evidence cited is representative and not exhaustive

Planning Rubrics - Rubric 2: Planning to Support Varied Student Learning Needs

EVIDENCE: Planning commentary prompts 2 & 3, lesson plans, instructional materials

How does the candidate use knowledge of his/her students to target support for students to develop understandings of facts, concepts, and interpretations or analyses to build arguments about historical events, a topic/theme, or social studies phenomenon?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
There **is little or no evidence of planned supports.** **OR** **Candidate does NOT attend to requirements in IEPs and 504 plans.**	Planned supports are **loosely tied to learning objectives or the central focus of the learning segment.** **AND** Candidate **attends** to requirements in IEPs and 504 plans.	Planned supports are tied **to** learning objectives and the central focus **with attention to the characteristics of the class as a whole.** **AND** Candidate attends to requirements in IEPs and 504 plans.	Planned supports are tied to learning objectives and the central focus. **Supports address the needs of specific individuals or groups with similar needs.** **AND** Candidate attends to requirements in IEPs and 504 plans.	**Level 4 plus:** **Supports include specific strategies to identify and respond to key misconceptions.**
LOOK FORs: Planned supports • are superficially aligned with learning outcomes (e.g., some lessons address additional outcomes or miss key outcomes related to the central focus) • are limited or missing • do not address IEP/504 requirements		**LOOK FORs:** Planned supports • are aligned with learning outcomes • are appropriate for the needs of the whole class • address IEPs/504 requirements	**LOOK FORs:** **All from Proficient and…** Planned supports • are designed to scaffold learning for a variety of students (e.g., English learners, struggling readers, underperforming or gifted students) • identify and respond to potential misconceptions or partial understandings	

Evidence cited is representative and not exhaustive

Evidence:

Supports for whole class include: Modeling**,** pair shares, group work, visuals (video documentary, photos for Holocaust gallery walk and dictators with graphic, preparation time prior to debate, political cartoons). Attends to ELL and IEP through monitoring and lessening the workload (less facts to share in lesson one, given political cartoon versus speech to analyze in lesson 4). No instructional supports are provided for writing arguments or analyzing speeches/cartoons for 3 groups of identified students in lesson 4. Groups are to do analysis of sources and write arguments independently in lesson 4.

Misconception identified in commentary. Strategies for attending very general rather than specific: "Also, two students had the misconception that Pearl Harbor started World War II so I wanted to clear that up. This was inspiration of the Causes of World War II Video and Discussion activities."

Evaluation: (Check one): _____Emerging   ___**X**___ Proficient _____ Advanced

Evidence cited is representative and not exhaustive

EVIDENCE: Planning commentary prompts 2 & 3

How does the candidate use knowledge of his/her students to justify instructional plans?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
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 **OR** personal/cultural/community assets.	Candidate **justifies** why learning tasks (or their adaptations) **are appropriate using** • examples of students' prior academic learning **OR** • examples of personal/cultural/ 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 • examples of personal/cultural/ 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.**
LOOK FORs: Justification for plans includes: • superficial descriptions of students' prior learning OR lived experiences • pervasively negative portrayal of students' backgrounds, educational experiences or family/community characteristics (e.g., exclusive focus on student needs or gaps without acknowledging strengths)		LOOK FORs: Justification for plans includes: • concrete, specific connections between tasks and prior learning (academic OR lived experiences/assets) • surface level discussion of theory or research	LOOK FORs: **All from Proficient and** Justification for plans includes: • concrete, specific connections between tasks and prior learning (academic AND lived experiences/assets) • grounded discussion of theory or research (e.g., goes beyond "name dropping")	

Evidence:
Excerpts from Commentary 3a.
   The first factor that influenced my planning was my students' prior knowledge of World War II. As previous stated, the majority of students knew something about Hitler, Pearl Harbor, and the Holocaust. …Their knowledge of and interest in the Holocaust influenced my decision to create a lesson on it even though my state lacks any definite standards on the Holocaust. As stated earlier, I felt that the students' knowledge of the Holocaust was based more on popular culture that really emphasized concentration camps. So, I created a lesson that showed the different parts of the Holocaust and really gave the students a look at its devastating reality without the Hollywood glamour. The Holocaust Museum activity shows the buildup to concentrations camps and what happened afterwards and the *Night and Fog* documentary shows real footage of life in concentration and extermination camps taken by the Nazis (Lesson 3).

