



Understanding Rubric Level Progressions

Health Education
Version 01

Candidate Support Resource

SCALE

Stanford Center for Assessment, Learning, & Equity

URLP_HED_v01

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Overview

edTPA's portfolio is a collection of authentic artifacts and evidence from a candidate's actual teaching practice. *Understanding Rubric Level Progressions* (URLP) is a KEY resource that is designed to describe the meaning behind the rubrics. A close read of the following URLP sections will help program faculty and supervisors internalize the criteria and level distinctions for each rubric.

This document is intended as a resource for program faculty and supervisors who are supporting candidates with edTPA. Faculty and supervisors are strongly encouraged to share this document with candidates and use it to support their understanding of the rubrics, as well as their development as new professionals. The *Understanding Rubric Level Progressions* is intended to enhance, not replace, the support that candidates receive from programs in their preparation for edTPA.

In the next section, we provide definitions and guidelines for making scoring decisions. The remainder of the document presents the score-level distinctions and other information for each edTPA rubric, including:

1. Elaborated explanations for rubric Guiding Questions
2. Definitions of key terms used in rubrics
3. Primary sources of evidence for each rubric
4. Rubric-specific scoring decision rules
5. Examples that distinguish between levels for each rubric: Level 3, below 3 (Levels 1 and 2), and above 3 (Levels 4 and 5).

Scoring Decision Rules

When evidence falls across multiple levels of the rubric, scorers use the following criteria while making the scoring decision:

1. **Preponderance of Evidence:** When scoring each rubric, scorers must make score decisions based on the evidence provided by candidates and how it matches the rubric level criteria. A pattern of evidence supporting a particular score level has a heavier weight than isolated evidence in another score level.
2. **Multiple Criteria:** In cases where there are two criteria present across rubric levels, greater weight or consideration will be for the criterion named as "primary."
3. **Automatic 1:** Some rubrics have Automatic 1 criteria. These criteria outweigh all other criteria in the specific rubric, as they reflect essential practices related to particular guiding questions. NOTE: Not all criteria for Level 1 are Automatic 1s.

HEALTH EDUCATION LEARNING SEGMENT FOCUS:

Candidate's instruction should support students to have opportunities to use functional health knowledge, demonstrate health-related skills, and develop personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors and analyze group norms to help them adopt and maintain healthy behaviors.

Planning Rubric 1: Planning for Understanding of the Impact of Behaviors on Health

HED1: How do the candidate's plans build student use of functional health knowledge, demonstration of health-related skills, development of personal beliefs, and analysis of group norms to help students adopt and maintain healthy behaviors?

The Guiding Question

The Guiding Question addresses how a candidate's plans build a learning segment of three to five lessons around a central focus. Candidates will explain how they plan to organize tasks, activities, and/or materials to align with the central focus and the standards/objectives. The planned learning segment must develop students' use of functional health knowledge, ability to demonstrate health-related skills, development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors, and analysis of group norms to help students adopt and maintain healthy behaviors.

Key Concepts of Rubric:

- **Aligned**—Standards, objectives, instructional strategies and learning tasks are "aligned" when they consistently address the same/similar learning outcomes for students.
- **Significant content inaccuracies**—Content flaws in commentary explanations, lesson plans, or instructional materials that will lead to student misunderstandings and the need for reteaching.

Terms Central to edTPA:

- **Functional health knowledge**—important concepts and information necessary to improve health-enhancing decisions, beliefs, skills, and behaviors. Functional health knowledge is essential knowledge that will increase the likelihood that students will adopt or maintain the healthy behavioral outcome identified in the unit of instruction. Functional health knowledge includes important concepts and credible information that students may use to help them decide to adopt or maintain healthy behaviors. Examples of functional health knowledge include: accurate information about the risks of unhealthy behaviors, information that helps students develop a positive attitude toward a health enhancing behavior or a negative attitude toward a health-risk behavior, and identifying ways to avoid or minimize risky situations (e.g., how experimenting with alcohol or drugs may negatively impact their future, how selecting unhealthy foods can lead to chronic diseases, how teen pregnancy can negatively impact their life, and how bullying can lead to violence).

Non-functional health knowledge is health information that serves no direct purpose. Examples of non-functional health knowledge include memorizing definitions of abstract terms; memorizing the names of bones and muscles; learning detailed information that is not aligned with healthy behavior outcomes.

Non-functional health knowledge does not focus on helping the students adopt or maintain healthy behaviors.

- **Group norms**—standards, models, beliefs, or patterns of behavior considered to be typical for a specific group. A norm is an implied agreement or understanding among a groups' membership about how members in a group behave or should behave. Instructional strategies and learning experiences should (1) help students accurately assess the level of risk-taking behavior among their peers, (2) correct misperceptions of peer and social norms, and (3) recognize that their peers and influential adults want them to practice healthy behaviors. Examples of addressing group norms include: discussing how many peers do/do not use illegal drugs, making a public commitment to exercise daily, showing how friends and family support a student's choice to be alcohol-free. Analysis of group norms should go beyond identifying norms to discussion of how the norms identified do or do not promote healthy behavior.
- **Healthy behavioral outcomes**—the anticipated or expected health behaviors that should guide the development and delivery of pre-K–12 school health education. Examples of healthy behavioral outcomes include: avoid the use of alcohol, eat the appropriate number of servings from each food group every day, express feelings in a healthy way, establish and maintain healthy relationships, and, avoid bullying, being a bystander to bullying, or being a victim of bullying.
- **Health-related skills**—skills needed to translate functional knowledge into performance. Health-related skills are directly related to the identified healthy behavioral outcome and the functional health knowledge identified in the learning segment. Health-related skills enable students to deal with potentially dangerous or unhealthy situations. Health-related skills address social pressures and influences, and help students build personal and social competence and self-efficacy. The health-related skills are:
 - Analyzing the influence of family, peers, culture, media, and technology on health behaviors.
 - Accessing valid information, products, and services to enhance health.
 - Demonstrating interpersonal communication skills to enhance health and avoid or reduce health risks.
 - Demonstrating decision-making to enhance health.
 - Demonstrating goal-setting skills to enhance health.
 - Practicing health-enhancing behaviors/skills that can be observed in the classroom (e.g., washing hands, brushing teeth, stress management).
 - Advocating for personal, family, and community health.

Health-related skills must be taught through a series of developmental steps that include: (1) discussing the importance of the skill and its relationship to other learned skills, (2) presenting steps for developing the skill, (3) modeling the skill, (4) practicing the skill using real-life scenarios, and (5) providing feedback and reinforcement. Failure to include any one of the above steps compromises the ability of students to be able to use the skills in real-life situations.

- **Personal beliefs**—beliefs that students hold that may or may not support healthy behaviors. Instructional strategies and learning experiences in health education should motivate students to (1) reflect on and critically examine personal perspectives, (2) thoughtfully consider arguments that support health-promoting attitudes and values, and (3) generate positive perceptions about protective behaviors and negative perceptions about risk behaviors. Examples of ways to address personal beliefs include: personalizing the benefits of being tobacco free, recognizing how becoming a teen parent will negatively impact the student's life, and determining the personal benefits of dealing with conflict in a non-violent way.

