

Scoring Rubric for the Subject-Specific Pedagogy Task

	Score Level 4	Score Level 3	Score Level 2	Score Level 1
Holistic Statement	<p>The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate's ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments to determine students' progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given about these students. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.</p>	<p>The response provides evidence that clearly demonstrates the teacher candidate's ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments to determine students' progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given about these students. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.</p>	<p>The response provides evidence that partially demonstrates the teacher candidate's ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments to determine students' progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given about these students. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.</p>	<p>The response provides evidence that does little or nothing to demonstrate the teacher candidate's ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments to determine students' progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given about these students. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.</p>

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<p>TPE 4, 6, 7 Engaging and Supporting Students in Learning</p>	<ul style="list-style-type: none"> ▪ <i>The candidate uses and adapts strategies and activities for instruction, as evidenced by:</i> ▪ incorporating relevant subject-specific and developmentally-appropriate instructional strategies, student activities, procedures, and experiences that address state-adopted academic content standards for students or state-adopted framework(s) ▪ knowing and applying relevant and appropriate instructional practices for English Language Development ▪ adapting relevant and appropriate instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s) for all students 	<p><i>The candidate uses and adapts strategies and activities for instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ incorporating subject-specific and developmentally-appropriate instructional strategies, student activities, procedures, and experiences that address state-adopted academic content standards for students or state-adopted framework(s) ▪ knowing and applying appropriate instructional practices for English Language Development ▪ adapting appropriate instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s) for all students 	<p><i>The candidate minimally uses and adapts strategies and activities for instruction as, evidenced by:</i></p> <ul style="list-style-type: none"> ▪ incorporating instructional strategies, student activities, procedures, and experiences that address state-adopted academic content standards for students or state-adopted framework(s) in an ambiguous or minimal manner ▪ a limited knowledge and/or ambiguous application of instructional practices for English Language Development ▪ adapting instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s) in an ambiguous or inconsistent manner 	<p><i>The candidate insufficiently uses and adapts strategies and activities for instruction as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ incorporating developmentally inappropriate or no instructional strategies, student activities, procedures, and experiences that address state-adopted academic content standards for students or state-adopted framework(s) ▪ knowing and applying inappropriate or no instructional practices for English Language Development ▪ adapting inappropriate or no instructional strategies to provide access to the state-adopted academic content standards for students or state-adopted framework(s)

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TPE 1 Making Subject Matter Comprehensible to Students	<p><i>The candidate knows the state-adopted student academic content standards or state-adopted framework(s), as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ demonstrating relevant, detailed, and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards for students or state-adopted framework(s) to all students 	<p><i>The candidate knows the state-adopted student academic content standards or state-adopted framework(s), as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ demonstrating accurate understanding of subject-specific pedagogical skills for teaching state-adopted academic content standards for students or state-adopted framework(s) to all students 	<p><i>The candidate knows the state-adopted student academic content standards or state-adopted framework(s), as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ demonstrating cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards for students or state-adopted framework(s) to students 	<p><i>The candidate knows the state-adopted student academic content standards or state-adopted framework(s), as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ demonstrating inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted academic content standards for students or state-adopted framework(s)
TPE 3 Assessing Student Learning	<p><i>The candidate uses assessment to inform instruction and feedback strategies, as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ understanding clearly and accurately the purposes and relevant uses of different types of assessment, including entry level, progress-monitoring, and summative assessments, to plan instruction ▪ demonstrating an appropriate and relevant understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors 	<p><i>The candidate uses assessment to inform instruction and feedback strategies, as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ understanding accurately the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments, to plan instruction ▪ demonstrating a relevant understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors 	<p><i>The candidate minimally uses assessment to inform instruction and feedback strategies, as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ a minimal or vague understanding of the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments, to plan instruction ▪ demonstrating a cursory or limited understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors 	<p><i>The candidate insufficiently uses assessment to inform instruction and feedback strategies as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ understanding inaccurately or not at all the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments, to plan instruction ▪ demonstrating an irrelevant or no understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors

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<p>TPE 9 Planning Instruction and Designing Learning Experiences for Students</p>	<p><i>The candidate uses student information to plan instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ planning relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework(s) ▪ selecting or adapting relevant and appropriate instructional strategies and student activities that assist students to achieve learning goals and meet all students' needs 	<p><i>The candidate uses student information to plan instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ planning appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted academic content standards for students or state-adopted framework(s) ▪ selecting or adapting appropriate instructional strategies and student activities that assist students to achieve learning goals and meet students' needs 	<p><i>The candidate minimally uses student information to plan instruction, as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted academic content standards for students or state-adopted framework(s) ▪ selecting or adapting instructional strategies and student activities that minimally assist students in achieving learning goals or that are inconsistent in meeting students' needs 	<p><i>The candidate insufficiently uses student information to plan instruction as evidenced by:</i></p> <ul style="list-style-type: none"> ▪ planning inappropriate or no instruction related to the content area and subject matter to be taught and/or not in accordance with state-adopted student academic content standards for students or state-adopted framework(s) ▪ selecting or adapting inappropriate or no instructional strategies and student activities that assist students to achieve learning goals or meet students' needs