   The second factor that influenced my planning was my students being visual or kinesthetic learners. So, I incorporated a visual and kinesthetic activity in each of the lessons which help them learn better. …In Lesson 2, I have students learn about the causes of World War II through a video which offers great visuals from that time period. In Lesson 3, I have students walking around the room visiting the Holocaust Museum which has images from the time. Finally, in Lesson 4, I have students analyzing political cartoons and I have students moving to the right side of the room if they are isolationists and to the left if they are interventionist. Additionally, research shows that engaging the students' senses helps them better process information and store it in their long-term memory. Information becomes knowledge only when it is stored to the long-term memory. To get there, information must pass through sensory and working memories. The information that different parts of the brain interact more with, like the different regions dealing with the senses, is what is able to pass through the two memories and become long-term memory (Swiderski, 2011).

Evidence cited is representative and not exhaustive

Evaluation: (Check one): _____Emerging   _____ Proficient   ____**X**___ Advanced

Evidence cited is representative and not exhaustive

Planning Rubrics - Rubric 4: Identifying and Supporting Language Demands

EVIDENCE: Planning commentary prompt 4, lesson plans, instructional materials

How does the candidate identify and support language demands associated with a key history/social studies learning task?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
Language demands[5] identified by the candidate are **not consistent with the selected language function[6] or task.** **OR** **Language supports are missing or are not aligned** with the language demand(s) for the learning task.	Candidate **identifies vocabulary** as the major language demand associated with the language function. Attention to additional language demands is superficial. Language **supports primarily address vocabulary definitions**.	Candidate identifies vocabulary **and additional language demand(s)** associated with the language function. **Plans include general support for use of vocabulary as well as additional language demand(s).**	Candidate identifies vocabulary and additional language demand(s) associated with the language function. Plans include **targeted support** for use of vocabulary as well as additional language demand(s).	**Level 4 plus:** Instructional supports are **designed to meet the needs of students with different levels of language learning.**
LOOK FORs: Vocabulary is only demand identified. Mismatch between language demands and: • language function • language supports • learning task Supports are not included or focus on vocabulary.		**LOOK FORs:** Language demands include function, vocabulary AND discourse/syntax Supports generally address some aspects of all demands identified.	**LOOK FORs:** **All from Proficient and…** Supports are strategically designed to address all language demands for students with varying characteristics and language needs.	

Evidence:

In prompt 4, the vocabulary described by the candidate includes: "the ideologies (Lessons 1 & 4), the German words (Lessons 2 & 3) and the foreign policy terms (Lessons 2 & 4). Knowing both the terms' meanings and being able to use them is central to the learning segment because these are terms that students will use to describe the historical events and make sense of why they happened. For example, students need to know what communism, nationalism, fascism, and Nazism are in order to make sense of Stalin's, the Japanese militaries', Mussolini's, and Hitler's actions during World War II."

Support for language demands includes: "For content vocabulary, the lessons' activities such as Defining the –Isms (Lesson 1) and the Isolationism and Interventionism debate (Lesson 4) all support students in learning the meanings of the words and then applying them to historical situations. For example, in Holocaust Museum (Lesson 3) students are given the definition to the word ghettos. They are then asked to analyze two pictures of people living in ghettos to create a deeper understanding of what the term ghetto entailed. Finally, they are asked to reconcile their image of a present day ghetto with the ghettos of the Holocaust to facilitate an understanding of how the term has evolved over time."

Supports for additional language demands beyond vocabulary included some teaching modeling (of the timeline), describing processes and allowing students to work in pairs or small groups during the timeline and debate work when sources were to be analyzed.

Evaluation: (Check one): _____Emerging   __X__ Proficient   _____ Advanced

Evidence cited is representative and not exhaustive

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[5] Language demands include: language function, vocabulary, syntax and grammar, and discourse (organizational structures, text structure, etc.).

[6] Language function refers to the learning outcome (verb) selected in prompt 4a (e.g., analyze, interpret…).