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	<ul style="list-style-type: none">■ Pattern of significant content inaccuracies that are core to the central focus or a key learning objective for the learning segment■ A pattern of misalignment is demonstrated in relation to standards/objectives, learning tasks and materials across two or more lessons

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Plans for instruction are **logically sequenced** to facilitate students' learning.
- Plans are presented in a sequence in which **each lesson builds on the previous one(s)**.
- In addition, plans include clear connections between at least two of the following to help students adopt and maintain healthy behaviors:
 - use of functional health knowledge,
 - demonstration of health-related skills,
 - development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors
 - analysis of group norms to help students adopt and maintain healthy behaviors.

- **These connections are explicitly written in the plans or commentary**, and how the connections are made is not left to the determination of the scorer. For example, in a healthy eating learning segment, the opening lesson includes a brief introduction to teen nutrition and a healthy eating review game to pre-assess functional knowledge and skills. Results of this game are used to design instructional supports/strategies that will address the students' gaps in functional knowledge and skills. Once students complete a personal nutrition inventory to identify their individual nutritional needs (A primary step to Goal-Setting Skill), they will explore essential concepts of healthy eating. (Functional Knowledge) Finally, after a quick review of goal-setting, they will write two healthy eating goals and track their progress for the next three weeks. (Skills)
- Be sure to pay attention to each component of the subject-specific emphasis (use of functional health knowledge, demonstration of health-related skills, development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors, as well as group norms to help students adopt and main healthy behaviors).

Below 3

Evidence that demonstrates performance below 3:

- Plans for instruction support student learning but with little or no planned instruction to guide understanding of the use of functional health knowledge, demonstration of health-related skills, and/or development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors and analysis of group norms to help students adopt and maintain healthy behaviors.

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

- Plans include connections between at least two of the following to help students adopt and maintain healthy behaviors:
 - use of functional health knowledge,
 - demonstration of health-related skills,
 - development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors **or**
 - analysis of group norms to help students adopt and maintain healthy behaviors.
- However, the planned connections are fleeting or vague, (e.g., in the context of decision making involving healthy behaviors, the candidate teaches the steps to decision-making but does not give students give students examples of how to apply the decision-making steps to a given situation and/or give students the opportunity to apply their functional health knowledge by practicing the steps).

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

- The candidate is focused only on memorizing facts or concepts (e.g., memorizing the names of bones and muscles, classifying specific drugs into one of the drug groups, memorizing definitions for mental health-related diseases).

Automatic Score of 1 is given when:

- There is a pattern of **significant content inaccuracies** that will lead to student misunderstandings. Content flaws in the plans or instructional materials are significant and systematic, and interfere with student learning

- **Standards, objectives, learning tasks, and materials are not aligned** with each other. There is a pattern of misalignment across two or more lessons. If one standard or objective does not align within the learning segment, this level of misalignment is not significant enough for a Level 1.

Above 3

Evidence that demonstrates performance above Level 3:

- Learning tasks are designed to support students to make clear, **consistent** connections between the use of functional health knowledge, demonstration of health-related skills, AND either development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors **or** analysis of group norms related to the content to help students adopt and maintain healthy behaviors.
- Plans make consistent and clear connections between the use functional health knowledge, demonstration of health-related skills, and the development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors **or** analysis of group norms to help students adopt and main healthy behaviors related to the content.

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

- In the commentary, the candidate supports students in learning while making clear **and consistent connections** between the use of functional health knowledge, demonstration of health-related skills, AND either development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors **or** analysis of or group norms to help students adopt and maintain healthy behaviors across the series of lessons to help students adopt and maintain healthy behaviors. Be sure to pay attention to each component of the subject-specific emphasis (use of functional health knowledge, demonstration of health-related skills, development of personal beliefs about the consequences of risky behaviors **AND** benefits of healthy behaviors **or** analysis of group norms to help students adopt and maintain healthy behaviors).
- The candidate uses these connections **to deepen student understanding of the central focus**.

What distinguishes a Level 5 from a Level 4: At a Level 5, the candidate meets all requirements for Level 4, **AND**

- Supports student development of **personal beliefs** about the consequences of risky behaviors and benefits of healthy behaviors **AND analysis of group norms** to help students adopt **and** maintain healthy behaviors **across lessons** to help students adopt and maintain healthy behaviors. For example, in a healthy eating learning segment, the opening lesson includes a brief introduction to teen nutrition and a healthy eating review game to pre-assess functional knowledge and skills. Results of this game are used to design instructional supports/strategies that will address the students' gaps in functional knowledge and skills. Next, students examine current YRBSS nutrition data and work in mixed ability groups to interpret this data and draw relevant conclusions about healthy vs. unhealthy eating behaviors of teens (Group Norms). After exploring the benefits and barriers to healthy eating, students analyze the severity of unhealthy eating (Functional Knowledge) as well as their own personal susceptibility to the consequences of poor nutrition (Beliefs). Then students complete a personal nutrition inventory which helps them to identify their personal nutritional needs (A primary step to Goal-Setting Skill). Finally, after a briefly reviewing the goal-setting process, they will write two healthy eating goals and track their progress for the next three weeks. (Skill)

Planning Rubric 2: Planning to Support Varied Student Learning Needs

HED2: How does the candidate use knowledge of his/her students to target support for student learning of functional health knowledge, health-related skills, personal beliefs, and how to analyze group norms to help them adopt and maintain healthy behaviors?

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 Concepts of Rubric:

- *Planned Supports* include instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus.

Primary Sources of Evidence:

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

Planning Commentary **Prompts 2 and 3**

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

Scoring Decision Rules

▶ Multiple Criteria	▪ N/A for this rubric
▶ AUTOMATIC 1	▪ Planned support according to requirements in IEP or 504 plans is completely missing. ▪ If there are no students with IEPs or 504 plans, then this criterion is not applicable.

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Candidate explains how planned supports for students address the learning needs of the whole class while assisting them in achieving the learning objectives. For example, while students write their goals, the teacher candidate checks to see that students are including all of the critical components of an effective goal, and asks clarifying questions about the process and importance of writing effective goals.
- 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.

Below 3

Evidence that demonstrates performance below 3: Candidate plans insufficient supports to develop students' learning relative to the identified learning objectives or the central focus. Evidenced by ONE or more of the following:

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

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

- Plans address at least one of the instructional requirements set forth in IEPs and 504 plans. However, it is not clear that other planned supports will be helpful in supporting students to meet the learning objectives.
- The supports would work for almost any learning objective. Therefore, supports are not closely connected to the learning objectives or central focus (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 writing an appropriate SMART goal).
- Supports are tied to learning objectives within each lesson, but there is no central focus.

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

- Evidence of intentional support for students' needs as described by the candidate is absent.

Automatic Score of 1:

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

Above 3

Evidence that demonstrates performance above 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 learning objectives.

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

- The candidate explains how the supports tied to the learning objectives 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: "Today, students are writing two nutrition goals that meet the following critical cues: specific, measurable, achievable, realistic, and time-based. The process of goal-setting was taught in a previous health lesson, but 6 of the 25 students still need to achieve proficiency in writing basic health goals. These six students will be given a "SMART goal acronym graphic organizer" to assist them in designing their two nutrition goals. Candidate will monitor these six students closely, and ask clarifying questions to help guide them in writing a goal that meets all of the critical cues."