Evidence cited is representative and not exhaustive

Planning Rubrics - Rubric 5: Planning Assessments to Monitor and Support Student Learning

EVIDENCE: Planning commentary prompt 5, lesson plans, assessments

How are the informal and formal assessments selected or designed to monitor students' progress toward understanding and use of facts, concepts, and interpretations or analyses to build arguments?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
The assessments **only provide evidence** of students' recall of history/social studies facts. **Assessment adaptations required by IEP or 504 plans are NOT made.**	The assessments provide **limited** evidence **to monitor** students' **progress toward developing** history/social studies **understandings and use of facts, concepts and interpretations or analyses during the learning segment.** **Assessment adaptations required by IEP or 504 plans are made.**	The assessments **provide evidence** to monitor students' progress toward developing history/social studies understandings and use of facts, concepts and interpretations or analyses during the learning segment. Assessment adaptations required by IEP or 504 plans are made.	The assessments provide **multiple forms of evidence** to monitor students' progress toward developing history/social studies understandings and use of facts, concepts, and interpretations or analyses **to build and support arguments throughout** the learning segment. Assessment adaptations required by IEP or 504 plans are made.	Level 4 plus: **The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.**
Assessments are NOT aligned with the central focus and standards/objectives for the learning segment.				

LOOK FORs:
• Majority of Assessments:
  ○ provide minimal evidence of subject specific understandings (e.g., rote responses of facts or skills)
  ○ are not aligned with full scope of subject specific outcomes
 	
• IEP/504 requirements for adaptations/modifications are not addressed
		LOOK FORs:
		• Majority of Assessments:
		  ○ provide evidence of subject specific understandings
		
		• IEP/504 requirements for adaptations/modifications are addressed
			LOOK FORs:
			All from Proficient and…
			• Assessments:
			  ○ provide evidence of the full range of subject specific understandings
			  ○ are used in each lesson
			  ○ are differentiated so students show understandings in various ways	

Evidence from Lesson Plan Assessment Sections:

LP1:

- Students will write one or two sentences answering the lesson's guiding question. MODIFICATION: Students with difficulty with writing will also be quizzed verbally by teacher

- Formative assessment on how well the students learned the definition of the terms

- Formative assessment on how well the students read the assigned pages and listed facts about the dictators. MODIFICATION: IEP and ELL students and those with lower reading levels will only have to write two important facts about each dictator.

LP3:

- Ticket at Start of Class - Formative assessment on if students remember the four causes of the World War II discussed in the previous class

Evidence cited is representative and not exhaustive

- Holocaust Museum Questions - Formative assessment to determine what students' learned about the Holocaust and to gauge students' analytical abilities

LP4:

- Debate - Formative assessment on how the class synthesized information presented in the primary documents

- Timeline

  o Labeling isolationism and intervention is a formative assessment on whether the students understand each term's definition

  o Answering question is a formative assessment on students have understood the events and forces that played into the United States' decision to go to war

Evaluation: (Check one): _____Emerging   ___**X**___ Proficient   _____ Advanced

Instruction Rubrics - Rubric 6: Learning Environment

EVIDENCE: Video clips, Instruction commentary prompt 2

How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
The clips reveal evidence of **disrespectful interactions between teacher and students or between students.** **OR** **Candidate allows disruptive behavior to interfere with student learning.**	**The candidate demonstrates respect for students.** Candidate **provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.**	The candidate demonstrates **rapport with** and respect for students. Candidate provides a **positive, low-risk social environment that reveals mutual respect among students.**	The candidate demonstrates rapport with and respect for students. Candidate provides a **challenging learning** environment that **promotes** mutual respect among students.	The candidate demonstrates rapport with and respect for students. Candidate provides a challenging learning environment that **provides opportunities to express varied perspectives** and promotes mutual respect among students.
LOOK FORs: • Respect (e.g., attentive listening to student responses) • Disrespectful interactions • Disruptive behaviors (e.g., interfere with lesson flow and engagement) • Controlling or directive environment (e.g., Ss engage in teacher led tasks with little discussion or interaction)		LOOK FORs: • Rapport (e.g., T shows positive interactions with Ss) • Mutual respect (e.g., shared between students and teacher) • Low risk (e.g., Students ask and answer questions openly)	LOOK FORs: **All from Proficient and…** • Challenging (e.g., high-order questions, such as, "what's another way to think of that? Who has another perspective?") • Perspectives (e.g., express alternative responses or perspectives)	

Evidence cited is representative and not exhaustive

Evidence:

Students openly share responses during debate and respond to candidate questions without hesitation.

Candidate affirms responses, "excellent" or "great."

Students ask for help when working independently.

Mutual respect among students less clear as little to no evidence of student to student interaction

Evaluation: (Check one): _____Emerging   ___X___ Proficient   _____ Advanced

Evidence cited is representative and not exhaustive

EVIDENCE: Video clips, Instruction commentary prompt 3

How does the candidate actively engage students in evaluating accounts or interpretations of historical events or social studies phenomenon?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
In the clip(s), **students are participating in tasks that are vaguely or superficially related to the central focus.**	In the clip(s), students are **participating** in learning tasks **focusing primarily on facts or single interpretations.**	In the clip(s), **students are engaged** in learning tasks **that address their skills to interpret or analyze accounts of historical events or social studies phenomenon.**	In the clip(s), students are engaged in learning tasks **that develop** their skills to interpret or analyze accounts of historical events or social studies phenomenon and **build arguments.**	Level 4 plus: **Learning tasks deepen knowledge, extend skills, and provide evidence of students defending their arguments.**
There is **little or no evidence that the candidate links** students' prior academic learning or personal, cultural, or community assets with new learning. **OR** **Links cause student confusion.**	Candidate **makes vague or superficial links** between prior academic learning and new learning.	Candidate links **prior academic learning to new learning.**	Candidate links **both** prior academic learning **and personal, cultural, or community assets** to new learning.	Candidate **prompts students to link** prior academic learning and personal, cultural, or community assets to new learning.
LOOK FORs: - Loose connection between tasks and central focus - Tasks focus on low-level content (e.g., facts in isolation) - Links to prior learning or lived experiences are limited - Ss are confused by links to content (e.g., metaphors)		**LOOK FORs:** - Tasks focus on subject specific understandings - Links (e.g., candidate connects previous instruction/learning to new content)	**LOOK FORs:** All from Proficient and… - Tasks develop/deepen subject specific understandings - Links (e.g., Teacher or students connects new learning with prior instruction/learning AND lived experiences)	

Evidence:

Clip 1: students are independently analyzing cartoons or speeches using questions provided by Candidate who moves around and helps some individuals who are struggling. As candidate works with several students one-on-one, she asks them to consider prior knowledge to answer questions, for example: Is this supporting isolationism or interventionism? What does each mean? Or "Who are the Axis of Power?"

Clip 2: groups share evidence for debate based on isolationist versus interventionist position.

There is no evidence that clips are pulling on personal/cultural knowledge.

Evaluation: (Check one): _____Emerging   ___X___ Proficient   _____ Advanced

Evidence cited is representative and not exhaustive

EVIDENCE: Video clips, Instruction commentary prompt 4a

How does the candidate elicit student responses to promote their ability to critically evaluate accounts of historical events or social studies phenomenon and support their arguments?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
The candidate does most of the talking and students provide few responses. **OR** Candidate responses include **significant content 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 that require analyses or interpretations of history/social studies sources and accounts.**	Candidate elicits **and builds on** student responses **to develop** analyses or interpretations of history/social studies sources and accounts **or support arguments.**	**Level 4 plus:** Candidate **facilitates interactions among students to** develop their abilities to **evaluate their own interpretations, analyses, or arguments.**
LOOK FORs • Surface level questions (e.g., one word answers) • Candidate talk (e.g., lecture only) • Consistent or egregious content inaccuracies		LOOK FORs • Questions prompt some higher-order thinking related to subject specific understandings	LOOK FORs: **All from Proficient and…** Question build on student thinking about subject specific understandings Interactions among students (e.g., Ss respond to and build on peer comment) Students evaluate their own thinking	

Evidence:

Clip 1: Interactions with first student about political cartoon:

We are looking at the primary documents and answering these questions. Who is her in this picture? So what is democracy saying? So what does that mean? What is this saying over here? So saying stop the war or what?

America is what? Refuge means (goes on to explain definition…)

So what is this saying?

So write a couple of sentences explaining that.

So, Democracy is…Democracy is asking who? ST: America.

To do what? To stay out of what? ST: Of war

According to this cartoon the only way we can save democracy is what?

Is this supporting isol or interventionism? What is each?

Then why should we stay out of war? To do what to democracy?