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

- ALSO identifies possible misperceptions or misunderstandings associated with the central focus, and describes specific strategies to identify and respond to the misperceptions or misunderstandings or misconceptions.
- If the plans and commentary attend to misconceptions or common misunderstandings without also satisfying Level 4 requirements, this is not sufficient evidence for Level 5.

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

HED3: How does the candidate use knowledge of his/her students to justify instructional plans?

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* is revealed when candidates explain low academic performance based primarily on students' cultural or linguistic 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.

For the following terms from the rubric, see the handbook glossary:

- *prior academic learning*
- *assets* (personal, cultural, community assets)

Primary Sources of Evidence:

Planning Commentary **Prompts 2 and 3**

Scoring Decision Rules

▶ Multiple Criteria	<ul style="list-style-type: none">▪ Criterion 1 (primary): Justification of plans using knowledge of students—i.e., prior academic learning AND/OR assets (personal, cultural, community)▪ Criterion 2: Research and theory connections▪ Place greater weight or consideration on criterion 1 (justification of plans using knowledge of students).
▶ AUTOMATIC 1	<ul style="list-style-type: none">▪ 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, cultural, community). Assets include students' cultural and linguistic backgrounds, interests, community or family resources and personal experiences.
- *Secondary Criterion*: The candidate refers to research or theory in relation to the plans to support student learning. The connections between the research/theory and the tasks are superficial/not clearly made. They are not well connected to a particular element of the instructional design.

- If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion.**
- If evidence meets the primary criterion at Level 4, and candidate has NO connection to research/theory, the rubric is scored at Level 3.

Below 3

Evidence that demonstrates performance below 3:

- There is a limited amount of evidence that the candidate has considered his/her 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 about students' prior academic learning OR assets (personal, cultural, community). These connections are not strong, but are instead vague or unelaborated, or involve a listing of what candidates know about their students in terms of prior knowledge or background without making a direct connection to how that is related to planning.

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

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

Automatic Score of 1 is given when:

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

Above 3

Evidence that demonstrates performance above 3:

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

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

- The evidence includes specific examples from students' prior academic learning **AND** knowledge of students' assets (personal, cultural, community), and explains how the plans reflect this knowledge. The explanation needs to include **explicit connections** between the learning tasks and the examples provided.
- The candidate explains how research or theory informed the selection or design of at least one learning task or the way in which it was implemented. The connection between the research or theory and the learning task(s) must be explicit. For example, the candidate states that "the Health Belief Model was used when planning for instruction. The Health Belief Model states that it is important to address perceived seriousness in order to address behavior change so that when planning for instruction in STI's, short and long-term consequences of having an STI will be presented and described in the PPT and cooperative learning discussion."

- 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 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 Rubric 4: Identifying and Supporting Language Demands

HED4: How does the candidate identify and support language demands associated with a key learning task?

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 definitions below and the subject-specific Academic Language handout to further clarify concepts on Rubric 4.

- **language demands**—Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.
- **language functions**—Purpose for which language is used. The content and language focus of the learning task, often represented by the active verbs within the learning outcomes. Common language functions in health education include **describing** health-promoting behaviors, **explaining** a resistance skill or an I-message; **analyzing** risk and protective factors of lifestyle choices, **evaluating** the steps of a health-related skill applied to a given scenario, or personal beliefs and group norms.
- **vocabulary**—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); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline (e.g., protective factors, health-enhancing skills and behaviors, risk behaviors).
- **discourse**—How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually that provide useful ways for the content to be communicated. Health-related discourse examples may include reliable health resources, goal setting plans, arguments, research reports which include narrative sections and/or representations of data (e.g., graphs, tables) or visual representations of information for advocacy purposes. For example, students might be asked to develop an argumentative essay to advocate for healthy behaviors. Advocacy (both written and oral) is an important type of discourse in health and planned supports for this could be defining advocacy, providing an opportunity for a debate, modeling advocacy strategies, practicing writing persuasive arguments and giving persuasive presentations.
- **syntax**—The rules for organizing words or symbols together into phrases, clauses, sentences or visual representations. One of the main functions of syntax is to organize language in order to convey meaning. One example of syntax in health is the rules for how ingredients and nutritional information is organized on food labels. In addition, the syntax for writing an I-message is WHEN YOU _____ (what happened, objectively stated), I FEEL _____ (an emotion you are feeling about the situation). WHAT I NEED IS _____ (a reasonable request that will help resolve the situation).

- **language supports**—The scaffolds, representations, and pedagogical strategies teachers intentionally provide to help learners understand and use the concepts and language they need to learn within disciplines. The language supports planned within the lessons in edTPA should directly support learners to understand and use identified language demands (vocabulary and/or symbols, language function, and syntax or discourse) to deepen content understandings.

Primary Sources of Evidence:

Planning Commentary **Prompt 4a–d**

Strategic review of Lesson Plans

Scoring Decision Rules

▶ Multiple Criteria	■ N/A
▶ AUTOMATIC 1	■ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- General supports are planned and described, though not in specific detail, for students' application of any two or more of the language demands (function, vocabulary and/or symbols, syntax, discourse).
 - Language supports must go beyond providing opportunities for students to practice using the language demands either individually or with other students within the learning segment. Examples of general language supports include describing and defining the function, modeling vocabulary, syntax or discourse, providing an example with little explanation, questions and answers about a language demand, whole group discussion of a language demand, or providing pictures to illustrate vocabulary.
- The candidate may inaccurately categorize a language demand (e.g., identifies discourse as syntax), but does describe general supports for two of the language demands required of students within the learning task. For example:
 - "For discourse, I will display and explain the organization elements of a food label with the whole class. To support vocabulary, we will review the terms and discuss some examples." This example would be scored at a Level 3 because there are supports for two language demands, vocabulary and syntax, even though the candidate categorizes the organizational rules of a food label (a form of syntax) as discourse.

Below 3

Evidence that demonstrates performance below 3:

- The candidate has a superficial view of academic language and/or provides supports that are misaligned with the demands or provides support for only one language demand (vocabulary and/or symbols, function, syntax, or discourse).

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 and/or symbols, function, syntax, or discourse) with little attention to any of the other language demands.
- Support may be general, (e.g., discussing, defining or describing a language demand), or it may be targeted, (e.g., modeling a language demand while using an example with labels). Regardless, the support provided is limited to one language demand.

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

- There is a pattern of misalignment between the language demand(s) and the language supports identified. For example, the language function is listed as analyze a food label but the language task is that the students will develop personal health goals, while the support provided is a resource sheet that reminds students how to calculate percentage of body fat.

OR

- Language supports are completely missing.

Above 3

Evidence that demonstrates performance above 3:

- The supports specifically address the language function, vocabulary and/or symbols, and at least one other language demand (syntax or discourse) 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 supports and describes how supports address each of the following: vocabulary/symbols, the language function, and at least one other language demand (syntax and/or discourse).
- Supports are focused (e.g., provide structures or scaffolding) to address specific language demands, such as sentence starters (syntax or function); modeling how to construct an argument, explanation, or paragraph using a think aloud (function, discourse); graphic organizers tailored to organizing text (discourse or function); identifying critical elements of a language function using an example; or more in-depth exploration of vocabulary development (vocabulary mapping that includes antonym, synonym, student definition and illustration).