Evidence cited is representative and not exhaustive

Evaluation: (Check one): _____Emerging   ___**X**___ Proficient   _____ Advanced

Evidence cited is representative and not exhaustive

Instruction Rubrics - Rubric 9: Subject-Specific Pedagogy

EVIDENCE: Video clips, Instruction commentary prompt 4b

How does the candidate support students in using evidence from history/social studies sources to build and support arguments?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
The candidate focuses on facts with little or no student engagement with evidence or arguments. **OR** Materials or candidate responses include **significant history/social studies content inaccuracies** that will lead to student misunderstandings.	Candidate primarily **focuses on interpreting sources or developing arguments but does not require students to do so.**	Candidate **prompts students to use evidence from sources to build and support their arguments.**	**Candidate supports** students **in using** evidence from varied sources to **build and support** their arguments.	Level 4 plus: **Candidate uses conflicting or alternative** evidence from varied sources **to challenge students to defend** their arguments.
LOOK FORs:		LOOK FORs:	LOOK FORs: **All from Proficient and…**	

Evidence:

From Instruction Commentary 3a: "For example, a student on the interventionist side started the debate by saying that we should enter the war to protect our freedoms citing Roosevelt's Four Freedoms speech (0:26)."

During debate, candidate asks students to share their points that support their stances and where they came from and writes them on the board under either ISOLATIONISM or INTERVENTIONISM.

ST: Sitting around makes US vulnerable to attack – from cartoon.

Evaluation: (Check one): _____ Emerging   ___**X**___ Proficient   _____ Advanced

Evidence cited is representative and not exhaustive

Instruction Rubrics - Rubric 10: Analyzing Teaching Effectiveness

EVIDENCE: Instruction commentary prompt 5, video clips

How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
Candidate **suggests changes unrelated to evidence of student learning.**	Candidate proposes changes that are **focused primarily on improving directions for learning tasks or task/behavior management.**	Candidate proposes changes that address **students' collective learning needs related to the central focus.** **Candidate makes superficial connections to research and/or theory.**	Candidate proposes changes that address **individual and collective learning needs** related to the central focus. **Candidate makes connections to research and/or theory.**	**Level 4 plus:** **Candidate justifies changes using principles of research and/or theory.**

LOOK FORs:
 	
• **Proposed changes**
   o Address candidate's own behavior without reference to student learning
   o suggest "more practice" or time to work on similar or identical tasks without revision
   o address problems with student behavior and how to "fix" it
		LOOK FORs:
		• **Proposed changes**
		   o address gaps in whole class learning/understanding
		   o re-engage students in new, revised or additional tasks
		   o include surface level discussion of research or theory (e.g., name drop or use a term without connection to own practice)
			LOOK FORs:
			All from Proficient and…
			• Proposed changes
			   o are concrete, specific and elaborated
			   o address gaps in student learning for different students in different ways (e.g., modified tasks or different resources/materials, extra scaffolding with teacher or peer)
			   o are grounded in principles from theory or research (e.g., go beyond name dropping or jargon)	

Evidence cited is representative and not exhaustive

Evidence:

Instruction Commentary 5: In the Planning Commentary, I talk about the importance of explicitly teaching historical thinking skills and describe how my guided reading questions through lessons were created to help students through the process of breaking down primary and secondary texts and making connections between pieces of information to create a new understanding of a historical concept. However, upon analysis of my instruction I found that these questions only helped my higher performing students while my higher need students from Video Clip 1 could not answer the basic question without assistance. Therefore, to make sure that all my students can develop good analytical skills I would model the correct critical thinking process. For example before students analyzed the primary documents in Lesson 4, I would have taught them how to critically look at both image and text documents in Lesson 3. Using the exhibit on Ghettos in the Holocaust Museum, I would talk about my thinking process as I answered each question. For example in question 9, I would say well in image #8 it looks like two officers are kicking a man already on the ground while two other people are laughing in the background which meant people living in the ghettos were subjected to harsh and unfair treatment while in image #9 the children are eating on the ground outside which meant people in the ghettos did not have enough houses. Then in Lesson 4, before students analyzed the primary documents I would remind them to think back to how I broke down the documents from Lesson 3. Additionally as extra support I would add more guided reading questions and vocabulary support to the political cartoons. For example, for the second interventionist political cartoon, I would add questions that asked what the bullets and sitting figure symbolized. In the first isolationist cartoon I would define refuge just like I defined vocabulary in the speeches.

More explicitly teaching analytical skills through both modeling and more detailed scaffolding which definitely improve all my students analytical abilities. As I have repeatedly said throughout these commentaries, the critical thinking is one important aspect lacking in my students' academic development. Modeling correct thinking has worked previously worked with the students in Lesson 1 where I modeled how to break down the totalitarian cowism and use it to develop a working definition of the term. This worked because as evidenced by the Whiteboard Transcript of the cowism definitions attached to Lesson, student definitions were very close to my own. For example, in Russian Communism the students came up with "a government that makes you do all the work and takes all the rewards" while my definition was "a form of government where property is owned by the government and only the government benefits from it."

PROPOSED CHANGES ARE BASED ON HOW TEACHING CRITICAL THINKING WORKED EFFECTIVELY IN LESSON 1. WHILE THIS DOES NOT MAKE A CONNECTION TO RESEARCH OR THEORY, THE EXPLANATION AND CHANGES PROPOSED KEEP THE MAJORITY OF EVIDENCE IN THE PROFIECIENT PERFORMANCE CATEGORY RATHER THAN EMERGING CATEGORY, AS THERE IS A REASON FOR THE CHANGE DISCUSSED.

Evaluation: (Check one): _____Emerging   ___X___ Proficient   _____ Advanced

Assessment Rubrics - Rubric 11: Analysis of Student Learning

EVIDENCE: Assessment commentary 1, evaluation criteria, work samples

How does the candidate analyze evidence of student learning?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
The analysis is **superficial or not supported** by either student **work samples or the summary of student learning.** **OR** The evaluation criteria, learning objectives, and/or analysis are **not aligned** with each other.	The analysis **focuses on what students did right OR wrong using evidence** from the summary or work samples.	The analysis focuses on what students did right **AND** wrong **and is supported** with evidence from the summary and work samples. Analysis includes **some differences in whole class learning.**	Analysis **uses specific examples** from work samples to **demonstrate patterns of student learning consistent with the summary.** **Patterns are described for whole class.**	Analysis uses specific **evidence** from work samples to demonstrate **the connections between quantitative and qualitative** patterns of student learning for **individuals or groups.**
LOOK FORs: • Lists correct OR incorrect answers • Claims unsupported by work samples • No alignment between assessment and objectives		**LOOK FORs:** • Lists correct AND incorrect answers • Lists some areas where whole class excelled or struggled	**All from Proficient and LOOK FORs:** • Describes students' understandings and struggles citing evidence (e.g., As demonstrated in sample 3…) • Learning trends related to individual or group understandings/misunderstandings (e.g., Scores on essay question lower for ELLs; struggled with taking and supporting a position beyond personal opinions…)	

Evidence:

Assessment Commentary Prompt 1: "Overall the majority of students were able to correctly label the foreign policy events. One event all students mislabeled was Aug 1941. There were also significantly more incorrect answers on Sep 1939 and Nov 1939 than correct ones. Spring 1942 and Jul 1941 were areas of weakness for some students with six and three students labeling the events incorrectly. For the second part of the assessment, students were supposed to answer a prompt. All students met the criteria to take a stance and support their answer. However, only seven students had an answer resembling my expected answer that the United States would have gone to war because they had become more and more involved in it."

"…As for groups of students with similar development characteristics, the top four students, which includes Sample Work 3, all supported their claims with coherent, grammatically correct sentences that matches up with their relatively more advanced language skills. However, it is interesting that Sample Work 3 was the only one of the four to not cite the trend to support his claim. Being my top performing student, reasons for this could be he just was not paying attention or he did not understand what a trend was. This group also had the least mislabels."

Evaluation: (Check one): _____Emerging   ___**X**___ Proficient _____ Advanced

Assessment Rubrics - Rubric 12: Providing Feedback to Guide Learning

EVIDENCE: Assessment commentary prompt 2a, work samples

What type of feedback does the candidate provide to focus students?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
Feedback is unrelated to the learning objectives OR is inconsistent with the analysis of the student learning. **OR** Feedback **contains significant content inaccuracies.**	Feedback **addresses only errors OR strengths generally related to the learning objectives.** **OR** **Feedback is inconsistently provided to focus students.**	Feedback is **accurate and primarily focuses on either** errors **OR** strengths **related** to specific learning objectives, **with some attention to the other.** **Feedback is provided consistently for the focus students.**	Feedback is accurate and **addresses both strengths AND needs** related to specific learning objectives. Feedback is provided consistently for the focus students.	Level 4 plus: Candidate describes how **s/he will guide focus** students to use feedback **to evaluate their own strengths and needs.**
LOOK FORs: • General feedback on errors OR strengths (e.g., "Good detail!") • Unequal feedback given (e.g., 1 sample with feedback and 1 sample without) • No relation to objectives or analysis (e.g., feedback on grammar when objective on causes of WWII) • Feedback inaccurate (e.g., numerous or essential items are marked incorrect when correct or vice versa)		**LOOK FORs:** • Specific feedback connected to objectives (e.g., "As you explain the causes, remember to include key nations involved.") • Feedback emphasizes strengths OR weaknesses with mention of other • Equal feedback given (e.g., same amount and kind across focus students)	**All from Proficient and LOOK FORs:** • Balanced specific feedback on strengths AND weaknesses • Guides student self evaluation of strengths and weaknesses (e.g., "I will have students use rubric to evaluate their own draft and discuss results with peer."	