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 supports are either designed or differentiated to meet the needs of students with differing language needs.

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

HED5: How are the informal and formal assessments selected or designed to monitor student use of functional health knowledge, demonstration of health-related skills, development of personal beliefs, and analysis of group norms to help students adopt and maintain healthy behaviors?

The Guiding Question

The Guiding Question addresses the alignment of the assessments to the standards and objectives and the extent to which assessments provide multiple forms of evidence to monitor student progress throughout the learning segment. It also addresses required adaptations from IEPs or 504 plans. The array of assessments should provide evidence of student use of functional health knowledge, demonstration of health-related skills, development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors, and analysis of group norms to help students adopt and maintain healthy behaviors.

Key Concepts of Rubric:

- See handbook glossary for definitions of functional health knowledge, group norms, health-related behaviors, and personal beliefs
- **assessment (formal and informal):** "[R]efer[s] to all those activities undertaken by teachers and by their students . . . that provide information to be used as feedback to modify teaching and learning activities."¹ Assessments provide evidence of students' prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Some examples of planned assessments in health include: performance tasks with rubrics, goal-setting assignments, written summaries of health articles, application of knowledge to health situations, analyzing behaviors, advocacy presentations or posters, journals, exit slips and quizzes.

Primary Sources of Evidence:

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

Planning Commentary **Prompt 5**

Assessment Materials

Strategic review of the Lesson Plans

¹ Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The planned assessments within the learning segment must provide evidence of TWO or more of the following:
 - use of functional health knowledge,
 - demonstration of health-related skills,
 - development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors or
 - analysis of group norms to help students adopt and maintain healthy behaviors.
- Requirements from the IEP or 504 plan must be explicitly addressed in the commentary and/or the Planning Task 1 artifacts. List of assessment requirements and/or accommodations in the Context for Learning Information document is not sufficient by itself.

Below 3

Evidence that demonstrates performance below 3:

- The planned assessments will yield insufficient evidence to monitor:
 - student use of functional health knowledge,
 - demonstration of health-related skills,
 - the development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors **or**
 - analysis of group norms to help students adopt and maintain healthy behaviors to help students adopt and maintain healthy behaviors (e.g., a single summative assessment).

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

- Assessments will produce evidence of student learning, but evidence is limited. Examples of limited assessments include a single assessment or assessments for only functional health knowledge and not the other areas.
- Although assessments may provide some evidence of student learning, they do not effectively monitor ANY of the areas of learning (demonstration of health-related skills, development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors **or** analysis of group norms to help students adopt and maintain healthy behaviors) across the learning segment).

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

- The assessments only focus on non-functional health knowledge.

Automatic Score of 1:

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

Above 3

Evidence that demonstrates performance above 3:

- The array of assessments provides consistent evidence of:
 - student use of functional health knowledge,
 - demonstration of health-related skills,
 - the development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors **or** analysis of group norms to help students adopt and maintain healthy behaviors.
- Assessment evidence will allow the candidate to determine students' progress toward the use of functional health knowledge, demonstration of health-related skills, AND/OR the development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors and analysis of group norms to help students adopt and maintain healthy behaviors.

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 use of functional health knowledge,
 - demonstration of health-related skills, **AND**
 - either development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors **or** analysis of group norms to help students adopt and maintain healthy behaviors.
- "Multiple forms of evidence" means that different types of evidence are used—e.g., performance tasks with rubrics that assess the critical cues of the skill or standard, written explanations, drawings or diagrams representing student understanding, data-based reports with conclusions, and applications of knowledge to novel situations and not that there is only one type of evidence on homework, exit slips, and the final test.
- The array of assessments provides evidence to track student progress toward the use of functional health knowledge, demonstration of health-related skills **AND** either development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors **or** analysis of group norms to help students adopt and maintain healthy behaviors. This progress is defined by the standards and learning objectives.
- This evidence is collected for all three areas in every lesson **OR** the assessments correspond to a plan for the learning segment that builds understandings in one or more areas and uses that understanding to address other areas.

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

- Describes how assessments are targeted and explicit in design to allow individuals or groups with specific needs to demonstrate their learning without oversimplifying the content.
- The assessments include evidence of the degree to which students have not only developed but also **personalized beliefs** about the consequences of risky behaviors and benefits of healthy behaviors and analyzed group norms to help students adopt and maintain healthy behaviors.
- Strategic design of assessments goes beyond, for example, allowing extra time to complete an assignment or adding a challenge question.

Instruction Rubric 6: Learning Environment

HED6: How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?

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*—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 are culturally defined and may be context dependent. **Scorers are cautioned to avoid bias related to their own culturally constructed meanings of respect.**
- *Rapport*—A close and harmonious relationship in which the people or groups understand each other's feelings or ideas and communicate well.

For the following term from the rubric, see the handbook glossary:

- *Learning environment*

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 2**

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

Scoring Decision Rules

▶ Multiple Criteria	▪ N/A
▶ 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, 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 (even if disagreeing), working together with a partner or group to accomplish tasks.

Below 3

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

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

1. The clip(s) reveal evidence of candidate-student or student-student interactions that discourage student contributions, disparage the student(s), or take away from learning.
2. The classroom management 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: 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.

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 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 learning environment supports learning tasks that appropriately challenge students by promoting higher-order thinking or application to develop new learning. There must be evidence that the environment is challenging for students. 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.
- The learning environment encourages and supports mutual respect among students, e.g., candidate reminds students to discuss ideas respectfully with each other.

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

- 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 Rubric 7: Engaging Students in Learning

HED7: How does the candidate actively engage students in the use of functional health knowledge, the demonstration of health-related skills, and the development of personal beliefs and analysis of group norms to help them adopt and maintain healthy behaviors?

The Guiding Question

The Guiding Question addresses how the candidate provides video evidence of engaging students in meaningful tasks and discussions to develop their understanding of the use of functional health knowledge, the demonstration of health-related skills, **AND** the development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors and analysis of group norms to help them adopt and maintain healthy behaviors.

Key Concepts of Rubric:

For the following terms from the rubric, see the handbook glossary:

- *Engaging students in learning*
- *Assets* (personal, cultural, community)

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 3**

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

Scoring Decision Rules

▶ Multiple Criteria	<ul style="list-style-type: none">▪ Criterion 1 (primary): Engagement in learning tasks▪ Criterion 2: Connections between students' academic learning AND/OR assets (personal, cultural, community) and new learning▪ Place greater weight or consideration on the criterion 1 (engagement in learning tasks).
▶ AUTOMATIC 1	<ul style="list-style-type: none">▪ 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 focus on two of the following:
 - student use of functional health knowledge,
 - demonstration of health-related skills,

- development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors
- analysis of group norms to help them adopt and maintain healthy behaviors.
- Although these content understandings are evident in conversations, they are addressed at a cursory level. For example, the candidate asks a student to summarize the format for communicating an "I-message" and states that an "I-message" is an effective communication tool, but does not request or provide an example of an "I-message."
- *Secondary Criterion:* The clips show the candidate **making connections** to students' prior academic learning to help them develop the new knowledge, skills, personal beliefs about the consequences of risky behaviors and/or analyze group norms related to the content about the consequences of risky behaviors and benefits of healthy behaviors.