Evidence:

Work Sample 1: Feedback: In what ways was US helping the countries? And which countries were they helping?

Work Sample 2: Feedback (sample questions): Rethink this one - who is the US hurting? Who benefits from this? Who is the US hurting? In what ways did the US intervene?

ALTHOUGH FEEDBACK FOCUSES ON WEAKNESSES, IT IS SPECIFICALLY TIED TO OBJECTIVES AND CONSISTENT ACROSS SAMPLES – SO MAJORITY OF EVIDENCE PLACES THIS IN PROFICIENT CATEGORY.

Evaluation: (Check one): _____Emerging   ___X___ Proficient   _____ Advanced

Assessment Rubrics - Rubric 13: Student Use of Feedback

EVIDENCE: Assessment commentary prompt 2b

	EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
How does the candidate provide opportunities for focus students to use the feedback to guide their further learning?					
	EMERGING PERFORMANCE		PROFICIENT PERFORMANCE	ADVANCED PERFORMANCE	
	Opportunities for applying feedback are **not described.** **OR** **Candidate provides limited or no feedback to inform student learning.**	Candidate **provides vague explanation for how focus students will use feedback to complete current or future assignments.**	Candidate **describes** how focus students will use **feedback** on their strengths and weaknesses **to revise their current work, as needed.**	Candidate describes how s/he will **support** focus **students to use feedback on their strengths and weaknesses to deepen understandings and skills related to** their current work.	**Level 4 plus:** Candidate **guides** focus students to **generalize feedback beyond the current work sample.**
	LOOK FORs: • Generic discussion for use of feedback (e.g., "to use for upcoming exam") • No discussion for use of feedback • No feedback given on samples		**LOOK FORs:** • Explicit discussion for how students use feedback to improve work (e.g., "Use questions I asked to deepen your response by answering them using research sources and adding that information to your essay.")	**All from Proficient and LOOK FORs:** • Discussion of support for student use of feedback (e.g., one-on-one conferences to use feedback to improve draft) • Leads to deeper understandings of current or future work (e.g., content of conference focuses on improving content understanding/skills within draft)	

Evidence:

Assessment Commentary 2c: "…students were given two opportunities to use the feedback to improve their learning in the next lesson and in the summative unit exam. In the next lesson, students were given back their timelines and my feedback to explain to them. Specifically, I talked about how the students should use the questions I had written on their timelines to come up with better answers and how the questions represented the type of questions they should ask themselves when interpreting historical information. I then made myself available to work one-on-one with them to addressing individual needs."

Evaluation: (Check one): _____Emerging   ___**X**___ Proficient   _____ Advanced

Assessment Rubrics - Rubric 14: Analyzing Students' Language Use and History/Social Studies Learning

EVIDENCE: Assessment commentary prompt 3, work samples and/or video clips

How does the candidate analyze students' use of language to develop content understanding?					
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**		
Candidate identifies language use that is superficially related or unrelated to the language demands (function,[7] vocabulary, and additional demands). **OR** **Candidate does not address students' repeated misuse of vocabulary.**	**Candidate provides evidence that students use vocabulary associated with the language function.**	Candidate explains and provides evidence of students' use of the language function as well as **vocabulary OR additional language demand(s).[8]**	Candidate explains and provides evidence of students' use of the language function, vocabulary, and additional language demand(s) **in ways that develop content understandings.**	**Level 4 plus:** **Candidate explains and provides evidence of language use and content learning for students with varied needs.**	
LOOK FORs: • Lists only vocabulary use • Lists language use that is not connected to identified vocabulary, or other demands (e.g., identifies language use of grammar when demands are about summarizing information)		LOOK FORs: • Lists and explains students' use of vocabulary and related function • List and explains students' use of discourse or syntax	All from Proficient and LOOK FORs: • Lists and explains vocabulary, function and syntax or discourse used by whole class OR students with varied needs • Language use clearly supports content understandings		