Below 3

Evidence that demonstrates performance below 3:

- Students are participating in tasks that involve little or no student use of:
 - functional health knowledge,
 - demonstration of health-related skills,
 - development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors **or**
 - analysis of group norms to help them adopt and maintain healthy behaviors.

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

- Students are **participating** in tasks that involve limited
 - student use of functional health knowledge,
 - demonstration of health-related skills,
 - development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors **or**
 - analysis of group norms to help them adopt and maintain healthy behaviors.
- The structure of the learning task or the way in which it is implemented constrains student development of functional health knowledge, health-related skills, **AND/OR** personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors **or** the analysis of group norms to help students adopt and maintain healthy behaviors.
- In addition, the candidate may refer to students' learning from prior units, 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,

- The learning tasks seen in the video clip(s) **focus on memorization of information and provide little to no opportunity for students to use** functional health knowledge, demonstrate health-related skills, **AND/OR** develop personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors and analyze group norms to help them maintain healthy behaviors.
- In addition, the candidate is not using either students' prior academic learning or assets (personal, cultural, community) to build new learning.

Above 3

Evidence that demonstrates performance above 3:

- The learning tasks as seen in the clip(s) are structured to engage students to develop and deepen their understandings of:
 - student use of functional health knowledge,
 - demonstration of health-related skills,
 - development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors
 - the analysis of group norms to help them maintain healthy behaviors.
- Connections between students' prior academic learning and assets (personal, cultural, community) are made to support the new learning.

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

- The learning tasks in the clip(s) include structures or scaffolding that promote:
 - student use of functional health knowledge,
 - demonstration of health-related skills, **AND**
 - either development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors **or** analysis of group norms to help them maintain healthy behaviors.
- Students must interact with the content in ways that are likely to either extend initial understandings or surface misunderstandings that the candidate can then address.
- In addition, the candidate draws upon not only prior academic learning, but also students' knowledge and assets (personal, cultural, community) to develop new learning.

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

- The learning tasks in the clip(s) are structured or scaffolded to support students to deepen and extend their understandings of functional health knowledge, demonstration of health-related skills **AND the development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors and analysis of group norms** to help them maintain healthy behaviors.
- In addition, the candidate encourages students to connect and use their prior knowledge **AND** assets (personal, cultural, community) to support new learning.

Instruction Rubric 8: Deepening Student Learning

HED8: How does the candidate elicit responses to help them develop understandings of, and connections between, using functional health knowledge, demonstrating health-related skills, developing personal beliefs, and analyzing group norms to adopt and maintain healthy behaviors?

The Guiding Question

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

Key Concepts of Rubric:

- *Significant content inaccuracies*—Content flaws within processes or examples used during the lesson will lead to student misunderstandings and the need for reteaching.

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 4a**

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

Scoring Decision Rules

▶ Multiple Criteria	▪ N/A for this rubric
▶ AUTOMATIC 1	▪ Pattern of significant content inaccuracies that are core to the central focus or a key learning objective for the learning segment

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The candidate prompts students to offer responses that require thinking related to connections between two of the following:
 - using functional health knowledge,
 - demonstrating health-related skills,
 - developing personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors
 - analyzing group norms to adopt and maintain healthy behaviors.

- For example, using "how" and "why" questions. Some instruction may be characterized by initial questions focusing on facts to lay a basis for later higher-order questions in the clip. An example of deepening student learning in health would be to require the students to apply functional health knowledge and health-related skills learned and analyze a personal situation and describe the knowledge and skills one would use to improve health behaviors or reduce risks.

Below 3

Evidence that demonstrates performance below 3:

- In the clip(s), classroom interactions provide students with limited or no opportunities to think and learn.

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

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

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

- There are few opportunities shown in the clip(s) that students were able to express ideas.

Automatic Score of 1 is given when:

- There is a pattern of **significant content inaccuracies** that will lead to student misunderstandings.
- The candidate makes a significant error in content (e.g., introducing an inaccurate definition of a central concept before students work independently) that is core to the central focus or a key standard for the learning segment.

Above 3

Evidence that demonstrates performance above 3:

- In the clips, the candidate uses student ideas to develop student understandings of and connections between
 - using functional health knowledge,
 - demonstrating health-related skills,
 - developing personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors
 - analyzing group norms to adopt and maintain healthy behaviors.
- This may also include supporting students' abilities to evaluate their own learning.

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

- The candidate follows up on student responses to encourage the student or his/her peers to explore or build on the ideas expressed.
- The candidate uses this strategy to develop student understandings of and connections between
 - using functional health knowledge,
 - demonstrating health-related skills, **AND**

- either developing personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors **or** analyzing group norms to adopt and maintain healthy behaviors.
- Examples of "building on student responses" include referring to a previous student response in developing a point or an argument; calling on a student to elaborate on what s/he 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.

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

- There is evidence in the clip(s) that the candidate structures and supports student-student conversations and interactions that provide opportunities for students to evaluate their understandings of and connections between using functional health knowledge, demonstrating health-related skills, **developing personal** beliefs about the consequences of risky behaviors and benefits of healthy behaviors **AND analyzing** group norms to adopt and maintain healthy behaviors.

Instruction Rubric 9: Subject-Specific Pedagogy

HED9: How does the candidate use appropriate health education instructional strategies to support student use of functional health knowledge, demonstration of health-related skills, development of personal beliefs, and analysis of group norms to help them adopt and maintain healthy behaviors?

The Guiding Question

The Guiding Question addresses how the candidate uses appropriate health education instructional strategies during instruction to support student use of functional health knowledge, demonstration of health-related skills, development of personal beliefs about the consequences of risky behaviors, and benefits of healthy behaviors or analysis of group norms to help them adopt and maintain healthy behaviors.

Key Concepts of Rubric:

- Effective health-related instructional strategies support student use of functional health knowledge, help students to explore health-enhancing attitudes, belief, and group norms as well as provide opportunities for students to develop personal competency, social competency, and self-efficacy in the health-related skills. For example: Instructional strategies that help students personalize functional knowledge—such as an activity that requires students to complete a personal health behavior inventory and subsequently design and track a personal goal based upon their inventory results; a group discussion based on students' personal beliefs about teen alcohol use, followed by a small group analysis of reliable local, state, and/or national teen alcohol use data; debating the benefits vs. the barriers of adopting a "no texting while driving" pledge; writing and performing a role play to demonstrate various types of effective refusal techniques. To be an effective health-related instructional strategy, the role play must reflect all of the critical cues/criteria of an effective refusal technique. Simply asking students to perform a role play about refusing alcohol, is not an example of a health education instructional strategy.

Primary Sources of Evidence:

Video Clip(s)

Instruction Commentary **Prompt 4b**

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

Scoring Decision Rules

▶ Multiple Criteria	▪ N/A for this rubric
▶ AUTOMATIC 1	▪ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- In the clip(s), the candidate uses health education instructional strategies to support two of the following:
 - student use of functional health knowledge,
 - demonstration of health-related skills,
 - development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors
 - analysis of group norms to help them adopt and maintain healthy behaviors.

For example, candidate conducts a gallery walk with the students. The questions/ prompts at the gallery walk stations focus on: defining peer pressure, describing characteristics of peer pressure, explaining personal/ social experiences with peer pressure, predicting a health education skill that could be used in a peer pressure situation. Then students are divided into groups of four and use a graphic organizer to summarize their responses to the gallery walk stations. (Functional Knowledge)
Candidate facilitates a large group discussion which connects peer pressure and refusal skills. After reviewing the steps of a refusal skill and modeling the critical cues of the skill, the candidate asks students to create a skit illustrating the refusal skill modeled. Following feedback, students are given a homework assignment that reinforces the critical cues of the refusal skill. (Skill)

Below 3

Evidence that demonstrates performance below 3:

- In the clip(s), there is no or limited support for
 - student use of functional health knowledge,
 - demonstration of health-related skills,
 - development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors
 - analysis of group norms to help them adopt and maintain healthy behaviors
- **OR** there are inaccuracies in instructional materials that will lead to significant student misunderstanding.

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

- The candidate uses appropriate health education instructional strategies in limited or superficial ways that lead to minimal support toward student use of functional health knowledge, demonstration of health-related skills, **AND/OR** development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors **or** analysis of group norms to help them adopt and maintain healthy behaviors. For example, candidate asks students to discuss their personal/ social experiences with peer pressure. Then candidate asks students create a skit illustrating health-enhancing refusal skills. However, students have limited prior experience with refusal skills, and candidate does not provide any critical cues for refusal skills.

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

- In the clip(s), candidate stays focused on facts. Instructional strategies provide minimal or no attention to supporting student use of functional health knowledge, demonstration of health-related skills, **AND/OR** development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors **or** analysis of group norms to help them adopt and maintain healthy behaviors.

OR

- There are inaccuracies in instructional materials that will lead to significant student misunderstanding.

Above 3

Evidence that demonstrates performance above 3:

- In the clip(s), the candidate uses an array of health education instructional strategies to deepen student:
 - understanding and use of functional health knowledge,
 - demonstration of health-related skills,
 - development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors
 - analysis of group norms to help them adopt and maintain healthy behaviors.

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

- In the clip(s), the candidate uses an array of different health education instructional strategies in ways that deepen student:
 - understanding and use of functional health knowledge,
 - demonstration of health-related skills, **AND**
 - either development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors **or** analysis of group norms to help them adopt and maintain healthy behaviors.

For example, candidate conducts a gallery walk with the students. The questions/ prompts at the gallery walk stations focus on: defining peer pressure, describing characteristics of peer pressure, explaining personal/ social experiences with peer pressure, predicting a health education skill that could be used in a peer pressure situation. Then students are divided into groups of four and use an "Attributes" graphic organizer to summarize their responses to the gallery walk stations (Functional Knowledge). Candidate gives each group a peer pressure case study that demonstrates the potential severity and seriousness of negative peer pressure as well as the benefits of using refusal skills to address negative peer pressure. Students analyze the case study and draw conclusions about the possible consequences negative peer pressure could have on their lives. (Beliefs) Candidate facilitates a large group discussion which connects peer pressure and refusal skills After modeling the critical cues for a refusal skill, the Candidate asks students to create a skit illustrating the refusal skill modeled. (Skill)

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

- In the clip(s), the candidate uses an array of different appropriate health education instructional strategies in ways that deepen student understanding and use of functional health knowledge, demonstration of health-related skills, the development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors (e.g., perceived susceptibility of negative health conditions, the seriousness of a particular risk behavior, the benefits of adopting a healthy behavior or skill), **AND** analysis of group norms (e.g., analyzing valid, reliable data risk behavior norms) to help them adopt and maintain healthy behaviors.

Instruction Rubric 10: Analyzing Teaching Effectiveness

HED10: How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?

The Guiding Question

The Guiding Question addresses how the candidate examines the teaching and learning in the video clip(s) and proposes what s/he could have done differently to better support the needs of diverse students. The candidate justifies the changes based on student needs and references to research and/or theory.

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Instruction Commentary **Prompt 5**

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

Scoring Decision Rules

▶ Multiple Criteria	<ul style="list-style-type: none"> ▪ Criterion 1 (primary): Proposed changes ▪ Criterion 2: Connections to research/theory ▪ Place greater weight or consideration on criterion 1 (proposed changes).
▶ AUTOMATIC 1	<ul style="list-style-type: none"> ▪ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- *Primary criterion:* The proposed changes address the central focus and the candidate explicitly connects those changes to the learning needs of the class as a whole.
 - Proposed changes noted by the candidate should be related to the lessons that are seen or referenced in the clip(s), but do not need to be exclusively from what is seen in the clip(s) alone. This means that since only portions of the lessons will be captured by the clip(s), candidates can suggest changes to any part of the lesson(s) referenced in the clip(s), even if those portions of the lesson(s) are not depicted in the clip(s).
- *Secondary criterion:* The candidate refers to research or theory in relation to the plans to support student learning. The connections between the research/theory and the tasks are vague/not clearly made.
- If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion.**

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

Below 3

Evidence that demonstrates performance below 3:

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

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

- The changes address improvements in teaching practice that mainly focus on how the candidate structures or organizes learning tasks, with a superficial connection to student learning. There is little detail on the changes in relation to either the central focus or the specific learning that is the focus of the video clips. 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 clips, or including more group work without indicating how the group work will address specific learning needs.
- If a candidate's proposed changes have nothing to do with the central focus, this rubric cannot be scored beyond a Level 2.

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

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

Above 3

Evidence that demonstrates performance above 3:

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

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

- The changes clearly address the learning needs of individuals in addition to the learning needs of the whole class in the video clip(s) by providing additional support and/or further challenge in relation to the central focus. Candidate should explain how proposed changes relate to each individual's needs.
- The candidate explains how research or theory is related to the changes proposed. Candidates may cite research or theory in their commentary, or refer to the ideas and principles from the research; either connection is acceptable, as long as they clearly connect the research/theory to the proposed changes. For example, the candidate might note that "after viewing the cooperative learning activity, the majority of the students still stated that they believed most of their peers used tobacco. According to the Theory of Planned Behavior, in order to address behavior change, we must address perceived norms. In future lessons, I need to address this by showing students statistics about how many teens do not smoke and allow for class discussion to hear other student points of view on smoking."
- 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 Level 4
AND

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

Assessment Rubric 11: Analysis of Student Learning

HED11: How does the candidate analyze evidence of students' use of functional health knowledge, demonstration of health-related skills, development of personal beliefs, and analysis of group norms to help students adopt and maintain healthy behaviors?

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*—The assessment, evaluation criteria, learning objectives and analysis are aligned with each other. Consistently addressing the same/similar learning outcomes for students.
- *Evaluation criteria*—Evaluation criteria should indicate differences in level of performance, e.g., a rubric, a checklist of desired attributes, points assigned to different parts of the assessment. Summative grades are not evaluation criteria. Evaluation criteria must be relevant to the learning objectives, though they may also include attention to other desired features of the assessment response, e.g., neatness, spelling.