Evidence:

Candidate explains and lists how students struggles with using the vocabulary isolationism, interventionism and trends as they built interpreted timeline elements and built arguments about whether the US would enter the war. For example, from commentary 3, candidate explains: Work Sample 2 shows three instances, November 1939, July 1940, and August 1941, in which the student mislabeled a foreign policy event as isolationism. As previously noted…, students' misuse of isolationism shows that students define the term as simply staying out of war and does not take in account not creating alliances or favoring one country over another in trade. Students' understanding and use of interventionism however is more advanced as in all three work samples, students were able to correctly label the direct involvement in the war in December 1941 and the US favored trade with countries deemed vital to the its defense December 1940 as interventionism."

Evaluation: (Check one): _____Emerging   ___**X**__ Proficient _____ Advanced

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[7] The selected language function is the verb identified in the Planning Commentary Prompt 4a (analyze, explain, interpret, etc.).

[8] These are the additional language demands identified in the Planning Commentary Prompt 4c (vocabulary and key phrases, plus either syntax or discourse).

Assessment Rubrics - Rubric 15: Using Assessment to Inform Instruction

EVIDENCE: Assessment commentary prompt 4

How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?				
EMERGING PERFORMANCE		**PROFICIENT PERFORMANCE**	**ADVANCED PERFORMANCE**	
Next steps **do not follow** from the analysis. **OR** Next steps are **not relevant to the standards and learning objectives** assessed. **OR** Next steps are **not described in sufficient detail** to understand them.	Next steps **focus on repeating instruction, pacing, or classroom management issues.**	Next steps **propose general support that improves student learning related to** • facts and concepts **OR** • interpretations or analyses **OR** • building and supporting arguments Next steps are **loosely connected to research and/or theory.**	Next steps **provide targeted support to individuals or groups to improve their learning relative to** • facts and concepts **OR** • interpretations or analyses **OR** • building and supporting arguments **Next steps are connected with research and/or theory.**	Next steps provide targeted support to individuals **AND** groups to improve their learning relative to • facts and concepts • interpretations or analyses • building and supporting arguments Next steps are **justified with principles from research and/or theory.**
LOOK FORs: Next steps: • Do not make sense (e.g., students need more support on writing arguments and candidate focuses next steps on vocabulary definitions) • Are not aligned to learning objectives • Present vague information (e.g., "will provide more support for objectives.")		**LOOK FORs:** • Next steps generally attend to whole class needs in relation to content (e.g., "use a Venn diagram to support writing of research paper.") • Discussions of research/theory are surface level	**All from Proficient and LOOK FORs:** • Strategic support for individuals AND groups related to subject specific knowledge • Next steps are grounded in research/theory	

Evidence:

Assessment Prompt 4: "…I will have the students go down the timeline and discuss their reasoning behind why they labeled the events as isolationism or interventionism. I will write each event on the board and have one student who labeled it isolationism and one who labeled it interventionism write their reasoning under each event. I will then have the whole class vote which one is right and which is wrong. Finally, I will have each student write out a definition for both terms based on the correct reasons written by the students that goes beyond going or not going to war.

For individualized steps for my IEP student I will work one-on-one with him to help improve his writing and give him a structure writing worksheet to fill out to help him better focus his thoughts.

The first step stems from the fact that most of my students defined isolationism as not going to war and thus, need to learn a more nuanced and correct definition of it. However, just giving them a correct definition would undermine the objective students will define isolationism and interventionism. Thus, the activity allows the students to come up with their own definitions by analyzing the reasoning written by them. The activity also lets them practice their analytical skills. Having the students re-label each foreign policy event also makes sure they can meet the key academic language objective Students will use "isolationism" and "interventionist" when describing US foreign policy from 1935-1941."

MAJORITY OF EVIDENCE MAPS TO PROFICIENT CATEGORY, EVEN THOUGH SUPERFICIAL RESEARCH CONNECTIONS ARE NOT PRESENT. NEXT STEPS ARE RELATED TO IMPROVING STUDENT LEARNING AND CONTENT KNOWLEDGE.

Evaluation: (Check one): _____Emerging   ___**X**___ Proficient   _____ Advanced

Portfolio ID_____