For the following term from the rubric, see the handbook glossary:

- *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 functional health knowledge, demonstration of health-related skills, development of personal beliefs about the consequences of risky behaviors, benefits of healthy behaviors **or** analysis of group norms to help them adopt and maintain healthy behaviors.
- The analysis is aligned with the evaluation criteria and/or assessed learning objectives.

- Some general differences in learning across the class are identified.

Below 3

Evidence that demonstrates performance below 3:

- The analysis is superficial (e.g., primarily irrelevant global statements) or focuses only on partial data (on right or wrong answers).
- The analysis is contradicted by the work sample evidence.
- The analysis is based on an inconsistent alignment with evaluation criteria and/or standards/objectives.

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

- Although aligned with the summary, the analysis presents an incomplete picture of student learning by only addressing either successes or errors.

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 learning.

Automatic Score of 1 is given when:

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

Above 3

Evidence that demonstrates performance above 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.

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 % 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. An example is, "Most students successfully identified the difference between internal and external influences (questions 3–4) but only half of the students could provide examples of how specific internal and external influences could affect choices about alcohol use (question 5–6). Student A correctly distinguished internal influences from external influences and provided several examples of how specific internal and external influences could impact an individual's choice to use or not use alcohol as a teenager. However, half of the students were like Student B, who could identify the difference between an internal and external influence, but could not provide concrete examples of internal and external influences that could impact choices about alcohol use."

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. "Most students could define the concepts of internal influences and external influences, however, they experienced difficulty in applying the definitions to a written scenario in which a teen was being pressured to use alcohol. (See questions 3–6.) Nearly all students could define both internal and external influences, however half of the students, similar to Student B, were unable to move to a higher level of thinking (application). This suggests that my students need more practice in examining specific examples of both internal and external influences and how these influences can affect their health-related choices."

Assessment Rubric 12: Providing Feedback to Guide Learning

HED12: What type of feedback does the candidate provide to focus students?

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 students are doing well and what needs to improve in relation to the learning objectives.

Key Concepts of Rubric:

- *Significant content inaccuracies*—Content flaws in the feedback are significant and systematic, and interfere with student learning
- *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 English learners or feedback to a student with an explanation that references a concept later in the curriculum).

Primary Sources of Evidence:

Assessment Commentary **Prompt 2a–b**

Evidence of feedback (written, audio/video)

Scoring Decision Rules

▶ Multiple Criteria	<ul style="list-style-type: none"> ▪ N/A
▶ AUTOMATIC 1	<ul style="list-style-type: none"> ▪ One or more content errors in the feedback that will mislead student(s) in significant ways ▪ No evidence of feedback for one or more focus students
▶ Preponderance of Evidence	<ul style="list-style-type: none"> ▪ 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 learning objectives.

- Specific feedback includes such things as pointing to the holistic application of a healthy behavior strategy/skill, naming a part of a skill successfully applied, recommending additional data sources for analyzing group norms for a particular health behavior, suggesting information or valid resources to help student understanding of the susceptibility and/or seriousness (probable consequences) of engaging in a health risk behavior, or pointing to and naming errors in functional knowledge or skill application. Checkmarks, points deducted, grades, or scores do not meet the Level 3, even when they distinguish errors from correct responses.

Below 3

Evidence that demonstrates performance below 3:

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

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

- 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, "Tell me more" or "Yes, that is correct!" that are not linked to a specific strength or need. General feedback does not address the specific error or correct solution (e.g., "Check your work" or "Yes!"). Feedback that is limited to a single statement or mark, such as, identifying the total percent correct (86%), an overall grade (B), or one comment such as "Nice work!" with no other accompanying comments does not meet the Level 2 requirement and should be scored at a Level 1. These 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 learning objectives.
2. Feedback is not developmentally appropriate

Automatic Score of 1 is given when:

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

Above 3

Evidence that demonstrates performance above 3:

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

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

- Specific feedback addresses both strengths and needs. For example, "You correctly applied the steps of decision-making to the scenario about dating violence; however, remember to provide both positive and negative consequences for each of your proposed solutions. This will help you to better determine which solution is the healthiest one."

**What distinguishes a Level 5 from a Level 4: At Level 5, the candidate meets 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 correctly applied the steps of decision-making to the scenario about dating violence; however, remember to provide both positive and negative consequences for each of your proposed solutions. I recommend using the Decision-making graphic organizer, which has a section where you can list at least 3–5 positive consequences as well as a section where you can list 3–5 negative consequences for each of you proposed solutions."

OR

- A meaningful connection to experience or prior learning. For example, the candidate refers back to a prior health lesson: "I want you to think about the process of goal-setting we used last week. What was the acronym that helps us remember the steps in the process? Think about how we applied those steps to write a goal for healthy eating. Use that same process to write a goal for establishing a healthy relationship."

Assessment Rubric 13: Student Understanding and Use of Feedback

HED13: How does the candidate support focus students to understand and use the feedback to guide their further learning?

The Guiding Question

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

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Assessment Commentary **Prompt 2c**

Evidence of Oral or Written Feedback

Scoring Decision Rules

▶ Multiple Criteria	▪ N/A for this rubric
▶ AUTOMATIC 1	▪ None

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- Candidate describes how the focus students will understand **OR** use feedback related to the learning objectives. This description needs to relate to the feedback given to one or more of the focus students.
- The description should be specific enough that you understand what the candidate and/or students are going to do. Otherwise, it is vague and the evidence should be scored at Level 2.
 - Example for *understanding* feedback: Candidate reviews work with whole class focusing on common mistakes that explicitly includes content that one or more focus students were given feedback on.
 - Example for *using* feedback: Candidate asks focus students to revise work using feedback given and resubmit revised work.

Below 3

Evidence that demonstrates performance below 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. For example, "The focus students received back their "Writing Nutrition Goals" assessment. I marked which parts of the goal were correct and which parts were incorrect. Students will be assessed on writing nutrition goals again tomorrow."
- 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 3:

- Support for the focus students to understand **AND** use feedback is described in enough detail to understand how the focus 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 the learning objectives. For example, "Six students did not achieve proficiency on a health goal writing assessment, "My Nutrition Goals." In response, I created a lesson of diversified goal setting stations/ learning centers. At one of the stations/learning centers, I re-teach the process of goal setting to the six students. I will also provide an acronym sheet that describes each part of a SMART goal as well as specific examples. I will model writing a SMART goal, then ask the students to write a goal collectively which I will critique. All of my supports are reflections of the challenges the six students experienced while completing the "My Nutrition Goals" assignment (a formal assessment). These challenges were noted as part of the students' written feedback. I also asked them a series of questions related to goal setting. This helped me to determine any student misconceptions or learning gaps."

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 Rubric 14: Analyzing Students' Language Use and Learning

HED14: How does the candidate analyze students' use of language to develop content understanding?

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 health-related understanding.

Key Concepts of Rubric:

Use the definitions below and the subject-specific Academic Language handout to further clarify concepts on Rubric 14.

- **language demands**—Specific ways that academic language (vocabulary, functions, syntax, discourse) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.
- **language functions**—Purpose for which language is used. The content and language focus of the learning task, often represented by the active verbs within the learning outcomes. Common language functions in health education include **describing** health-promoting behaviors, **explaining** a resistance skill or an I-message; **analyzing** risk and protective factors of lifestyle choices, **evaluating** the steps of a health-related skill applied to a given scenario, or personal beliefs and group norms.
- **vocabulary**—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); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline (e.g., protective factors, health-enhancing skills and behaviors, risk behaviors).
- **discourse**—How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually that provide useful ways for the content to be communicated. Health-related discourse examples may include reliable health resources, goal setting plans, arguments, research reports which include narrative sections and/or representations of data (e.g., graphs, tables) or visual representations of information for advocacy purposes. For example, students might be asked to develop an argumentative essay to advocate for healthy behaviors. Advocacy (both written and oral) is an important type of discourse in health and planned supports for this could be defining advocacy, providing an opportunity for a debate, modeling advocacy strategies, practicing writing persuasive arguments and giving persuasive presentations.
- **syntax**—The rules for organizing words or symbols together into phrases, clauses, sentences or visual representations. One of the main functions of syntax is to organize language in order to convey meaning. One example of syntax in health is the rules for how ingredients and nutritional information is organized on food labels. In addition, the syntax for writing an I-message is WHEN YOU _____ (what happened, objectively stated), I FEEL _____ (an emotion you are feeling about the situation). WHAT I NEED IS _____ (a reasonable request that will help resolve the situation).

- **language supports**—The scaffolds, representations, and pedagogical strategies teachers intentionally provide to help learners understand and use the concepts and language they need to learn within disciplines. The language supports planned within the lessons in edTPA should directly support learners to understand and use identified language demands (vocabulary and/or symbols, language function, and syntax or discourse) to deepen content understandings.

Primary Sources of Evidence:

Assessment Commentary **Prompt 3**

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

Scoring Decision Rules

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

Unpacking Rubric Levels

Level 3

Evidence that demonstrates performance at Level 3:

- The candidate explains and identifies evidence that the students used or attempted to use the language function AND one additional language demand (vocabulary and/or symbols, syntax or discourse). Note: The language demands discussed in the Assessment Commentary do not have to be the same as those discussed in Task 1.
- It is not sufficient for the candidate to reference an artifact and make a general statement, for example, "As seen in the work samples, the student used the vocabulary in their work." The candidate must explain how the students used the identified language and reference or identify an example of that use from the artifact, e.g., "Students 1 and 2 used the vocabulary "binge drinking" correctly when analyzing the ATOD health scenarios. Student 3 incorrectly used the vocabulary "barrier method" when analyzing the safer sex scenario."

Below 3

Evidence that demonstrates performance below 3:

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

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

- The candidate's description and/or evidence of students' language use is limited to only one language demand (vocabulary and/or symbols, function, syntax, or discourse).

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

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

Above 3

Evidence that demonstrates performance above 3:

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

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

- The candidate identifies and explains evidence that students are able to use the language function, vocabulary and/or symbols, AND associated language demands (syntax and/or discourse). The explanation uses specific evidence from the video and/or work samples.
- The candidate's analysis includes how evidence of student language use demonstrates growth and/or struggles in developing content understandings. For example, the candidate notes that, "All students could appropriately use several vocabulary words such as stressor, eustress, distress and name specific stress management techniques when talking about stress management techniques appropriate to a specific scenario (discourse). For example, Jose talked about increasing physical activity during finals examinations to both "get my mind off the stressor, all the finals I had to study for" and also to "give me those endorphins to improve my mood." (*references time stamp of video*). This shows a basic grasp of the concepts. Most of the students could also apply and justify (*language function*) the appropriate stress management technique to the scenario described (discourse)) for the stress management technique they selected for each scenario. (See Susan's application and justification [*at time stamp reference*]). However, a few students were unable to apply and justify an appropriate stress management technique to a given scenario. These students had great difficulty in talking coherently about how the technique applied to the scenario or they did not justify their choice of stress management techniques. When trying to apply the 5-5-5 breathing stress management technique to the scenario, Charles stopped in the middle of a sentence and started again twice, but could not correctly sequence the steps for the technique and was unable to justify his reasoning for applying this particular technique to the stress scenario (*references time stamp of video*). Charles ultimately stated, "I cannot remember how to apply the 5-5-5 breathing technique. I know there are three steps to this, but I cannot sequence the steps (discourse)." The difficulty in talking about applications or justifications should have been a clue to these students that they either didn't fully understand specific stress management techniques and/or were unable to justify their application of a particular technique to the given scenarios.

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

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

Assessment Rubric 15: Using Assessment to Inform Instruction

HED15: How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?

The Guiding Question

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

Key Concepts of Rubric:

- N/A

Primary Sources of Evidence:

Assessment Commentary **Prompt 4**

Scoring Decision Rules

▶ Multiple Criteria	<ul style="list-style-type: none">■ Criterion 1 (primary): Next steps for instruction■ Criterion 2: Connections to research/theory■ Place greater weight or consideration on criterion 1 (next steps for instruction).
▶ AUTOMATIC 1	<ul style="list-style-type: none">■ 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 learning objectives that were assessed.
- *Secondary Criterion:* The candidate refers to research or theory when describing the next steps. The connections between the research/theory and the next steps are vague/not clearly made.
- If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion.**
- If evidence meets the primary criterion at Level 4, and candidate has NO connection to research/theory, the rubric is scored at Level 3.

Below 3

Evidence that demonstrates performance below 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 Level 2 from Level 3: At Level 2,

- The next steps are related to the analysis of student learning and the standards and learning objectives assessed.
- The next steps address improvements in teaching practice that 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.

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

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

Above 3

Evidence that demonstrates performance above 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:
 - student use of functional health knowledge,
 - demonstration of health-related skills,
 - development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors
 - the analysis of group norms to help students adopt and main healthy behaviors.
- Next steps are supported by research and/or theory.

What distinguishes Level 4 from 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:
 - student use of functional health knowledge,
 - demonstration of health-related skills, **AND**
 - either development of personal beliefs about the consequences of risky behaviors **or** benefits of healthy behaviors or analysis of group norms to help students adopt and main healthy behaviors.
- Candidate should be explicit about how next steps will strategically support individuals or groups and explain how that support will address each individual or group's needs in relation to the area of health education.

- The candidate discusses how the research or theory is related to the next steps in ways that make some level of sense given their students and central focus. They may cite the research or theory in their discussion, or they may refer to the ideas from the research. Either is acceptable, as long as they clearly connect the research/theory to their next steps.
- Scoring decision rules: To score at Level 4, the candidate must meet the primary criterion at Level 4 and make at least a fleeting, relevant reference to research or theory (meet the second criterion at least at Level 3).

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

- The next steps are clearly aimed at supporting specific student needs for both individuals and groups with similar needs related to student use of functional health knowledge, demonstration of health-related skills, the development of personal beliefs about the consequences of risky behaviors and benefits of healthy behaviors **AND** analysis of group norms to help students adopt and main healthy behaviors. 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 the areas of health education.
- The candidate explains how principles of research or theory support the proposed changes, with clear connections between the principles and the next steps. The explanations are explicit, well articulated, and demonstrate a thorough understanding of the research or theoretical principles involved.